

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 – SEPTEMBER 14, 2022 (OPEN SESSION)

REGULAR

3. BUSINESS ARISING

4. ENQUIRIES

5. COMMUNICATIONS

6. REPORT FROM GRADUATE COUNCIL

3 - 4

Information

[Graduate Council Report](#)

1. Research Plagiarism Checking

2. New Awards

7. REPORT FROM UNDERGRADUATE COUNCIL

5 - 29

[Undergraduate Council Report](#)

Approval

a. New Certificate of Attendance Program

b. Revisions to Existing Certificate and Diploma Programs

Information

c. Undergraduate Council Committee Assignments

d. Terms of Award

8. REPORT FROM THE COMMITTEE ON APPOINTMENTS

30

Approval

Committee on Appointments Report

31 - 40

1. Establishment of Associate Vice-President Research (Commercialization and Entrepreneurship)

2. SPS C4 Revisions

9. OTHER BUSINESS



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REPORT TO SENATE *from the* GRADUATE COUNCIL

For Information

I. Research Plagiarism Checking

At its meeting on September 19th, 2022 Graduate Council Approved that the implementation of the University's Research Plagiarism Checking for graduate theses be deferred from October 1, 2022 to October 1, 2023.

II. New Awards

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

Name of Fund: The Alyssa Vito Scholarship in Cancer Research

Terms of Reference for Fund:

Established in 2022 by Dr. Alyssa Vito, survivor of triple negative breast cancer and MSc/PhD McMaster alumna. To be awarded by the School of Graduate Studies, on the recommendation of the Graduate Associate Dean, Faculty of Health Sciences, to a graduate student who conducts cancer research with a component of their activities devoted to leadership, community outreach, and patient engagement. Preference will be given to students pursuing research in breast cancer.

Name of Fund: The EJ Irvine Graduate Student Award

Terms of Reference for Fund:

Established in 2022 by the Estate of Daniel Connelly Irvine in memory of the late Dr. Elizabeth Irvine, MSc. (Class of '86). To be awarded by the School of Graduate Studies on the recommendation of the Director of the Farncombe Family Digestive Health Research Institute and the Director, Division of Gastroenterology in the Department of Medicine. To be awarded to graduate students who demonstrate the best progress in research after year 1 in the Farncombe Family Digestive Health Research Institute.

Name of Fund: The Lambda Scholarship Foundation Canada Graduate Award

Terms of Reference for Fund:

Established in 2022 by the Lambda Scholarship Foundation Canada. To be awarded by the School of Graduate Studies to a graduate student who is currently enrolled in their first year of any program who identifies as a member of the queer, trans community and is Black, racialized, or Indigenous.

Name of Fund: Robin Cox Memorial Graduate Scholarship in Chemistry

Terms of Reference for Fund:

Established in 2022 through the estate of Dr. Robin Cox '70. To be awarded by the School of Graduate Studies on the recommendation of the Chair of the Department of Chemistry & Chemical Biology to graduate student Teaching Assistants (TAs) who demonstrate academic excellence and exhibit dedication, leadership, and passion in their role as teachers and mentors. Preference will be given to TAs assisting in first-year chemistry or second-year organic chemistry. Students can only receive this award once.

Name of Fund: Prix Pour Engagement Communautaire Francophone

Terms of Reference for Fund:

Established in 2022 by Helene Caron '05 in honour of Dr. Suzanne Crosta and Dr. Maroussia Hajdukowski-Ahmed. To be awarded by the School of Graduate Studies on the recommendation of the French Department, to a student in a graduate French program who, while maintaining a standard of academic and research excellence, demonstrates significant and meaningful community engagement within the Francophone community. Preference will be given to se who are engaged in the Francophone community in the Hamilton region.



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**REPORT TO SENATE
from the
UNDERGRADUATE COUNCIL**

FOR APPROVAL

a. NEW CERTIFICATE OF ATTENDANCE PROGRAM

At its meeting on October 4, 2022, the Undergraduate Council approved, for recommendation to the University Planning Committee and Senate, the proposal for a new Certificate of Attendance program in Cognitive Behavioural Therapy Fundamentals: Improving Your Clinical Practice with Core Skills. Details of the program are contained within the circulated materials.

i. Cognitive Behavioural Therapy Fundamentals: Improving Your Clinical Practice with Core Skills

It is now recommended,

that Senate approve the establishment of the Certificate of Attendance in Cognitive Behavioural Therapy Fundamentals: Improving Your Clinical Practice with Core Skills, as set out in the attached.

b. REVISIONS TO EXISTING CERTIFICATE AND DIPLOMA PROGRAMS

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

- i. Certificate in Digital Marketing**
- ii. Health Informatics Diploma**
- iii. Diploma in Marketing**
- iv. Diploma in Business Administration with a Concentration in Marketing and the Diploma in Marketing (same course deletions in both programs)**
- v. Diploma in Business Administration with a Concentration in Retirement Community Management**

It is now recommended,

Motion:

that Senate approve revisions to the *Certificate in Digital Marketing*, as set out in the attached.

Motion:

that Senate approve revisions to the *Health Informatics Diploma*, as set out in the attached.

Motion:

that Senate approve revisions to the *Diploma in Marketing*, set out in the attached.

Motion:

that Senate approve revisions to the *Diploma in Business Administration with a Concentration in Marketing* and the *Diploma in Marketing*, as set out in the attached.

Motion:

that Senate approve revisions to the *Diploma in Business Administration with a Concentration in Retirement Community Management*, as set out in the attached.

FOR INFORMATION

c. Undergraduate Council Committee Assignments

At its October 4, 2022 meeting, the Undergraduate Council ratified the Undergraduate Council Committee Assignments for the 2022-2023 academic year.

d. Terms of Award

At the same meeting, the Undergraduate Council approved the following award terms. The Awards Name Changes were received by the Undergraduate Council for information only.

i. Proposed New Aid & Awards

The John and Heather Riccardi Academic Grant
The Dr. Stuart Mestelman Academic Grant
The Co-operators Life Insurance Company Scholarship
The Gen7 Indigenous Scholarship
The Peter George Centre for Living and Learning Residence Scholarship
The William Barry Hill Scholarship
The Eva Elizabeth and Lloyd Edward May Science Scholarship
The Music Man Scholarship
The Glenn and Mandy Page Indigenous Scholarship
The Edgar Lee Ware Memorial Award

ii. Changes to Award Terms

The Manuel and Lillian Zack Scholarship

iii. Proposed New Bursaries

The Liz Ferrier Memorial Bursary
The Ronald G. Smith Bursary
The Rotary Club of Burlington Lakeshore Bursary for Indigenous Students
The William-Forbes Family Bursary

iv. Awards Removed from the Undergraduate Calendar

The ArcelorMittal Dofasco FIRST Robotics Engineering Entrance Scholarship

The Canadian Italian Professional Association of Hamilton-Halton Scholarship in Commerce
The Fred and Barbara Hacker Scholarship
The Hatch Scholarship
The Jennifer Headley Scholarship
The Hutton Kaufman Midwifery Bursary
The K. Mac Group Scholarship
The Order Sons of Italy Scholarship in Italian Studies
The Judith Sternthal Scholarship
The Stantec Consulting Ltd Engineering Scholarship
The Walterfedy Scholarship

- v. Award Name Changes
The John S. and Barbara Scott Bursary

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

FOR APPROVAL/INFORMATION: Senate
October 19, 2022



Certificate of Attendance Program Proposal

Department and Program Information			
Program Name:	Cognitive Behavioural Therapy Fundamentals: Improving Your Clinical Practice with Core Skills		
Credential:	Certificate of Attendance		
Name of Representative	Dr. Jenna Boyd, PhD, C. Psych.		
Effective Date:	November 1, 2022		
Date of Submission	September 9, 2022		
Program Fee per Participant	\$449.00		
Academic Merit			
Program Overview	This course offers an introduction to the historical foundations and theory underlying Cognitive Behavioural Therapy (CBT) and in-depth learning of core CBT strategies for use with adolescents and adults. Designed to aid clinicians in flexibly applying CBT in their clinical practice using case formulation, the course content covers a variety of cognitive and behavioural strategies and when to apply these strategies to maximize benefit. Synchronous lectures include didactic learning as well as the opportunity for in-class practice and role-play.		
Learning Objectives	<ul style="list-style-type: none">• Understand the predominant theories underlying CBT• Develop skill in assessment and case formulation from a CBT perspective• Learn and apply core cognitive change strategies• Learn and apply core behavioural change strategies• Identify and troubleshoot common challenges and barriers in CBT• Refine skills in treatment termination		
Meeting Learning Objectives	The program will use a series of sessions to achieve the stated program objectives.		
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend all 7 sessions.		
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.		
Student Evaluations	n/a		
Course Evaluation	Attendees will be given an opportunity to evaluate the course at the end of the 7 weeks for future planning.		
Course Instruction	Facilitators are selected from a pool of qualified professionals in the Department of Psychiatry and Behavioural Neurosciences. Selection is based on academic background and/or experience within the program area.		
Listing of Module Topics			
Module (2 hrs each)	Topic(s)	Practical Issues/Applied Practice	Suggested Readings

1	<ul style="list-style-type: none"> • Historical foundations of CBT • Overview of common anxiety and mood presentations 	<ul style="list-style-type: none"> • Build CBT model using case vignette 	Beck Chapter 1
2	<ul style="list-style-type: none"> • Assessment from a CBT perspective • Case conceptualization/ formulation 	<ul style="list-style-type: none"> • Develop a case formulation 	Persons Ch. 1, 5, 6 Tolin Ch. 6
3	<ul style="list-style-type: none"> • Cognitive strategies I <ul style="list-style-type: none"> - Thought records - Socratic Dialogue - Cognitive distortions - Modifying automatic thoughts 	<ul style="list-style-type: none"> • Complete a thought record and identifying cognitive distortions • Use the “evidence technique” 	Tolin Ch. 13-14 Beck Ch. 12, 13, 14
4	<ul style="list-style-type: none"> • Cognitive strategies II <ul style="list-style-type: none"> - Eliciting assumptions and core beliefs - Additional strategies (<i>Possibility/responsibility pie, cumulative probability, exploring thought-action fusion</i>) 	<ul style="list-style-type: none"> • Use downward arrow to elicit core beliefs • Case vignette: Identify and implement a cognitive intervention 	Beck Ch. 17, 18
5	<ul style="list-style-type: none"> • Behavioural strategies I <ul style="list-style-type: none"> - Behavioural activation - Problem solving - Introduction to exposure 	<ul style="list-style-type: none"> • Practice using daily activity schedule to identify connections between activity level and mood • Identify mastery and pleasure activities 	Beck Ch. 7
6	<ul style="list-style-type: none"> • Behavioural strategies II <ul style="list-style-type: none"> - Exposure hierarchies - Troubleshooting exposure - Behavioural experiments 	<ul style="list-style-type: none"> • Create exposure hierarchy • Plan behavioural experiment 	Tolin Ch. 11
7	<ul style="list-style-type: none"> • Putting it into practice <ul style="list-style-type: none"> - Integrating cognitive and behavioural techniques - Troubleshooting common issues in CBT • Preventing relapse 	<ul style="list-style-type: none"> • Create a treatment plan based on case formulation 	Tolin Ch. 20 Beck Ch. 21, 22 Persons Ch. 7 and 11

Suggested Accompanying Texts

- Beck, J.S. (2020). *Cognitive Behavior Therapy: Basics and Beyond* (3rd Ed.). The Guilford Press.
- Persons, J. (2008). *The Case Formulation Approach to Cognitive-Behavioral Therapy*. The Guilford Press.
- Tolin, D.F. (2016). *Doing CBT: A Comprehensive Guide to Working with Behaviors, Thoughts, and Emotions*. Guilford Press.

Certificate & Diploma Committee: Program Revision

Department & Program Information	
Department:	McMaster Continuing Education (MCE)
Program Name:	Certificate in Digital Marketing
Name of Representative:	Chris Rotolo
Nature of Submission:	Program and Course Revision – For Approval
Effective Date:	November 1, 2022
Submission Date:	September 20, 2022
Rationale for Revisions:	MCE completed a program review of the Digital Marketing certificate program in 2021. The program review evaluated the program's status, effectiveness, and progress and helped identify the program's future direction, needs, and priorities. The proposed revisions to the program and its courses are based on the recommendations contained in the program review final report. In addition, the digital marketing supplementary document provided at the end of this submission provides the original course titles, descriptions and learning outcomes.
Revised Program Outcomes:	<p>The program review recommended a revision of the program's overarching learning outcomes. These outcomes do not substantially change the curriculum or intention of the program but provide better clarity for its scope and intent.</p> <p>Upon completion of the digital marketing program, learners will be able to:</p> <ul style="list-style-type: none"> • Integrate strategic marketing theories and principles with current best practices and marketing and media technologies. • Develop best practices in current and emerging digital marketing (such as social media and content marketing, email marketing, search engine optimization (SEO) and search engine marketing (SEM)). • Research and propose creative and results-driven solutions to real-life digital marketing challenges. • Apply ethical, privacy and professional considerations and conduct to the field of digital marketing. • Demonstrate skills, attitudes and behaviours required to work collaboratively with others. • Demonstrate professional, visual, written and oral communication skills in various media.
Course Revision Details	

Certificate & Diploma Committee: Program Revision

The Digital Marketing certificate consists of 5 courses (3 units each). Successful completion of the certificate requires 15 units of study. Each course was reviewed as part of the program review process, which resulted in the recommendation to update the course descriptions to reflect current digital marketing practices and terminology. In addition, the course learning outcomes have been revised to align with the program's overall learning outcomes and current digital marketing practices. The important topics covered in each course have not significantly changed; however, content is updated to reference new digital marketing tools and strategies. Based on the program review recommendations, the program curriculum will be assessed annually to remain current with new techniques, tools and technologies required for new professionals in the field.

Course Name	Required/Elective	Unit Value	Pre-requisite(s)
DMK 101 Fundamentals of Digital Marketing	Required	3.0	Not applicable

Revised course description:

Drawing from foundational principles and marketing theories, learners will begin their journey to specialize in best practices in digital marketing. This course examines digital marketing strategies, platforms and techniques to reach, engage and capture an online audience. Focus is placed on providing essential tools and current industry tactics for effective digital marketers. Learners will analyze and apply practical scenarios that engage in the most up-to-date topics in the digital marketing field, including the use of the most current digital platforms to apply and develop skills for a digital marketing career.

Revised course outcomes:

- Identify and analyze relevant data to select and modify appropriate digital marketing tactics.
- Research and develop components and best practices for an effective digital marketing campaign.
- Demonstrate tactics that integrate across digital platforms and with traditional marketing to reach various audiences.
- Analyze how marketing and environmental trends impact digital marketing campaigns.
- Differentiate between ethical and unethical digital marketing tactics.
- Communicate and collaborate with peers to allocate and complete tasks in the service of shared project goals.

Course Name	Required/Elective	Unit Value	Pre-requisite(s)
DMK 102 Digital Marketing Strategy	Required	3.0	DMK 101

Revised course description:

A key factor to achieving business goals is developing a solid digital marketing strategy. Learners will research, plan, and analyze the components of a comprehensive digital marketing strategy for online channels. The course focuses on skills to develop campaigns that align with a business's overall strategy, establish proven marketing tactics to meet identified goals, and respond to consumer behaviour and data insights.

Revised course outcomes:

- Explain the strategic view, process and frameworks required for a digital strategy.
- Specify objectives for a digital strategy to guide the achievement of business goals.
- Analyze target markets using appropriate research methods and tools to determine consumer behaviours and insights.
- Select tactics and digital channels for target audiences in alignment with campaign parameters.
- Create a digital marketing strategy using the insights garnered during the strategic process.

Certificate & Diploma Committee: Program Revision

- Evaluate emerging digital innovations and disruptions to determine their impact on future strategy development.
- Communicate and collaborate with peers to allocate and complete tasks in the service of shared project goals.

Course Name	Required/Elective	Unit Value	Pre-requisite(s)
DMK 103 Search Engine Optimization, Search Engine Marketing & Digital Advertising	Required	3.0	DMK 101, DMK 102

Revised Course Description:

Implementing a digital marketing strategy involves the identification of crucial tactics to grow a business. Learners will study strategies to expand audiences, generate buzz, drive traffic and convert audiences into qualified leads. This course focuses on the value of search engine optimization, search engine marketing and other forms of digital advertising as components of digital, mobile and ecommerce marketing campaigns. Learners will examine ways to conduct research and apply data-driven approaches to optimize search results.

Revised Course Learning Objective(s):

- Analyze how SEO, SEM and digital advertising can be integrated into a larger digital marketing strategy.
- Develop skills to research and understand the most commonly used search engines and their associated algorithms.
- Describe when and why to use programmatic advertising as part of a comprehensive marketing campaign.
- Prepare a Search Engine Optimization (SEO) audit and sitemap.
- Analyze current website data to optimize search engine results.
- Develop a SEM strategy and campaign based on budget, industry and location.
- Communicate and collaborate with peers to allocate and complete tasks in the service of shared project goals.

Course Name	Required/Elective	Unit Value	Pre-requisite(s)
DMK 104 Content Management: Creating and Utilizing Dynamic Digital Content	Required	3.0	DMK 101, DMK 102

Revised Course Description:

This course focuses on advanced practices of content marketing. Learners will expand and grow their skills in digital storytelling, social media, video, podcasts, blogs and image marketing. Emphasis is placed on the importance of exploring new media trends and developing awareness of industry practices that lead to success in today's complex media landscape.

Certificate & Diploma Committee: Program Revision

Revised course learning outcomes:

- Explain how to use growth-oriented digital marketing tools to support a brand's identity, voice and tone.
- Create a targeted content marketing strategy to optimize a brand's digital footprint and reputation.
- Develop multimedia content to attract and engage various audiences and build an engaged digital community.
- Identify channels of content distribution that align with user preferences and drive relevant customer action.
- Describe the metrics and analytics tools that are appropriate for evaluating the performance of digital and multimedia content.
- Communicate and collaborate with peers to allocate and complete tasks in the service of shared project goals.

Course Name	Required/Elective	Unit Value	Pre-requisite(s)
DMK 105 Data Management: Digital Metrics and Measurement	Required	3.0	DMK 101, DMK 102, DMK 103, DMK 104

Revised course title: Digital Data Management, Metrics and Measurement

Revised course description:

Successful businesses have turned to online channels to promote and distribute their products and services. Understanding digital metrics, what they mean and how they can help a business succeed has become essential for every marketing professional. In this course, learners will examine digital marketing best practices, including how to measure results and strategically implement data management technologies, tools, processes and analysis to inform decision making. Learners will explore how predictive analytics, marketing automation, and big data can positively impact digital marketing activities.

Revised course learning outcomes:

- Integrate tools and frameworks for data management and evaluation into digital marketing campaigns.
- Perform analysis of metrics to inform marketing decisions.
- Determine the success of a digital marketing campaign through key performance indicators.
- Use CRM and marketing automation to optimize
- Evaluate the potential value of available metrics and data.
- Summarize ethical and legal frameworks that apply to digital data management.
- Communicate and collaborate with peers to allocate and complete tasks in the service of shared project goals.

McMaster Continuing Education – Digital Marketing Submission Supplement

This document lists the original course titles, descriptions and learning outcomes for the Digital Marketing certificate.

Program course #1: DMK 101 Fundamentals of Digital Marketing

Unit value: 3 units

Course pre-requisites: Not applicable

Cross-listed courses: Not applicable

Current course description: Incorporating the foundational principles of marketing, with best practices, theories and experiential activities relevant to the digital space, this course gives professionals the essential tools and industry current tactics to be strong strategic digital marketers. The importance and relevance of strategic digital marketing, including social media and mobile practices, email marketing, analytics, search engine marketing, search engine optimization and content management will be examined through visual and online text communications. Application activities involving digital marketing tools, such as Google Analytics, platforms such as Facebook and Twitter, PPC samples, and a focus on optimizing all digital platforms will form the basis of this course.

Current learning outcomes:

- Create a digital marketing plan to support traditional marketing efforts.
- Analyze relevant data and make adjustments to identify and modify digital marketing tools.
- Identify appropriate digital marketing tools to use to reach a variety of audiences.
- Analyze marketing and environmental trends to determine impact on digital marketing campaigns.
- Differentiate between ethical and unethical digital marketing tactics.

Program course #2: DMK 102 Digital Marketing Strategy

Unit value: 3 units

Course pre-requisites: Not applicable

Cross-listed courses: Not applicable

Original course description: Strategic planning and the execution of digital marketing campaigns will be the focus of this course. Explore and examine the development of strategic analysis, e-commerce, CRM management, basic analytics practices and public relations online. Exercises are designed for students to analyze websites and campaigns in order to understand the connections between design, strategy, accessibility, operations, and maintenance in order to produce powerful digital marketing results.

Original course learning outcomes:

- Explain the strategic view, process and frameworks required for a digital strategy.
- Specify objectives for a digital strategy to guide the achievement of business goals.
- Analyze target markets using appropriate research methods and tools to determine consumer behaviours and insights.

Certificate & Diploma Committee: Program Revision

- Select digital tactics and channels for target audiences that align with campaign parameters.
- Create a digital strategy using the insights garnered during the strategic process.
- Evaluate emerging digital innovations and disruptions to determine their impact on future strategy development.

Program course #3: DMK 103 Search Engine Optimization, Search Engine Marketing, and Digital Advertising

Unit value: 3 units

Course pre-requisites: Not applicable

Cross-listed courses: Not applicable

Original course description: This course will delve further into specific tools, standards and practices in conjunction with application activities and projects to build effective campaigns involving search engine marketing. Specific topics will build upon the fundamentals of Google algorithm, measurement, search engine optimization analysis, and PPC.

Original course learning outcomes:

- Identify common business challenges and match them to a tactical digital marketing strategy
- Identify core SEO and SEM principles, ethical and legal considerations, and strategies as it relates to business strategy
- Prepare a Search Engine Optimization (SEO) audit and sitemap that consists of technical, on-site and off-site recommendations based on keyword research, and website analysis
- Prepare CRO (Conversion Rate Optimization) recommendations for landing pages based on user testing videos and analytics data
- Develop an SEM strategy and campaign based on budget, industry, and location

Program course #4: DMK 104 Content Management: Creating and Utilizing Dynamic Digital Content

Unit value: 3 units

Course pre-requisites: Not applicable

Cross-listed courses: Not applicable

Original course description: Course Description: Learn advanced practices of content marketing. Expand and grow your skills in writing for the web with digital storytelling, video, and image marketing, as well as user experience and user interface design. Bridge new media with traditional marketing practices and develop awareness of emerging new media trends that will affect the role of the strategic digital marketer.

Original course learning outcomes:

- Explain how to use various digital marketing tools to support a brand's identity, voice and tone.
- Develop digital content for a variety of audiences to maximize messaging reach and impact.
- Describe the metrics and analytics tools that are appropriate for evaluating the performance of digital content.



Certificate & Diploma Committee: Program Revision

- Identify channels of content distribution that align with user preferences to create an engaged digital community.
- Create a content marketing strategy to optimize a brand's digital footprint and reputation.

Program course #5: DMK 105 Data Management: Digital Metrics and Measurement

Unit value: 3 units

Course pre-requisites: Not applicable

Cross-listed courses: Not applicable

Original course description: The expansion of e-commerce, web analytics and business analysis drives the need to stay current and relevant specific to theories and principles of digital data management practices. Examine data management technologies, tools, processes and analysis for decision making. Explore theories and examples of predictive analytics and Big Data and the impact on business, business intelligence systems and strategies for employing data to digital marketing.

Original course learning outcomes:

- Classify various analytical tools based on their relevance to digital marketing.
- Integrate data management frameworks into digital marketing campaigns.
- Summarize ethical and legal frameworks that apply to digital data management.
- Perform basic analysis of data sets to inform marketing decisions.
- Determine the success of a marketing campaign through key performance indicators.

DATE: September-6-22

TO: Certificate & Diploma Committee

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

RE: Proposal for Program and Course Revisions for Certificate in Digital Marketing

I have reviewed the proposal for program and course revisions for the Certificate in Digital Marketing presented by McMaster Continuing Education (MCE). I have determined that the proposed revisions meet all the criteria set out by the Undergraduate Council in its guidelines for certificates and diplomas. I, therefore, endorse this submission with the support of the DeGroote School of Business

At my request, this proposal was reviewed by Ruhai Wu. His conclusion is that the proposed program and course revisions are appropriate and reflect the skills required for the field of digital marketing. The program updates will maintain the academic standards and criteria for the designation of "Certificate". I concur with Ruhai Wu's assessment.

In conclusion, as the academic affiliate for the Digital Marketing program, the DeGroote School of Business supports the proposed changes to the program.

Sincerely,



Susan McCracken | Associate Dean (Academic), PhD, FCPA, FCA
Professor in Accounting
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Department & Program Information (complete all fields):	
Department:	McMaster Continuing Education
Program Name:	Health Informatics (Diploma)
Name of Representative:	Mahdi Eskandari
Nature of Submission:	Course Revision – For Approval
Effective Date:	November 1, 2022
Submission Date:	September 20, 2022
Course Details:	
<p>Course Title and Unit Value: HTH 101 Health Information Management I (3 units)</p> <p>Course Pre-requisites: Not applicable</p> <p>Current Course Description: The course covers fundamental theories and principles of health information management including data types, data acquisition, data standards, data quality and data uses and users. Learners will develop an appreciation of how data is collected, processed and used in healthcare settings and the role that data plays in decision-making (including an understanding of the complexities involved in transforming data into information and knowledge). The course will introduce learners to the roles and responsibilities of the HIM professional in the storage, use, retention and destruction of health records in both paper and electronic record systems and the central role of health information management in quality assurance and performance improvement, planning and management of resources, risk management, research and education.</p> <p>Revised Course Description: The course covers fundamental theories and principles for the management of health information management. Learners will develop an appreciation of how data is collected, processed and used in healthcare settings and the role that data plays in decision-making, including an understanding of the complexities involved in transforming data into information and knowledge. In addition, the course introduces learners to the roles and responsibilities of health information professionals in the storage, use, retention and destruction of health records and the central part information management has in quality assurance and performance improvement, planning and management of resources, risk management, research and education.</p>	

Certificate & Diploma Committee: Course Revision

Course Title and Unit Value: HTH 103 Professionalism, Ethics and Professional Standards (3 units)

Course Pre-requisites: HTH 101 Health Information Management I

Current Course Description: This course will present the professional, ethical and legal standards expected of the Health Information Manager and Health Informatics professional. Learners will understand the guidelines and codes of conduct established by the professional associations for each field (CHIMA, COACH). A review of provincial, national and international HIM and HI organizations and their professional standards and code of ethics will be conducted to demonstrate the inter-related nature of the professional expectations for Health Information Managers and Health Informaticians. Course activities will encourage students to investigate the parameters of their legal and ethical duties as HIM and HI professionals, as they work collaboratively to understand the importance of ethics and professional standards for the protection of personal health information.

Revised Course Description:

This course presents the professional, ethical and legal standards expected of the health informatics professional. Learners will understand the guidelines and codes of conduct through a review of provincial, national and international health information organizations. Course activities encourage learners to investigate the parameters of their legal and ethical duties as they work collaboratively, to understand the importance of ethics and professional standards for protecting personal health information.

Course Title and Unit Value: HTH 104 Privacy, Confidentiality and Security (3 units)

Course Pre-requisites: HTH 101 Health Information Management I

Current Course Description: This course will examine the “concepts, principles and applications of the rights and obligations related to individual access, privacy and confidentiality of personal health information” (CHIMA, 2010, 21). This examination will involve health information data and records in both paper and electronic formats. The course will review legal regulations and legislations currently in place for the collection, use, storing and sharing of personal health information. Learners will study privacy requirements, responsibilities and risks associated with the life cycle of personal health information as Health Information Managers, Health Informaticians, and members of a health care organization. Various legal, ethical and professional standards as they relate to privacy and access will be presented, discussed and critically analyzed from the perspective of the consumer, organization and Health Information professional.

Revised Course Description:

This course reviews legal regulations and legislation for collecting, storing, and sharing personal health information. Learners will study privacy requirements, responsibilities and risks associated with the life cycle of personal health information as health information professionals. The various legal, ethical and professional standards related to privacy and access will be presented, discussed and critically analyzed from the perspective of the consumer, organization and health professional.

Are these courses currently offered? Yes



Rationale for Revisions:

The course descriptions are revised to remove outdated information about professional associations and to remove references to the health information management professional. The courses were approved originally as shared courses with the Health Information Management and Health Informatics diplomas. The Health Information Management program has closed; therefore, the course descriptions are rewritten for the Health informatics program.



Dr. Robert Whyte
Vice Dean, Education
Faculty of Health Sciences

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DATE: 8 September 2022
TO: Certificates and Diplomas Committee
FROM: Dr. Robert Whyte, Vice-Dean of Education, Faculty of Health Sciences
SUBJECT: Support of Proposal for Health Informatics Course Revisions, McMaster Continuing Education (MCE)

I have reviewed the proposal for revisions of the following courses from the Health Informatics (Diploma) program:

- HTH 101 Health Information Management I
- HTH 103 Professionalism, Ethics and Professional Standards
- HTH 104 Privacy, Confidentiality and Security

I have examined the submission document, and it is my finding that the proposed changes to the course descriptions are appropriate and supported by the rationale. The courses continue to meet the standards necessary for the academic diploma program. Students taking the courses will continue to meet the minimum requirements set out in the Senate's Certificate and Diploma Policy (2020) for Undergraduate Council.

Sincerely,

Robert Whyte | Vice-Dean of Education (Academic), PhD
Health Sciences Center (HSC) | McMaster University
1280 Main Street West, Hamilton, Ontario L8S 4M4
905.525.9140 ext. 22506 | rwhyte@mcmaster.ca

Cc: Lorraine Carter, Director, McMaster Continuing Education
Dan Piedra, Assistant Director, McMaster Continuing Education

Department & Program Information (complete all fields):

Department:	McMaster Continuing Education
Program Name:	Diploma in Marketing
Name of Representative:	Chris Rotolo
Nature of Submission:	New course
Effective Date:	01/11/2022
Submission Date:	20/09/2022

New Course Details (complete all fields):

Course Title: Social Media Strategy & Management

Course Description:

Social media is an integral part of many people's lives. This course examines effective social media strategies and technologies to reach, engage and influence social media users. The focus is on current platforms, tools and tactics marketers need to use to reach the right audience in an increasingly fragmented marketing landscape. This course will give students a framework for understanding how to create and manage opportunities for compelling social media communications.

Outline major topics and subtopics to be covered in the course:

- Research
 - Conduct a social media audit
 - Diagnosis and developmental research
 - Audience personas
- PESO model
 - Apply the PESO Model to social media planning, execution, and evaluation.
 - Differentiate between paid media, earned media, shared media, and owned media.
 - Apply converged media to social media planning.
- Content Management
 - Content strategy
 - Content creation
 - Content curation
 - Content management
- Strategic Storytelling
 - Storytelling and emotion

- Creating and sharing visual media
- Influencers and Advocates
 - Types of influencers
 - Influencer strategies
 - Influencer guidelines and regulations
- Social Media Management
 - Social media listening and monitoring
 - Engagement at scale
 - Setting up measurement program
- Social Media Marketing
 - Comparing social media marketing to organic posts
 - Principles and practices of social media marketing
 - Social media ad choices
- Social Media Governance
 - Crisis management
 - Analytics and modelling
 - Social media management tools
- Implementation and Actionable Measurement
 - Effective campaign budgets and schedules
 - Analyzing and interpreting data
- Future Social Media Trends
 - AI, chatbots, customer service, automation, mobile commerce
 - Ethics
 - Evaluating new platforms

Statement of Purpose: (Briefly explain how the course fits into the program)

This course replaces PUB 111 and PUB 113. Both courses were outdated in terms of focus and content and have experienced consistently low enrolments for 5 years. This course will address new and relevant strategies, platforms, tools, and technologies.

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

All courses will be delivered online, virtually and in-person. Delivery activities will include instructor presentations, group discussions, online resources (articles and videos), and practical application activities.

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

This course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, application activities, individual and group projects, class participation, quizzes, third-party certification, or a combination thereof. Evaluations will be structured to assess participants' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.

Course Unit Value: 3 units

Rationale:

At present, there is no course within the Marketing program that fully explores how to use social media for marketing. This is an in-demand area of learning for our marketing students. At a conference held in mid-July 2022, Prabhakar Ragavan, senior vice-president of Google, said that “almost 40% of young people, when they’re looking for a place for lunch, they don’t go to Google Maps or Search. They go to TikTok or Instagram” ([Perez, 2022](#)). The need for marketing students to have in-depth knowledge of contemporary social media practices is self-evident.



Hamilton Campus
1280 Main Street West
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(905) 525-9140
degroote.mcmaster.ca

DATE: Sept 11, 2022

TO: Chair, Certificates and Diplomas Committee

FROM: Dr. Sue McCracken, DeGroote School of Business

RE: Proposal for new course Social Media Strategy and Management for Marketing Program

I have reviewed the Social Media Strategy and Management course submission presented by McMaster Continuing Education (MCE) and determined that it meets all relevant criteria set out by Undergraduate Council. As a result, I am pleased to endorse this submission with the support of the DeGroote School of Business.

At my request, the proposal for this course was reviewed by Ruhai Wu. His conclusion is that the objectives of the proposed course as well as teaching and learning methods including assessment strategies are viable. Social Media Strategy & Management will meet the needs of professionals wanting to work in the marketing field who necessarily require social media expertise.

As MCE's academic affiliate, we are pleased to provide both this initial review and ongoing support in the case of curriculum issues. Additionally, we have provided MCE with the guidelines needed by their students for possible use of the advanced standing rules for entering our degree programs with credit from completion of this course.

Sincerely,

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

BRIGHTER WORLD



Certificate & Diploma Committee - Course Cancellation

Department & Program Information (complete all fields):	
Department:	McMaster Continuing Education
Program Name:	Diploma in Business Administration with a Concentration in Marketing and Diploma in Marketing
Name of Representative:	Chris Rotolo
Nature of Submission:	Course Cancellation/Removal, PUB 111 and PUB 113
Effective Date:	22-Nov-1
Submission Date:	22-Sep-20
Course Details (complete all fields):	
<p>Course Title: PUB 111 Building Social Media Relationships (3 units)</p> <p>Course Description: Building Social Media Relationships defines the terminology for online communications, explores the current applications and tools available, identifies some of the community, legal and ethical concerns around social media use, and creates a framework for understanding how to integrate it successfully into a marketing communications program.</p>	
<p>Course Title: PUB 113 Social Media Research and Techniques (3 units)</p> <p>Course Description: The application of social media tools and concepts to public relations practice is an evolving and challenging opportunity for public relations and marketing practitioners. It's an opportunity to engage with new audiences, create new opportunities for dialogue and execute even more compelling communications campaigns. Social Media Research and Techniques will build on the technical concepts and practices learned in Building Social Media Relationships, applying students' social media knowledge and skills to public relations and marketing practices.</p>	
<p>Rationale for Cancellation:</p> <p>These two courses have experienced low enrolment over the past few years and will be closing officially. A new course, Social Media Strategy & Management, is being designed to replace PUB 111 and PUB 113. This new course aligns with the need for training specific to social media for marketing professionals.</p>	



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DATE: 6 September 2022
TO: Certificates and Diplomas Committee
FROM: Dr. Sue McCracken, Associate Dean (Academic), DeGroote School of Business
SUBJECT: Course Cancellations for the Diploma in Business Administration with a Concentration in Marketing and Diploma in Marketing, McMaster Continuing Education

I have reviewed McMaster Continuing Education's proposal for the cancellation of two courses, PUB 111 Building Social Media Relationships and PUB 113 Social Media Research and Techniques, from the programs of Business Administration with a Concentration in Marketing (Diploma) and Marketing (Diploma). I am in support of this proposal based on the rationale provided. The proposed change to the programs is appropriate, and both programs continue to meet the standards set out in the Senate's Certificate and Diploma Policy (2020) for Undergraduate Council.

In conclusion, I support the cancellation of courses PUB 111 Building Social Media Relationships and PUB 113 Social Media Research and Techniques.

Sincerely,

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

BRIGHTER WORLD



Certificate & Diploma Committee - Course Cancellation

Department & Program Information (complete all fields):	
Department:	McMaster Continuing Education
Program Name:	Business Administration with a Concentration in Retirement Community Management (Diploma)
Name of Representative:	Katey Savage
Nature of Submission:	Course Cancellation/Removal
Effective Date:	22-Nov-1
Submission Date:	22-Sep-20
Course Details (complete all fields):	
Course Title & Unit Value: BUS 104 Data Analysis for Quality and Process Improvement (3 units)	
<p>Course Description: This course will examine the exploration of data relevant to the management and operations of retirement community organizations. The course will present the analytics life cycle in the context of planning to solve a business problem and how to use data for quality metrics and process improvements. Common data visualization tools and techniques will be explored and used as students learn best practices for the presentation and communication of analytical solutions and insights.</p> <p>Rationale for Cancellation: Based on consultation with subject matter experts in the retirement community management field and discussions with the Ontario Retirement Community Association, it was determined that the content covered in this course is not a requirement for employment. To align the number of courses in this diploma with the number of courses in other diplomas (generally eight courses or 24 units), MCE is proposing to remove BUS 104 as a required course from the program.</p>	



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DATE: 6 September 2022
TO: Certificates and Diplomas Committee
FROM: Dr. Sue McCracken, Associate Dean (Academic), DeGroote School of Business
SUBJECT: Course Cancellation for the Diploma in Business Administration with a Concentration in Retirement Community Management, McMaster Continuing Education

I have reviewed McMaster Continuing Education's proposal for the cancellation of the course, BUS 104 Data Analysis for Quality and Process Improvement, from the program of Business Administration with a Concentration in Retirement Community Management (Diploma). I support this proposal based on the rationale provided and MCE's consultation with professionals in the industry. The proposed change to the program is appropriate, and the program continues to meet the standards set out in the Senate's Certificate and Diploma Policy (2020) for Undergraduate Council.

In conclusion, I support the removal of BUS 104 Data Analysis for Quality and Process Improvement (3 units of study) from the Diploma in Business Administration with a Concentration in Retirement Community Management.

Sincerely,

Susan McCracken | Associate Dean (Academic), PhD, FCPA, FCA
Professor in Accounting
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BRIGHTER WORLD



REPORT TO THE SENATE
FROM THE
COMMITTEE ON APPOINTMENTS

Open Session (Regular)

On September 19, 2022, the Committee on Appointments approved the following recommendations and now recommends them to Senate for approval:

1. Establishment of Associate Vice-President Research (Commercialization and Entrepreneurship)

It is now recommended,

that Senate approve the establishment of the Associate Vice-President Research (Commercialization and Entrepreneurship), as circulated.

2. SPS C4 Revisions

It is now recommended,

that Senate approve the proposed revisions to the Pregnancy and Parental Leaves Policy for Faculty and MUFA Librarians, effective July 1, 2022.

SENATE: FOR APPROVAL
October 19, 2022



**Vice-President
(Research)**

Gilmour Hall, Room 208
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Ext. 27270
Fax 905.521-1993
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<http://www.mcmaster.ca/research>

TO: Senate Committee on Appointments

FROM: Karen Mossman, Vice-President, Research

DATE: September 8, 2022

**RE: Establishment of New Position for Associate Vice-President Research
(Commercialization and Entrepreneurship) – Terms of Reference**

I write to propose the establishment of a new position for Associate Vice-President Research (Commercialization and Entrepreneurship) at the Office of Vice-President, Research.

The Associate Vice-President Research (Commercialization and Entrepreneurship) will lead the efforts of the Office of the Vice-President (Research) to advance the University's endeavors in knowledge transfer, specifically through supporting the economic and societal impacts of McMaster developed technology, processes and protocols.

Please see attached the Terms of Reference for this position, for consideration and approval.

Thank you.

attach.

Associate Vice-President Research (Commercialization and Entrepreneurship)

The Associate Vice-President Research (Commercialization and Entrepreneurship) will lead the efforts of the Office of the Vice-President (Research) to advance the University's endeavors in knowledge transfer, specifically through supporting the economic and societal impacts of McMaster developed technology, processes and protocols.

Reporting relationships:

The Associate Vice-President Research (Commercialization and Entrepreneurship) reports directly to the Vice-President (Research).

Collaboration & Support:

The Associate Vice-President Research (Commercialization and Entrepreneurship) is expected to work closely with the Associate Vice-President (Research), the Assistant Vice President (Research Innovation and Partnerships), Faculty Deans and Associate/Vice Deans (Research) and with other leaders in the Office of the Vice-President (Research). The relationship with the McMaster Industry Liaison Office (MILO) will be particularly important in promoting knowledge transfer and developing relationships with commercial partners.

Duties and Responsibilities:

The following responsibilities relate to this key leadership position, specifically as it pertains to commercialization and entrepreneurship:

- to work with the Vice-President (Research) in articulating and promoting the University's strengths, goals, and achievements in research with a vision and passion that engage the University community, external partners, and donors
- to lead the efforts of the Office of the Vice-President (Research) in promoting and maintaining a culture of knowledge mobilization, commercialization and entrepreneurship thus supporting maximal socio-economic impact of McMaster research
- to identify, connect, and promote the co-ordination of current entrepreneurial initiatives currently taking place across the University
- to work with the Vice-President (Research) and the McMaster Industry Liaison Office (MILO) in encouraging knowledge transfer activities
- to work with the Executive Director of MILO to grow the McMaster Seed Fund (MSF), and to increase awareness of the MSF across campus and beyond
- to support the Vice-President (Research) and the Assistant Vice-President (Research, Innovation and Partnerships) in the development of relationships with external partners in the pursuit of the financing and promotion of McMaster research
- to promote the establishment of McMaster spin-off companies, and to develop strategies to foster the McMaster startup culture

- to work with members of MILO to promote material for faculty members seeking information on company establishment (for example on intellectual property, financing, business plan development etc.)

Conditions of Appointment:

The position of Associate Vice-President (Commercialization and Entrepreneurship) shall be held by a qualified faculty member, appointed for a renewable five-year term. 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.



The Joint Administration/Faculty Association
Committee to consider University Financial Matters
and to discuss and negotiate matters related to
Terms and Conditions of Employment of Faculty

1280 Main Street West
Hamilton, Ontario
L8S 4K1

September 15, 2022

Senate Committee on Appointments

Re: SPS C4 - *Pregnancy and Parental Leaves Policy for Faculty and MUFA Librarians*

The McMaster University Faculty Association (MUFA) [Remuneration Agreement](#) was ratified by the membership on March 15, 2022.

Section 10 of the Agreement details the agreed-upon changes to *SPS C4 - Pregnancy and Parental Leaves Policy for Faculty and MUFA Librarians*. As such, on behalf of the Joint Committee, attached please find the recommended changes to *SPS C4* for your approval.

Sincerely,

A handwritten signature in blue ink, appearing to read "Katherine Cuff".

Katherine Cuff
MUFA President

A handwritten signature in black ink, appearing to read "Susan Tighe".

Susan Tighe
Provost and Vice-President (Academic)



Policies, Procedures and Guidelines

Complete Policy Title: **Pregnancy and Parental Leaves Policy for Faculty and MUFA Librarians**

Policy Number (if applicable):
SPS C4

Approved by:
Senate
Board of Governors

Date of Most Recent Approval:
May 15, 2019
June 6, 2019

Date of Original Approval(s):
December 14, 2011

Supersedes/Amends Policy dated:
June 7, 2017
June 8, 2017

Responsible Executive:
Provost and Vice-President (Academic)

Enquiries:
[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*

I Intent

The Pregnancy and Parental Leaves Policy for Faculty and MUFA Librarians (this “Policy”), is designed to facilitate reasonably flexible arrangements at the time of birth or adoption of children and is in compliance with current applicable provincial and federal legislation. This Policy supports the University’s aims of fostering research and teaching excellence by supporting parents in combining their academic careers and family responsibilities without undergoing significant professional or financial setbacks. This Policy shall have precedence over all other policies that may impinge upon its terms.

The entitlement to leave and accompanying financial and other benefits provided herein are understood within the framework of the applicable provincial and federal legislation, specifically, the *Employment Standards Act, 2000* (the “ESA”) and the *Employment Insurance Act* (the “EIA”). If the legislative provisions relating to pregnancy or parental leave change substantively in either statute, the University and the McMaster University Faculty Association (“MUFA”) will meet to review this Policy.

II Scope

This Policy applies to all full-time and part-time faculty and to senior academic librarians who are members of MUFA (each, a “Faculty Member”).

III Definitions

A “parent” is defined as:

- (i) a birth parent; or
- (ii) an adoptive parent (whether or not the adoption has been legally finalized); or
- (iii) a person who is in a relationship of some permanence with a parent of the child and who plans on treating the child as their own. This includes same-sex couples.

A “pregnancy leave” and “parental leave” are each defined as: a continuous leave of absence during which a Faculty Member is relieved of all duties, including teaching, graduate supervision, research and service, and are differentiated one from the other on the parameters set out in this Policy.

“Salary” is defined as: gross salary, subject to all applicable statutory and payroll deductions.

IV Leaves and Eligibility

i. Pregnancy Leave

All Faculty Members who are pregnant and who have at least 13 weeks’ continuous employment at the University prior to the estimated date of delivery of a child (or children) are entitled to take a pregnancy leave.

In order that suitable arrangements can be made to provide for the absence of the Faculty Member on a pregnancy leave, the Faculty Member is expected to provide a minimum of two weeks of notice of their intent to take such a leave.

Pregnancy leave begins no later than the earlier of the anticipated delivery date or the date of the birth of the child (or children) and no sooner than 17 weeks prior to the anticipated delivery date, except that the birth parent of a child (or children) who require(s) lengthy post-natal hospital care shall have the opportunity to delay all or part of pregnancy leave until the child (or children) is (are) released from hospital. [NOTE: eligibility for benefits under the EIA does not commence sooner than 12 weeks prior to the anticipated delivery date.]

A pregnancy leave will not normally exceed 17 weeks. The Faculty Member is normally expected to give at least four weeks’ notice of the date of return to work, should this date be different from the original scheduled return date. In exceptional circumstances, a pregnancy leave may be extended beyond the 17-week period, at the discretion and approval of the appropriate Dean/Supervisor. In any event, it is understood that a pregnancy leave will end no later than the date the Faculty Member’s employment at the University ends, whether by resignation, retirement, the expiry or non-renewal of a contractually limited appointment, or otherwise.



ii. Parental Leave

All Faculty Members who are parents of a child and who have at least 13 weeks' continuous employment at the University are entitled to take a parental leave.

In order that suitable arrangements can be made to provide for the absence of the Faculty Member on a parental leave, the Faculty Member is expected to provide a minimum of two weeks' notice of their intent to take such a leave.

A Faculty Member who has taken a pregnancy leave must begin their parental leave when their pregnancy leave ends unless the child (or children) has (have) not yet come into their care, custody, and control for the first time. A Faculty Member who has not taken a pregnancy leave for the same child (or children), must begin their parental leave no later than 78 weeks after the date the baby was born or, the date the child first came into their care, custody, and control.

Birth parents who take pregnancy leave are entitled to take up to 61 weeks of parental leave. All other new parents are entitled to take up to 63 weeks of parental leave. The Faculty Member is normally expected to give at least four weeks' notice of the date of return to work, should this date be different from the original scheduled return date. In any event, it is understood that a parental leave will end no later than the date the Faculty Member's employment at the University ends, whether by resignation, retirement, the expiry or non-renewal of a contractually limited appointment, or otherwise.

iii. Pre-Adoption Leave

In some circumstances, a pre-adoption leave may be granted to provide the Faculty Member time to address requirements of the adoption process, for example, the time to travel to a foreign country to receive custody of the adoptive child. In this situation, it is requested that the Faculty Member provide reasonable advance notice of the leave requirement.

iv. Pregnancy or Parental Leave Combined with another Non-Statutory Approved Leave

If a pregnancy or parental leave falls within or overlaps the period of any non-statutory approved leave, except for a Research Leave, the salary and benefit provisions of the other leave will be continued and that portion of the pregnancy or parental leave preceding, or extending beyond, the other approved leave will be eligible for financial benefit according to the benefits section, below.

A Faculty Member who takes a pregnancy or parental leave when their vacation would normally have been taken will have the option to take that vacation entitlement during the 12 months following the end of the period of leave.

A Faculty Member's pregnancy or parental leave may overlap the period of an approved Research Leave. The usual practice is that the unused portion of the Research Leave is taken immediately following the end of the pregnancy or parental leave. Any departure from this practice requires the approval of the Research Leaves Committee.



V Financial and Other Benefits

i. Financial Benefits

A Faculty Member who takes a pregnancy or parental leave pursuant to this Policy is entitled to the financial benefits set out below:

PREGNANCY LEAVE

- * For each week of pregnancy leave up to the ~~14th~~ 17th week, inclusive, the University will pay 95% of regular salary less the maximum amount of weekly pay any employee is eligible to receive in accordance with the EIA (the 'EI Max'), regardless of whether or not such amount is actually received by the Faculty Member. If the Faculty Member provides proof that their EIA entitlement is less than the EI Max, their weekly payment from the University will be 95% of regular salary less the amount of their EIA entitlement.

PARENTAL LEAVE

- * For each week of parental leave up to the 19th week, inclusive, the University will pay 95% of regular salary less the maximum amount of weekly pay any employee is eligible to receive in accordance with standard parental benefits provisions of the EIA (the 'EI Max'), regardless of whether or not such amount is actually received by the Faculty Member. If the Faculty Member provides proof that their EIA entitlement is less than the EI Max, their weekly payment from the University will be 95% of regular salary less the amount of their EIA entitlement.

PREGNANCY AND PARENTAL LEAVE COMBINED

- * ~~The total period of eligibility for financial benefits through a combination of pregnancy leave and parental leave is 30 36 weeks (14 17 + 19). Subject to section V(ii), below, if a Faculty Member takes both pregnancy leave and parental leave for the same child (or children, in the case of multiples), the Faculty Member will have the option to elect that the period of eligibility be combined and financial benefits be administered without interruption (i.e. to receive an "advance" of parental leave benefits).~~

*

PARENTAL LEAVE COMBINED WITH ANY OTHER STATUTORY LEAVE

- * ~~Subject to section V(ii), below, a Faculty Member taking any other statutory leave immediately preceding a parental leave will have the option to elect that the period of eligibility be combined and any financial benefits be administered without interruption (i.e. to receive an "advance" of parental leave benefits).~~

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ii. Administrative Details Regarding “Advance” of Parental Benefits

- ~~○ A Faculty Member who elects to receive an “advance” of their parental benefits while on another statutory leave of absence will not receive more than 95% of their base salary while in receipt of those benefits;~~
- ~~○ If a Faculty Member who elects to receive an “advance” of their parental benefits does not ultimately take parental leave in a duration equivalent to the benefits so received, they will be required to repay any excess benefits;~~
- ~~○ McMaster is not liable if a Faculty Member’s choice to elect an “advance” negatively impacts their Employment Insurance benefits.~~

iii. Other Benefits

A Faculty Member who takes pregnancy and/or parental leave(s) pursuant to this Policy is entitled to continue to participate in all pension and health benefits plans, including Extended Health, Dental and Basic Group Life, for the duration of the leave(s), provided the Faculty Member continues to contribute their normal share of the cost of these benefits, including pension contributions. If employee pension contributions are discontinued, pensionable service will not accrue and anticipated retirement dates may be affected.

Faculty Members wishing to continue participation in any of the employee-paid benefits, such as Long-Term Disability (LTD), Optional Life insurance, and Accidental Death and Dismemberment (AD&D) insurance, must notify Human Resources Services (see “Information” below) of this decision in advance of the commencement of the leave(s) and arrange for the payment (e.g., payroll deduction) of the Faculty Member’s normal share of benefit premiums.

Eligibility for vacation shall be unaffected by any pregnancy and/or parental leave. Eligibility for research leave shall continue to accrue during any pregnancy and/or parental leave.

VI Academic Career Decisions

A Faculty Member who is on, or has taken, pregnancy and/or parental leave(s) shall normally have academic decisions relating to that individual’s career development (e.g., tenure review) deferred until the next decision period following the leave(s). If the Faculty Member so chooses, they may request not to defer any decisions; this request for non-deferral must be made in writing to the Department Chair, with final approval from the Dean, in a timely manner, and within the leave period, or the academic career decisions shall be deferred. Upon approval of such non-deferral by the Dean, a recommendation to that effect is submitted to the Provost. A decision not to defer academic decisions related to the individual’s career development must be confirmed in writing via a letter from the President, and signed back by the Faculty Member.

Requests not to defer career decisions must be made within the period of the leave(s). A Faculty Member wishing to be considered for tenure and/or promotion or permanence during the calendar year in which they return from a pregnancy and/or parental leave must ensure that their



Chair and Dean have been notified at least six months in advance of the deadline set by the University for submission of tenure / promotion / permanence files.

A Faculty Member who was eligible for pregnancy and/or parental leave(s) and did not take any or all of those leaves may request to have academic career decisions relating to their career development (e.g. tenure review) deferred by one year (see Tenure and Promotion Policy, Section II, clause 7 a. iv).

A Faculty Member who has taken leave(s) in accordance with this Policy is still eligible for Career Progress/Merit awards. These awards shall be calculated as follows, taking into account the Faculty Member's normal division of duties between research, teaching, and service: If the Faculty Member has teaching evaluations for the year under evaluation, these will be used to calculate the teaching portion of the CP/M score, even if fewer classes were taught than usual (e.g., if two courses were taught in Fall semester and the Faculty Member was on leave during the Winter and Spring/Summer semesters). Likewise, if the Faculty Member engaged in service for the year under evaluation, this service will be used to calculate the service portion of the CP/M score. If no teaching or service was performed during the year under evaluation, the score will be estimated based on the average of the past three years for which scores are available.

For the period of time during pregnancy and/or parental leave(s) and the year following return from pregnancy and/or parental leave(s), to calculate the research portion of the CP/M score, the Faculty Member may choose one of two options:

- (i) the average of the past three years for which research evaluations are available (normally those prior to the leave), or
- (ii) an evaluation of the past calendar year alone.

A Faculty Member may be more likely to choose the second option in fields where publications (e.g., books) may take several years to appear or where there are unpredictable publication lags (e.g., journals), but either option is available to any Faculty Member on leave under this Policy. The Faculty Member shall inform their Chair of the elected option in writing at the time of the annual report submission.

VII Return to Work

When pregnancy and/or parental leave(s) end, the Faculty Member will normally return to the same role and duties that they performed prior to the leave(s). The returning Faculty Member will not be required to teach additional courses to "make up" the courses not taught during the leave.

Furthermore, taking into consideration the teaching needs of the department, the Faculty Member will normally have the option to teach the same courses that they taught previously.

VIII Information

For questions on the administration of this policy contact the Manager, Faculty Appointments and Records in the Office of the Provost at Extension 23065.

