

AGENDA

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

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For Approval

1. Establishment of New Certificate of Completion Program

2. Establishment of New Certificate and Diploma Programs

3. Closure of Certificate and Diploma Programs

4. Curriculum Revisions for Inclusion in the 2021-2022 Undergraduate Calendar

5. Bachelor of Health Sciences (Honors) BHSc Program – Black Student Admissions Pilot

6. Revisions to the University Aid and Awards Policy

7. Revisions to the Policy on Academic Program Review and Development

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

FACULTY	2019/2020										2020/2021										
	Fall										Fall										
	Full Time					Part Time					Full Time					Part Time					
	I	II	III	IV	V	OTHER	Total	Total	Total	Total	I	II	III	IV	V	OTHER	Total	Total	Total	Total	Grand Total
BUSINESS	945	813	773	742		60	3333	63	63	3396	1067	930	824	851		2	3674	67	67	3741	10.2%
BACHELOR OF TECHNOLOGY	285	215	321	439			1260	257	257	1517	254	275	400	502			1431	265	265	1696	11.8%
CHEMICAL ENGINEERING		77	72	109	45		303	5	5	308		90	79	88	37		294	9	9	303	-1.6%
CIVIL ENGINEERING		146	107	123	32		408	9	9	417		134	140	149	31		454	4	4	458	9.8%
COMPUTING & SOFTWARE	85	250	256	254	42		887	29	29	916	132	262	260	299	36		989	37	37	1026	12.0%
ELECTRICAL & COMPUTER ENGINEERING		268	246	222	31		767	17	17	784		239	277	293	33		842	30	30	872	11.2%
ENGINEERING PHYSICS		67	45	47	10		169			169		62	64	49	6		181	6	6	187	10.7%
FACULTY OF ENGINEERING	910	4	1			41	956	13	13	969	1079	62	64	49		1	1090	20	20	1100	13.5%
IBEHHS	146	148	107				401	1	1	402	190	148	143	89			570	1	1	571	42.0%
MATERIAL SCIENCE & ENGINEERING		47	33	39	5		124	2	2	126		45	46	42	4		137	5	5	142	12.7%
MECHANICAL ENGINEERING		150	142	148	52		492	8	8	500		179	150	184	48		561	19	19	580	16.0%
ENGINEERING TOTAL	1426	1372	1330	1381	217	41	5767	341	341	6108	1655	1434	1559	1695	195	1	6539	396	396	6935	13.5%
ANAESTHESIOLOGY						61	61			61						56	56			56	-8.2%
BACHELOR HEALTH SCIENCES	263	253	253	222		3	994	3	3	997	274	267	254	210			1005	6	6	1011	1.4%
BIOCHEMISTRY & BIOMEDICAL SCI				57	50		107	1	1	108							113			113	4.6%
COLLABORATIVE NURSING	261	406	300	344			1311	42	42	1353	246	409	350	297			1302	41	41	1343	-0.7%
FAMILY MEDICINE						232	232			232						222	222			222	-4.3%
HEALTH RESEARCH METHODS, EVIDENCE AND IMPACT						2	2			2						2	2			2	0.0%
HONOURS BIOLOGY & PHARMACOLOGY (BIOPHARM)			22		5		27			27			16	5	13		34			34	25.9%
MEDICINE						342	342			342						345	345			345	0.9%
MIDWIFERY	25	29	26	29			109	1	1	110	31	31	27	26			115			115	4.5%
MULTIPLE DEPARTMENTS						4	4			4						4	4			4	0.0%
OBSTETRICS & GYNECOLOGY						49	49			49						45	45			45	-8.2%
ONCOLOGY						29	29			29						27	27			27	-6.9%
PATHOLOGY & MOLECULAR MEDICINE						30	30			30						24	24			24	-20.0%
PEDIATRICS						121	121			121						103	103			103	-14.9%
PHYSICIAN ASSISTANT EDUCATION PROGRAM	25	24					49			49	24	23					47			47	-4.1%
PSYCHIATRY & BEHAVIOURAL NEUROSCIENCES						63	63			63						52	52			52	-17.5%
RADIOLOGY						45	45			45						45	45			45	0.0%
SCHOOL OF MEDICINE	204	204	202				610			610	204	205	213				622			622	2.0%
SCHOOL OF NURSING	129	129	177	193		2	630	14	14	644	135	131	230	172		5	673	20	20	693	7.6%
SURGERY						188	188			188						187	187			187	-0.5%
HEALTH SCI TOTAL	907	1045	1037	838	5	1171	5003	61	61	5064	914	1066	1147	766	13	1117	5023	67	67	5090	0.5%
ART	26	25	21	18			90	3	3	93	28	26	17	21			92	1	1	93	0.0%
ART HISTORY		10	9	7			26	5	5	31		7	9	8			24	6	6	30	-3.2%
CLASSICS		9	14	10			33	4	4	37		15	9	12			36	7	7	43	16.2%
COMMUNICATION STUDIES		59	95	98			252	8	8	260		101	71	87			259	13	13	272	4.6%
ENGLISH		73	68	56			197	18	18	215		64	70	49			183	28	28	211	-1.9%
FACULTY OF HUMANITIES	505	104	11			29	649	35	35	684	548	49	15	49	5		617	51	51	668	-2.3%
FRENCH		12	15	12			39	4	4	43		6	9	16			31	5	5	36	-16.3%
HISTORY		46	63	39			148	13	13	161		75	47	49			171	23	23	194	20.5%
LINGUISTICS		60	46	55			161	8	8	169		39	60	51			150	12	12	162	-4.1%
MULTIMEDIA		28	19	15			62	3	3	65		24	28	19			71	4	4	75	15.4%
MUSIC	27	12	20	18			77	5	5	82	28	18	14	16			76	9	9	85	3.7%
OFFICE OF INTERDISC ST		10	6	5			21			21		4	10	6			20	3	3	23	9.5%
PHILOSOPHY		114	122	62			298	16	16	314		99	97	93			289	20	20	309	-1.6%
THEATRE & FILM STUDIES		25	19	14			58	6	6	64		28	14	10			52	3	3	55	-14.1%
HUMANITIES	558	587	528	409	0	29	2111	128	128	2239	604	555	470	437	0	5	2071	185	185	2256	0.8%

FACULTY	2019/2020										2020/2021												
	Fall										Fall												
	Full Time					Part Time					Grand Total	Full Time					Part Time					Grand Total	Grand Total Δ in %
I	II	III	IV	V	OTHER	Total	Total	Total	Total	I		II	III	IV	V	OTHER	Total	Total	Total	Total			
BIOLOGY		220	270	248	3		741		4	4	745			295	205	278	2		780	13	13	793	6.4%
CHEMISTRY AND CHEMICAL BIOLOGY		85	73	62	2		222		5	5	227			77	79	83	4		243	4	4	247	8.8%
FACULTY OF SCIENCE	1802	231	130	110		56	2329	61	61	2390	1996	232	129	88	2	54	2501	107	107	2608	9.1%		
GEOGRAPHY & EARTH SCIENCES		53	62	53	3		171	7	7	178			60	62	58	2		182	15	15	197	10.7%	
INTEGRATED SCIENCE (ISCI)		3	2	3			8			8			7	3	1			11	1	1	12	50.0%	
KINESIOLOGY	209	241	164	218			832	7	7	839	271	200	228	188			887	8	8	895	6.7%		
MATHEMATICS AND STATISTICS		245	230	182	1		658	11	11	669			357	247	215	10		829	30	30	859	28.4%	
PHYSICS & ASTRONOMY		44	44	39			127	3	3	130			58	45	50	6		159	5	5	164	26.2%	
PSYCHOLOGY NEUROSCIENCE & BEHAVIOUR		183	222	206			611	11	11	622			231	219	234			684	18	18	702	12.9%	
SCHOOL OF INTERDISCIPLINARY SCIENCE	163	550	532	554	4		1803	15	15	1818	163	693	527	557	7		1947	20	20	1967	8.2%		
SCIENCE	2174	1855	1729	1675	13	56	7502	124	124	7626	2430	2210	1744	1752	33	54	8223	221	221	8444	10.7%		
ANTHROPOLOGY		66	66	59			191	13	13	204			70	66	44			180	18	18	198	-2.9%	
ECONOMICS	99	194	206	100			599	24	24	623	195	191	196	100			682	45	45	727	16.7%		
GEOGRAPHY & EARTH SCIENCES		43	40	33			116	5	5	121			6	33	25			64	5	5	69	-43.0%	
HEALTH AGING AND SOCIETY	45	75	93	94			307	8	8	315	78	94	88	81			341	11	11	352	11.7%		
INDIGENOUS STUDIES PROGRAMME		14	9	6			29	7	7	36			7	14	8			29	4	4	33	-8.3%	
LABOUR STUDIES		28	44	19			91	14	14	105			22	33	30			85	10	10	95	-9.5%	
POLITICAL SCIENCE		201	186	135			522	16	16	538			220	200	152			572	23	23	595	10.6%	
PSYCHOLOGY NEUROSCIENCE & BEHAVIOUR		102	95	45			242	11	11	253			120	88	33			241	31	31	272	7.5%	
RELIGIOUS STUDIES		3	11	6			20	5	5	25			3	7	6			16	6	6	22	-12.0%	
SCHOOL OF EARTH, ENVIRONMENT & SOCIETY													45	10	2			57	2	2	59	-	
SCHOOL OF SOCIAL WORK		57	63	42			162	21	21	183			60	58	34			152	22	22	174	-4.9%	
SOCIAL PSYCHOLOGY		111	90	77			278	5	5	283			113	107	93			313	13	13	326	15.2%	
SOCIAL SCIENCE	1089	132	21			35	1277	53	53	1330	1083	99	23			10	1215	72	72	1287	-3.2%		
SOCIOLOGY		147	132	83			362	18	18	380			134	159	73			366	51	51	417	9.7%	
SOCIAL SCIENCES	1233	1173	1056	699	0	35	4196	200	200	4396	1356	1184	1082	681	0	10	4313	313	313	4626	5.2%		
ARTS & SCIENCE	62	67	52	78		1	260	5	5	265	90	60	65	59		5	279	4	4	283	6.8%		
DIVINITY	13	11				13	37	145	145	182	10	21	8			10	49	109	109	158	-13.2%		
GRAND TOTAL	7318	6923	6505	5822	235	1406	28209	1067	1067	29276	8126	7460	6899	6241	241	1204	30171	1362	1362	31533	7.7%		

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 changed from 12 units to 9 units per four month term.
Note 5: Headcounts are presented by department where available.

SOURCE: STUDENT RECORDS DATABASE (PeopleSoft Campus Solutions)
PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS

Enrolment Management Update
Headcounts of Level 1 students

FACULTY/PROGRAM	ASCIENCE1	2019												2020											
		101			105			Grand Total	RETURNING			Grand Total - Target	101			105			Grand Total	RETURNING			Grand Total - Target		
		Total	Full-Time	Part-Time	Total	Full-Time	Part-Time		Full-Time	Part-Time	Total		Total	Full-Time	Part-Time	Total	Full-Time	Part-Time		Total	Full-Time	Part-Time		Total	
ARTS & SCIENCE PROGRAM	ASCIENCE1	71	52		52	9		9	61	1	1	2	-10	72	67		67	21		21	88	2		2	16
	Total	71	52		52	9		9	61	1	1	2	-10	72	67		67	21		21	88	2		2	16
FACULTY OF BUSINESS	BUSINESS1	724	614	2	616	105		105	721	161	5	166	-3	717	715		715	119	2	121	836	168	11	179	119
	Integrated Business&Humanities	50	45		45	4		4	49	2		2	-1	61	48		48	5		5	53	2		2	-8
	Transition Student-Business									14	1	15	0									10	1	11	0
	Total	774	659	2	661	109		109	770	177	6	183	-4	778	763		763	124	2	126	889	180	12	192	111
FACULTY OF ENGINEERING	BTECH_BIO1	37	58		58	10		10	68	6		6	31	43	27		27	14		14	41	5	1	6	-2
	B Tech 1 - BioTechnology CO-OP																								
	BTECH_AVT1	80	80		80	8		8	88	12	1	13	8	74	74		74	16	1	17	91	9	1	10	17
	Tech CO-OP																								
	BTECH_PA1	83	89		89	7		7	96	15	1	16	13	87	73		73	14		14	87	22		22	0
	Tech CO-OP																								
	Computer Science 1		7		7	4		4	11	1		1		6	6		6	6		6	12	3	1	4	
	Computer Science 1 CO-OP	50	41		41	27	1	28	69	5	1	6	30	100	64		64	47		47	111	6	1	7	23
	Engineering 1		65	1	66	25		25	91	24		24	-34	827	106	1	107	36	1	37	144	21	1	22	192
	Engineering 1 CO-OP	825	568		568	132		132	700	93	7	100			766	1	767	107	1	108	875	43	7	50	
	Integr Biomed Eng&Hth Sci CO-OP		117		117	5		5	122	3		3	-3	144	146		146	13		13	159	1		1	45
	Integrated Biomed Eng & HthSci	145	18		18	2		2	20	1	1	2			22		22	8		8	30				
	Transition Student-Engineering									3	1	4	0										1	1	0
	Total	1220	1043	1	1044	220	1	221	1265	163	12	175	45	1275	1284	2	1286	261	3	264	1550	110	13	123	275
FACULTY OF HEALTH SCIENCES	BHSCH	242	230		230	29		29	259	4		4	17	250	231		231	39		39	270	4	1	5	20
	Total	242	230		230	29		29	259	4		4	17	250	231		231	39		39	270	4	1	5	20
FACULTY OF HUMANITIES	HUM1	444	342	1	343	77	3	80	423	86	5	91	-21	441	350		350	110	7	117	467	88	9	97	26
	Music 1	20	19		19	2	1	3	22	6		6	2	22	19		19	5		5	24	4	2	6	2
	Studio Art 1	26	16		16	6		6	22	4	1	5	-4	26	17		17	5	1	6	23	6		6	-3
	Total	490	377	1	378	85	4	89	467	96	6	102	-23	489	386		386	120	8	128	514	98	11	109	25
FACULTY OF SCIENCE	PHYSALSCI1	92	91		91	20		20	111	20	1	21	19	95	74		74	9		9	83	15	2	17	-12
	Chemical &Physical Sci Gateway																								
	ENVEARTH1	55	67		67	16		16	83	7	1	8	28	78	50	1	51	12		12	63	7		7	-15
	Gateway																								
	HINTEGSCI	60	49		49	6		6	55				-5	60	49		49	4		4	53				-7
	Integrated Science																								
	HKINESIOL	200	186		186	19		19	205	4		4	5	220	245	2	247	20		20	267	6		6	47
	Kinesiology																								
	LIFESCI1	990	1082	1	1083	82		82	1165	41	3	44	175	1059	1273	3	1276	132	2	134	1410	43	1	44	351
	Life Sciences Gateway																								
	MATHSTAT1	238	180	1	181	97		97	278	99		99	40	225	198	1	199	74		74	273	109	6	115	48
	Math & Statistics Gateway																								
	MEDRADSCI	110	90		90	11		11	101	7		7	-9	114	100		100	9		9	109	1		1	-5
	Medical Radiation Sciences																								
	Total	1745	1745	2	1747	251		251	1998	178	5	183	253	1851	1989	7	1996	260	2	262	2258	181	9	190	407
FACULTY OF SOCIAL SCIENCES	ECONOMICSC1	125	68		68	31		31	99				-26	127	98		98	36	1	37	135	61	4	65	8
	Economics 1																								
	HHLTHSCITY1	60	43		43	2		2	45				-15	53	65	1	66	7		7	73	6		6	20
	Health and Society 1																								
	SOCSC1	777	731	2	733	166	3	169	902	192	22	214	125	830	805	5	810	165	2	167	977	113	19	132	147
	Social Sciences 1																								
	Total	962	842	2	844	199	3	202	1046	192	22	214	84	1010	968	6	974	208	3	211	1185	180	23	203	175
MIDWIFERY	MIDWIFERY	30				24		24	24	1		1	-6	30				26		26	24	5		5	-6
	Total	30				24		24	24	1		1	-6	30				26		26	24	5		5	-6
SCHOOL OF NURSING	NURS MCM	121	115		115	7		7	122	7	2	9	1	122	112		112	11	2	13	125	12	1	13	3
	Nursing - McMaster																								
	Total	121	115		115	7		7	122	7	2	9	1	122	112		112	11	2	13	125	12	1	13	3
Grand Total		5688	5063	8	5071	933	8	941	6012	819	54	873	324	5877	5800	15	5815	1070	20	1090	6905	772	70	842	1028

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 MCJ
 Note 5: Headcounts exclude Divinity, Mohawk & Conestoga Nursing.
 Source: Student Records Database.
 PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS
 UPDATED ON: 05NOV2020

Total Graduate Headcount Enrolment by Faculty and Department, as of November 1, 2019-2020 to 2020-2021

FACULTY/DEPARTMENT		Full Time						Part Time						CO-OP Work Term				
		DOCTORAL		MASTERS		DIP/CERT		DOCTORAL		MASTERS		DIP/CERT		DOCTORAL		MASTERS		
		2019/2020	2020/2021	2019/2020	2020/2021	2019/2020	2020/2021	2019/2020	2020/2021	2019/2020	2020/2021	2019/2020	2020/2021	2019/2020	2020/2021	2019/2020	2020/2021	
BUSINESS	BUSINESS	78	83			17	2	5	6			1						
	EMBA			23	23					1								
	FINANCE			129	95													
	MBA			344	383					174	266					110	109	
	TOTAL	78	83	496	501	17	2	5	6	175	266	1				110	109	
ENGINEERING	BIOMEDICAL ENGINEERING	36	40	28	35						1							
	CHEMICAL ENGINEERING	62	66	34	30			2	1									
	CIVIL ENGINEERING	58	60	25	30			3	3	5	4				1			
	COMPUTING AND SOFTWARE	50	49	69	59			7	5	5	5					1	7	
	ELECTRICAL AND COMPUTER ENGINEERING	93	109	86	65			2	2	6	9			2	1	5	7	
	ENGINEERING PHYSICS	40	43	32	21			2	1	8	3						2	
	ENGINEERING PRACTICE			209	126					12	20						13	5
	FACULTY OF ENGINEERING					47	10						1					
	MATERIAL SCIENCE & ENGINEERING	45	46	14	13					2	2							1
	MECHANICAL ENGINEERING	81	70	51	46					4	4	2						2
		TOTAL	465	483	548	425	47	10	21	16	42	46	1		4	2	21	23
	HEALTH SCIENCES	BIOCHEMISTRY	85	82	52	50												
		BIOMEDICAL DISCOVERY AND COMMERCIALIZATION			35	33												
CLINICAL BEHAVIOURAL SCIENCE												11	3					
EHEALTH				63	64					25	28							
FACULTY OF HEALTH SCIENCES						5	4					7	2					
GLOBAL HEALTH			11	114	122													
HEALTH MANAGEMENT				19	13						132	137						
HEALTH POLICY		29	24															
HEALTH RESEARCH METHODOLOGY		67	68	75	69			24	23	32	26	50	61					
HEALTH SCIENCE EDUCATION				20	14					39	28							
MEDICAL SCIENCES		72	77	99	90					1	1							
NEUROSCIENCE		30	39	30	25					1	2							
NURSING		13	15	82	93	2	4	4	3	21	17							
OCCUPATIONAL THERAPY				129	127													
PEDIATRICS				30	31					12	9							
PHYSIOTHERAPY				123	127													
PSYCHIATRY & BEHAVIOURAL NEUROSCIENCES					16													
PUBLIC HEALTH				52	52					9	5							
REHABILITATION SCIENCE		28	34	78	78				7	10	53	58						
SCHOOL OF MEDICINE		1	2															
	TOTAL	325	352	1001	1004	7	8	35	36	325	311	68	66					
HUMANITIES	CLASSICS	9	11	10	13													
	COMMUNICATION MANAGEMENT			1	1					41	45							
	COMMUNICATION STUDIES & MULTIMEDIA	12	17	14	10													
	ENGLISH	51	48	32	27							1						
	FACULTY OF HUMANITIES					7	1											
	FRENCH	13	15	3	3													
	HISTORY	28	30	15	17				2	1								
	INTERDISCIPLINARY STUDIES			12	8													
	LINGUISTICS AND LANGUAGES	12	9	11	9													
	PHILOSOPHY	34	29	20	18					2	2							
		TOTAL	159	159	118	106	7	1	2	1	43	51						
	INTERDISCIPLINARY	INTERDISCIPLINARY (RESEARCH)					1											
		TOTAL					1											
SCIENCE	BIOLOGY	36	36	50	38					1	1							
	CHEMICAL BIOLOGY	12	17	17	14													
	CHEMISTRY	46	48	21	23				1									
	COMPUTATIONAL SCIENCE AND ENGINEERING	14	17	16	14				4	5	2	1						
	FACULTY OF SCIENCE					14	4								1			
	GEOGRAPHY AND EARTH SCIENCES	44	38	36	36				6	4	3	3						
	KINESIOLOGY	23	23	22	28				2		1	1						
	MATH AND STATISTICS	32	35	53	43													
	MEDICAL PHYSICS	8	9	10	8					1	3	2						
	PHYSICS & ASTRONOMY	40	39	28	24													
	PSYCHOLOGY	71	75	27	26				1	1								
		TOTAL	326	337	280	254	14	4	14	11	10	8		1				

FACULTY/DEPARTMENT		Full Time						Part Time						CO-OP Work Term			
		DOCTORAL		MASTERS		DIP/CERT		DOCTORAL		MASTERS		DIP/CERT		DOCTORAL		MASTERS	
		2019/2020	2020/2021	2019/2020	2020/2021	2019/2020	2020/2021	2019/2020	2020/2021	2019/2020	2020/2021	2019/2020	2020/2021	2019/2020	2020/2021	2019/2020	2020/2021
SOCIAL SCIENCES	ANTHROPOLOGY	24	31	13	14			1	2								
	ECONOMICS	22	26	34	42			2	1							5	2
	FACULTY OF SOCIAL SCIENCES					5	1										
	GLOBALIZATION			13	18					1							
	HEALTH, AGING & SOCIETY	21	23	8	6					1	1						
	LABOUR STUDIES	8	9	13	13					2	1						
	POLITICAL SCIENCE	32	31	25	19					1	1						
	RELIGIOUS STUDIES	24	24	13	9												
	SOCIAL WORK	22	25	28	17	1				6	11	2	1				
	SOCIOLOGY	22	23	16	22												
	TOTAL	175	192	163	160	6	1	3	3	11	14	2	1			5	2
GRAND TOTAL	1528	1606	2606	2450	99	26	80	73	606	696	72	68	4	2	136	134	

Note 1: Headcount is as of November 1st of each year and as reported to MCU.

Note 2: Headcount enrolment of McMaster interdisciplinary programs is counted under their designated associated Faculty.

SOURCE: STUDENT RECORDS DATABASE (PeopleSoft Campus Solutions)
 PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS
 UPDATED DATE: 06NOV2020



Equity and Inclusion Office

Annual Report

SEPTEMBER 1, 2019 – AUGUST 31, 2020

BRIGHTER WORLD

Equity and
Inclusion Office



Equity and Inclusion Office

Annual Report

- 3 Executive Summary
- 5 Program Highlights
- 14 Statistical Report

Relevant Links

Accessibility Hub: accessibility.mcmaster.ca

Discrimination and Harassment Policy:
secretariat.mcmaster.ca/app/uploads/Discrimination-and-Harassment-Policy.pdf

Equity & Inclusion Office: equity.mcmaster.ca

Equity & Inclusion on Facebook: www.facebook.com/EIOMcMaster

President's Advisory Committee on Building an Inclusive Community: pacbic.mcmaster.ca

Sexual Violence Policy: secretariat.mcmaster.ca/app/uploads/Sexual-Violence-Policy.pdf

Sexual Violence Prevention and Response Office: svpro.mcmaster.ca

Executive Summary

The Annual Report is broken down into two main sections: Program Highlights and the Statistical Report

Program Highlights

This section provides an overview of respective programming, training initiatives, collaborative events, and notable successes and opportunities across each Equity and Inclusion Office service area:

- AccessMac Accessibility Program;
- Inclusion & Anti-Racism Education Program;
- Sexual Violence Prevention & Response Office; and
- Human Rights & Dispute Resolution Program.

Collectively, the education, training, and outreach initiatives across these programs and service areas reached more than ten thousand (10,000) individuals.

Statistical Report

This section comprises detailed information on complaints, consultations, and dispute resolution for matters falling under McMaster University's Discrimination and Harassment Policy (formerly, the Policy on Discrimination and Harassment: Prevention & Response) and/or the Sexual Violence Policy.

2019/2020 was the third year operating with an Intake Team model, and, as such, comparative data from the last two years has been incorporated into this report.

Complaints: 46. While the overall number of complaints has remained relatively stable, there has been a marked increase in the complexity of the matters coming forward.

Consultations: 477. 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 ancestry, colour and race.

Dispute Resolution: 122. We are again seeing an increase in the number of matters being successfully resolved with the assistance of an Intake Office.



Program Highlights

2019 | 2020

Program Highlights – 2019/20

AccessMac Accessibility Program

Accessibility and Disability Support-Related Consultations (Total)

Type of Consultation	# of Consultations
Accessibility and / or Disability Inclusion Consultations: Broad campus community	141
Support-Related Consultations / Referrals: Persons with lived experience of disability	24

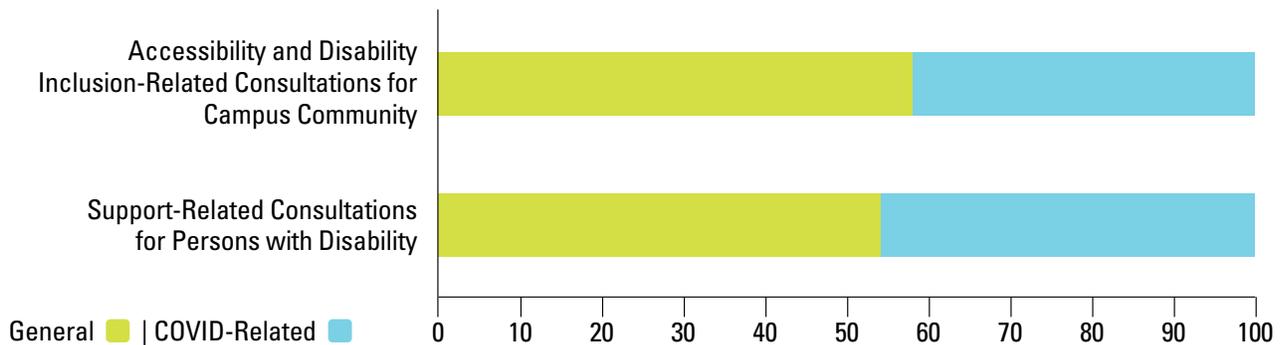
Accessibility and Disability Support-Related Consultations (COVID-Related)

Type of Consultation	# of Consultations
Accessibility and / or Disability Inclusion Consultations: Broad campus community	59
Support-Related Consultations / Referrals: Persons with lived experience of disability	11

Top 3 Themes for COVID-Related Consultations:

1. Captioning and digital content accessibility
2. Integrating and enabling accessibility within online / virtual teaching and learning and work environments
3. Supporting persons with disabilities in the shift to remote work / learning environments online / virtual teaching and learning and work environments

Total Accessibility and Support Consultations vs. COVID-Related Accessibility and Support Consultations: AccessMac Program 2019-2020 Academic Year



Education: Workshops, Presentations and Training

Type of Education	# of Sessions	# of Participants
Synchronous workshops and training	1) 25 in-person / synchronous	1) 1,200
Asynchronous workshops and training	1) 3 asynchronous Student Leadership Training course shells / sessions 2) 13 online sessions AODA and Human Rights Code 3) 4 online Accessible Education sessions (FLEX Forward)	1) 266 2) 2000 3) 650

Disability-Centric Events and Meetings

Type of Meeting / Events	# of Sessions / Meetings	# of Participants
International Day of Persons with Disabilities Commemorative Events	1) Launch Party and Publication of the 2018-2019 Accessibility and Disability Inclusion Update 2) Self-Advocacy and Disability Rights Disability Discussion	1) 50 2) 20
Employee Accessibility Network	8	120
Disability DIScussions	4	55
Engineering Design-Think Accessibility Workshop	1	50
Ross MacDonald School for the Blind McMaster Visit	1	30

Highlights of Notable Successes and Opportunities

Training

- Co-development with MacPherson Institute: New chapter in the *FLEX Forward: Accessible Education* training for McMaster instructors and faculty on Accessibility in Online and Technology-Enhanced Learning.
- Co-development and launch with Faculty of Sciences: *Accessible Document Webinar* series with Faculty of Sciences; available asynchronously from [Microsoft Sway](#) and [MacVideo channels](#) and synchronously from the AccessMac Program.
- Development of fully asynchronous *Accessibility and Disability Inclusion Student Leadership* training (used by: Archway Program; McMaster Student Union Part-Time managers and volunteers; Wellness Centre's newly launched Caring Communities Network and McMaster Institute for Research on Aging (MIRA)).
- Redevelopment with Employee Health Services (HRS): *Accessible Accommodations for McMaster Managers* training for remote work / COVID context
- Co-development with Engineering Co-op Services: *Accessibility and Disability Inclusion Module* within the EDI Module series for Engineering Co-op students.

Large Accessibility Consultations and Projects

- Collaboration with the McMaster Accessibility Council (MAC), and the Employee Accessibility Network (EAN) to audit and work toward redeveloping [McMaster's Accessibility Plan 2012-2025](#) (Fall 2019- Fall, 2020).
- Establishment of the Barrier Free Standard Committee in collaboration with Facilities, the Libraries, Student Accessibility Services (SAS) and Residence Life (Fall, 2019).
- Development and launch of the User Testing Pilot Program for website accessibility testing with funding from the (SSC) Career Access Professional Services (CAPS).
- Development, launch and communication of the [COVID-19 Response for Accessibility](#) section on the Accessibility Hub for Faculty, Staff and Students, including the McMaster online closed captioning protocol and accompanying resources (Spring, 2020).
- Co-development of a cross-campus McMaster Captioning Strategy for Online Teaching and Learning in collaboration with the Libraries, SAS, MAC and McMaster Faculties (Spring, 2020).
- Collaboration with the Faculty of Sciences to develop and hire Accessibility Digital Media Specialist within the Faculty (Spring, 2020).
- Redevelopment and re-drafting of the overarching University Policy on Accessibility (Spring, 2020-ongoing).
- Co-development and launch of the [IDEAS \(Inclusion, Diversity, Equity, Accessibility, and Sustainability\) grant initiative](#) with the MacPherson Institute (Summer, 2020-ongoing).

Publications (Community)

- Second annual publication of the [Accessibility and Disability Inclusion Update, 2018-2019](#), on December 3rd. The Accessibility and Disability Inclusion Update is a collective campus community publication facilitated through the Equity and Inclusion Office, which highlights and celebrates the Accessibility and Disability Inclusion work that takes place within community, student work, faculties, and service units on an annual basis. This year received nearly double last year's submissions with over 70 in total from approximately 50 contributors across campus.

Inclusion and Anti-Racism Education Program

Type of Program	# of Sessions	# of Participants
Educational	65	4,000
H.E.A.R.T. Workshops	8	320
Black History Month	16	615
Support	61	40
Let's Talk About Race! Drop-In	6	150

Highlights of Notable Successes and Opportunities

- Alan Berkowitz Bystander Intervention Training to students, staff and faculty on September 25 & 26, 2019
- Miss J Event in collaboration with Laurier and University of Guelph – March 2, 2020
- Partnered with the [Human Book Collection](#) to offer the Human Library on campus on February 12, 2020
- Offered the KAIROS Blanket Exercise to various areas on campus

Sexual Violence Prevention & Response Office

Disclosures

Disclosures over the past academic year are highlighted below.

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

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

Between September 1, 2019 and August 31, 2020, there were 121 Disclosures, of which 1 was resolved through a mutually agreed process. The number that went on to complaints is captured in the statistical report below.

Type of Program	2018/19		2019/20	
	Total # of Disclosures	Pursued Voluntary Resolution	Total # of Disclosures	Pursued Voluntary Resolution
Sexual Assault	83	2	100	1
Sexual Harassment	9	1	13	
Stalking	4		2	
Indecent Exposure			1	
Voyeurism			1	
Sexual Exploitation	1		1	
Intimate Partner / Domestic Violence	4		3	

Definitions

These categories are from the Common Institutional Metrics Reporting Guidelines

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

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

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

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

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

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

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

Consultations

Between September 1, 2019 and August 31, 2020, there were 84 total consultations .

The consultations conducted by the Consultant, Sexual Violence Prevention & Response, are also reflected in Intake Office statistical section of this report.

Of the 84 consults, 43 came from faculty regarding sexual harassment, 6 from staff regarding sexual harassment, 25 from graduates regarding sexual harassment, and 10 from undergraduate students. Some of the topics of consultation included:

- reporting requirements
- limits of confidentiality
- procedural issues
- procedural fairness concerns
- accommodations
- types of sanctions
- concerns about witnessed behaviour
- thresholds for sexual harassment
- boundary issues
- fear of "me too" campaign

Sexual Violence Prevention Education Statistics

February 24, 2020 (date new Coordinator hired) – August 31, 2020

Training Events

Type	# of Events	# of Participants	Audience	Topics
Ongoing Synchronous Training Events	9	160	student leaders, students (general), staff, faculty, alumni	responding to disclosures of sexual violence, SVPRO overview, healthy relationships, intersectionality, consent, community care
Asynchronous Training Events	4	1,158	student leaders (Welcome Week representatives, Welcome Week planners, Community Advisors, Archway Mentors), staff	responding to disclosures of sexual violence, SVPRO overview



Highlights of Notable Successes and Opportunities

- Offered the psycho-educational group for student survivors of sexual assault (PEGASUS), which ran for 10 weeks during the fall term of 2019 and again during winter term of 2020 term
- Developed Trauma-Informed Investigations training content for the Law Society of Ontario online professional development opportunity
- Hired the inaugural Sexual Violence Prevention Education Coordinator who began in February 2020, who, in turn, hired and trained 10 students for a new Peer Education Program – one undergraduate peer education team and one graduate team
- Renewed and rebranded (“Consent is Everything”) [Sexual Violence Prevention and Response Office](#) website, with new and updated content aligned with new Sexual Violence Policy
- Established “Consent is Everything” e-newsletter
- Developed the “[Gold Folder](#)” resource for faculty and staff, providing guidance on how to Recognize, Respond, and Refer disclosures of sexual violence
- Developed pandemic-related campaigns for social media channels:
 - Home & COVID-19 (home isn’t safe for everyone)
 - Supporting Friends While Physical Distancing
 - Boundaries & COVID-19 (communicating boundaries regarding comfort and safety around gathering during COVID-19)
- Participated in re-visioning of annual December 6 Day of Remembrance and Action on Violence Against Women event and virtual Men’s Walk. ([Link to YouTube Channel](#))

Human Rights and Dispute Resolution Program

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

Highlights of Notable Successes and Opportunities

- Provided consultation to the McMaster Student Union on workplace anti-violence, discrimination and harassment policy drafting and jurisdiction between the student union and the University
- Provided appropriate support and information for the “Systemic Review of the Black Student-Athlete Experience and the McMaster Athletics Climate”
- With SVPRO, participated in a panel presentation and discussion on Trauma Informed Investigations at a continuing professional development day hosted by the Law Society of Ontario entitled, “Workplace Investigations: A Comprehensive Look at Emerging Issues and Practical Solutions”
- Partnered with EIO colleagues and members of other Intake Offices to deliver customized training on human rights issues
- Increased the compliment of the Senior Human Rights Officer team by one full time equivalent to address increased workload, compositional diversity, as well as the ability to conduct more investigations internally.



Statistical Report

Statistical Report

Report Parameters

Under sections 52 of the *Discrimination and Harassment Policy* (formerly, the *Policy on Discrimination and Harassment: Prevention & Response*) and section 53 of the *Sexual Violence Policy*, the Equity and Inclusion Office is responsible for gathering and analyzing statistics on consultations, disclosures, complaints, investigations, sanctions and outcomes, and for reporting on that data to the Senate and the Board of Governors.

Unless stated otherwise, this report covers data collected from September 1, 2019 to August 31, 2020.

The report includes 1) data gathered by the Equity and Inclusion Office; and 2) data provided to the Office by Human Resources Services, Faculty of Health Sciences Professionalism Office, and Student Support & Case Management.

Definitions

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

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 Resolution: Dispute resolution is a service provided by Intake Office representatives to help facilitate the successful resolution of issues and concerns related to discrimination, harassment, and/or sexual violence. It is a voluntary process and is not appropriate in all cases. It seeks to resolve matters in an efficient manner and reduces the need for complaints to be filed.

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

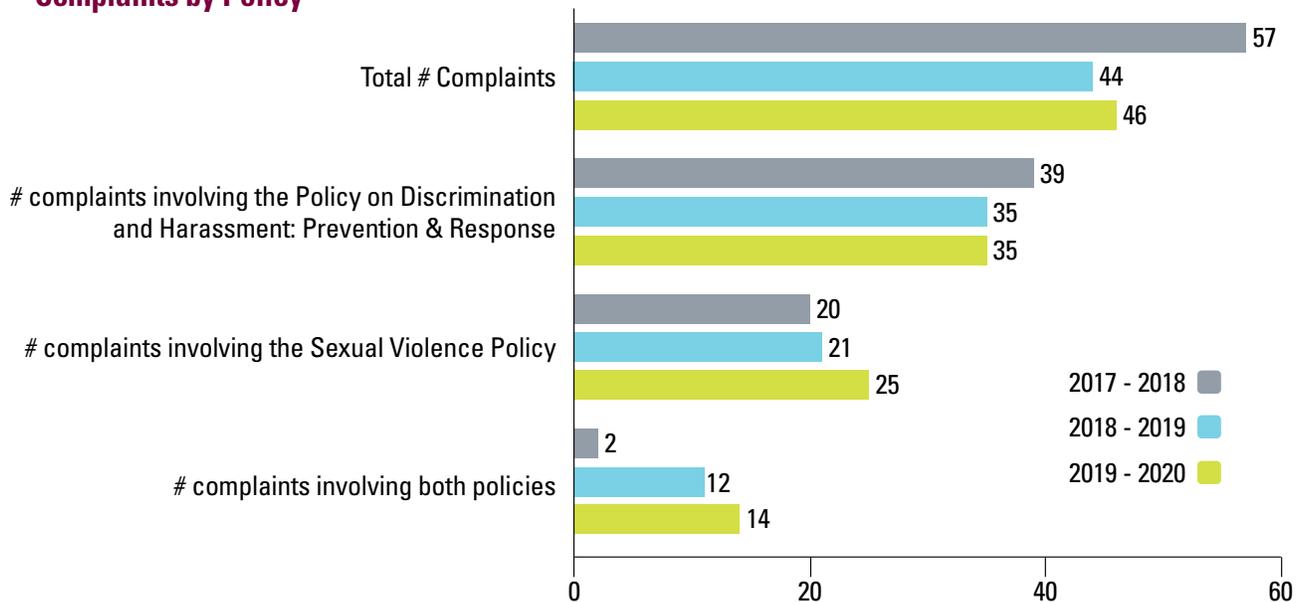
Complaints

1. Complaints: Overview of complaint numbers

Reporting Year	Total # Complaints	Open at start of year	New	Closed
September 1, 2017 - August 31, 2018	57	16	41	47
September 1, 2018 - August 31, 2019	44	10	34	32
September 1, 2019 – August 31, 2020	46	12	34	20

While the overall number of complaints has remained relatively stable, there has been a marked increase in the complexity of the matters coming forward. This is resulting in longer investigation timelines and the appointment of external investigators. 85% of investigations conducted over the past year were done so by external investigators.

Complaints by Policy



The length of an investigation process is calculated as the time between the date the parties are first notified of the process and the date the parties receive the findings and outcomes of the process.

Complaints Investigated

Reporting Year	Percent investigated	Percent resulting in policy violations	Average Length of investigation ¹ process (months)
2017 - 2018	51%	50%	6.1
2018 - 2019	69%	50%	6.7
2019 - 2020	75%	87%	5.4

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 Code of Student Rights and Responsibilities; the Response Team and Decision Maker decide not to investigate because, for example, there is no jurisdiction, the complaint is out of time, or there is no prima facie case.

In the past academic year, approximately 25% of complaints did not proceed to investigation.

Interim measures

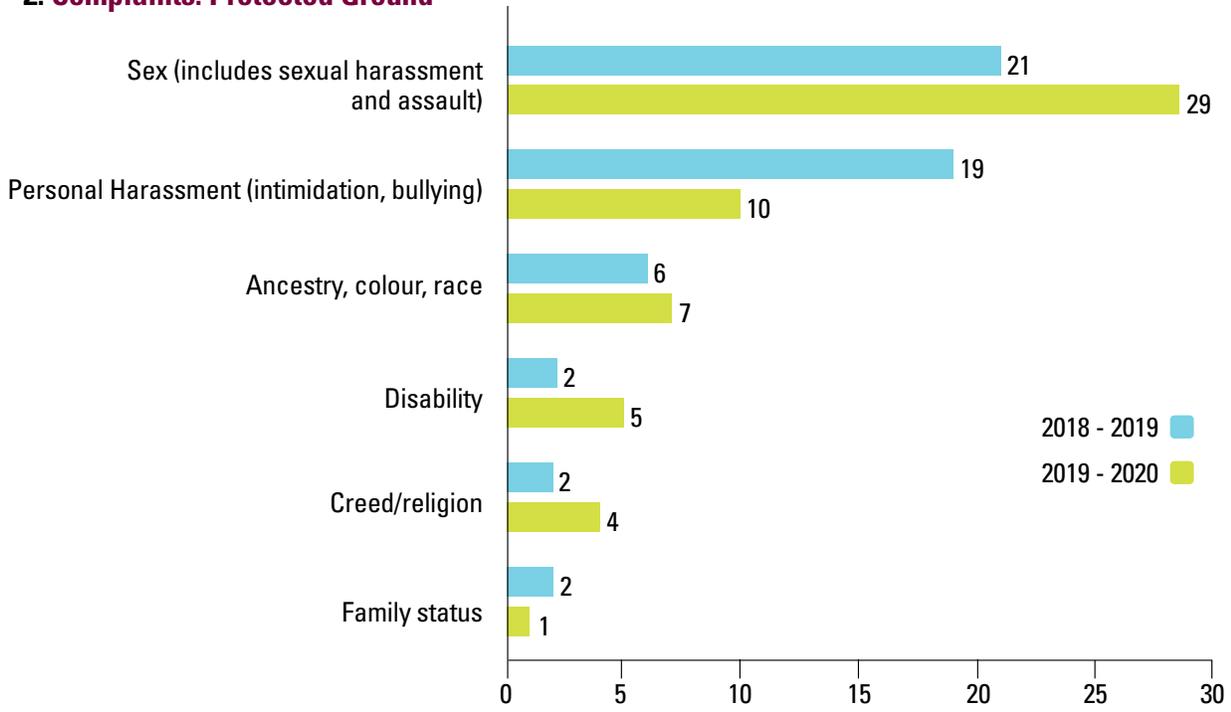
Interim measures are temporary steps put in place while an investigation is in progress to safeguard the working, learning and/or living environments of all individuals. Interim measures do not extend beyond the final resolution of a matter and are reviewed on an on-going basis to ensure they remain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

Interim measures were necessary in 80% of the cases investigated and closed this past academic year. At times, in order to implement appropriate interim measures, relevant staff and faculty are asked to assist in discussions to explore options, and to assist with implementation and oversight.

Outcomes

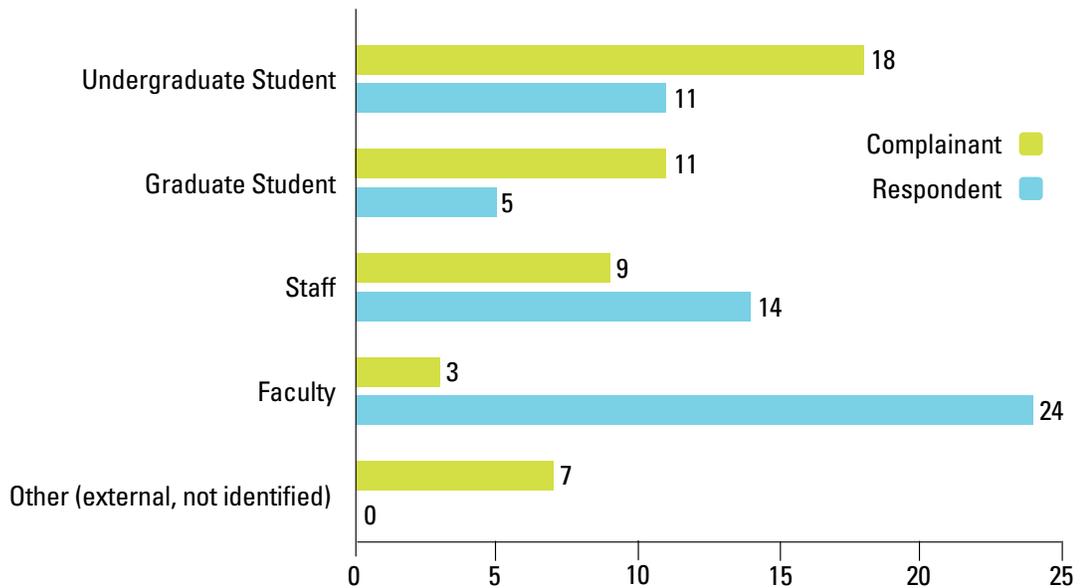
When policy violations are found to occur, outcomes vary, depending on the circumstances of each case. Examples of outcomes during the 2019/20 academic year include: remedial educational initiatives; mandated training; professional coaching; instituting no contact orders between individuals; designating individuals as PNG (persona non grata) from campus; documented discussions; and termination of employment.

2. Complaints: Protected Ground



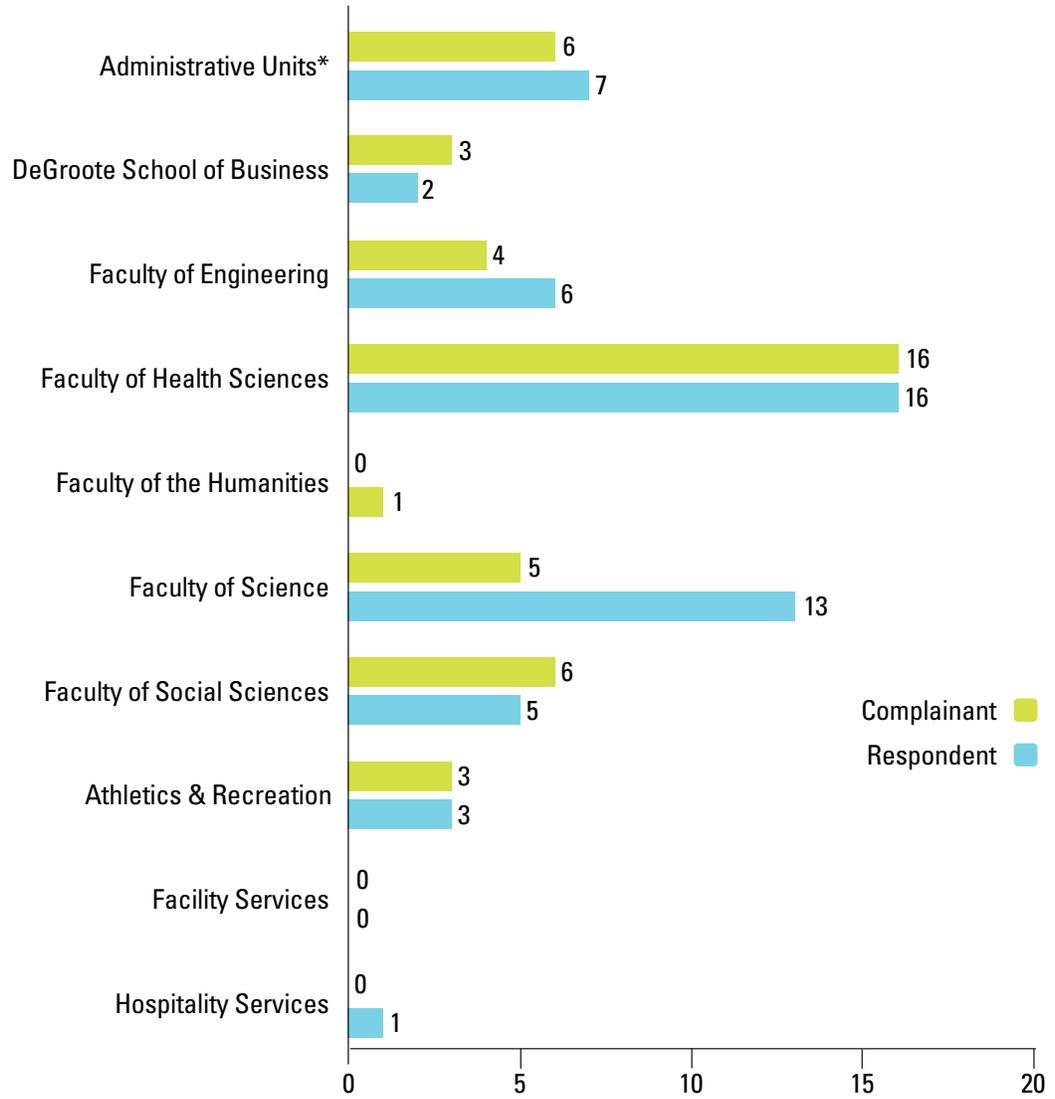
Note: Some complaints involve more than one ground.

3. Complaints: Participant Type



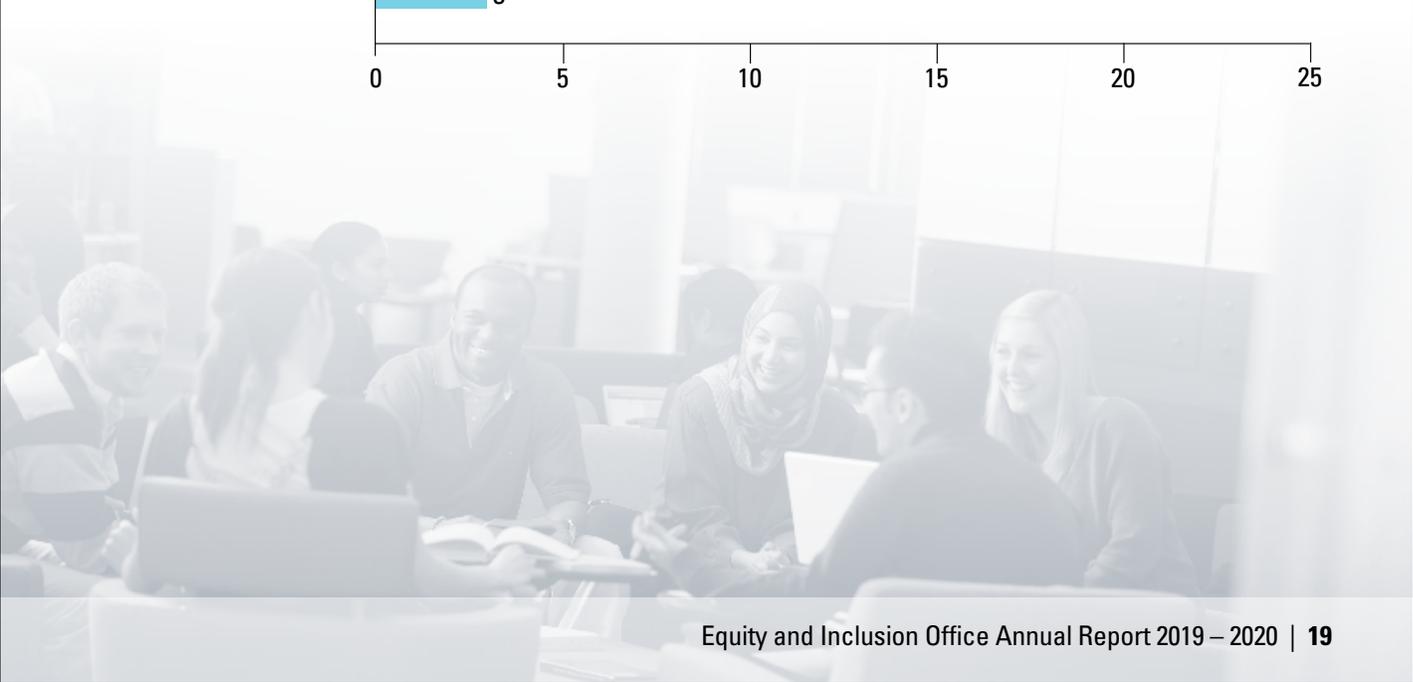
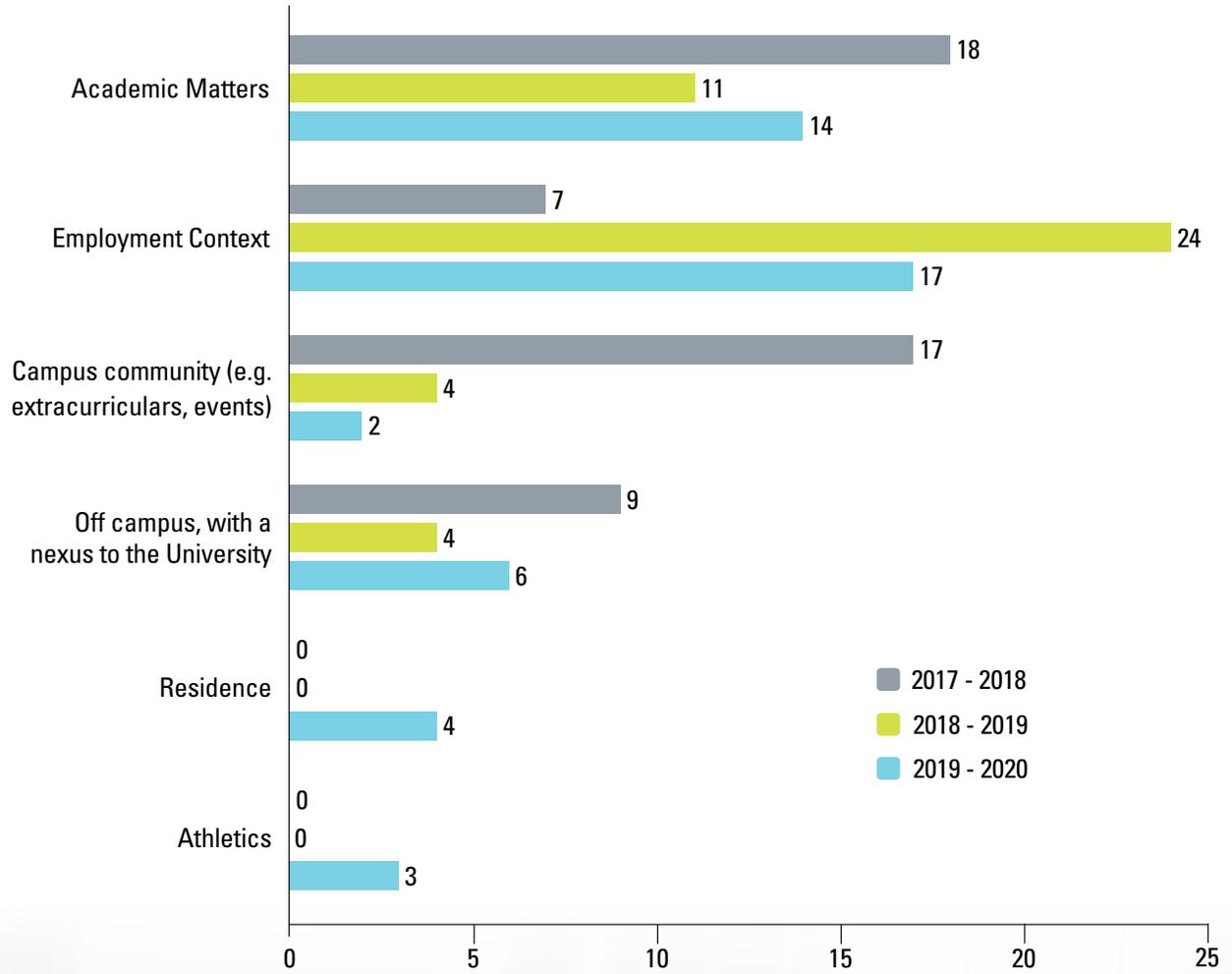
Note: Some complaints involve more than one complainant and/or respondent

4. Complaints: Faculty/Area of the University



*other than Hospitality and Facility Services

5. Complaints: Origin of the Concern



Consultations

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 2019-20 academic year, the five Intake Offices recorded a total of 477 consultations, which is an increase from last year's number of 405.

Themes

Over the past year, consultations on issues involving ancestry, colour and race more than tripled. While some of these numbers are no doubt attributed to the social events of the summer, the academic year started nine months prior and came to a close on August 31, 2020. As such, we believe other factors may be contributing to this increase including but not limited to McMaster's EDI training taking place across campus and EIO's focus on anti-racism education. It is fully anticipated that this upward trend will continue into next year.

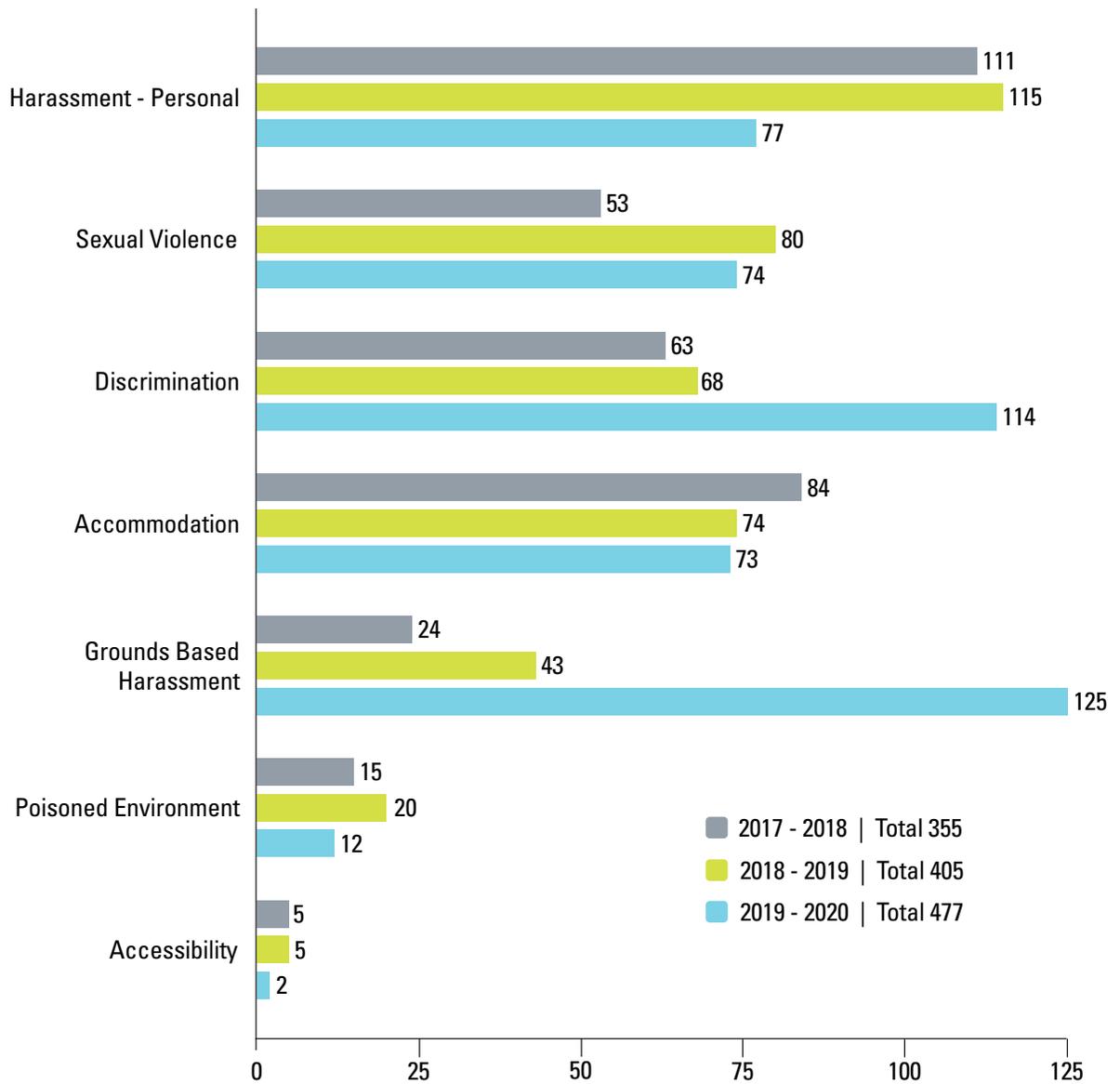
Another notable change is an increase in consultations pertaining to discrimination and grounds-based harassment. Over the past several years, the prominent issue was personal harassment (i.e. non grounds-based harassment, e.g. workplace bullying), however, this year, those numbers have declined.

Top five grounds:

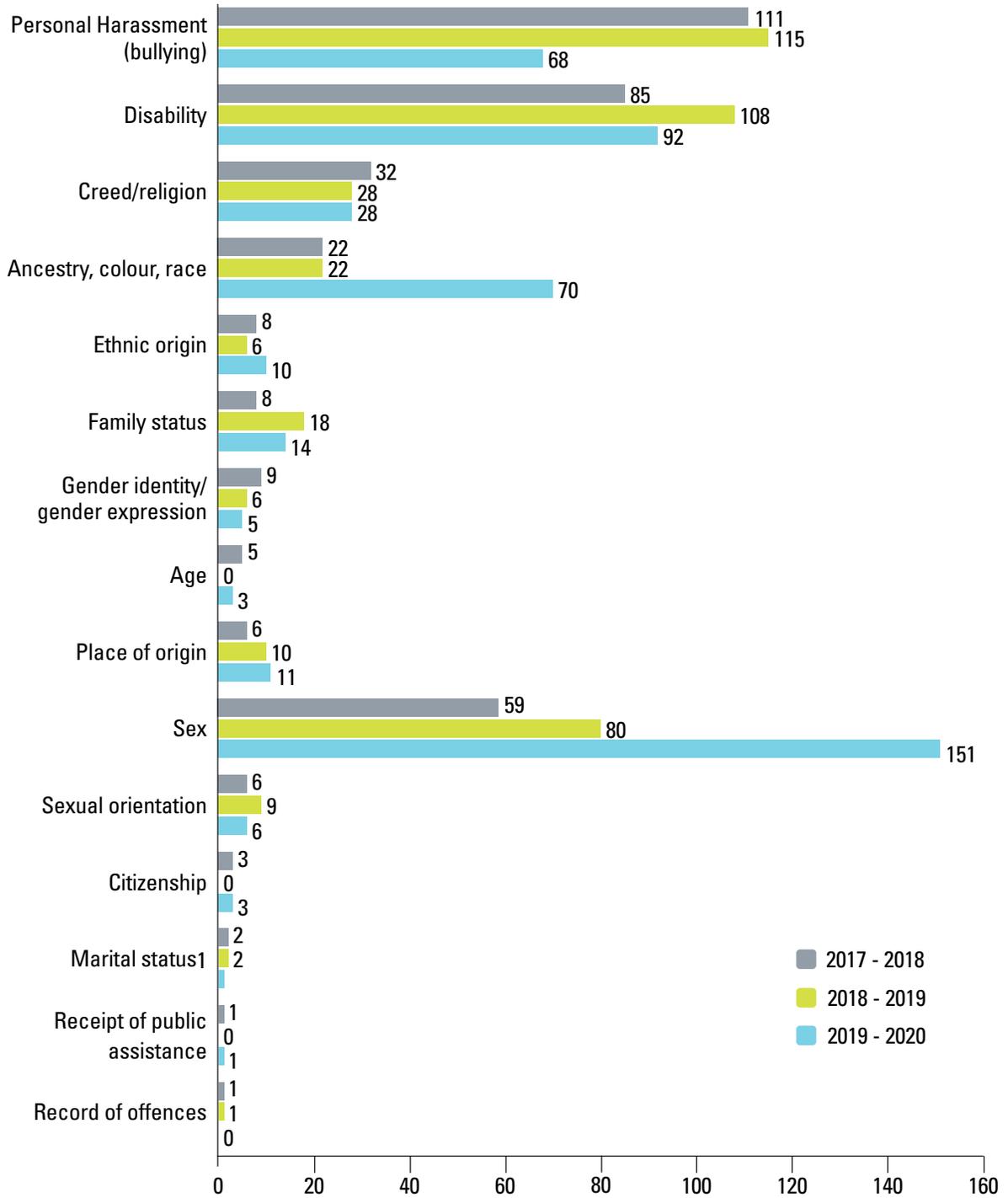
- disability,
- race,
- sex,
- non-ground based harassment (bullying, threatening, intimidating behaviour), and
- religion.



1. Consultations: Issue

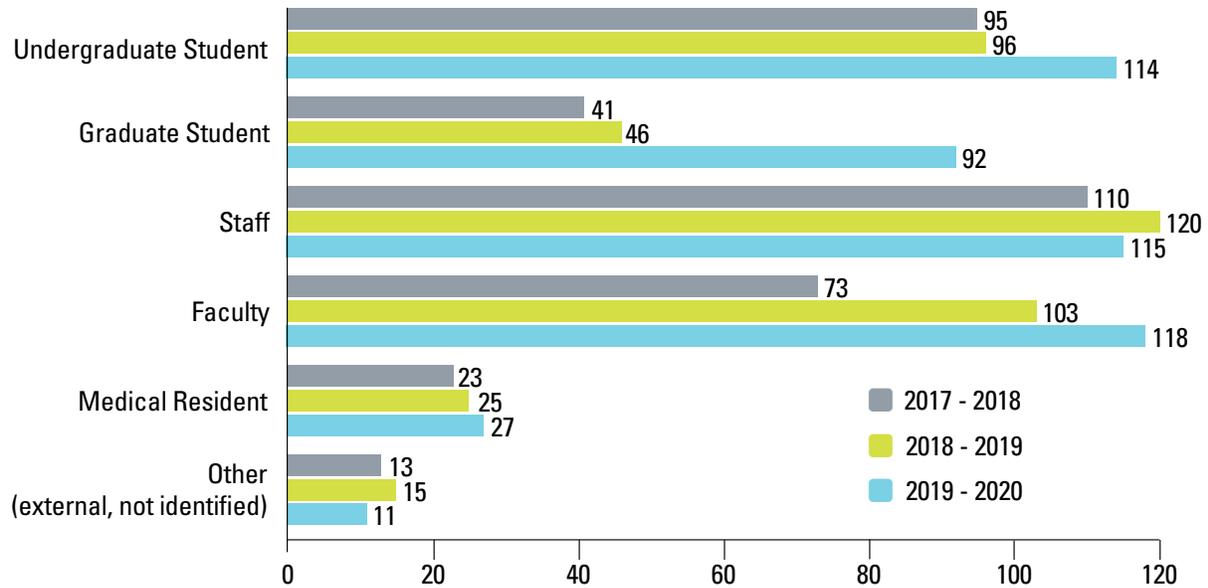


2. Consultations: Protected Ground

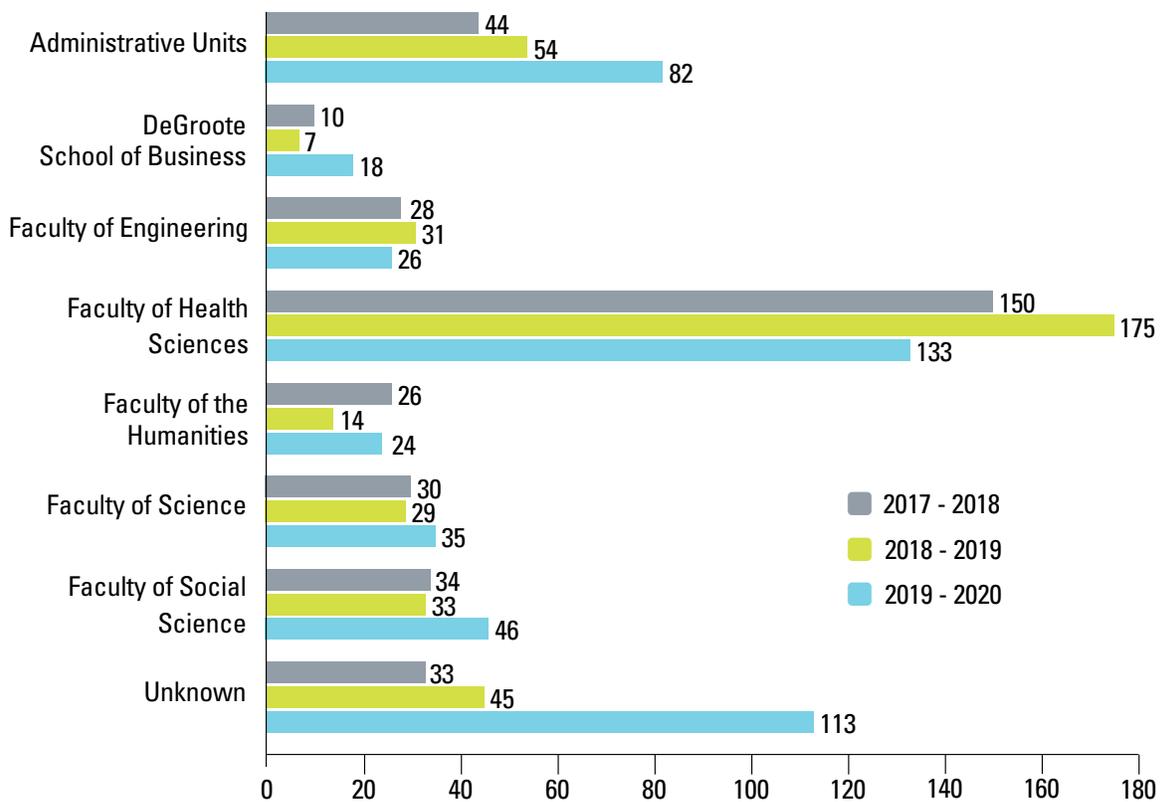


Note: Some consultations involve more than one ground.

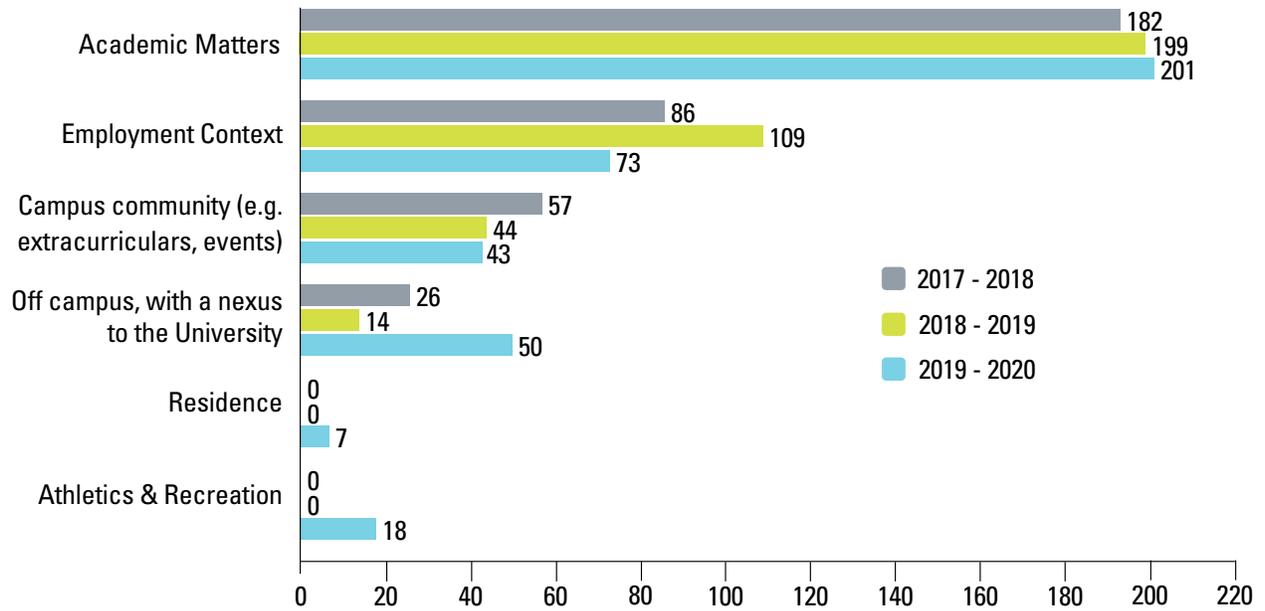
3. Consultations: Participant Type



4. Consultations: Faculty/Area of the University



5. Complaints: Origin of the Concern



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. In previous annual reports, these matters were reported as informal resolutions and aggregated with consultations. Given the importance and unique nature of this work, it is important to reflect it separately.

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 very core of people's being; it is not surprising that addressing and assisting parties to work through such matters entails mediating emotionally charged, highly sensitive, and multifaceted interpersonal conflicts. The Intake Offices draw upon their acquired expertise in conflict coaching, negotiation, and other ADR techniques to facilitate the resolution of disputes.

2018-2019 Numbers

- For the 2019-2020 academic year, the four Intake Offices recorded a total of 122 dispute resolution matters. Year over year, we are seeing a steady increase in the number of matters being successfully resolved with the assistance of the Intake Offices:

Reporting year	2017 - 2018	2018 - 2019	2019 - 2020
Number of resolutions facilitated by Intake Offices	87	110	122

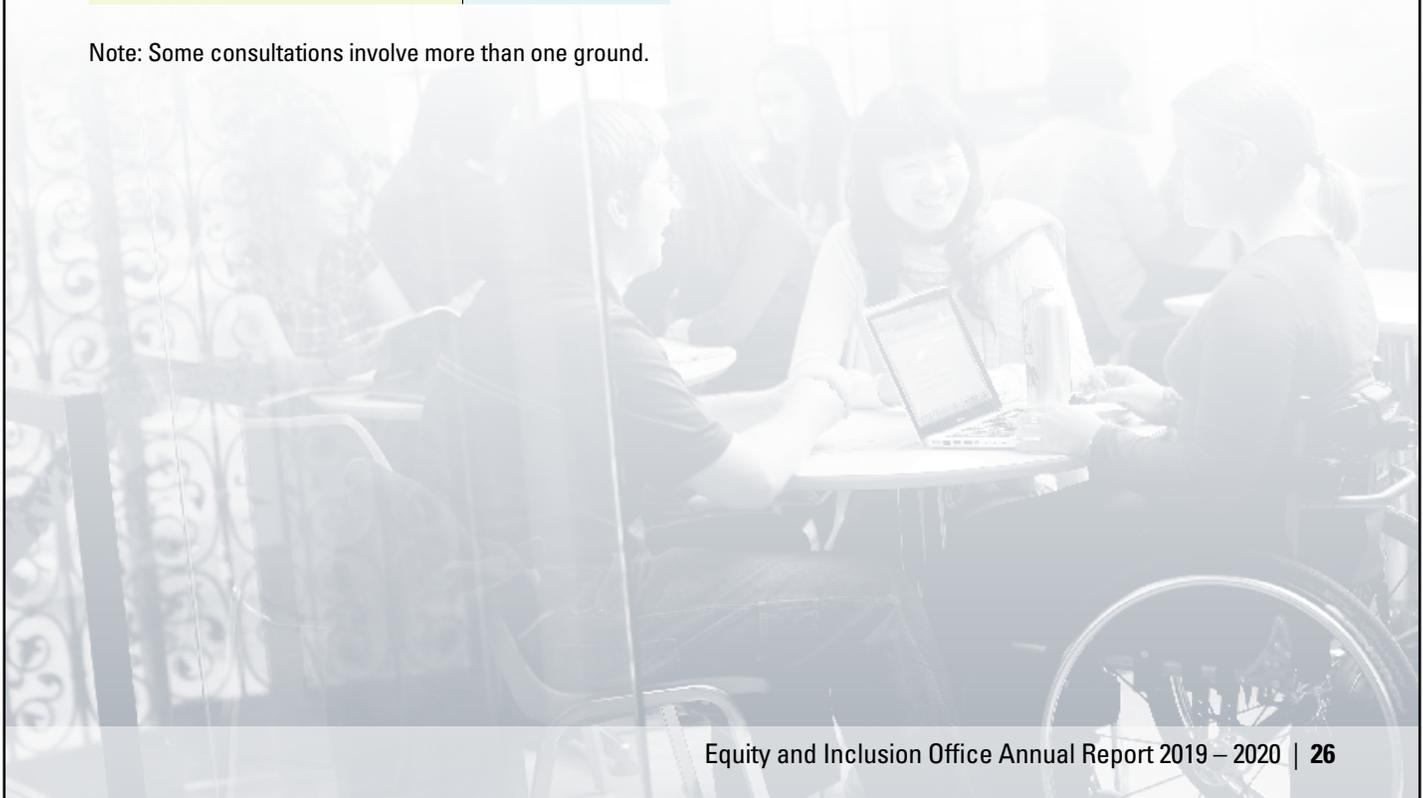
1. Dispute Resolution: Issue

Issue	2019 - 2020
Harassment - Personal	38
Sexual Violence	16
Discrimination	30
Accommodation	19
Grounds Based Harassment	17
Poisoned Environment	2
Accessibility	0
Total	122

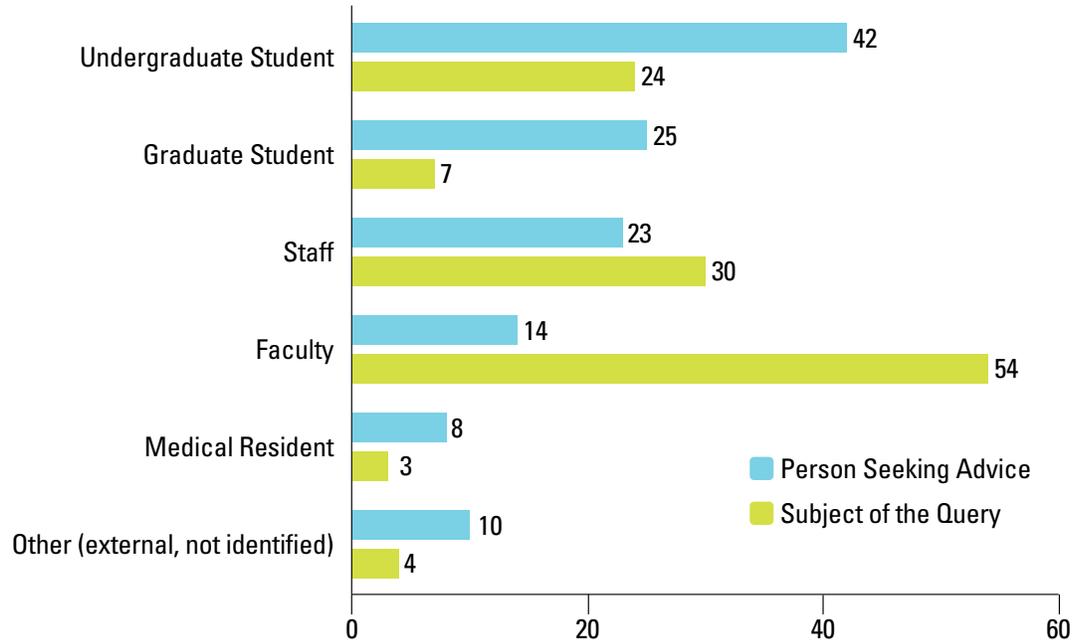
2. Dispute Resolution: Protected Grounds and Personal Harassment

Issue	2019 - 2020
Personal harassment (bullying)	35
Disability	30
Creed/religion	2
Ancestry, colour, race	26
Ethnic origin	3
Family status	5
Gender identity/ gender expression	1
Age	-
Place of origin	2
Sex	21
Sexual orientation	1
Citizenship	1
Marital status	-
Receipt of public assistance	-
Record of offences	-

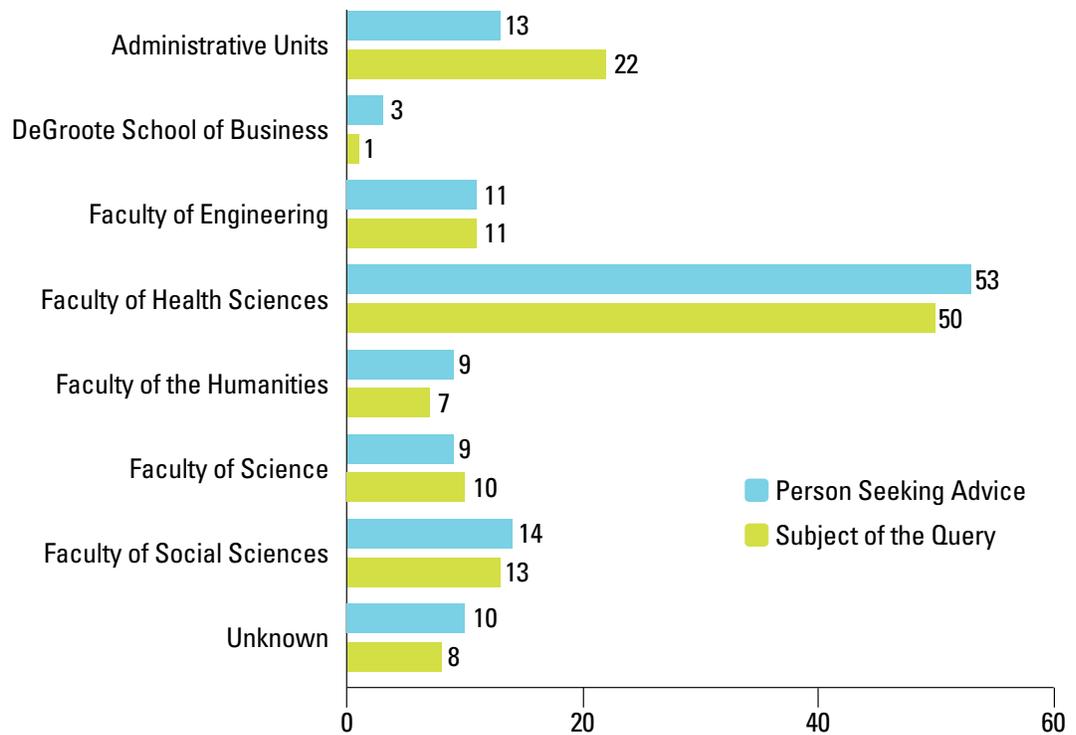
Note: Some consultations involve more than one ground.



3. Dispute Resolution: Participant Type



3. Dispute Resolution: Faculty/Area of the University



5. Dispute Resolution: Origin of the Concern

Issue	2019 - 2020
Academic matters	69
Employment context	32
Campus community (e.g. extracurriculars, events)	7
Off campus, with a nexus to the University	10
Residence	4
Varsity Athletics	0

- Non-grounds harassment (bullying, intimidation) and discrimination/accommodation matters relating to disability and race were the most common matters where individuals requested dispute resolution.
- Undergraduate students and staff were the most common groups requesting assistance to resolve an issue, while staff and faculty were the most common groups asked to participate in a process in order to resolve an issue.
- The majority of matters pertained to academics, followed by employment.

Equity and Inclusion Office

Human Rights | Complaint Resolution
Education | Accessibility
Sexual Violence Support

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



Task Force on the Fall 2020 Virtual Learning Experience Final Recommendations

Submitted on November 24, 2020 by the Task Force Co-Chairs - Jeremiah Hurley, Dean, Faculty of Social Sciences, and Ishwar K. Puri, Dean, Faculty of Engineering

BACKGROUND

Following the decision to move the winter 2021 semester online, Provost Susan Tighe established a [Virtual Learning Task Force](#) to support the best possible online learning experience.

The mandate of the Task Force has been to collect feedback from students and instructors regarding the online teaching and learning experience to inform recommendations to improve the experience for winter 2021. The findings have been informed by the experiences and insights of the 30+ members of the Task Force drawn from across the university, as well as various surveys commissioned to assess various aspects of the student and instructor experience in this unique environment.

As the Task Force undertook its work, its findings helped inform some early recommendations that were forwarded to university leaders as their timely implementation was important for students and instructors. These included the need for a focused look at mental health and supports for well-being. While there are many existing supports and programs, McMaster's [Okanagan Charter Group](#), which looks at the health and well-being of the overall campus, has been asked to take on this challenge. The Task Force also recommended a delayed start to classes in the second term. This too was supported by university leaders and the delayed class start was announced on [November 19](#).

In this document, we present the final recommendations for the Provost and Vice-Provost's consideration.

FINAL RECOMMENDATIONS

The Task Force membership included stakeholders across campus including technology experts, teaching and learning experts, instructors, students and administrators. The final recommendations were informed by the experiences of members of the Task Force, conversations and consultations with the units they represent, and the findings of the Equity and Inclusion Office's Winter 2020 Student Engagement and Experience Survey ([Quantitative Results](#) and [Qualitative Results](#)), and the [MacPherson Institute's Fall 2020 Experience Survey](#). The recommendations below have been organized by the Task Force's recommended timeline for implementation and within each category are listed in no particular order.

SHORT-TERM

- We recommended that McMaster University delay the start of the winter 2021 classes to January 11 to allow both instructors and students to make use of a few additional days to prepare for the term. *This recommendation was moved forward prior to the full report and [implemented by the Provost](#).*

- We recommend that the Provost and Vice-Provost invite instructors to remove a week of lecture-based course content at the beginning of the term and substitute alternative course-related activities so as to foster student success through the term.
- We recommend that the University promote and share the joint Task Force and MacPherson Institute's [compiled list of teaching tips to support instructors with their winter course preparations](#) and to help reduce students' experiences of isolation, confusion, and excess workload.
- We recommend that the Provost and Vice-Provost direct instructors to use Avenue to Learn as a course hub to centralize all course-related learning resources, deadlines, activities, and assessments.
- We recommend that the Provost's Office to explore the needs for additional or live support for the MacPherson Institute.
- We recommend that the Provost and Vice-Provost provide additional resources to support Student Accessibility Services' transition to the remote environment.
- We recommend that the University apply the [2020 Career Progress & Merit revisions](#) for 2021.
- We recommend that the Provost's Office direct instructors to [campus resources for experiential learning and community-engaged learning](#).
- We recommend McMaster University offer resources for students on time management, study strategies, scheduling, and stress management in the context of online learning in multiple formats.
- We recommend the Provost's Office continue to provide guidance to instructors regarding safety and liability for experiential learning, community-engaged learning, co-ops, internships, placements and practicums.
- We recommend the University identify or establish a designated group to address the set of issues pertaining to mental and emotional health among faculty, staff, and students at McMaster caused by the wide-ranging effects of COVID-19 on the operations of the University.
- We recommend that the Provost and Vice-Provost invite programs to consider offering core, required courses during the 2021 Spring/Summer/Intercession to give students the option to distribute their course load.

MEDIUM-TERM

- If the COVID-19 pandemic restrictions continue and Fall/Winter 2021-2022 academic year is to be online, we recommend that McMaster University:
 - consider developing a program comparable to Archway for students in upper years to facilitate meaningful student connections;
 - make decisions regarding the 2021-2022 academic calendar and sessional dates early to include additional breaks and rest to support mental health and wellness proactively to limit changes mid-term, or with limited notice;
 - evaluate the best approach for providing access to a computer and/or other technology for undergraduate students who require this support;

- investigate whether it is viable for students in remote locations with poor internet to gain access to the new McMaster cellular service plan as an affordable source of connectivity; and
 - have the Registrar’s Office review timetables and consider revising them to include “virtual” teaching details, e.g., video classroom platform, connectivity credentials required, process to obtain software or license if required, Avenue to Learn details, etc.
- We recommend that McMaster University consider working with the U15 to lobby professional schools to:
 - consider applicant’s grade-differences from this year compared to past years due to the stressors related to the pandemic and changes in teaching and learning;
 - be flexible in their requirements for 2021/2022 admissions regarding reference letters and lab-based experiences to accommodate unusual academic circumstances as a result of the pandemic; and
 - reconsider the requirement for students to complete a full course load to qualify for the program.
- We recommend that the Provost and Vice-Provost provide resources for remote, in-person and blended experiential and community-engaged learning, such as:
 - community and student friendly technology;
 - honoraria for community speakers, consultants and mentors;
 - incentives or supports (i.e. staff, TAs) for instructors to develop and maintain partnerships; and
 - funding to develop videos of community partner presentations for classroom use.
- We recommend that the Provost and Vice-Provost continue to clarify SMA3 expectations regarding experiential and community engaged learning.

LONG-TERM

- We recommend that the Provost and Vice-Provost explore the feasibility of Faculties registering first-year students in cohorts through block registration, where these cohorts might develop independently into learning communities.
- We recommend that the Provost’s Office direct Institutional Research and Analysis, working in collaboration with the MacPherson Institute, design and conduct a regular student experience survey on teaching and learning. We recommend that the survey capture experience and demographic data to understand their learning experience in their faculty/program rather than their experience with a specific course/instructor.
- We recommend that Provost and/or Vice-Provost direct the Teaching and Learning Advisory Group to host a regular discussion forum that brings together multiple stakeholders including technology experts, pedagogical experts, instructors, and students to continue to advise on teaching and learning.
- We recommend that McMaster University develop a teaching/learning culture and program design that supports instructor capacity and student success and progression through programs while distributing course loads across more than two terms each year.

- We recommend that McMaster University continue to explore future focused technologies, such as Digital Credentials, in ways that can improve the overall learning and student life experience for our students.

CONCLUDING COMMENTS

We recognize that the McMaster community’s transition to the online teaching, learning and work environment occurred quickly and has not been without its challenges. With the passage of time and the approach of the winter season, we are especially mindful of the mental health and well-being of our colleagues and students. These unprecedented times have pushed the Task Force to rethink what McMaster’s commitment to academic excellence means by developing recommendations intended to alleviate students, faculty and staff feeling overwhelmed and provide opportunities to start the winter semester refreshed and prepared together.

We also recognize that McMaster University is currently in the process of developing a Teaching and Learning Strategy and a Digital Strategy. We suggest that the Provost consider the Task Force’s recommendations in the development of these two strategies, as appropriate.

Finally, we are grateful for the time, enthusiasm and honesty shared by our Task Force members throughout this process. It has been a pleasure working with this multi-disciplinary group that has led to this rich and meaningful document:

Greg Atkinson	Lori Goff	Melissa Pool
Monique Beech	Gayleen Gray	Stacey Ritz
John Bell	Cathy Grise	Sheila Sammon
Paula Brown-Hackett	Aadil Merali Juma	Arig al Shaibah
Michael Curwin	Joanne Kehoe	Ryan Tse
Giancarlo Da-Ré	Sean Van Koughnett	Sydney Valentino
Juliet Daniel	Krista Madsen	Jennie Vengris
Kim Dej	Mandeep Malik	Doug Welch
James Dietrich	Nick Marquis	Sarah Wojkowski
Carlos Filipe	Wanda McKenna	Christine Yachouh

REPORT TO SENATE
from the
UNDERGRADUATE COUNCIL

FOR APPROVAL

I Establishment of New Certificate of Completion Program

At its October 27, 2020 meeting, the Undergraduate Council approved, for recommendation to Senate, the establishment of the MMRI Industrial Training Program (Certificate of Completion in Advanced Manufacturing). Details of the proposed Certificate of Completion program are contained within the circulated report.

It is now recommended,

that Senate approve the establishment of the Certificate of Completion in Advanced Manufacturing, as set out in the attached.

II Establishment of New Certificate and Diploma Programs

At its December 8, 2020 meeting, the Undergraduate Council will review for approval, the establishment of the following Certificate programs. Details of the proposed Certificates are outlined within the circulated report.

- a. **Certificate of Professional Learning in Foundations in Management of Human Resources**
- b. **Certificate of Professional Learning in Foundations in Workplace Health and Safety**
- c. **Certificate of Professional Learning in Foundations in Talent Planning and Acquisition**
- d. **Certificate of Professional Learning in Intercultural Competency**

It is now recommended,

that Senate approve the establishment of the Certificate of Professional Learning in Foundations in Management of Human Resources, as set out in the attached.

It is now recommended,

that Senate approve the establishment of the Certificate of Professional Learning in Foundations in Workplace Health and Safety, as set out in the attached.

It is now recommended,

that Senate approve the establishment of the Certificate of Professional Learning

in Foundations in Talent Planning and Acquisition, as set out in the attached.

It is now recommended,

that Senate approve the establishment of the Certificate of Professional Learning in Intercultural Competency, as set out in the attached.

III Closure of Certificate and Diploma Programs

At the same meeting, the Undergraduate Council will review for approval, the closure of the following Certificate and Diploma programs. Details of the proposed closures are contained within the circulated report.

- a. **Certificate in Advanced Accounting and Finance**
- b. **Diploma in Advanced Accounting and Finance**

It is now recommended,

that Senate approve the closure of the Certificate in Advanced Accounting and Finance, effective December 2020, as set out in the attached.

It is now recommended,

that Senate approve the closure of the Diploma in Advanced Accounting and Finance, effective December 2020, as set out in the attached.

IV Curriculum Revisions for Inclusion in the 2021-2022 Undergraduate Calendar

At the same meeting, the Undergraduate Council will review for approval, the following curriculum revisions for inclusion in the *2021-2022 Undergraduate Calendar*.

Faculty of Humanities
Faculty of Science
Glossary, General Academic Regulations

It is now recommended,

that Senate approve major revisions to the *Bachelor of Arts in Music* program for inclusion in the *2021-2022 Undergraduate Calendar*, as recommended by the Faculty of Humanities, and set out in the attached.

It is now recommended,

that Senate approve the change in name of the *Honours Bachelor of Arts in Multimedia* program to the *Honours Bachelor of Arts in Media Arts* program, effective September 2021, as recommended by the Faculty of Humanities, and set out in the attached.

It is now recommended,

that Senate approve the change in name of the *Combined Honours Bachelor of Arts in Multimedia and Another Subject* program to the *Combined Honours Bachelor of Arts in Media Arts and Another Subject* program, effective September 2021, as recommended by the Faculty of Humanities, and set out in the attached.

It is now recommended,

that Senate approve the change in name of the *Combined Honours Bachelor of Arts in Peace Studies and Another Subject* program to the *Combined Honours Bachelor of Arts in Global Peace and Social Justice and Another Subject* program, effective September 2021, as recommended by the Faculty of Humanities, and set out in the attached.

It is now recommended,

that Senate approve the change in name of the *Honours Bachelor of Science in Biology – Discovery Sub-Plan* program to the *Honours Bachelor of Science in Biology Research Specialization* program, effective September 2022, as recommended by the Faculty of Science, and set out in the attached.

It is now recommended,

that Senate approve the change in name of the *Honours Bachelor of Science in Biology – Physiology* program to the *Honours Bachelor of Science in Biology – Physiology Research Specialization* program, effective September 2022, as recommended by the Faculty of Science, and set out in the attached.

It is now recommended,

that Senate approve the change in name of the *Honours Bachelor of Science in Molecular Biology and Genetics* program to the *Honours Bachelor of Science in Molecular Biology and Genetics Research Specialization*, effective September 2022, as recommended by the Faculty of Science, and set out in the attached.

It is now recommended,

that Senate approve the change in name of the *Honours Bachelor of Science in Molecular Biology and Genetics Co-op* program to the *Honours Bachelor of Science in Molecular Biology and Genetics Research Specialization Co-op* program, effective September 2022, as recommended by the Faculty of Science, and set out in the attached.

It is now recommended,

that Senate approve the change in name of the *Honours Bachelor of Applied Science in Human Behaviour* program to the *Honours Bachelor of Applied Science*

in Applied Psychology in Human Behaviour, effective September 2022, as recommended by the Faculty of Science, and set out in the attached.

It is now recommended,

that Senate approve the change in name of the *Honours Bachelor of Applied Science in Human Behaviour – Autism and Behavioural Science Specialization* program to the *Honours Bachelor of Applied Science in Applied Psychology in Human Behaviour – Autism and Behavioural Science Specialization*, effective September 2022, as recommended by the Faculty of Science, and set out in the attached.

It is now recommended,

that Senate approve the change in name of the *Honours Bachelor of Applied Science in Human Behaviour – Early Childhood Education Specialization* program to the *Honours Bachelor of Applied Science in Applied Psychology in Human Behaviour – Early Childhood Studies Specialization* program, effective September 2022, as recommended by the Faculty of Science, and set out in the attached.

It is now recommended,

that Senate approve revisions to the Glossary and General Academic Regulations, for inclusion in the *2021-2022 Undergraduate Calendar*, as recommended by the Office of the Registrar, and set out in the attached.

- V Bachelor of Health Sciences (Honours) BHSc Program – Black Student Admissions Pilot
At the same meeting, the Undergraduate Council will review for approval, the Equitable Admissions for Black Applicants – Bachelor of Health Sciences (Honours) Pilot Program. Details of the proposal are contained within the circulated report.

It is now recommended,

that Senate approve the Equitable Admissions for Black Applicants Pilot for the Bachelor of Health Sciences (Honours) program, as recommended by the Faculty of Health Sciences, and set out in the attached.

- VI Revisions to the University Aid and Awards Policy
At the same meeting, the Undergraduate Council will review for approval, revisions to the University Aid and Awards Policy. Details of the proposed revisions are contained within the circulated report.

It is now recommended,

that Senate approve revisions to the University Aid and Awards Policy, as set out in the attached.

VII Revisions to the Policy on Academic Program Review and Development

At the same meeting, the Undergraduate Council will review for approval, revisions to the Policy on Academic Program Review and Development. Details of the proposed revisions are contained within the circulated report.

It is now recommended,

that Senate approve revisions to the Policy on Academic Program Review and Development, as set out in the attached.

FOR INFORMATION**VIII** Terms of Award

At the same meeting, the Undergraduate Council will review for approval: a) two new awards, b) changes to one award, c) four new bursaries, and d) changes to one bursary.

a) New Awards

The Del Harnish Award
The Kalani Family Scholarship

b) Changes to Award Terms

The McIvor Medal

c) New Bursaries

The Faculty of the Department of History Bursary
The Patricia Ann French Bursary
The Humanities Black Student Bursary
The Svadjian Bursary

d) Changes to Bursaries Terms

The McMaster Association of Part-Time Students 25th Anniversary Bursaries

IX Curriculum Revisions for Inclusion in the 2021-2022 Undergraduate Calendar

At the same meeting, the Undergraduate Council will review for approval, minor curriculum revisions from the following:

Arts & Science Program
Faculty of Business
Faculty of Engineering
Faculty of Health Sciences
Faculty of Humanities
Faculty of Science
Faculty of Social Sciences
Office of the Registrar

X Revised 2020-2021 Sessional Dates

At the same meeting, the Undergraduate Council will receive, for information, the Revised 2020-2021 Sessional Dates.

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

Senate: December 9, 2020

Proposal

MMRI Industry Training Program

Certificate in Advanced Manufacturing

- *Processes*
- *Materials*
- *Industry 4.0*

Objectives:

- *provide hands-on advanced training for active learners*
- *expose learners to advanced materials and manufacturing capability and expertise at McMaster*
- *empower laid off and underutilized workers to be better problem solvers and thereby reconnect with job opportunities*
- *allow employers to access the skills their staff need to solve problems and realize performance opportunities on the shop floor.*

McMaster Manufacturing Research Institute (MMRI)

September 24, 2020

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Rationale for the Program

To meet the ever-increasing global demand for high-value manufactured products, manufacturers are striving to maintain their competitive edge in the global market by optimizing processes, applying automation, and creating innovative products and services. New technologies can benefit companies, but companies also require skilled workers with advanced knowledge, problem-solving and decision-making skills. These demands put workers with low technical and problem-solving skills at risk of being laid off if production volumes drop. They also make it difficult for people with limited experience to re-enter the job market and for people recently laid-off to keep up with changes in the industry.

This unique training program is designed around meeting the needs and requirements of industry as identified by our wide range of our industry partners. The focus is on building on a worker's existing skillset, not replacing it, and empowering them with innovative, up-to-date and in-demand skills and knowledge. The program will be set up to deliver core concepts quickly in small units which are focused on providing the necessary background to solve a problem or realize a production performance opportunity.

Experiential problem-based learning of this nature is the most powerful way for people in the manufacturing sector to acquire the necessary skills and experiences that will build their background to connect with new job opportunities and develop a life long career in manufacturing. By linking learning with problems and production improvement opportunities employers also benefit from the results of the learner's project work in their operations.

Given the pandemic all content will be delivered online including demos and case studies. Learners will also interact with the program team online to complete their projects. Once restrictions are lifted, we will be working to develop a blended mode of learning allowing learners to come to the MMRI and interact with our equipment, instruments and experts.

Learning Outcomes

The MMRI Industrial Training Program current plans to offer 20+ short one day courses (micro-credentials) in three core streams directly related to advanced manufacturing, as listed below:

1. Advanced Manufacturing Processes
2. Advanced Manufacturing Materials
3. Advanced Manufacturing Industry 4.0

All courses will be designed based on the current needs and requirements as identified by industry and the skill-gaps among the workers we have identified through our years of collaboration with industry.

This educational program will address the challenges faced by our manufacturing industry partners and provides the attendees with the problem-solving skills needed to tackle the challenges they face. Projects will be defined based on existing problems and challenges faced by the manufacturing industry, and courses will be designed to provide critically needed skills and knowledge to solve problems and realize opportunities on the manufacturing floor.

This certificate program will be designed to provide the background knowledge needed to empower workers. The focus is on giving them the tools they need to solve real world production problems, realize opportunities for improvement on the factory floor and in addition support product innovation by facilitating manufacturing.

To earn a certificate in one stream, participants must complete four required courses, four elective courses, and complete an industry-relevant project of their choice. The project can build on opportunities an active learner has or connect with manufacturing problems and production improvement opportunities from their current employer.

Each course will be completed in 1 day and the project will have instructional input as well so there will be over 50 hours of instructor contact time per certificate.

The intended learning outcomes of each of the courses are listed in Table 1.

Table 1. MMRI Industry Training Program

Courses	Streams			Learning Outcomes
	Advanced Manufacturing Processes	Advanced Manufacturing Materials	Advanced Manufacturing Industry 4.0	
Metal Cutting (I) (Introduction)	R (Exemption Available)	E	E	<ol style="list-style-type: none"> Cover basic safety training and acquire the hands-on and technical skills needed to machine a part on a manual machine. Learn about setting up a part and tooling and selecting cutting parameters. Machine test parts on a manual machine. Be able to machine a common part, measure it and record the cycle time.
Metal Cutting (II) (Intermediate)	R (Exemption Available)	E	E	<ol style="list-style-type: none"> Acquire the hands-on and technical skills needed to machine a part on a CNC machine. Learn about fixturing, setting offsets, and selecting tooling and cutting parameters. Generate a G-Code program for a CNC machine. Be able to machine a complex part and optimize the cycle time.
Metal Cutting (III) (Advanced)	R	E	E	<ol style="list-style-type: none"> Understand the basics of different machining operations, identify the main tool wear mechanisms and learn ways to control them, know the different coolant strategies, learn about different active chip control mechanisms and learn about the impact of machining process conditions on surface quality. Perform a machining study and use optical microscopy to assess tool wear and perform surface quality analyses. Be able to suggest cutting conditions resulting in minimum tool wear, surface integrity and cost for machining of a specific material and operation.

Cutting Tools/ Tool design	R	E	E	<ol style="list-style-type: none"> 1. Review the main geometries of cutting tools, identify the different tool wear mechanisms and their root-causes, learn different classes of tool materials and tool coatings, know their typical applications and limitations. 2. Perform machining tests and use optical microscopy to assess tool wear and perform tool failure analysis. 3. Be able to suggest a proper tool geometry, material, and coating for a specific machining operation.
Dynamics of Machining	R	E	E	<ol style="list-style-type: none"> 1. Learn the basics of mechanics of metal cutting and cutting forces in a machining operation, learn the fundamentals of mechanical vibrations & regenerative chatter, sensors, and data collection. 2. Run a machining test and measure cutting force and vibration. 3. Be able to tune a process based on its dynamic performance.
Coatings for Cutting Tools	R	E	E	<ol style="list-style-type: none"> 1. Get exposure to the different properties of tool coatings, learn the criteria for selecting the best coatings for specific operations, learn about different coating deposition techniques, their basics, applications, and limitation, and learn about different coating characterization techniques. 2. Be able to use different characterization instrumentation and be able to understand and analyze results. 3. Be able to suggest a proper coating for an intended operation and be able to characterize it and quantify impact on performance.
Design for Reliability and Manufacturability	R	E	E	<ol style="list-style-type: none"> 1. Learn the fundamentals of design requirements for reliability and manufacturability of products by covering test method validation, process capability and voice of X (VOX). 2. Use a statistical tool like Minitab to develop a testing framework. 3. Demonstrate the ability to measure a processes capability and validate the test method using a statistical tool like Minitab.

Design for Advanced Manufacturing	R	E	E	<ol style="list-style-type: none"> Learn about design challenges in Advanced Manufacturing <ol style="list-style-type: none"> Limitations and opportunities Physical based optimization of the manufacturing processes using advanced modeling. Use Computer-aided design (CAD) software to solve design problems. Be able to apply a CAD software package to optimize a manufacturing process.
Material Testing and Characterization (I) (Micro / Nano-Mechanical Testing)	E	R	E	<ol style="list-style-type: none"> Study the background theory and application of micro/nano-mechanical testing techniques available for near/sub-surface material property assessments. Get familiar with material testing and characterization equipment and procedures. Learn how small-scale testing can be utilized to understand the behaviour of materials and predict/enhance product performances under real life conditions.
Material Testing and Characterization (II) (Scratch Testing)	E	R	E	<ol style="list-style-type: none"> Develop an understanding of scratch testing for assessing the adhesive strength of coating–substrate systems as well as quantifying scratch and mar resistance for research, quality control and product development. Become familiar with the instruments, testing procedures and interpreting results. Compare surface performance of critical surfaces to enhance the understanding of how these methods can be applied to improve surface performance and longevity.
Microscopy Failure Analysis	E	R	E	<ol style="list-style-type: none"> Learn basic failure analysis methodologies, failure modes and mechanisms. Identify different failure modes using advanced microscopy. Perform root-cause analysis using newly gained knowledge and visual evidence.

<p>High Resolution Surface Imaging Atomic Force Microscopy (AFM)</p>	<p>E</p>	<p>R</p>	<p>E</p>	<ol style="list-style-type: none"> 1. Get exposure to the science and application of different imaging technologies (both high and low resolution) available for material characterization. 2. Use the different microscopes available to identify common problems in materials and manufacturing. 3. Develop an understanding of choosing the right imaging tools and apply their capability correctly by studying meaningful problems.
<p>Composite Materials and Testing Techniques</p>	<p>E</p>	<p>R</p>	<p>E</p>	<ol style="list-style-type: none"> 1. Introduction to composite material, basic mechanics, and failure modes. Mechanical testing of composites at low and high temperatures. 2. Perform fracture toughness testing to understand delamination behavior of composites. 3. Be able to understand the mechanics of composite materials and select the right testing method to characterize the material.
<p>Finite Element Analysis (FEA) Modeling of Machining Processes (Introduction)</p>	<p>E</p>	<p>E</p>	<p>R</p>	<ol style="list-style-type: none"> 1. Understand the basics of FEA applied to machining process modelling. 2. Apply FEA based modelling of processes using a commercial software package to solve problems. 3. Be able to solve a production problem using FEA based process modeling.
<p>Finite Element Analysis (FEA) Modeling of Machining Processes (Applications)</p>	<p>E</p>	<p>E</p>	<p>R</p>	<ol style="list-style-type: none"> 1. Understand the basics of machining operations and the use of FEA based models for modeling different metal-cutting processes. 2. Learn FEA based modelling techniques of metal cutting processes using a commercial software. 3. Be able to shed light on a machining problem using FEA.
<p>Finite Element Analysis (FEA) Modeling for Machine Tooling Design</p>	<p>E</p>	<p>E</p>	<p>R</p>	<ol style="list-style-type: none"> 1. Understand the basics of FEA based modeling for machining processes. 2. Apply FEA based modelling of machining process tooling using a commercial software package. 3. Be able to solve a tooling problem using FEA.

Finite Element Analysis (FEA) Modeling of Metal Forming Processes	E	E	R	<ol style="list-style-type: none"> 1. Understand the basics of applying FEA for modeling metal forming processes. 2. Apply FEA based modelling of metal forming processes using a commercial software. 3. Be able to investigate a metal forming process using FEA.
Modeling of Additive Manufacturing Processes	E	E	R	<ol style="list-style-type: none"> 1. Understand the basics of modeling of additive manufacturing processes. 2. Apply modelling of additive processes using commercially available software. 3. Be able to study a given problem using process modelling. Problems may be related to part quality or optimization of part design or process.
Lean Manufacturing (Basics)	E	E	R	<ol style="list-style-type: none"> 1. Learn the basic background on lean manufacturing for reducing waste, identify the 7 types of waste in a project and suggest tools for eliminating them. 2. Apply tools for waste identification, basics of process mapping, 5S, plan-do-check-act (PDCA) methodology. 3. Be able to apply lean principles to improve an operation.
Lean Manufacturing (Toolbox)	E	E	R	<ol style="list-style-type: none"> 1. Learn advanced concepts of lean manufacturing such as continuous flow, takt time, advanced process mapping, push-pull and bottleneck identification with continuous flow, 1-piece flow, cellular, manufacturing, standard work, mistake proofing, load leveling and kanban. 2. Review examples and practice applying concepts on processes. 3. Map a current state of a given process, identify issues and suggest a future state using the tools covered.

Resources

Ontario Rapid Skills

Employment Ontario has provided funding to support the development of this training program. This funding has enabled the qualified instructors to develop high quality, relevant course content, organize demos and prepare case studies. It has also allowed us to organize potential projects based on our research and input from our industry partners.

NGen – Next Generation Manufacturing Canada

The Next Generation Manufacturing AmpUP program will support employers who want their employees to participate in the MMRI Industrial Training Program by covering ½ of the tuition costs for employee training.

Instructors

The MMRI has more than 20 years of experience in teaching, research and industrial activities. Highly qualified MMRI staff members and post doctoral fellows have developed the curriculum for the three certificate streams. These staff members are experienced in solving manufacturing problems with industry partners and know what manufacturers are looking for in employees. The courses will be delivered by MMRI staff, a faculty member in the department of Mechanical Engineering, and by outside experts.

Tuition Revenue

Tuition revenue will be modest at first, as support from Employment Ontario and NGen is helping with development costs, but once the program is fully operational, tuition fees will cover costs.

MMRI Facilities

The MMRI currently has a large facility with a wide range of industrial scale equipment and world-class instruments well suited for hands-on training. This program is being designed to increase utilization of the MMRI's facilities by providing us with more exposure in the community.

The MMRI will also be moving to the McMaster Innovation Park (MIP) expanding in space and acquiring more advanced manufacturing technology. The move to MIP will facilitate more collaboration with our industry partners. Architect renderings highlight the space and show the connection between the classroom and the lab areas.



MMRI
McMASTER UNIVERSITY
270 LONGWOOD ROAD SOUTH
HAMILTON, ON

SCALE:	LINTACK ARCHITECTS	EXTERIOR FACADE
DATE:	INCORPORATED	PROJ. No.
JAN 2020	ONE AVONDA DRIVE, SUITE 100, HAMILTON, ONTARIO, L8P 4K2 TEL: 905.521.4444 WWW.LINTACK.COM	19,065
		SK1

1/20/2020 4:01:03 PM



MMRI
McMASTER UNIVERSITY
270 LONGWOOD ROAD SOUTH
HAMILTON, ON

SCALE:	LINTACK ARCHITECTS	CONFERENCE ROOM
DATE:	INCORPORATED	PROJ. No.
JAN 2020	ONE AVONDA DRIVE, SUITE 100, HAMILTON, ONTARIO, L8P 4K2 TEL: 905.521.4444 WWW.LINTACK.COM	19,065
		SK5

1/20/2020 4:04:28 PM

Training space under development at MIP

Major Equipment

The MMRI has instrumented industry scale equipment capable of duplicating a wide range of industry processes while studying them using our advanced instrumentation and modeling capability.

Milling Centres

Makino MC56-5XA

Rapid Feed Rate: 15m/min
Special High Power: 40 HP Spindle
Max Spindle Speed – 15,000 RPM
Simultaneous 5-Axis Control
FANUC 16 Control
Movement Increment 0.0001mm
Maximum Travel X:510mm Y:635mm Z:635mm
High Pressure Through Spindle Coolant and Air



Matsuura FX-5G

Rapid Feed Rate: 25m/min
Spindle Power: 27 HP
Max Spindle Speed – 27,000 RPM
High Precision, High Rigidity
FANUC 15iM Control, 20 Tool ATC
Maximum Travel X:1020mm Y:560mm Z:400mm
Probe Measuring and Positioning System



Matsuura LX-1

Rapid Feed Rate: 90m/min
1.5G Rapid Feed Acceleration
Max Spindle Speed – 60,000 RPM
Linear Motors on All Three Axis
Ultra High Precision
FANUC 15iM Control
Maximum Travel X: 500mm Y:500mm Z:300mm



Okuma Cadet-Mate

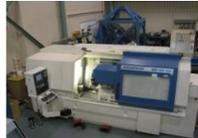
Max. Rapid Feed Rate: 20m/min
Spindle Power: 15 HP
Max Spindle Speed 8,000 RPM
Maximum Travel X:1016mm Y:508mm Z:523



Turning Centres

Boehringer VDF 180CM

Spindle Power: 50 HP
Max Spindle Speed – 4,500 RPM
10m/min Axes Feed Rate
12 Station VDI 40 Turret



Nakamura SC450

40 HP Wide Output Spindle
Spindle Speed-2,500 RPM
12m/min Rapid Axis Feed Rate
Slant Bed Design, 12" Diameter Chuck
Laserline 2.0 KW Diode Laser System
FANUC



Okuma Crown-S, BB

OSP Control System
Max. Spindle Power: 24 HP
Spindle Speed – 3,500 RPM
20m/min Rapid Feed Rate
10" Diameter Chuck



Water Jet System

Flow AF-6080

Cutting Table: 6' x 8', Z-axis adjustability: 24"
Allen Bradley Series 9 Control System
Contouring Speed: 400 ipm



Freeform 7000

Rotary C-Axis, Rotary B-Axis
High Speed Turbine Grinder
SP-90 Diamond Turning Spindle
LVDT Tool Set Station, Optical Tool Set Station
Tool Air/Lube System
Air Temperature Control System
Expected: July 2003

Micro Machining



Grinding

Walter Helitronic Power Series Tool Grinder

Double Ended Grinding Spindle
Oil Coolant Systems
15m/min Axes Feed Rate
HMC 500 Control With Pentium Processor
Automatic Tool Probing System



BLOHM Planomat 408 CNC Surface Grinder

GE Fanuc 18i control
Contour/creep-feed grinding capability
15 KW spindle
Grinding speeds up to 165 m/s
30 m/min. maximum table feed rate



Metrology Equipment

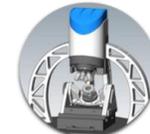
Zeiss Prismo 900 with VAST measuring head.

Solution Software Library
Probing Technology (VAST)
900/1200/700 XYZ
Full Scanning Capabilities
1000pt a sec. and 3" a sec.
Caliber up to 2 Microns



Alicona InfiniteFocus

Real 3D Part Metrology for small objects
Vertical resolution up to 10nm
Edge radius up to 1µm
Roughness up to 0.03 µm Ra



EDM System

AGIETRON Impact 2 Ram-type EDM System

Windows-based Agievision 2 control
4 servo controlled axis
Freely definable 2- & 3-dimensional
orbital/vector movements
72 A power generator



Instruments

The MMRI has an extensive suite of material property assessment equipment capable of assessing a wide range of materials.

Nano Test Platform

- ✓ Two Loading Heads: Micro (0.1-20N) and Nano (10 mN -500 mN)
- ✓ Nano-/micro -indentation
- ✓ Nano-/micro- scratch
- ✓ Nano-impact
- ✓ High temperature capability
- ✓ Property Mapping



Anton-Paar NHT3 Nano-Indentation Platform

- ✓ Fast measurements with ISO 14577 standard
- ✓ Sinusoidal loading (sinus mode)
- ✓ Multi-cycle loading
- ✓ User defined profile
- ✓ Target specific indentation
- ✓ User Friendly
- ✓ Compatible for measurements in liquids



High Load-High Temperature Tribometer

- ✓ Heavy-load
- ✓ High-temperature (up to 1000 °C)
- ✓ Custom developed to mimic the tool-chip interface in machining.
- ✓ The tool is simulated by a ball-tipped carbide pin, coated or uncoated, which interacts with a sample of work material.



AFM – TOSCA 400:

- ✓ Automatic laser alignment
- ✓ Large scan area in all directions combined with the highest accuracy
- ✓ The easiest engagement procedure on the AFM market
- ✓ Compatible with all cantilevers
- ✓ State-of-the-art sample navigation
- ✓ Workflow-oriented control and analysis software which meets the demands of industry
- ✓ Applications by Industrial Segments:
 - Chemicals
 - Paint & coatings
 - Rubber & plastics
 - Electronics
 - Metal
 - Non-metal
 - Petroleum
 - Textile
 - Life science



Anton-Paar Revetest Scratch Tester

- ✓ Micro-/Macro- scratch and Wear test
- ✓ Conventional hardness measurements
- ✓ Toughness Measurements
- ✓ Critical load to failure, frictional force, co-efficient of friction and penetration depth determination
- ✓ Panoramic imaging directly synchronized with scratch



Standard Tribometer (TRB PIN-ON-DISK):

- ✓ The industry standard for friction, wear and lubrication measurement.
- ✓ Environmental condition monitoring in real-time with integrated temperature and humidity sensors
- ✓ Ultimate testing parameters control and cutting-edge data analysis with Tribometer software
- ✓ Fast and easy contact mechanics simulation by Modelization software
- ✓ Some Applications:
 - Thin films (protective or decorative hard coatings)
 - Metals (bulk, advanced alloys, metallic composites)
 - Polymers (bulk polymers, polymeric coatings)
 - Lubrication system (fluid or solid lubricants)
 - Automotive (coatings, bulk materials, engine oils)
 - Optical coatings (antireflective coatings)
 - Biomaterials (hard implants, soft implants, stents)
 - Pharmaceutical (medicaments)
 - Various (thermal spray coatings, ceramic tiles, etc.)



Alignment with McMaster's Certificates Policy

The following comments address points 45-56 of McMaster's Certificates-Diplomas policy:

CERTIFICATE OF COMPLETION

45. We are proposing that the term certificate of completion be assigned when a learner completes 8 one day courses and the completion of a real-world project. The academic calibre courses include in class lecture content, on machine demos and case studies involving industry relevant data which are being developed by faculty, post docs and core staff at the MMRI. The lecture content will be designed to provide the necessary background. Demos and case studies will be used to familiarize individuals with the technology. The project will be used to provide focus to the learning and encourage learners to pull content from the program to solve problems. The content leverages undergrad and grad material previously developed by core instructors and draws on international experts at our technology partners.
46. Based on the course load and project work the program will have over 30 hours of contact time (approx. 50 hrs) with instructors and an evaluation of the learners understanding will be completed at the end of each course. Project reports will also be graded.
47. As part of the program learners will complete quizzes, perform an assignment, and complete a project to demonstrate understanding of core concepts.
48. This program is targeting unemployed and underutilized people and as such is part of a lifelong learning initiative.

Admission Requirements

49. It is expected that learners will have a diploma, degree or considerable experience in advance materials and manufacturing before starting the program. This will be assessed in a preselection interview.

Credit Toward Another Credential

50. There are no plans currently to align this with a degree program, but the program will be designed so this can be done in the future if there is interest. We are working to be compatible with the micro credential initiative underway in the faculty of engineering.
51. A Certificate of Attendance may be issued if an individual takes only one course. Then it would be a Certificate of Attendance for one course. If they are not actively working towards a Certificate of Completion, then they may also opt to not participate in the assessment.

Approval Criteria

52. Appropriate announcements will be made to Undergraduate council so that they are aware of this program and its objectives.
53. Fees are being charged and thus we are following the process for approval of academic certificates and diplomas.
54. The program is designed to address the needs of unemployed and underutilized workers and as such holds considerable benefit to the community and is consistent with the objectives McMaster has for community engagement.

Guidelines and Limitations

55. Clarity and the protection of the McMaster certificate brand are being considered. The planned title of the program is the MMRI Industry Training Program. We are working with the Public Relations groups on campus to ensure branding is consistent with McMaster's guidelines.
56. The course description will include the non-credit status of the course. Details related to learner evaluation will also be provided. At this stage 70% is the target grade to pass a course and have it contribute to a "Certificate of Completion".

Appendix – Statement of Academic Merit, Faculty of Engineering



September 24, 2020

Certificates Committee
McMaster University

RE: Faculty of Engineering's statement of support for the MMRI Industry Training Program

To whom it may concern,

I am writing to outline the Faculty of Engineering's support for the McMaster Manufacturing Research Institute (MMRI) Industry Training Program.

By way of background, a funding opportunity came up with Employment Ontario to develop a training program to help unemployed and underutilized employees gain valuable experience and advance their career in the manufacturing sector. The MMRI applied for and was successful in this competition. Since receiving the award they have been developing a detailed curriculum and putting in place the resources needed to deliver a rich learning experience.

The course content is being developed by the faculty and researchers at the MMRI, many of whom have PhDs in materials and manufacturing and have worked in the manufacturing research sector for many years. We have reviewed the intended learning outcomes associated with each course as part of our internal review process. We are also ensuring that the MMRI has the necessary resources to deliver a high-quality program that meets the standards of engineering for industry training programs and the objectives set out in McMaster's Certificates and Diplomas Policy.

Please contact me if you have any questions or concerns regarding this program.

Best regards,

Ishwar K. Puri
Dean of Engineering and Professor

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Foundations in Management of Human Resources
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Nathalie Vallée
Effective Date:	2021-01-01
Date of Submission:	2020-11-10
Academic Merit (complete all fields; write “not applicable” as needed):	
Program Overview:	<p>The purpose of this program is to provide learners with a condensed program specific to a professional skill area in Human Resources Management. The program is comprised of three courses essential to leadership and management strategies applicable to many workplace settings. These courses are taken from the Continuing Education’s Human Resources Management diploma program.</p> <p>Learners must complete all three courses:</p> <ul style="list-style-type: none"> • Human Resources Management (3 units) • Principles and Practices in Supervision (3 units) • Labour Relations (3 units) <p>The program will be open enrolment with courses offered in multiple terms. Completed courses from the Certificate in Professional Learning program may be applied to the Human Resources Management diploma or the Business Administration diploma with a Concentration in Human Resources Management following the <i>Certificate and Diploma Policy</i>.</p>
Learning Objectives:	<p>Upon completion of the program, learners will be able to:</p> <ul style="list-style-type: none"> • Outline the specific functional areas in HRM and describe the knowledge required for a practitioner in each one. • Identify the concepts and techniques involved in meeting human resource requirements including

	<p>attracting, hiring, and keeping the right talent for the organization.</p> <ul style="list-style-type: none"> • Review the history of the establishment of labour unions in Canada and discuss their overall impact on labour relations, including current trends and contextual factors. • Describe the legal framework governing labour and employment • Apply an interest-based approach to enable an effective partnership between the employer and union in administering the collective agreement, handling grievances, negotiating agreements, and resolving disputes. • Examine relevant features and models of leadership, supervision and management. • Analyze processes for evaluating employee strengths and discuss strategies for team building and supervision within the organization. • Explore your preferred style of supervision and management <p>The following objectives will be threaded within each course:</p> <ul style="list-style-type: none"> • Demonstrate an awareness of ethical practices and professional standards applicable to the field of human resources • Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills • Employ effective communication practices • Collaborate with peers on real-life human resources projects, dilemmas and exercises
Meeting Learning Objectives:	The Foundations in Management of Human Resources program will use a series of courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
Program Admission Requirements:	The program will be open enrolment; no application is required.
Program Pre-requisites (if applicable):	Recommended program requirements will be posted to Continuing Education’s website: “In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the

	<p>program should meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> 1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Continuing Education 2) Be proficient with basic computer program applications, such as Word, Excel 3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years.
Program Completion Requirements:	To qualify for a Certificate of Professional Learning, students must complete 3 courses (9 units) of study.
Program Delivery Format:	Program courses may be delivered online and/or in a blended format. All formats will include instructor lectures and/or presentations, group discussions, and practical application activities. Courses will include an experiential learning component to combine theory with a real company project or scenario. group projects will enable students to apply their knowledge in solving an industry problem.
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, experiential projects, quizzes, application activities, individual or group projects, class participation, or a combination thereof. Evaluations will be structured to evaluate participants' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.
Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with <i>McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , the selection will be based on academic background and/or experience within the field. Instructors must have a Master's Degree (or equivalent) and significant professional experience and teaching within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.

<p>Program Advanced Standing:</p>	<p>A maximum of one equivalent course (3 units) taken at another institution may be transferred into this program, subject to approval by the Program Manager. Transfer credits will be assessed using the following criteria:</p> <ul style="list-style-type: none"> • The course must have an 80% overlap in content/curricula and a similar number of classroom or contact hours. • The course must have been taken within the last five years. • The course must have been taken from an accredited academic institution and listed on an official transcript with a grade. • The course final grade must be “C-” or better. <p>Students may apply the completed Foundations in Management of Human Resources courses (9 units) to the Human Resources Management Diploma program, or the Business Administration Diploma with a concentration in Human Resources Management.</p>
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Statement of Financial Viability:

I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).

Lorraine Carter, Director, Continuing Education

Statement of Administrative Responsibilities:

Statement of Faculty Alignment:

The staffing and systems infrastructure to support the following functions already exists within Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by Continuing Education.

Continuing Education program responsibilities:

- budget development and monetary responsibilities
- program and course development
- course registrations/administration
- supervision of instructors to ensure all required policies and practices are adhered to and course are taught according to program requirements and standards
- Marketing and Promotions

The DeGroote School of Business will act as an academic liaison and is charged with the responsibility of on-going academic review and assessment of the curriculum. The Faculty’s letter of support is included at the end of this document.

Listing of Courses			
Course Name	Required/Elective	Unit Value	Term
HRM 901 Human Resources Management	Required	3.0	Winter 2021
<p>Course Description: This course provides an overview of the fundamentals of human resources management by introducing key components of its function, relevance, and impact in an organization. It is designed to build a broad foundation of knowledge and skills required for managing human resources in the current business environment. The course uses case studies, as well as other tools and resources, to engage learners and help them apply theoretical concepts to practical situations in human resource management.</p>			
BUS 847 Principles and Practices of Supervision	Required	3.0	Winter 2021
<p>Course Description: This course is designed to develop and improve the supervisory skills necessary for achieving increased productivity by effectively managing allocated human resources. Topics include motivation, delegation, leadership style, implementing change, setting and achieving standards and performance management. The emphasis of this course is on practical skills, supported by academic theory and research. The assignments and exercises will also support the development of monitoring, and staff development skills.</p>			
HRM 899 Labour Relations	Required	3.0	Winter 2021
<p>Course Description: This course provides the student with an overall understanding of the importance of a partnership between employers and unions in labour relations. This course explores: the historical challenges and foundational interests of labour unions within the Canadian context; the social and economic impact unions have had in workplaces and our society; current trends and contextual factors impacting labour relations; the legal framework governing labour and employment in Ontario, including an overview of the Ontario Labour Relations Act, the Employment Standards Act, 2000, the Human Rights Code, and other relevant legislation; the processes for establishing a union and engaging in collective bargaining; the critical importance of effective workplace investigations; and the practical application of effective partnership between the employer and union in administering the collective agreement, handling grievances, negotiating agreements, and resolving disputes.</p>			



DATE: October-30-20

TO: Certificate & Diploma Committee

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

RE: Proposal for Certificates of Professional Learning for Human Resources Management

I have reviewed the program submission documents presented by Continuing Education (CE) for the establishment of three Certificates in Professional Learning within the field of Human Resources Management. The specific program titles are as follows:

- Certificate of Professional Learning in the Foundations of Health and Safety
- Certificate of Professional Learning in the Foundations of Human Resources Management
- Certificate of Professional Learning in the Foundations of Talent Planning and Acquisition

I have determined that the proposed programs meet all the criteria set out by the Undergraduate Council in its guidelines for certificates and diplomas and, therefore, endorse this submission with the support of the DeGroote School of Business.

The submission documents provide specific course requirements, descriptions, and program learning outcomes for each program. Each program is composed of academic credit courses from Continuing Education's Human Resources Management Diploma program. This diploma program is aligned with and supported by the DeGroote School of Business; therefore, the involved courses for each Certificate of Professional Learning have been previously reviewed by the Faculty. Finally, the programs meet the Undergraduate Council's criteria for the designation of a Certificate of Professional Learning.

The DeGroote School of Business is pleased to have these high-quality programs available for individuals to meet their academic and professional goals. We support these three Continuing Education programs as their academic affiliate by carrying out the

initial submission review and by providing guidance relative to curriculum issues. Additionally, we have provided Continuing Education with the guidelines needed by their students for possible use of advanced standing rules when students enter our degree programs with credits from completion of the above programs.

Sincerely,

A handwritten signature in cursive script that reads "Susan McCracken".

Dr. Sue McCracken
Associate Dean
DeGroote School of Business

Cc. Lorraine Carter, Director, CE
Dan Piedra, Assistant Director, CE

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Foundations in Workplace Health and Safety
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Nathalie Vallée
Effective Date:	2021-01-01
Date of Submission:	2020-11-10
Academic Merit (complete all fields; write “not applicable” as needed):	
Program Overview:	<p>The purpose of this program is to provide learners with a condensed program specific to a professional skill area in Human Resources. The program is comprised of three courses essential to understanding workplace health and safety guidelines, policies, procedures and programming. The courses for this program are taken from the Continuing Education’s Human Resources Management diploma program.</p> <p>Learners must complete all three courses:</p> <ul style="list-style-type: none"> • Human Resources Management (3 units) • Occupational Health & Safety (3 units) • Wellness in the Workplace <p>The program will be open enrolment with courses offered in multiple terms. Completed courses from the Certificate in Professional Learning program may be applied to the Human Resources Management diploma or the Business Administration diploma with a Concentration in Human Resources Management following the <i>Certificate and Diploma Policy</i>.</p>
Learning Objectives:	<p>Upon completion of the program, learners will be able to:</p> <ul style="list-style-type: none"> • Outline the specific functional areas in HRM and describe the knowledge required for a practitioner in each one. • Identify the concepts and techniques involved in meeting human resource requirements including

	<p>attracting, hiring, and keeping the right talent for the organization.</p> <ul style="list-style-type: none"> • Explain the connection between human resource management and occupational health and safety. • Outline the regulatory framework surrounding occupational health and safety. • Analyze health and safety training program design, implementation and effectiveness. • Curate a library of resources that can be used to promote and develop workplace health promotion programs. • Plan the design, delivery, management and evaluation of a workplace health promotion program. <p>The following objectives will be threaded within each course:</p> <ul style="list-style-type: none"> • Demonstrate an awareness of ethical practices and professional standards applicable to the field of human resources. • Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills. • Employ effective communication practices. • Collaborate with peers on real-life human resources projects, dilemmas and exercises.
Meeting Learning Objectives:	The Foundations in Workplace Health and Safety program will use a series of courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
Program Admission Requirements:	The program will be open enrolment; no application is required.
Program Pre-requisites (if applicable):	<p>Recommended program requirements will be posted to Continuing Education’s website: “In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the program should meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> 1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Continuing Education 2) Be proficient with basic computer program applications, such as Word, Excel

	3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years.
Program Completion Requirements:	To qualify for a Certificate of Professional Learning, students must complete 3 courses (9 units) of study.
Program Delivery Format:	Program courses may be delivered online and/or in a blended format. All formats will include instructor lectures and/or presentations, group discussions, and practical application activities. Courses will include an experiential learning component to combine theory with a real company project or scenario. group projects will enable students to apply their knowledge in solving an industry problem.
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, experiential projects, quizzes, application activities, individual or group projects, class participation, or a combination thereof. Evaluations will be structured to evaluate participants' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.
Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with <i>McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , the selection will be based on academic background and/or experience within the field. Instructors must have a Master's Degree (or equivalent) and significant professional experience and teaching within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	A maximum of one equivalent course (3 units) taken at another institution may be transferred into this program, subject to approval by the Program Manager. Transfer credits will be assessed using the following criteria: <ul style="list-style-type: none"> • The course must have an 80% overlap in content/curricula and a similar number of classroom or contact hours.

	<ul style="list-style-type: none"> • The course must have been taken within the last five years. • The course must have been taken from an accredited academic institution and listed on an official transcript with a grade. • The course final grade must be “C-” or better. <p>Students may apply the completed Foundations in Health and Safety courses (9 units) to the Human Resources Management Diploma program, or the Business Administration Diploma with a concentration in Human Resources Management.</p>
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Statement of Financial Viability:

I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).

Lorraine Carter, Director, Continuing Education

Statement of Administrative Responsibilities:

Statement of Faculty Alignment:

The staffing and systems infrastructure to support the following functions already exists within Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by Continuing Education.

Continuing Education program responsibilities:

- budget development and monetary responsibilities
- program and course development
- course registrations/administration
- supervision of instructors to ensure all required policies and practices are adhered to and course are taught according to program requirements and standards
- Marketing and Promotions

The DeGroote School of Business will act as an academic liaison and is charged with the responsibility of on-going academic review and assessment of the curriculum. The Faculty’s letter of support is included at the end of this document.

Listing of Courses

Course Name	Required/Elective	Unit Value	Term
HRM 901 Human Resources Management	Required	3.0	Winter 2021

Course Description: This course provides an overview of the fundamentals of human resources management by introducing key components of its function, relevance, and impact in an organization. It is designed to build a broad foundation of knowledge and skills required for managing human resources in the current business environment. The course uses case studies, as well as other tools and resources, to engage learners and

help them apply theoretical concepts to practical situations in human resource management.			
HRM 921 Occupational Health & Safety	Required	3.0	Winter 2021
<p>Course Description: The major objective of this course is to introduce Human Resources professionals to the broad and ever-changing field of Occupational and Safety, an inherently technical subject area far broader than legislation only. The multiple dimensions of the various issues technical, legislative, political and personal safety at work or in your home are a required part of the training for a professional in this field or for someone who is involved with this kind of operation? How to deal with consultants in the workplace. Occupational Health (or Hygiene) cannot be separated from Occupational Safety because of the many overlapping requirements and because the well-being of the worker must be first and foremost. The course is designed to be very informative and fun with full class involvement.</p> <p>This course of study has been arranged in five separate subject areas as they concern the practitioner. Within each section, a series of topics will be examined, supported by readings from the text and other references of interest. The text and the various reference materials would constitute a valuable subject library for the practitioner.</p>			
HRM 941 Wellness in the Workplace	Required	3.0	Winter 2021
<p>Course Description: This course will focus on health promotion concepts, program management strategies, interventions and perspectives of health promotions in the workplace. We will examine why health promotions make sense as a return on investment for employers and provide insight into the process of designing, managing, and evaluating a program. We will explore strategies that impact health promotions and identify the types of programs used to operationalize a health promotions program.</p>			



DATE: October-30-20

TO: Certificate & Diploma Committee

FROM: Dr. Sue McCracken, Associate Dean, DeGroot School of Business

RE: Proposal for Certificates of Professional Learning for Human Resources Management

I have reviewed the program submission documents presented by Continuing Education (CE) for the establishment of three Certificates in Professional Learning within the field of Human Resources Management. The specific program titles are as follows:

- Certificate of Professional Learning in the Foundations of Health and Safety
- Certificate of Professional Learning in the Foundations of Human Resources Management
- Certificate of Professional Learning in the Foundations of Talent Planning and Acquisition

I have determined that the proposed programs meet all the criteria set out by the Undergraduate Council in its guidelines for certificates and diplomas and, therefore, endorse this submission with the support of the DeGroot School of Business.

The submission documents provide specific course requirements, descriptions, and program learning outcomes for each program. Each program is composed of academic credit courses from Continuing Education's Human Resources Management Diploma program. This diploma program is aligned with and supported by the DeGroot School of Business; therefore, the involved courses for each Certificate of Professional Learning have been previously reviewed by the Faculty. Finally, the programs meet the Undergraduate Council's criteria for the designation of a Certificate of Professional Learning.

The DeGroot School of Business is pleased to have these high-quality programs available for individuals to meet their academic and professional goals. We support these three Continuing Education programs as their academic affiliate by carrying out the

initial submission review and by providing guidance relative to curriculum issues. Additionally, we have provided Continuing Education with the guidelines needed by their students for possible use of advanced standing rules when students enter our degree programs with credits from completion of the above programs.

Sincerely,

A handwritten signature in cursive script that reads "Susan McCracken".

Dr. Sue McCracken
Associate Dean
DeGroote School of Business

Cc. Lorraine Carter, Director, CE
Dan Piedra, Assistant Director, CE

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Foundations in Talent Planning and Acquisition
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Nathalie Vallée
Effective Date:	2021-01-01
Date of Submission:	2020-11-10
Academic Merit (complete all fields; write “not applicable” as needed):	
Program Overview:	<p>The purpose of this program is to provide learners with a condensed program specific to a professional skill area in Human Resources. The program is comprised of three courses essential to building foundational knowledge and skills for strategically planning an organization’s talent needs, recruiting and hiring talent, all while taking an organization’s culture and teams in mind. The courses for this program are taken from the Continuing Education’s Human Resources Management diploma program.</p> <p>Learners must complete all three courses:</p> <ul style="list-style-type: none"> • Human Resources Planning (3 units) • Talent Acquisition (3 units) • Organizational Behaviour (3 units) <p>The program will be open enrolment with courses offered each academic term. Completed courses from the Certificate in Professional Learning program may be applied to the Human Resources Management diploma or the Business Administration diploma with a Concentration in Human Resources Management following the <i>Certificate and Diploma Policy</i>. Please refer to the “Program Advanced Standing” section of this document.</p>
Learning Objectives:	<p>Upon completion of the program, learners will be able to:</p> <ul style="list-style-type: none"> • Analyze how individual and group behaviours and traits, organizational culture, communication processes and

	<p>leadership styles can have impacts on individual behaviour, employees, organizational effectiveness and success</p> <ul style="list-style-type: none"> • Detail the key considerations in the HR planning process and the Talent Acquisition process, and how these processes support the achievement of organizational goals and objectives. • Identify and describe an effective recruitment strategy, candidate sourcing methods, screening, testing, interviewing and decision-making processes and activities that support diversity and equal opportunity mandates. • Assess how job design, performance analysis, organizational design and total rewards programs can enhance and constrain employee and organizational success. • Develop a robust HR plan supported by effective workforce planning, performance management programs and talent management strategies. • Identify appropriate data and information required for HR planning and recruitment strategies. <p>The following objectives will be threaded within each course:</p> <ul style="list-style-type: none"> • Demonstrate an awareness of ethical practices, legal, social and professional standards applicable to the field of HR planning and acquisition • Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills. • Employ effective communication practices. • Collaborate with peers on real-life human resources projects, dilemmas and exercises.
Meeting Learning Objectives:	The Foundations in Talent Planning and Acquisition program will use a series of courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
Program Admission Requirements:	The program will be open enrolment; no application is required.
Program Pre-requisites (if applicable):	Recommended program requirements will be posted to Continuing Education’s website: “In compliance with the Certificates and Diploma, admission policy from

	<p>Undergraduate Council, students who wish to enter the program should meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> 1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Continuing Education 2) Be proficient with basic computer program applications, such as Word, Excel 3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years.
Program Completion Requirements:	To qualify for a Certificate of Professional Learning, students must complete 3 courses (9 units) of study.
Program Delivery Format:	Program courses may be delivered online and/or in a blended format. All formats will include instructor lectures and/or presentations, group discussions, and practical application activities. Courses will include an experiential learning component to combine theory with a real company project or scenario. group projects will enable students to apply their knowledge in solving an industry problem.
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, experiential projects, quizzes, application activities, individual or group projects, class participation, or a combination thereof. Evaluations will be structured to evaluate participants' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.
Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with <i>McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , the selection will be based on academic background and/or experience within the field. Instructors must have a Master's Degree (or equivalent) and significant professional experience and teaching within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies

	following the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	<p>A maximum of one equivalent course (3 units) taken at another institution may be transferred into this program, subject to approval by the Program Manager. Transfer credits will be assessed using the following criteria:</p> <ul style="list-style-type: none"> • The course must have an 80% overlap in content/curricula and a similar number of classroom or contact hours. • The course must have been taken within the last five years. • The course must have been taken from an accredited academic institution and listed on an official transcript with a grade. • The course final grade must be “C-” or better. <p>Students may apply the completed Foundations in Talent Planning and Acquisition courses (9 units) to the Human Resources Management Diploma program, or the Business Administration Diploma with a concentration in Human Resources Management.</p>

Statement of Financial Viability:

I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).

Lorraine Carter, Director, Continuing Education

Statement of Administrative Responsibilities:

Statement of Faculty Alignment:

The staffing and systems infrastructure to support the following functions already exists within Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by Continuing Education.

Continuing Education program responsibilities:

- budget development and monetary responsibilities
- program and course development
- course registrations/administration
- supervision of instructors to ensure all required policies and practices are adhered to and course are taught according to program requirements and standards
- Marketing and Promotions

The DeGroote School of Business will act as an academic liaison and is charged with the responsibility of on-going academic review and assessment of the curriculum. The Faculty's letter of support is included at the end of this document.

Listing of Courses

Course Name	Required/Elective	Unit Value	Term
HRM 923 Human Resources Planning	Required	3.0	Winter 2021
Course Description: Participants will learn the theory, best practices and industry trends behind Human Resource Planning. Specific areas of discussion include setting the foundation for strategic human resource planning, job analysis, forecasting and workforce planning, talent management, compensation, international HR and program development and implementation.			
HRM 897 Talent Acquisition	Required	3.0	Winter 2021
Course Description: This course will introduce students to the world of talent acquisition, key components, and methodologies of recruitment and selection, and how talent acquisition can be a strategic enabler of organizational success. The course will focus on recruitment marketing, candidate sourcing and selection, job analysis, candidate screening, interviewing and decision making.			
HRM 821 Organizational Behaviour	Required	3.0	Winter 2021
Course Description: This course provides an overview of human behaviour in the workplace and its influence on organizational effectiveness. Topics include personality, perception, motivation, decision-making, team dynamics, communication, organizational politics, conflict, leadership, organizational design, and change.			



DATE: October-30-20

TO: Certificate & Diploma Committee

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

RE: Proposal for Certificates of Professional Learning for Human Resources Management

I have reviewed the program submission documents presented by Continuing Education (CE) for the establishment of three Certificates in Professional Learning within the field of Human Resources Management. The specific program titles are as follows:

- Certificate of Professional Learning in the Foundations of Health and Safety
- Certificate of Professional Learning in the Foundations of Human Resources Management
- Certificate of Professional Learning in the Foundations of Talent Planning and Acquisition

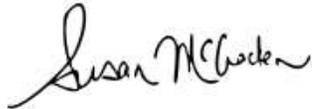
I have determined that the proposed programs meet all the criteria set out by the Undergraduate Council in its guidelines for certificates and diplomas and, therefore, endorse this submission with the support of the DeGroote School of Business.

The submission documents provide specific course requirements, descriptions, and program learning outcomes for each program. Each program is composed of academic credit courses from Continuing Education's Human Resources Management Diploma program. This diploma program is aligned with and supported by the DeGroote School of Business; therefore, the involved courses for each Certificate of Professional Learning have been previously reviewed by the Faculty. Finally, the programs meet the Undergraduate Council's criteria for the designation of a Certificate of Professional Learning.

The DeGroote School of Business is pleased to have these high-quality programs available for individuals to meet their academic and professional goals. We support these three Continuing Education programs as their academic affiliate by carrying out the

initial submission review and by providing guidance relative to curriculum issues. Additionally, we have provided Continuing Education with the guidelines needed by their students for possible use of advanced standing rules when students enter our degree programs with credits from completion of the above programs.

Sincerely,

A handwritten signature in cursive script that reads "Susan McCracken".

Dr. Sue McCracken
Associate Dean
DeGroote School of Business

Cc. Lorraine Carter, Director, CE
Dan Piedra, Assistant Director, CE

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Intercultural Competency
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Lorraine Carter
Effective Date:	February 1, 2021
Date of Submission:	November 10, 2020
Academic Merit (complete all fields; write “not applicable” as needed):	
Program Overview:	<p>The increase in global collaboration and connectivity among clients and employees in organizations has led human resources professionals, managers, and business leaders to recognize the need to develop intercultural awareness, knowledge, skills, and attitudes. Intercultural competence involves “(a) awareness of one’s own cultural assumptions, values, beliefs, and biases, (b) understanding of the worldview and expectations of culturally different interaction partners, and (c) developing and deploying appropriate strategies to relate to an interaction partner in a successful manner”¹. The effect of increasing intercultural competency is a more diverse, competitive, and innovative workplace.</p> <p>The proposed program will focus on the theories, best practices, and application of intercultural competence, and include three 3-unit courses. Students will begin the program with a foundational course while subsequent courses will build on this knowledge.</p>

¹ Kimmelmeier M., Kusano K. (2018) Intercultural Competence: Teaching It Is Worthwhile. In: Frisby C., O'Donohue W. (eds) *Cultural Competence in Applied Psychology*. Springer, Cham. https://doi.org/10.1007/978-3-319-78997-2_25.

	<p>A Certificate of Professional Learning in Intercultural Competency will attract participants seeking to add to their studies and professional development goals. Linking the foundational course to other certificate and diploma programs as an elective course has the potential to increase student interest in the full program. Furthermore, there is potential to cluster the program with other potential new programs such as workplace communication, career development, community engagement, etc.</p>
<p>Learning Objectives:</p>	<p>Upon completion of the program, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate self-awareness of their personal cultural norms and values • Recognize commonality and differences within people and communities • Understand how diverse viewpoints influence relationships with others • Develop effective strategies to communicate respectfully with diverse audiences, both orally and in writing • Apply strategies to establish, interpret, and manage intercultural employee teams • Identify the impact of cultural structures within the workplace and between employees <p>The following objectives will be threaded within each course:</p> <ul style="list-style-type: none"> • Demonstration of an awareness of ethical practices and professional standards applicable to a field of employment and/or academic study • Exemplification of the knowledge, skills, attitudes, and behaviours required to work and collaborate with people from different cultural backgrounds and to develop effective personal management skills
<p>Meeting Learning Objectives:</p>	<p>The Intercultural Competency program will incorporate three courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.</p>

<p>Program Admission Requirements:</p>	<p>The program will not require an application for admission. Recommended program requirements will be posted to Continuing Education’s website: “In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the Intercultural Competency program should meet the following requirements based on their education and work experience:</p> <ul style="list-style-type: none"> • Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Centre for Continuing Education • Be knowledgeable with basic computer program applications and skills, such as Word, PowerPoint, web browsing, email • Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years”
<p>Program Pre-requisites (if applicable):</p>	<p>N/A</p>
<p>Program Completion Requirements:</p>	<p>To qualify for a Certificate of Professional Learning, students must successfully complete the three courses of the program.</p>
<p>Program Delivery Format:</p>	<p>Program courses may be delivered in-person, online, and/or a blended format. All formats will include instructor lectures and/or presentations, group discussions, and practical application activities. Each course will be a minimum of 36 hours delivered over an 8-week session (approximately 4.5 hours per week).</p>
<p>Student Evaluations (Grading Process):</p>	<p>Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, reflection journals, application activities, individual or group projects, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants’ level of competency in</p>

	achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.
Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with <i>McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , the selection will be based on academic background and/or experience within the field. Instructors must have a Master's degree (or equivalent) and significant professional experience and teaching within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	No transfer credits will be permitted for the Certificate of Professional Learning.
Statement of Financial Viability:	
<p>I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).</p> <p><i>Lorraine Carter, Director, Centre for Continuing Education</i></p>	
Statement of Administrative Responsibilities:	
<p>Statement of Faculty Alignment:</p> <p>The staffing and systems infrastructure to support the following functions already exists within Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by Continuing Education.</p> <p>Continuing Education program responsibilities:</p> <ul style="list-style-type: none"> • budget development and monetary responsibilities • program and course development • course registrations/administration • supervision of instructors to ensure all required policies and practices are adhered to and courses are taught according to program requirements and standards • Marketing and Promotions 	

The Faculty of Humanities will act as an academic liaison and is charged with the responsibility of on-going academic review and assessment of the curriculum. The Faculty's letter of support is included at the end of this document.

Listing of Courses

Course Name	Required/Elective	Unit Value	Term
Intercultural Foundations	Required	3.0	Spring 2021

Course Description: This course is about becoming a more culturally aware person and is designed to build a solid foundation based on concepts of culture, diversity, and cultural competence. By exploring concepts of culture and the terminology typically associated with culture, you will discover the various roles that culture plays in our personal and professional communities and why intercultural fluency is an important skill in modern society. The course will enable you to develop your capacity for self-reflection through awareness and understanding of your cultural norms and values along with your ability to identify how they may differ from other worldviews.

Intercultural Communication	Required	3.0	Spring 2021
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Course Description: This course enables you to understand your cultural communication skills. Through course activities, you will explore your perspectives about culture and learn to recognize how these perspectives affect your communications. You will examine challenges associated with cross-cultural communication and explore strategies for becoming a better communicator in our intercultural society. By selecting and using various communications media, you will compose intercultural messages for a variety of audiences. In the course, you will also assess examples and approaches to intercultural communications applicable to the workplace with particular emphasis on communicating in a diverse team.

Intercultural Workplaces	Required	3.0	Spring 2021
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Course Description: In this course, you will explore the multicultural workplace including how your understanding of cultural competency and your skills in intercultural communication affect the workplace. You will examine why an intercultural team may go awry and how manager/employee relationships are affected by culture. You will explore how hierarchical and egalitarian organizations differ in structure, and how to be successful in both types of organizations. Discrete aspects of the workplace and how underlying cultural attributes present between workers, leadership, and teams are likewise explored. You will acquire understanding of the challenges associated with establishing and managing intercultural teams and the importance of communication in this process.



HUMANITIES

DATE: October-26-20

TO: Certificate & Diploma Committee

FROM: Dr. Sean Corner, Associate Dean – Academic, Faculty of Humanities

RE: Proposal for Certificate of Professional Learning, Intercultural Competency

I have reviewed the Intercultural Competency program submission presented by Continuing Education (CE). I have determined that it meets all the criteria set out by the Undergraduate Council in its guidelines for certificates and diplomas and, therefore, endorse this submission with the support of the Faculty of Humanities

At my request, this program proposal was reviewed by Dr. Anna Moro. Her conclusion is that the objectives of the proposed program are viable. Further, the courses included in the program will fulfill the stated objectives, and the program meets the Undergraduate Council's criteria for the designation of Certificate of Professional Learning.

The Faculty of Humanities is pleased to support a program such as Intercultural Competency. As well, we support Continuing Education as its academic affiliate for the program, carrying out both review of the initial submission and ongoing expertise in relation to curriculum development and/or revisions. Additionally, we have provided Continuing Education with advanced standing guidelines for possible use by students entering our degree programs with credits earned from the completion of this program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sean Corner".

Sean Corner, PhD
Associate Dean – Academic, Faculty of Humanities

cc. Lorraine Carter, Director
Dan Piedra, Assistant Director

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



Centre for
Continuing
Education

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Phone 905.525.9140
Ext. 24321
Fax 905.546.1690
www.mcmastercce.ca

Date: October 14, 2020

To: Dr. Tracy Prowse, Chair, Certificates and Diplomas Committee

From: Dr. Lorraine Carter, Director, McMaster Continuing Education

Cc: Dr. Kim Dej, Associate Vice Provost (Faculty)
Dan Piedra, Assistant Director, McMaster Continuing Education
Anne Dwyer, Program Manager, McMaster Continuing Education

Re: Certificate/Diploma in Advanced Accounting & Finance (AAFDIPL and AAFCERT)

I am writing to share information about the closure of the Diploma in Advanced Accounting and Finance (AAFDIPL) and the Certificate in Advanced Accounting and Finance (AAFCERT) offered through McMaster Continuing Education (MCE).

History

Launched in September 2018, the Certificate/Diploma in Advanced Accounting and Finance (CPA ACAF Equivalents) pathways were developed to align with the Chartered Professional Accountants' (CPA) Advanced Certificate in Accounting and Finance program for the sole purpose of preparing learners to write the CPA's ACAF Final National Exam.

Learners were given the option of completing either a Diploma in Advanced Accounting and Finance or a Certificate in Advanced Accounting and Finance.

In total, seven (7) new courses were introduced, as follows:

- ACC 940 Ethics & Workplace Skills
- ACC 945 Business Applications
- ACC 946 Accounting Software Application
- ACC 944 Applied External Audit
- ACC 943 Applied Personal and Corporate Taxation
- ACC 941 Public Sector Financial Management Practices
- ACC 942 Not-for-Profit Accounting and Related Topics

Remaining program requirements comprised courses already existing under MCE's Diploma in Accounting program.

Current Situation

Due to insufficient interest in the CPA's ACAF program, CPA Canada announced in June 2019 that the ACAF would be discontinued after the final ACAF National Examination is delivered in February 2021.

With the CPA's discontinuation of the national certificate, enrolment in ACAF course equivalencies offered under MCE's Diploma/Certificate in Advanced Accounting and Finance has been low to non-existent. Since all courses are offered in an online self-study format, MCE has been able to run courses with as few as one (1) registrant which has proven helpful to the few who have shown interest in the ACAF certificate.

In addition, MCE continues to explore other possible markets for the applied ACAF equivalencies. While there may be a future for a few of the courses, it is anticipated that any courses that continue will be added under the existing list of 'basic' courses available to those pursuing MCE's Diploma in Accounting and Certificate in Advanced Accounting programs.

Communication and Transition Plan

Upon receiving word from CPA Canada of the plans to discontinue the ACAF, the following measures were taken:

- Students enrolled in the ACAF program pathways were notified in June 2019 of the decision, as well as MCE's commitment to ensure that students enrolled in the program would have the opportunity to complete the certificate or diploma.
- MCE's website was updated with a note of discontinuation, including details on the last semester in which ACAF course equivalencies would be offered via MCE (September 2020).
- Students will receive a final email notice in Fall 2020 that outlines additional options, including pursuing the Diploma in Accounting or Certificate in Advanced Accounting, as appropriate.

MCE is committed to helping all current students complete the present program should they wish to do so.



Sincerely,
Lorraine Carter, Centre for Continuing Education
McMaster University

FACULTY OF HUMANITIES

**UNDERGRADUATE CURRICULUM REPORT
TO UNDERGRADUATE COUNCIL**

FOR THE 2021 CALENDAR

NOVEMBER 2020

Approved by the Faculty of Humanities November 11, 2020

**REPORT TO SENATE
FACULTY OF HUMANITIES
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2021-22**

NEW PROGRAMS

- Addition of new Concurrent Certificate in Creative Writing and Narrative Arts (*as submitted to the Certificates and Diplomas Committee*)

MAJOR REVISIONS

- Revision to the requirements of the Music (B.A.) program:

Music (B.A.)

Students who entered the Music (B.A.) program prior to September 2018 should refer to the 2018-2019 Undergraduate Calendar and their individual advisement report for their program requirements.

Notes

1. Completion of a Music degree requires considerable daytime attendance.
2. Students with more theory background than Level 8 RCM should consult the program regarding alternate theory equivalencies to either Music 1CR3 or 1CB3.
3. Those students entering the Music (B.A.) program having taken only Music 1CR3 for admission will be required to complete an additional three units of Music 1CB3.
4. Students who begin in the Music (B.A.) program wishing to transfer to the Honours Music (B. Mus.), Honours Music Cognition (B. Mus.) or Combined Honours Music (B.A.) program should note that a successful audition and completion of Music I with a GPA of at least 5.0 are first required.

Admission

Completion of Music 1 and a Grade Point Average of at least 3.5.

Completion of a level I program with a Grade Point Average of at least 3.5, including a grade of at least C- in Music 1E06 A/B or 1EE6 A/B and a grade of at least C- in Music 1CR3 or 1CB3 (*see Notes 2 and 3*).

Program Notes

1. ~~Students from another Level I program may be admitted with a Grade Point Average of at least 3.5, a weighted average of 4.0 in MUSIC 1A03 and 1AA3, and a successful audition.~~
2. ~~Students in the B.A. in Music program can only use a total of 12 units from Course List 2 as credit toward their degrees.~~

Course List A

- Music 1MH3 - Music History I: Music and Culture
- MUSIC 2A03 - Music of the World's Cultures
- MUSIC 2B03 - Music History: Music in Western Culture from c. 1750 to the Present
- MUSIC 2CA3 - Theory and Analysis II
- MUSIC 2CB3 - Theory and Analysis III
- MUSIC 2E06 A/B - Solo Performance
- MUSIC 2EE6 A/B - Solo Performance
- MUSIC 2II3 - Popular Music in North America and the United Kingdom: Post-World War II
- MUSIC 2MH3 - Music History: Music in Western Culture from Antiquity to c. 1750
- MUSIC 2MT3 - Introduction to the Practice of Music Therapy
- MUSIC 2MU3 - Introduction to Music Therapy Research

- MUSIC 2TT3 - Broadway and the Popular Song
- MUSIC 2U03 - Jazz
- MUSIC 3E03 - Solo Performance
- MUSIC 3E06 A/B - Solo Performance
- MUSIC 3EE3 - Solo Performance
- MUSIC 3EE6 A/B - Solo Performance
- MUSIC 4E03 - Solo Performance
- MUSIC 4E06 A/B - Solo Performance
- MUSIC 4EE3 - Solo Performance
- MUSIC 4EE6 A/B - Solo Performance

Course List B

- MUSIC 2GB3 A/B - Ensemble Performance: McMaster Concert Band
- MUSIC 2GC3 A/B - Ensemble Performance: McMaster University Choir
- MUSIC 2GF3 A/B - Ensemble Performance: David Gerry Flute Ensemble
- MUSIC 2GJ3 A/B - Ensemble Performance: McMaster Jazz Band
- MUSIC 2GP3 A/B - Ensemble Performance: McMaster Percussion Ensemble
- MUSIC 2GR3 A/B - Ensemble Performance: McMaster Chamber Symphony Orchestra
- MUSIC 2GW3 A/B - Ensemble Performance: McMaster Cantemus Vocal Ensemble
- MUSIC 3GA3 A/B - Ensemble Performance: Accompanying
- MUSIC 3GB3 A/B - Ensemble Performance: McMaster Concert Band
- MUSIC 3GC3 A/B - Ensemble Performance: McMaster University Choir
- MUSIC 3GF3 A/B - Ensemble Performance: David Gerry Flute Ensemble
- MUSIC 3GJ3 A/B - Ensemble Performance: McMaster Jazz Band
- MUSIC 3GP3 A/B - Ensemble Performance: McMaster Percussion Ensemble
- MUSIC 3GR3 A/B - Ensemble Performance: McMaster Chamber Symphony Orchestra
- MUSIC 3GW3 A/B - Ensemble Performance: McMaster Cantemus Vocal Ensemble
- MUSIC 4GA3 A/B - Ensemble Performance: Accompanying
- MUSIC 4GB3 A/B - Ensemble Performance: McMaster Concert Band
- MUSIC 4GC3 A/B - Ensemble Performance: McMaster University Choir
- MUSIC 4GF3 A/B - Ensemble Performance: David Gerry Flute Ensemble
- MUSIC 4GJ3 A/B - Ensemble Performance: McMaster Jazz Band
- MUSIC 4GP3 A/B - Ensemble Performance: McMaster Percussion Ensemble
- MUSIC 4GR3 A/B - Ensemble Performance: McMaster Chamber Symphony Orchestra
- MUSIC 4GW3 A/B - Ensemble Performance: McMaster Cantemus Vocal Ensemble

Course List C

- MUSIC 2MC3 - Psychology of Music
- MUSIC 2MH3 - Music History: Music in Western Culture from Antiquity to c. 1750
- MUSIC 2SI3 – Singing
- MUSIC 2WW3 A/B – Woodwinds
- MUSIC 3AA3 - Elementary Music Education
- MUSIC 3CP3 - Constructing Counterpoint
- MUSIC 3J03 - Orchestration and Arranging
- MUSIC 3JJ3 - Topics in Music History: Music Before c. 1750
- MUSIC 3K03 - Brass Methods
- MUSIC 3KK3 - Topics in Music History: Music from c. 1750-c. 1900
- MUSIC 3M03 A/B - String Methods
- MUSIC 3O03 - Conducting

- MUSIC 3SI3 - Vocal Pedagogy
- MUSIC 3V03 - Foundations of Music Education
- MUSIC 3WW3 A/B - Woodwind Pedagogy
- MUSIC 4C03 - Advanced Studies in Harmony and Counterpoint
- MUSIC 4H03 - ~~Advanced Studies in Analysis~~ Investigating Music
- MUSIC 4K03 - Brass Methods
- MUSIC 4M03 A/B - String Methods
- MUSIC 4N03 - Choral Methods
- MUSIC 4OC3 - Advanced Conducting: Choral
- MUSIC 4OI3 - Advanced Conducting: Instrumental
- MUSIC 4V03 - Current Issues in Music Education
- MUSIC 4Y03 - Topics in Music History: Advanced Musicology Seminar
- MUSIC 4Z03 - ~~Composition~~ Composing Music
- MUSIC 4ZZ3 - Advanced Composition

Requirements for Students who Entered 2021-2022 or Later

90 units total (Levels I to III), of which 42 units may be Level I

30 units

- Completion of a level I program, including successful completion of Music 1CR3 or 1CB3 and Music 1E06 A/B or 1EE6 A/B.

0-3 units

- MUSIC 1CB3 - Theory and Analysis I (*see Note 3*)

3 units

from

- MUSIC 1MH3 - Music History I: Music and Culture
- MUSIC 2B03 - Music History: Music in Western Culture from c. 1750 to the Present
- MUSIC 2MH3 - Music History: Music in Western Culture from Antiquity to c. 1750

6 units

- from Course List A

12 units

- from Course List A, B

6 units

- from Course List C

30-33 units

- Electives

Requirements for Students who Entered Prior to 2018-2019
90 units total (Levels I to III), of which 45 units may be Level I

33 units

- Music 1 program

21 units from

- MUSIC 2B03 – Music History: Music in Western Culture from c. 1750 to the Present
- MUSIC 2BB3
- MUSIC 2CC3 A/B
- MUSIC 2D03 A/B
- MUSIC 2E06 A/B – Solo Performance
- MUSIC 2H03

9 units

- from ~~Course List 1~~

27 units

- Electives, including no more than 6 units from ~~Course List 2~~

Rationale: The changes to the B.A. Music program are to enable students who begin outside of Music I a more efficient means of transferring directly into the B.A. program. These changes will also allow for more ready access to the B.A. for those students wishing to pursue a second or concurrent degree in Music. Additionally, this will align degree expectations with other Humanities B.A. degree programs.

- Revision of program name, from Multimedia, to Media Arts:
- **Combined Honours in ~~Multimedia~~ Media Arts and Another Subject (B.A.)**
- **Honours ~~Multimedia~~ Media Arts (B.A.)**

Rationale: The present delivery of the Multimedia program culminates in a studio production thesis project that draws upon one or more of the following areas of concentration: audio, still and moving images, interactive graphics, digital games, performance, and installation. There is now a growing consensus among institutions, galleries, curators, and practitioners engaged with these artforms to identify them collectively as 'Media Arts'. The term 'multimedia' has largely been abandoned due to its imprecision, having undergone multiple redefinitions since it was first coined in 1966. Calling our program 'Multimedia' results in confusion for marketing to potential students, especially because other Canadian and International baccalaureate programs have adopted the contemporary 'Media Arts' title for their production-oriented programs featuring theory and practice of these related and often integrated digital mediums.

With this change of name, effective for students entering as of September 2021, the program is also implementing a change of subject code (from MMEDIA to MEDIAART).

- Revision of program name, from Peace Studies, to Global Peace and Social Justice:

- **Combined Honours in ~~Peace Studies~~ Global Peace and Social Justice and Another Subject (B.A.)**

Rationale: The program title is being changed from Peace Studies to “Global Peace and Social Justice” in order to implement IQAP recommendations to change the program name to reflect student interest, student demographic, courses already in the program curriculum, and faculty expertise in Humanities. A recent survey was conducted where students overwhelmingly supported this program name change and expressed interest in registering in a renamed program. This change will be implemented for those beginning in the program as of September 2021. Under the new name, courses have been organized into thematic lists to highlight the core areas of program strength to help students choose courses and to offer coherence to program offerings. One third-year core course has been added. All other changes reflect a change of course code (from PEACEST to PEACJUST), to align with the program name change, and current course offerings.

DELETION OF A PROGRAM

n/a



For a complete review of all changes, please refer to the November 2020 Faculty of Humanities Report to Undergraduate Council for changes to the 2021-2022 Undergraduate Calendar, found at <https://www.humanities.mcmaster.ca/about-the-faculty-of-humanities/faculty-meetings/>



SCIENCE

Report to Undergraduate Council for the 2021-2022 Undergraduate Calendar

Approved by the General Faculty
of the Faculty of Science

November 20, 2020

FACULTY OF SCIENCE REPORT TO SENATE

SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2021-2022

Following, is the summary of substantive curriculum changes being proposed by the Faculty of Science. For a complete review of all changes, refer to the November 19, 2020, Report of the Academic Planning and Policy Committee for changes to the 2021-2022 Undergraduate Calendar, found at:

<https://macdrive.mcmaster.ca/f/c26cb4489b004ea8a74b/?dl=1>

1.0 MAJOR REVISIONS:

1.1. Honours Biology - Discovery Sub-Plan (B.Sc.)

Effective September 2022, this program will be renamed Honours Biology Research Specialization (B.Sc.). Students who enrolled prior to September 2022 will be given the choice to remain in Honours Biology – Discovery Sub-Plan or transfer to Honours Biology Research Specialization.

Admission

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

6 units

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

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

6 units

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

3 units from

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

3 units from

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

6 units from

- the Science I Course List

Program Notes

1. The Honours Biology –Discovery Sub-Plan program allows students to choose Biology courses which reflect their own interests and includes additional lab and/or field and research experience as compared to the Honours Biology program. Students are encouraged to discuss their course selections with a Biology undergraduate counsellor.

2. Students who wish to take Level III or IV Biochemistry and Chemistry courses should take both CHEM 2OA3 and 2OB3. Students are advised to check prerequisites carefully.

3. Students must complete nine units from BIOLOGY 2A03, 2B03, 2D03, 2EE3, 2F03. Additional units from this list may be used towards the Biology course list requirement.

4. Completion of STATS 2B03 by the end of Level III is required.

5. Students interested in microbiology and biotechnology and especially those considering postgraduate studies in this area should take the following courses: BIOLOGY 2EE3, 4PP3, MOL BIOL 3CC3, 3O03, 3V03, 4P03.

6. Students interested in biodiversity and especially those considering postgraduate studies in this area should take the following courses: BIOLOGY 2C03, 2D03, 2F03, 3DD3, 3ET3, 3FF3, 3PG3, 4AA3, ENVSOCTY 2E13.

7. Discovery Sub-Plan students are required to complete nine units from the list of lab and field offerings listed below, however, additional units are recommended. When completed, the additional units may be used towards the Level III and IV Biology and Molecular Biology program requirements.

8. Discovery Sub-Plan students must complete one of BIOLOGY 4C12 A/B S or 4F06 A/B S. Students who have not obtained the minimum Grade Point Average as stated in the prerequisite, may request a requisite waiver from the Undergraduate Associate Chair. Students denied permission may not continue in the program and must apply to transfer to the Honours Biology program.

Biology Course List

- ANTHROP 2U03 - Plagues and People
- ANTHROP 3FA3 - Forensic Anthropology
- ARTSSCI 4CF3 - How Science Speaks to Power
- all Biology and Molecular Biology Level II, III and IV courses
- BIOPHYS 2A03 - Biophysics of the Cell and Living Organisms
- BIOPHYS 3D03 - Origin of Life
- CHEMBIO 2A03 - Introduction to Bio-Analytical Chemistry
- CHEMBIO 2P03 - Physical Chemistry Tools for Chemical Biology
- CHEMBIO 3BM3 - Implanted Biomaterials
- CHEMBIO 3OA3 - Organic Mechanistic Tools for Chemical Biology
- CHEMBIO 4OA3 - Natural Products
- CHEMBIO 4OB3 - Medicinal Chemistry: Drug Design and Development
- ~~EARTHSC 2B03~~
- ~~EARTHSC 2C03~~
- EARTHSC 2E03 - Earth History
- ~~EARTHSC 2E13~~
- ~~EARTHSC 2GI3~~
- ~~EARTHSC 2W03~~
- ~~EARTHSC 3B03~~
- ~~EARTHSCI 3GI3~~
- ~~EARTHSCI 4C03~~
- ~~EARTHSC 4EA3~~
- EARTHSC 4FF3 - Topics of Field Research
- ENVIRSC 2B03 - Soils and the Environment
- ENVIRSC 2C03 - Surface Climate Processes and Environmental Interactions
- ENVIRSC 2Q03 - Introduction to Environmental Geochemistry
- ENVIRSC 2W03 - Physical Hydrology
- ENVIRSC 3B03 - Ecosystems and Global Change
- ENVIRSC 3MB3
- ENVIRSC 4C03 - Advanced Physical Climatology
- ENVIRSC 4EA3 - Environmental Assessment
- ENVIRSC 4GA3
- ENVSOCTY 2E13 - Environment & Society: Challenges and Solutions
- ENVSOCTY 2GI3 - Geographic Information Systems
- ENVSOCTY 3GI3 - Advanced Raster GIS
- GEOG 2E13
- GEOG 2GI3
- GEOG 3GI3
- HTHSCI 3I03 - Introductory Immunology
- HTHSCI 3K03 - Introductory Virology
- HTHSCI 4I13 - Advanced Concepts in Immunology
- LIFESCI 2D03 - Behavioural Processes
- LIFESCI 3AA3 - Human Pathophysiology
- LIFESCI 3K03 - Neural Control of Human Movement
- MEDPHYS 4B03 - Radioactivity and Radiation Interactions
- MEDPHYS 4U03 - Radiation Biology

- NEUROSCI 3SN3 - Neural Circuits
- PSYCH 2E03 - Sensory Processes
- PSYCH 2GG3 - Learning, Measuring, and Shaping Behaviour
- PSYCH 2NF3 - Clinical Neuropsychology
- PSYCH 3A03 - Audition
- PSYCH 3F03 - Evolution and Human Behaviour
- PSYCH 3FA3 - The Neurobiology of Learning and Memory
- PSYCH 3SE3 - Comparative Social Evolution
- PSYCH 3SN3
- PSYCH 3T03 - Behavioural Ecology
- PSYCH 4R03 - Special Topics in Animal Behaviour
- PSYCH 4Y03
- SCIENCE 2P03 - Impactful Initiatives in Health

Requirements

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

Level I: 30 Units

30 units

(See *Admission* above.)

Levels II-IV: 90 Units

3 units

- BIOLOGY 2C03 - Genetics

3 units

- STATS 2B03 - Statistical Methods for Science

(See *Program Note 4* above.)

9 units from

- BIOLOGY 2A03 - Integrative Physiology of Animals
- BIOLOGY 2B03 - Cell Biology
- BIOLOGY 2D03 - Plant Biodiversity and Biotechnology
- BIOLOGY 2EE3 - Introduction to Microbiology and Biotechnology
- BIOLOGY 2F03 - Fundamental and Applied Ecology

(See *Program Note 3* above.)

3 units from

- CHEM 2E03 - Introductory Organic Chemistry
- CHEM 2OA3 - Organic Chemistry I
- CHEM 2OC3
- CHEM 2OG3 - Structure and Reactivity of Organic Molecules

12 units from

- the *Biology Course List* (See *Program Notes 3* and *7* above.)

18 units from

- Levels III, IV Biology and Molecular Biology courses

which must include one of

- BIOLOGY 4C09 A/B S
- BIOLOGY 4C12 A/B S - Senior Thesis
- BIOLOGY 4F06 A/B S - Senior Project

(See *Program Notes 7* and *8* above.)

3 units from

- Level IV Biology and Molecular Biology courses

9 units from the following list of lab and field placement offerings

- BIOLOGY 2L03 - Experimental Design in Biology
- BIOLOGY 2L06 A/B
- BIOLOGY 3B03 - Plant Physiology
- BIOLOGY 3IR3 A/B S - Independent Research Project
- BIOLOGY 3JJ3 - Field Methods In Ecology
- BIOLOGY 3MM3 - Invertebrate Form and Function
- BIOLOGY 3R03 - Field Biology I /BIOLOGY 3RF0 - Field Work I
- BIOLOGY 3U03 - Animal Physiology - Homeostasis

- BIOLOGY 3VV3 - Laboratory Methods in Molecular Biology
- BIOLOGY 3XL3 - Comparative Vertebrate Anatomy & Physiology
- BIOLOGY 4J03 - Field Biology II /BIOLOGY 4JF0 - Field Work II
- MOLBIOL 3D03 - Experimental Approaches in Cell Biology
- MOLBIOL 3M03 - Fundamental Concepts of Development
- MOLBIOL 3V03 - Techniques in Molecular Genetics

(See *Program Note 7* above.)

30 units

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

1.2. Honours Biology – Physiology

Effective September 2022, this program will be renamed Honours Biology - Physiology Research Specialization (B.Sc.) Students who enrolled prior to September 2022 will be given the choice to remain in Honours Biology - Physiology or transfer to Honours Biology - Physiology Research Specialization

Admission Note

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

Admission

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

6 units

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

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

6 units

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

3 units from

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

3 units from

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

6 units from

- the Science I Course List

Program Notes

1. It is recommended that students take both PSYCH 1X03 and 1XX3 if they are interested in upper level Psychology courses.
2. All students must take BIOLOGY 2A03 in Level II.
3. Completion of BIOLOGY 4C12 A/B S or 4F06 A/B S is required in Level IV. Students who do not obtain the minimum Grade Point Average as stated in the prerequisite, may request a requisite waiver from the Undergraduate Associate Chair. Students denied permission may not continue in the program and must apply to transfer to the Honours Biology program.
4. Completion of STATS 2B03 by the end of Level III is required.
5. Completion of BIOLOGY 3ZZ3 by the end of Level III is recommended.
6. ~~Students who previously completed KINESIOL 3Y03 may use these units toward the Physiology Course List requirement.~~
7. Students are strongly encouraged to complete two of BIOLOGY 3XL3, 4T03, 4X03.

Physiology Course List

- BIOCHEM 4M03 - Cellular and Integrated Metabolism
- BIOCHEM 4N03 - Molecular Membrane Biology
- BIOLOGY 2L03 - Experimental Design in Biology
- BIOLOGY 2L06 A/B
- BIOLOGY 3AA3 - Fundamental Concepts of Pharmacology

- BIOLOGY 3B03 - Plant Physiology
- BIOLOGY 3DD3 - Communities and Ecosystems
- BIOLOGY 3EP3 A/B S - Applied Biology Placement
- BIOLOGY 3FF3 - Evolution
- BIOLOGY 3IR3 A/B S - Independent Research Project
- BIOLOGY 3MM3 - Invertebrate Form and Function
- BIOLOGY 3R03 - Field Biology I
- BIOLOGY 3S03 - An Introduction to Bioinformatics
- BIOLOGY 3SS3 - Population Ecology
- BIOLOGY 3XL3 - Comparative Vertebrate Anatomy & Physiology
- BIOLOGY 4C12 A/B S - Senior Thesis
- BIOLOGY 4F06 A/B S - Senior Project
- BIOLOGY 4T03 - Molecular and Cellular Neuroscience
- BIOLOGY 4X03 - Environmental Physiology
- BIOPHYS 2A03 - Biophysics of the Cell and Living Organisms
- KINESIOL 2C03 - Neuromuscular Exercise Physiology
- KINESIOL 2CC3 - Cardiorespiratory and Metabolic Exercise Physiology
- KINESIOL 4C03 - Integrative Physiology of Human Performance
- ~~KINESIOL 4CC3~~
- LIFESCI 3AA3 - Human Pathophysiology
- MEDPHYS 4B03 - Radioactivity and Radiation Interactions
- MOLBIOL 3M03 - Fundamental Concepts of Development
- NEUROSCI 3J03 - Visual Neuroscience
- NEUROSCI 3SN3 - Neural Circuits
- PSYCH 2E03 - Sensory Processes
- PSYCH 2NF3 - Clinical Neuropsychology
- PSYCH 3A03 - Audition
- PSYCH 3F03 - Evolution and Human Behaviour
- PSYCH 3FA3 - The Neurobiology of Learning and Memory
- PSYCH 3J03
- PSYCH 3SN3
- PSYCH 3T03 - Behavioural Ecology
- PSYCH 4Y03

Requirements

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

Level I: 30 Units

30 units

(See *Admission* above.)

Levels II-IV: 90 Units

12 units

- BIOLOGY 2A03 - Integrative Physiology of Animals
- BIOLOGY 2B03 - Cell Biology
- BIOLOGY 2C03 - Genetics
- BIOLOGY 2F03 - Fundamental and Applied Ecology

(See *Program Note 2* above.)

6 units

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

3 units

- STATS 2B03 - Statistical Methods for Science

(See *Program Note 4* above.)

3 units

- BIOCHEM 3G03 - Proteins and Nucleic Acids

12 units

- BIOLOGY 3P03 - Cell Physiology

- BIOLOGY 3U03 - Animal Physiology - Homeostasis
- BIOLOGY 3UU3 - Animal Physiology - Regulatory Systems
- BIOLOGY 3ZZ3 - Topics in Physiology

(See *Program Note 5* above.)

6 units from

- the *Physiology Course List*

which must include at least one of:

- BIOLOGY 3XL3 - Comparative Vertebrate Anatomy & Physiology
- BIOLOGY 4T03 - Molecular and Cellular Neuroscience
- BIOLOGY 4X03 - Environmental Physiology

(See *Program Note 7* above.)

27 units from

- the *Physiology Course List*

which must include one of:

- BIOLOGY 4C12 A/B S - Senior Thesis
- BIOLOGY 4F06 A/B S - Senior Project

(See *Program Notes 3* and *6* above.)

21 units

1.3. Honours Molecular Biology and Genetics (B.Sc.)

Effective September 2022, this program will be renamed Honours Molecular Biology and Genetics Research Specialization (B.Sc.). Students who enrolled prior to September 2022 will be given the choice to remain in Honours Molecular Biology and Genetics or transfer to Honours Molecular Biology and Genetics Research Specialization.

Admission Note

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

Admission

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

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

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

6 units

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

3 units from

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

3 units from

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

(See *Admission Note* above.)

6 units from

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

Program Notes

1. BIOLOGY 2B03, 2EE3 and MOLBIOL 2C03 must be completed in Level II.
2. Six units of BIOLOGY 2A03, 2D03, 2F03, 3FF3 are required. However, completion of at least nine units is recommended.
3. Completion of STATS 2B03 is required for admission to the Honours Molecular Biology and Genetics (Co-op) program and therefore, students intending to apply for the Co-op option must complete STATS 2B03 in Level II.
4. Students interested in microbiology and biotechnology and especially those considering postgraduate studies in this area should take the following courses: BIOLOGY 4PP3, MOLBIOL 3CC3, 4P03.

5. BIOLOGY 2L03 (or 2L06 A/B), MOLBIOL 3A03 and 3I03 A/B S are recommended as preparatory courses for BIOLOGY 4C12 A/B S, 4F06 A/B S or MOLBIOL 4G12 A/B S.

6. Completion of BIOLOGY 4C12 A/B S, 4F06 A/B S or MOLBIOL 4G12 A/B S is required in Level IV. Students who have not obtained the minimum Grade Point Average as stated in the prerequisite, may request a requisite waiver from the Undergraduate Associate Chair. Students denied permission may not continue in the program and must apply to transfer to the Honours Biology program.

Molecular Biology and Genetics Course List I

- BIOLOGY 4C09 A/B S
- BIOLOGY 4C12 A/B S - Senior Thesis
- BIOLOGY 4F06 A/B S - Senior Project
- MOLBIOL 3A03 - Current Topics in Molecular Biology and Genetics
- MOLBIOL 3CC3 - Genomics and Systems Biology (or 4CC3)
- MOLBIOL 3D03 - Experimental Approaches in Cell Biology
- MOLBIOL 3I03 A/B S - Independent Research Project
- MOLBIOL 3M03 - Fundamental Concepts of Development
- MOLBIOL 3Y03 - Plant Responses to the Environment
- MOLBIOL 4BB3 - Plant Metabolism and Molecular Biology
- MOLBIOL 4DD3 - Molecular Evolution
- MOLBIOL 4ED3 - Evolutionary Developmental Biology
- MOLBIOL 4G12 A/B S - Senior Thesis
- MOLBIOL 4H03 - Molecular Biology of Cancer
- MOLBIOL 4K03 - Research Advances in Biology of Aging
- MOLBIOL 4P03 - Medical Microbiology
- MOLBIOL 4RR3 - Human Genetics

Molecular Biology and Genetics Course List II

- BIOCHEM 2B03 - Nucleic Acid Structure and Function
- BIOCHEM 2BB3 - Protein Structure and Enzyme Function
- BIOCHEM 2EE3 - Metabolism and Physiological Chemistry
- BIOCHEM 3G03 - Proteins and Nucleic Acids
- BIOCHEM 4E03 - Gene Regulation in Stem Cells and Development
- BIOLOGY 2A03 - Integrative Physiology of Animals
- BIOLOGY 2D03 - Plant Biodiversity and Biotechnology
- BIOLOGY 2F03 - Fundamental and Applied Ecology
- BIOLOGY 2L03 - Experimental Design in Biology
- BIOLOGY 2L06 A/B
- BIOLOGY 3FF3 - Evolution
- BIOLOGY 3PG3 - Population Genetics
- BIOLOGY 4ED3 - Evolutionary Developmental Biology
- BIOLOGY 4EE3 - Human Diversity and Human Nature
- BIOLOGY 4PP3 - Environmental Microbiology and Biotechnology
- BIOPHYS 2A03 - Biophysics of the Cell and Living Organisms
- BIOPHYS 3G03 - Modelling Life
- CHEMBIO 2A03 - Introduction to Bio-Analytical Chemistry
- CHEMBIO 2P03 - Physical Chemistry Tools for Chemical Biology
- CHEMENG 3BK3 - Bio-Reaction Engineering
- CHEMENG 3BM3 - Bioseparations Engineering
- HTHSCI 3I03 - Introductory Immunology
- HTHSCI 3K03 - Introductory Virology
- HTHSCI 4I13 - Advanced Concepts in Immunology

Requirements

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

Level I: 30 Units

30 units

(See Admission above.)

Levels II-IV: 90 Units

6 units

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

3 units

- STATS 2B03 - Statistical Methods for Science

(See *Program Note 3* above.)

6 units from

- BIOLOGY 2A03 - Integrative Physiology of Animals
- BIOLOGY 2D03 - Plant Biodiversity and Biotechnology
- BIOLOGY 2F03 - Fundamental and Applied Ecology
- BIOLOGY 3FF3 - Evolution

(See *Program Note 2* above.)

24 units

- BIOLOGY 2B03 - Cell Biology
- BIOLOGY 2EE3 - Introduction to Microbiology and Biotechnology
- BIOLOGY 3S03 - An Introduction to Bioinformatics
- MOLBIOL 2C03 - Genetics
- MOLBIOL 3B03 - Advanced Cell Biology
- MOLBIOL 3I13 - Molecular Genetics of Eukaryotes
- MOLBIOL 3O03 - Microbial Genetics
- MOLBIOL 3V03 - Techniques in Molecular Genetics

(See *Program Note 1* above.)

18 units from

- the *Molecular Biology and Genetics Course List I*

which must include one of:

- ~~BIOLOGY 4C09 A/B S~~
- ~~BIOLOGY 4C12 A/B S - Senior Thesis~~
- BIOLOGY 4F06 A/B S - Senior Project
- MOLBIOL 4G12 A/B S - Senior Thesis

(See *Program Note 6* above.)

3 units from

- Level IV courses from the *Molecular Biology and Genetics Course List I*, excluding BIOLOGY 4C12 A/B S, 4F06 A/B S and MOLBIOL 4G12 A/B S

6 units from

- the *Molecular Biology and Genetics Course List I or II*

24 units

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

1.4. Honours Molecular Biology and Genetics Co-op (B.Sc.)

Effective September 2022, this program will be renamed Honours Molecular Biology and Genetics Research Specialization Co-op (B.Sc.). Students who enrolled prior to September 2022 will be given the choice to remain in Honours Molecular Biology and Genetics Co-op or transfer to Honours Molecular Biology and Genetics Research Specialization Co-op.

Admission

Enrolment in this program is limited. Selection is based on academic achievement and an interview but requires, as a minimum, submission of the on-line application by the stated deadline, completion of Level II of the Honours Molecular Biology and Genetics program with a Grade Point Average of at least 5.0 and completion of the following courses:

9 units

- BIOLOGY 2B03 - Cell Biology
- BIOLOGY 2EE3 - Introduction to Microbiology and Biotechnology
- MOLBIOL 2C03 - Genetics

6 units from

- BIOLOGY 2A03 - Integrative Physiology of Animals

- BIOLOGY 2D03 - Plant Biodiversity and Biotechnology
 - BIOLOGY 2F03 - Fundamental and Applied Ecology
- 6 units
- CHEM 2OA3 - Organic Chemistry I
 - CHEM 2OB3 - Organic Chemistry II
- 3 units
- STATS 2B03 - Statistical Methods for Science
- 3 units from
- PHYSICS 1A03 - Introductory Physics
 - PHYSICS 1C03 - Physics for the Chemical and Physical Sciences
- 1 course
- SCIENCE 2C00 - Skills for Career Success in Science

Notes

1. Admission is by selection, and possession of the published minimum requirements does not guarantee admission. (It is anticipated that a Grade Point Average of at least 8.0 will be required.) Information about this program and the selection procedure can be obtained from Science Career and Cooperation Education Office.
2. BIOLOGY 2A03 is only available as a Winter Term offering and, therefore, completion in Level II (prior to admission to the Co-op program) is strongly recommended for students who intend to complete this course.

Program Notes

1. This is a five-level (year) co-op program, which includes two eight-month work terms which must be spent in molecular biology and genetics related placements.
2. Students must be registered full-time and take a full academic workload as prescribed by Level and Term.
3. Students are required to complete SCIENCE 2C00 and SCIENCE 3C00 before the first work placement and are strongly recommended to complete SCIENCE 2C00 in Level II.
4. Students should seek academic advising for this program in the Department of Biology.
5. Completion of BIOLOGY 2B03 and MOLBIOL 2C03 is required prior to admission to this program.
6. STATS 2B03 is required for admission. Students who enrol in the program in September 2016 (or earlier) must complete the requirement by the end of Level III.
7. Completion of MOLBIOL 4G12 A/B is required for this program. Students should consult the MOLBIOL 4G12 A/B S Course Coordinator regarding supervision arrangements. Students are strongly encouraged to carry out their thesis in an academic lab.
8. Students must take a minimum of 15 units from the *Molecular Biology and Genetics Co-op Course Lists I and II*, at least 12 of these units must be from *Course List I*, and at least 3 of these units must be at Level IV.
9. Six units from BIOLOGY 2A03, 2D03, 2F03 are required for admission, however, students are encouraged to complete each of these courses. When more than six units are completed, these will count toward the *Molecular Biology and Genetics Co-op Course List II* program requirement.

Molecular Biology and Genetics Co-op Course List I

- MOLBIOL 3A03 - Current Topics in Molecular Biology and Genetics
- MOLBIOL 3CC3 - Genomics and Systems Biology
- MOLBIOL 3D03 - Experimental Approaches in Cell Biology
- MOLBIOL 3I03 A/B S - Independent Research Project
- MOLBIOL 3M03 - Fundamental Concepts of Development
- MOLBIOL 3Y03 - Plant Responses to the Environment
- MOLBIOL 4BB3 - Plant Metabolism and Molecular Biology
- MOLBIOL 4DD3 - Molecular Evolution
- MOLBIOL 4ED3 - Evolutionary Developmental Biology
- MOLBIOL 4H03 - Molecular Biology of Cancer
- MOLBIOL 4K03 - Research Advances in Biology of Aging
- MOLBIOL 4P03 - Medical Microbiology
- MOLBIOL 4RR3 - Human Genetics

Justification: Course changed to molbiol from biology

Molecular Biology and Genetics Co-op Course List II

- BIOCHEM 2B03 - Nucleic Acid Structure and Function
- BIOCHEM 2BB3 - Protein Structure and Enzyme Function
- BIOCHEM 2EE3 - Metabolism and Physiological Chemistry
- BIOCHEM 3G03 - Proteins and Nucleic Acids
- BIOCHEM 4E03 - Gene Regulation in Stem Cells and Development
- BIOLOGY 2A03 - Integrative Physiology of Animals
- BIOLOGY 2D03 - Plant Biodiversity and Biotechnology
- BIOLOGY 2F03 - Fundamental and Applied Ecology
- BIOLOGY 2L03 - Experimental Design in Biology
- BIOLOGY 2L06 A/B
- BIOLOGY 3FF3 - Evolution
- BIOLOGY 3PG3 - Population Genetics
- BIOLOGY 4ED3 - ~~Evolutionary Developmental Biology~~
- BIOLOGY 4EE3 - Human Diversity and Human Nature
- BIOLOGY 4PP3 - Environmental Microbiology and Biotechnology
- BIOPHYS 2A03 - Biophysics of the Cell and Living Organisms
- BIOPHYS 3G03 - Modelling Life
- CHEMBIO 2A03 - Introduction to Bio-Analytical Chemistry
- CHEMBIO 2P03 - Physical Chemistry Tools for Chemical Biology
- CHEMENG 3BK3 - Bio-Reaction Engineering
- CHEMENG 3BM3 - Bioseparations Engineering
- HTHSCI 3I03 - Introductory Immunology
- HTHSCI 3K03 - Introductory Virology
- HTHSCI 4I13 - Advanced Concepts in Immunology

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

Completed prior to admission to the program

Level II: 30 Units

30 units

Completion of Level II Honours Molecular Biology and Genetics program, including:

9 units

- BIOLOGY 2B03 - Cell Biology
- BIOLOGY 2EE3 - Introduction to Microbiology and Biotechnology
- MOLBIOL 2C03 - Genetics

6 units from

- BIOLOGY 2A03 - Integrative Physiology of Animals
- BIOLOGY 2D03 - Plant Biodiversity and Biotechnology
- BIOLOGY 2F03 - Fundamental and Applied Ecology

(See Program Note 9 above.)

6 units

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

3 units

- STATS 2B03 - Statistical Methods for Science

(See Program Note 6 above.)

1 course

- SCIENCE 2C00 - Skills for Career Success in Science

Level III

Consists of academic studies (Fall Term), Co-op Work Term (Winter Term), and Co-op Work Term (Spring/Summer Term)

Fall Term: 15 units:

9 units

- BIOLOGY 3S03 - An Introduction to Bioinformatics

- MOLBIOL 3O03 - Microbial Genetics
 - MOLBIOL 3V03 - Techniques in Molecular Genetics
- 3 units from
- the *Molecular Biology and Genetics Co-op Course Lists I and II* (See *Program Notes 8 and 9* above.)
- 3 units
- Electives
- 2 courses
- SCIENCE 2C00 - Skills for Career Success in Science (if not already completed)
 - SCIENCE 3C00 - Advanced Job Search Skills For Science Co-op Students
- Winter Term:
- Work Term
- 1 course
- SCIENCE 3WT0 - Science Co-op Work Term
- Spring/Summer Term:
- Work Term
- 1 course
- SCIENCE 3WT0 - Science Co-op Work Term
- Level IV
- Consists of academic studies (Fall and Winter Terms) and Co-op Work Term (Spring/Summer Term)
- Fall and Winter Terms: 30 units:
- 6 units
- MOLBIOL 3B03 - Advanced Cell Biology
 - MOLBIOL 3II3 - Molecular Genetics of Eukaryotes
- 3 units from
- the *Molecular Biology and Genetics Co-op Course Lists I and II* (See *Program Note 8* above.)
- 12 units
- MOLBIOL 4G12 A/B S - Senior Thesis
(See *Program Note 7* above.)
- 9 units
- Electives
- Spring/Summer Term:
- Work Term
- 1 course
- SCIENCE 4WT0 - Science Co-op Work Term
- Level V
- Consists of Co-op Work Term (Fall Term) and academic studies (Winter Term)
- Fall Term:
- Work Term
- 1 course
- SCIENCE 5WT0 - Science Co-op Work Term
- Winter Term: 15 units:
- 9 units from
- the *Molecular Biology and Genetics Co-op Course Lists I and II* (See *Program Note 8* above.)
- 6 units
- Electives

Co-op Program Chart

	FALL TERM (September to December)	WINTER TERM (January to April)	SPRING/SUMMER TERM (May to August)
Level III	15 units from Academic Level III + SCIENCE 2C00 (f not completed) and SCIENCE 3C00	Work Term SCIENCE 3WT0	Work Term SCIENCE 3WT0

Level IV	15 units from Academic Level III including MOLBIOL 4G12 A/B S	15 units from Academic Level IV including MOLBIOL 4G12 A/B S	Work Term SCIENCE 4WT0
Level V	Work Term SCIENCE 5WT0	15 units from Academic Level IV	

Justification (1.1 - 1.4):

The Biology Department has renamed the above programs to better reflect the requirements and learning outcomes. Specialization options will require completion of lab and thesis courses. During the 2021-22 curriculum cycle, the Department will propose non-specialization options for these programs which will allow students to enrol in and graduate from programs that reflect their interests and area of study. The introduction of these notes provide students with sufficient warning of the changes that will take effect in September 2022. Other changes include updates to Course Lists and program requirements to reflect changes to offerings. List of course-based thesis options have been updated to reflect prerequisites and common practice.

1.5. Honours Human Behaviour (B.A.Sc.)

Program offered by the Department of Psychology, Neuroscience & Behaviour.

Effective September 2022, this program will be renamed Honours Applied Psychology in Human Behaviour (B.A.Sc.) Students who enrolled prior to September 2022 will be given the choice to remain in Honours Human Behaviour or transfer into Honours Applied Psychology in Human Behaviour.

Admission

Completion of any Level I program with a Grade Point Average of at least 5.0 including:

6 units from the following courses, where an average of at least 5.0 (between the courses) is required:

- PSYCH 1F03 - Survey of Psychology
 - or
 - PSYCH 1X03 - Introduction to Psychology, Neuroscience & Behaviour
 - and
 - PSYCH 1FF3 - Survey of Biological Basis of Psychology
 - or
 - PSYCH 1XX3 - Foundations of Psychology, Neuroscience & Behaviour
 - 0-3 units
 - BIOLOGY 1P03 - Introductory Biology (or SBI4U - Biology)
 - 0-3 units from
 - MATH 1F03 - Introduction to Calculus and Analytic Geometry
 - MATH 1K03 - Advanced Functions & Introductory Calculus for Humanities and the Social Sciences
 - ~~STATS 1L03 - Probability and Linear Algebra~~
 - ~~STATS 1LL3 - Introduction to Probability and Statistics~~
- (or one of MHF4U - Advanced Functions, MCV4U - Calculus and Vectors, MDM4U - Data Management)

Program Notes

- ~~1. Students who entered prior to September 2019, may use PNB 3Q03 A/B S towards the units required from the *Human Behaviour Course List* and PNB 4Q03 A/B S towards the Level IV requirements.~~
- ~~2. 1. Students interested in pursuing post-graduate studies are encouraged to take HUMBEHV 3MD3 in Level III or IV.~~
- ~~3. 2. The Bachelor of Arts in Psychology is considered the equivalent of the three-level degree in the same subject for students wishing to pursue Honours Human Behaviour (B.A.Sc.) as a second degree.~~

Human Behaviour Course List

- HUMBEHV 3IP3 A/B S - Inquiry Project
- HUMBEHV 4HB3 - Seminar I for Honours Human Behaviour (B.A.Sc.)
- HUMBEHV 4HC3 - Seminar II for Honours Human Behaviour (B.A.Sc.)
- HUMBEHV 4HD3 - Advanced Seminar in Applied Psychology

- HUMBEHV 4IP3 A/B S - Senior Inquiry Project
- LINGUIST 3C03 - Child Language Acquisition
- MUSICCOG 2MP3 - Introduction to Music Cognition
- MUSICCOG 3SP3 - The Science of Performance
- MUSICCOG 4MP3 - Neuroscience of Music
- PSYCH 2AA3 – Child Development
- PSYCH 2AP3 – Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 2B03 - Personality
- PSYCH 2C03 - Social Psychology
- PSYCH 2E03 - Sensory Processes
- PSYCH 2GG3 – Learning, Measuring, and Shaping Behaviour
- PSYCH 2H03 – Human Learning and Cognition
- PSYCH 2MP3 - Introduction to Music Cognition
- PSYCH 2NF3 - Clinical Neuropsychology
- PSYCH 3A03 - Audition
- PSYCH 3AB3 - Adolescent Psychology
- PSYCH 3AC3 - Human Sexuality
- PSYCH 3AG3 - Aging
- PSYCH 3B03 - Special Populations
- PSYCH 3BA3 - Positive Psychology
- PSYCH 3BN3 - Cognitive Neuroscience I
- PSYCH 3C03 - Child Language Acquisition
- PSYCH 3CB3 - Attitudes and Persuasion
- PSYCH 3CC3 - Forensic Psychology
- PSYCH 3CD3
- PSYCH 3D03 - The Multisensory Mind
- PSYCH 3EV3 - Evolution and Mental Health
- PSYCH 3F03 - Evolution and Human Behaviour
- PSYCH 3FA3 - The Neurobiology of Learning and Memory
- PSYCH 3H03 - The Arts and The Brain
- PSYCH 3JJ3 - Socio-Emotional Development
- PSYCH 3M03 - Motivation and Emotion
- PSYCH 3MT3 - Psychometrics
- PSYCH 3SP3 - The Science of Performance
- PSYCH 3T03 - Behavioural Ecology
- PSYCH 3UU3 - Psychology of Language
- PSYCH 3VV3 - Human Memory
- PSYCH 3WA3 - The Mind as a Work of Art
- PSYCH 4MP3 - Neuroscience of Music
- SOCPSY 3M03 – Counselling & Psychotherapy

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

3 units

HUMBEHV 2AP3 A/B – Introduction to Applied Psychology

6 units from

- PSYCH 2AA3 - Child Development
- PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 2C03 - Social Psychology

6 units from

- PSYCH 2GG3 - Learning, Measuring, and Shaping Behaviour

- PSYCH 2H03 - Human Learning and Cognition
- PSYCH 2NF3 - Clinical Neuropsychology
- 15 units
- Electives
- Level III: 30 Units
- 6 units
- HUMBEHV 3AP3 A/B – Advanced Applied Psychology
- HUMBEHV 3MD3 - Research Methods for Human Behaviour
- 3 units from
- HUMBEHV 3HB3
- HUMBEHV 3ST3 - Statistics for Human Behaviour
- STATS 2B03 - Statistical Methods for Science
- 6 units from
- the *Human Behaviour Course List*
- 15 units
- Electives
- Level IV: 30 Units
- 9 units from
- the *Human Behaviour Course List*, which must be Level III, IV
- 6 units from
- HUMBEHV 4HB3 - Seminar I for Honours Human Behaviour (B.A.Sc.)
- HUMBEHV 4HC3 - Seminar II for Honours Human Behaviour (B.A.Sc.)
- HUMBEHV 4HD3 – Advanced Seminar in Applied Psychology
- HUMBEHV 4IP3 A/B S - Senior Inquiry Project
- HUMBEHV 4RP6 A/B - Independent Research Project
- HUMBEHV 4SC6 A/B - Science Communication in the Behavioural Sciences
- 15 units
- Electives

Requirements For Students Who Entered Prior To September 2021

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

18 units

- PSYCH 2AA3 - Child Development
- PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 2C03 - Social Psychology
- PSYCH 2GG3 - Learning, Measuring, and Shaping Behaviour
- PSYCH 2H03 - Human Learning and Cognition
- PSYCH 2NF3 - Clinical Neuropsychology

12 units

- Electives

1 course

- HUMBEHV 2HB0 - ~~Human Behaviour Professional Development~~

Level III: 30 Units

3 units

- HUMBEHV 3MD3 - Research Methods for Human Behaviour

3 units from

- HUMBEHV 3HB3
- HUMBEHV 3ST3 - Statistics for Human Behaviour
- STATS 2B03 - Statistical Methods for Science

9 units from

- the *Human Behaviour Course List*

15 units

- Electives
- Level IV: 30 Units
9 units from
- the *Human Behaviour Course List*, which must be Level III, IV
- 6 units from
- HUMBEHV 4HB3 - Seminar I for Honours Human Behaviour (B.A.Sc.)
 - HUMBEHV 4HC3 - Seminar II for Honours Human Behaviour (B.A.Sc.)
 - HUMBEHV 4HD3 – Advanced Seminar in Applied Psychology
 - HUMBEHV 4IP3 A/B S - Senior Inquiry Project
 - HUMBEHV 4RP6 A/B - Independent Research Project
 - HUMBEHV 4SC6 A/B - Science Communication in the Behavioural Sciences
- 15 units
- Electives

~~Requirements For Students Who Entered Prior To September 2019~~

~~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~~

~~48 units~~

- ~~• PSYCH 2AA3 – Child Development~~
- ~~• PSYCH 2AP3 – Abnormal Psychology: Fundamentals and Major Disorders~~
- ~~• PSYCH 2G03 – Social Psychology~~
- ~~• PSYCH 2GG3 – Learning, Measuring, and Shaping Behaviour~~
- ~~• PSYCH 2H03 – Human Learning and Cognition~~
- ~~• PSYCH 2NF3 – Clinical Neuropsychology~~

~~42 units~~

- ~~• Electives~~

~~1 course~~

- ~~• HUMBEHV 2HB0 – Human Behaviour Professional Development~~

~~Level III: 30 Units~~

~~6 units~~

- ~~• PSYCH 3B03 – Special Populations~~
- ~~• PSYCH 3JJ3 – Socio-Emotional Development~~

~~3 units from~~

- ~~• HUMBEHV 3ST3 – Statistics for Human Behaviour~~
- ~~• STATS 2B03 – Statistical Methods for Science~~

~~9 units from~~

- ~~• the *Human Behaviour Course List* (See *Program Notes 1 and 2* above.)~~

~~42 units~~

- ~~• Electives~~

~~Level IV: 30 Units~~

~~9 units from~~

- ~~• the *Human Behaviour Course List*, which must be Level III, IV (See *Program Notes 1 and 2* above.)~~

~~6 units from~~

- ~~• HUMBEHV 4HB3 – Seminar I for Honours Human Behaviour (B.A.Sc.)~~
- ~~• HUMBEHV 4HC3 – Seminar II for Honours Human Behaviour (B.A.Sc.)~~
- ~~• HUMBEHV 4IP3 A/B S – Senior Inquiry Project~~
- ~~• HUMBEHV 4RP6 A/B – Independent Research Project~~
- ~~• HUMBEHV 4SC6 A/B – Science Communication in the Behavioural Sciences~~

~~(See *Program Note 1* above.)~~

~~45 units~~

- ~~• Electives~~

Justification:

The Department of Psychology, Neuroscience and Behaviour has changed the name of this program to provide clarification that it is a psychology degree program. Program requirements have been amended to include HUMBEHV 2AP3 and HUMBEHV 3AP3 - designed to train students to consistently think about their psychology education in the appropriate, applied manner. HUMBEHV 2HB0 has been replaced with HUMBEHV 2AP3. HUMBEHV 4HD3 is a necessary additional capstone offering to accommodate increasing numbers of students in the program. Other adjustments allow for completion of new courses in Levels II and III, provide students more opportunity to design their own programs in that they will have more choice in which PNB and PSYCH courses they take, and more opportunities to take courses outside of the department, thereby expanding learning opportunities in a way that reflects the program's focus on helping students discover which types of applied career options are available to them. Admission requirement adjusted to reflect course change being proposed by Department of Math & Stats.

1.6. Honours Human Behaviour - Autism and Behavioural Science Specialization (B.A.Sc.)

Effective September 2022, this program will be renamed Honours Applied Psychology in Human Behaviour - Autism and Behavioural Science Specialization (B.A.Sc.) Students who enrolled prior to September 2022 will be given the choice to remain in Honours Human Behaviour - Autism and Behavioural Science Specialization or transfer into Honours Applied Psychology in Human Behaviour - Autism and Behavioural Science Specialization.

The program is offered jointly in partnership by Mohawk College of Applied Arts and Technology and the Department of Psychology, Neuroscience & Behaviour, McMaster University. Students pursue two qualifications simultaneously, and graduates receive the Ontario College Graduate Certificate from Mohawk and the McMaster Honours Bachelor of Applied Science degree.

Admission

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

6 units

from the following courses, where an average of at least 5.0 (between the courses) is required:

- PSYCH 1F03 - Survey of Psychology
 - or
 - PSYCH 1X03 - Introduction to Psychology, Neuroscience & Behaviour
 - and
 - PSYCH 1FF3 - Survey of Biological Basis of Psychology
 - or
 - PSYCH 1XX3 - Foundations of Psychology, Neuroscience & Behaviour
- 0-3 units
- BIOLOGY 1P03 - Introductory Biology (or SBI4U - Biology)
- 0-3 units from
- MATH 1F03 - Introduction to Calculus and Analytic Geometry
 - MATH 1K03 - Advanced Functions & Introductory Calculus for Humanities and the Social Sciences
 - ~~STATS 1L03 - Probability and Linear Algebra~~
 - ~~STATS 1LL3 - Introduction to Probability and Statistics~~
- (or one of MHF4U - Advanced Functions, MCV4U - Calculus and Vectors, MDM4U - Data Management)

Program Notes

1. The timing of the Spring/Summer sessions may not adhere to the Sessional Dates as published in this Calendar.
2. ~~Students who enrolled in this program prior to September 2019, may use PNB 3Q03 A/B S towards the units required from the Human Behaviour (Autism and Behavioural Science) Course List.~~
3. Students interested in pursuing post-graduate studies are encouraged to take HUMBEHV 3MD3 in Level III or IV.

Field Placement Notes

1. Applying for Placements - Prior to the start date of a placement, students are required to submit a completed Field Placement Request Form to the Program Coordinator.
2. Placements will be with agencies that have contracted in advance with Mohawk College. The College cannot accommodate any student requests for special consideration.
3. Students are responsible for arranging their own travel to and from assigned placements.
4. Eligibility for Placements - All students must meet academic, social, and health requirements before they can attend a site for field placement.
 - Non-Violent Crisis Intervention - All Level II students are required to have obtained a current certificate in Non-Violent Crisis Intervention in order to attend their placements. Failure to meet this requirement will result in loss of placement. Additionally, students will be required to complete a refresher half-day workshop in Non-Violent Crisis Intervention prior to their Spring/Summer placement between Levels III and IV.
 - Health Requirements - In the interest of the student and the placement, students are required to submit documentation (e.g., Health Record Form) that they have had a satisfactory physical examination including many routine vaccinations. All students must submit this documentation prior to placement or the student will not start the placement. Students should refer to their field placement coordinator to determine health requirements specific to their college and placement agency.
 - Police Reference Check - All students are required to have a Police Reference Check prior to the commencement of their field placement. Registered students who have been convicted of an offense under the Criminal Code of Conduct for which they have not been pardoned may be denied the opportunity for placement at the discretion of the agency.
5. All costs associated with pre-placement requirements are the responsibility of the student.

Student Conduct in the Program

The University reserves the right to cancel the academic privileges of a student at any time should the student's scholastic record or conduct warrant so doing. The Honours Human Behaviour - Autism and Behavioural Science Specialization (B.A.Sc.) program reserves the right to remove a student from a placement at any point during the term if the student exhibits unsafe practice or behaviour that places others at risk or is deemed a serious breach of professional behaviour. Such removal may result in the student receiving a grade of F in the course and may result in dismissal from the program.

Human Behaviour (Autism and Behavioural Science) Course List

- HUMBEHV 2AP3 A/B – Introduction to Applied Psychology
- HUMBEHV 3AP3 A/B – Advanced Applied Psychology
- HUMBEHV 3IP3 A/B S - Inquiry Project
- HUMBEHV 3MD3 - Research Methods for Human Behaviour
- HUMBEHV 4HB3 - Seminar I for Honours Human Behaviour (B.A.Sc.)
- HUMBEHV 4HC3 - Seminar II for Honours Human Behaviour (B.A.Sc.)
- HUMBEHV 4HD3 – Advanced Seminar in Applied Psychology
- HUMBEHV 4IP3 A/B S - Senior Inquiry Project
- HUMBEHV 4RP6 A/B - Independent Research Project
- HUMBEHV 4SC6 A/B - Science Communication in the Behavioural Sciences
- LINGUIST 3C03 - Child Language Acquisition
- MUSICCOG 2MP3 - Introduction to Music Cognition
- MUSICCOG 3SP3 - The Science of Performance
- MUSICCOG 4MP3 - Neuroscience of Music
- PSYCH 2B03 - Personality
- PSYCH 2C03 - Social Psychology
- PSYCH 2E03 - Sensory Processes
- PSYCH 2MP3 - Introduction to Music Cognition
- PSYCH 2NF3 - Clinical Neuropsychology
- PSYCH 3A03 - Audition
- PSYCH 3AB3 - Adolescent Psychology
- PSYCH 3AC3 - Human Sexuality
- PSYCH 3AG3 - Aging
- PSYCH 3BA3 - Positive Psychology

- PSYCH 3C03 - Child Language Acquisition
- PSYCH 3CB3 - Attitudes and Persuasion
- PSYCH 3CC3 - Forensic Psychology
- PSYCH 3CD3
- PSYCH 3D03 - The Multisensory Mind
- PSYCH 3EV3 - Evolution and Mental Health
- PSYCH 3F03 - Evolution and Human Behaviour
- PSYCH 3FA3 - The Neurobiology of Learning and Memory
- PSYCH 3H03 - The Arts and The Brain
- PSYCH 3JJ3 - Socio-Emotional Development
- PSYCH 3M03 - Motivation and Emotion
- PSYCH 3MT3 - Psychometrics
- PSYCH 3SP3 - The Science of Performance
- PSYCH 3T03 - Behavioural Ecology
- PSYCH 3UU3 - Psychology of Language
- PSYCH 3VV3 - Human Memory
- PSYCH 3WA3 - The Mind as a Work of Art
- PSYCH 4MP3 - Neuroscience of Music
- SOCPSY 3M03 – Counselling & Psychotherapy

Requirements

150 units total (Levels I to IV), of which no more than 48 units may be Level I, plus two Field Placements in Spring/Summer Term between Level II and III and Level III and IV

Level I: 30 Units

30 units

(See *Admission* above.)

Level II

Fall and Winter Terms: 30 units:

12 units

- PSYCH 2AA3 - Child Development
- PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 2GG3 - Learning, Measuring, and Shaping Behaviour
- PSYCH 2H03 - Human Learning and Cognition

15 units

- HUMBEHV 2A06 A/B - Introduction to Autism Spectrum Disorder (ASD)
- HUMBEHV 2B06 A/B - Introduction to Applied Behaviour Analysis (ABA) I
- HUMBEHV 2C03 - Specialized Instructional Strategies (SIS) I

3 units

- Electives

4 course

- ~~HUMBEHV 2HB0 - Human Behaviour Professional Development~~

Spring/Summer Term: 15 units:

(See *Field Placement Note 4* above.)

12 units

- HUMBEHV 2FP6 - Field Placement I
- HUMBEHV 2FS3 - Field Placement I Seminar
- HUMBEHV 3F03 - Ethics and Professionalism

3 units

- Electives

Level III

Fall and Winter Terms: 30 units:

3 units

- PSYCH 3B03 - Special Populations

6 units from

- the *Human Behaviour (Autism and Behavioural Science) Course List*

(See *Program Note 2* above.)

3 units from

- HUMBEHV 3ST3 - Statistics for Human Behaviour
- STATS 2B03 - Statistical Methods for Science

15 units

- HUMBEHV 3CB3 - Treating Challenging Behaviour I
- HUMBEHV 3E06 A/B - Behavioural Skill Building
- HUMBEHV 3G03 - Specialized Instructional Strategies (SIS) II
- HUMBEHV 3RS3 - ABA Research Designs

3 units

- Electives

Spring/Summer Term: 15 units:

(See *Field Placement Note 4* above.)

12 units

- HUMBEHV 3FP9 - Field Placement II
- HUMBEHV 3FS3 - Field Placement II Seminar

3 units

- Electives

Level IV: 30 Units

15 units

- HUMBEHV 3D03 - Applied Behavioural Analysis (ABA) II
- HUMBEHV 3H03 - Working with Families and Teams
- HUMBEHV 4CB3 - Treating Challenging Behaviour II
- HUMBEHV 4I03 - Parent and Staff Training
- HUMBEHV 4J03 - Transition Planning and Implementation

9 units from

- the *Human Behaviour (Autism and Behavioural Science) Course List*

(See *Program Note 2* above.)

6 units

- Electives

Requirements For Students Who Entered In September 2018

150 units total (Levels I to IV), of which no more than 48 units may be Level I, plus two Field Placements in Spring/Summer Term between Level II and III and Level III and IV

~~Level I: 30 Units~~

~~30 units~~

~~(See Admission above.)~~

~~Level II~~

~~Fall and Winter Terms: 30 units:~~

~~12 units~~

- ~~• PSYCH 2AA3 - Child Development~~
- ~~• PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders~~
- ~~• PSYCH 2GG3 - Learning, Measuring, and Shaping Behaviour~~
- ~~• PSYCH 2H03 - Human Learning and Cognition~~

~~18 units~~

- ~~• HUMBEHV 2A06 A/B - Introduction to Autism Spectrum Disorder (ASD)~~
- ~~• HUMBEHV 2B06 A/B - Introduction to Applied Behaviour Analysis (ABA) I~~
- ~~• HUMBEHV 2C03 - Specialized Instructional Strategies (SIS) I~~
- ~~• HUMBEHV 2NV3~~

~~1 course~~

- ~~• HUMBEHV 2HB0 - Human Behaviour Professional Development~~

~~Spring/Summer Term: 15 units:~~

~~12 units~~

- ~~• HUMBEHV 2FP6 - Field Placement I~~
- ~~• HUMBEHV 2FS3 - Field Placement I Seminar~~
- ~~• HUMBEHV 3F03 - Ethics and Professionalism~~

~~3 units~~

•———— Electives

Level III

Fall and Winter Terms: 30 units:

3 units

•———— PSYCH 3B03—Special Populations

6 units from

•———— the *Human Behaviour (Autism and Behavioural Science) Course List*
(See *Program Notes 2 and 3* above.)

3 units from

•———— HUMBEHV 3HB3

•———— HUMBEHV 3ST3—Statistics for Human Behaviour

•———— STATS 2B03—Statistical Methods for Science

12 units

•———— HUMBEHV 3CB3—Treating Challenging Behaviour I

•———— HUMBEHV 3E06 A/B—Behavioural Skill Building

•———— HUMBEHV 3G03—Specialized Instructional Strategies (SIS) II

6 units

•———— Electives

Spring/Summer Term: 15 units:

(See *Field Placement Note 4* above.)

12 units

•———— HUMBEHV 3FP0—Field Placement II

•———— HUMBEHV 3FS3—Field Placement II Seminar

3 units

•———— Electives

Level IV: 30 Units

15 units

•———— HUMBEHV 3D03—Applied Behavioural Analysis (ABA) II

•———— HUMBEHV 3H03—Working with Families and Teams

•———— HUMBEHV 4CB3—Treating Challenging Behaviour II

•———— HUMBEHV 4I03—Parent and Staff Training

•———— HUMBEHV 4J03—Transition Planning and Implementation

9 units from

•———— the *Human Behaviour (Autism and Behavioural Science) Course List*
(See *Program Notes 2 and 3* above.)

6 units

•———— Electives

Requirements For Students Who Entered Prior To September 2018

150 units total (Levels I to IV), of which no more than 48 units may be Level I, plus two Field Placements in Spring/Summer Term between Level II and III and Level III and IV

Level I: 30 Units

30 units

(See *Admission* above.)

Level II

Fall and Winter Terms: 30 units:

12 units

•———— PSYCH 2AA3—Child Development

•———— PSYCH 2AP3—Abnormal Psychology: Fundamentals and Major Disorders

•———— PSYCH 2GG3—Learning, Measuring, and Shaping Behaviour

•———— PSYCH 2H03—Human Learning and Cognition

18 units

•———— HUMBEHV 2A06 A/B—Introduction to Autism Spectrum Disorder (ASD)

•———— HUMBEHV 2B06 A/B—Introduction to Applied Behaviour Analysis (ABA) I

•———— HUMBEHV 2C03—Specialized Instructional Strategies (SIS) I

•———— HUMBEHV 2NV3

4 course

- _____ HUMBEHV 2HB0 – Human Behaviour Professional Development

Spring/Summer Term: 15 units:

12 units

- _____ HUMBEHV 2FP6 – Field Placement I
- _____ HUMBEHV 2FS3 – Field Placement I Seminar
- _____ HUMBEHV 3F03 – Ethics and Professionalism

3 units

- _____ Electives

Level III

Fall and Winter Terms: 30 units:

3 units

- _____ PSYCH 3B03 – Special Populations

3 units from

- _____ the *Human Behaviour (Autism and Behavioural Science) Course List*

(See *Program Notes 2 and 3* above.)

3 units from

- _____ HUMBEHV 3HB3
- _____ HUMBEHV 3ST3 – Statistics for Human Behaviour
- _____ STATS 2B03 – Statistical Methods for Science

15 units

- _____ HUMBEHV 3D03 – Applied Behavioural Analysis (ABA) II
- _____ HUMBEHV 3E06 A/B – Behavioural Skill Building
- _____ HUMBEHV 3G03 – Specialized Instructional Strategies (SIS) II
- _____ HUMBEHV 3H03 – Working with Families and Teams

6 units

- _____ Electives

Spring/Summer Term: 15 units:

(See *Field Placement Note 4* above.)

12 units

- _____ HUMBEHV 3FP0 – Field Placement II
- _____ HUMBEHV 3FS3 – Field Placement II Seminar

3 units

- _____ Electives

Level IV: 30 Units:

12 units

- _____ HUMBEHV 4I03 – Parent and Staff Training
- _____ HUMBEHV 4J03 – Transition Planning and Implementation
- _____ HUMBEHV 4K06 A/B

12 units from

- _____ the *Human Behaviour (Autism and Behavioural Science) Course List*

(See *Program Notes 2 and 3* above.)

6 units

- _____ Electives

Program Chart

	FALL TERM (September to December)	WINTER TERM (January to April)	SPRING/SUMMER TERM (May to August)
Level II	30 units from Academic Level II		15 units Field Placement I
Level III	30 units from Academic Level III		15 units Field Placement II
Level IV	30 units from Academic Level IV		

1.7. Honours Human Behaviour - Early Childhood Education Specialization (B.A.Sc.)

Effective September 2022, this program will be renamed Honours Applied Psychology in Human Behaviour - Early Childhood Studies Specialization (B.A.Sc.) Students who enrolled prior to September 2022 will be given the choice to remain in Honours Human Behaviour Early Childhood Education Specialization or transfer into Honours Applied Psychology in Human Behaviour - Early Childhood Studies Specialization.

The program is offered jointly in partnership by Mohawk College of Applied Arts and Technology and the Department of Psychology, Neuroscience & Behaviour, McMaster University. Students pursue two qualifications simultaneously, and graduates receive the Ontario College Diploma from Mohawk and the McMaster Honours Bachelor of Applied Science degree.

Admission

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

6 units

from the following courses, where an average of at least 5.0 (between the courses) is required:

- PSYCH 1F03 - Survey of Psychology
 - or
 - PSYCH 1X03 - Introduction to Psychology, Neuroscience & Behaviour
 - and
 - PSYCH 1FF3 - Survey of Biological Basis of Psychology
 - or
 - PSYCH 1XX3 - Foundations of Psychology, Neuroscience & Behaviour
 - 0-3 units
 - BIOLOGY 1P03 - Introductory Biology (or SBI4U - Biology)
 - 0-3 units from
 - MATH 1F03 - Introduction to Calculus and Analytic Geometry
 - MATH 1K03 - Advanced Functions ~~& Introductory Calculus for Humanities and the Social Sciences~~
 - ~~STATS 1L03 - Probability and Linear Algebra~~
 - ~~STATS 1LL3 - Introduction to Probability and Statistics~~
- (or one of MHF4U - Advanced Functions, MCV4U - Calculus and Vectors, MDM4U - Data Management)

Program Notes

1. The timing of the Spring/Summer sessions may not adhere to the Sessional Dates as published in this Calendar.
- ~~2. Students who enrolled in this program prior to September 2019, may use PNB 3Q03 A/B S towards the units required from the Human Behaviour (Early Childhood Education) Course List.~~
- ~~3.~~ 2. Students interested in pursuing post-graduate studies are encouraged to take HUMBEHV 3MD3 in Level III or IV.

Early Childhood Education (ECE) Field Placement Notes

1. Applying for Placements - Prior to the start date of a placement, students are required to submit a completed Field Placement Request Form to the Program Coordinator.
2. Placements will be with agencies that have contracted in advance with Mohawk College. The College cannot accommodate any student requests for special consideration.
3. Students are responsible for arranging their own travel to and from assigned placements.
4. Eligibility for Placements - All students must meet academic, social, and health requirements before they can attend a site for field placement.
 - o Health Requirements - In the interest of the student and the placement, students are required to submit documentation (e.g., Health Record Form) that they have had a satisfactory physical examination including many routine vaccinations. All students must submit this documentation prior to placement or the student will not start the placement. Students should refer to their professional practice coordinator to determine health requirements specific to their college and placement agency.
 - o Police Reference Check - All students are required to have a Police Reference Check prior to the commencement of their placement. Registered students who have been convicted of an offense under

the Criminal Code of Conduct for which they have not been pardoned may be denied the opportunity for placement at the discretion of the agency.

5. All costs associated with pre-placement requirements are the responsibility of the student.

Student Conduct in the Program

The University reserves the right to cancel the academic privileges of a student at any time should the student's scholastic record or conduct warrant so doing. The Honours Human Behaviour - Early Childhood Education Specialization (B.A.Sc.) program reserves the right to remove a student from a placement at any point during the term if the student exhibits unsafe practice or behaviour that places others at risk or is deemed a serious breach of professional behaviour. Such removal may result in the student receiving a grade of F in the course and may result in dismissal from this program.

Human Behaviour (Early Childhood Education) Course List

- HUMBEHV 2AP3 A/B– Introduction to Applied Psychology
- HUMBEHV 3AP3 A/B – Advanced Applied Psychology
- HUMBEHV 3IP3 A/B S - Inquiry Project
- HUMBEHV 3MD3 - Research Methods for Human Behaviour
- HUMBEHV 4HB3 - Seminar I for Honours Human Behaviour (B.A.Sc.)
- HUMBEHV 4HC3 - Seminar II for Honours Human Behaviour (B.A.Sc.)
- HUMBEHV 4HD3 – Advanced Seminar in Applied Psychology
- HUMBEHV 4IP3 A/B S - Senior Inquiry Project
- HUMBEHV 4RP6 A/B - Independent Research Project
- HUMBEHV 4SC6 A/B - Science Communication in the Behavioural Sciences
- LINGUIST 3C03 - Child Language Acquisition
- MUSICCOG 2MP3 - Introduction to Music Cognition
- MUSICCOG 3SP3 - The Science of Performance
- MUSICCOG 4MP3 - Neuroscience of Music
- PSYCH 2B03 - Personality
- PSYCH 2C03 - Social Psychology
- PSYCH 2E03 - Sensory Processes
- PSYCH 2MP3 - Introduction to Music Cognition
- PSYCH 2NF3 - Clinical Neuropsychology
- PSYCH 3A03 - Audition
- PSYCH 3AB3 - Adolescent Psychology
- PSYCH 3AC3 - Human Sexuality
- PSYCH 3AG3 - Aging
- PSYCH 3BA3 - Positive Psychology
- PSYCH 3C03 - Child Language Acquisition
- PSYCH 3CB3 - Attitudes and Persuasion
- PSYCH 3CC3 - Forensic Psychology
- PSYCH 3CD3
- PSYCH 3D03 - The Multisensory Mind
- PSYCH 3EV3 - Evolution and Mental Health
- PSYCH 3F03 - Evolution and Human Behaviour
- PSYCH 3FA3 - The Neurobiology of Learning and Memory
- PSYCH 3H03 - The Arts and The Brain
- PSYCH 3JJ3 - Socio-Emotional Development
- PSYCH 3M03 - Motivation and Emotion
- PSYCH 3MT3 - Psychometrics
- PSYCH 3SP3 - The Science of Performance
- PSYCH 3T03 - Behavioural Ecology
- PSYCH 3UU3 - Psychology of Language
- PSYCH 3VV3 - Human Memory
- PSYCH 3WA3 - The Mind as a Work of Art
- PSYCH 4MP3 - Neuroscience of Music
- SOCPSY 3M03 – Counselling & Psychotherapy

Requirements

150 units total (Levels I to IV), of which no more than 48 units may be Level I, plus three Professional Practices in Spring/Summer Term between Level II and III and Level III and IV

Level I: 30 Units

30 units

(See *Admission* above.)

Level II

Fall and Winter Terms: 30 units:

15 units

- PSYCH 2AA3 - Child Development
- PSYCH 2AP3 - Abnormal Psychology: Fundamentals and Major Disorders
- PSYCH 2C03 - Social Psychology
- PSYCH 2GG3 - Learning, Measuring, and Shaping Behaviour
- PSYCH 2H03 - Human Learning and Cognition

9 units

- HUMBEHV 2L03 - ~~ECE Curriculum I~~ Philosophy and Curriculum Design
- HUMBEHV 2M03 - Learning Environment I
- HUMBEHV 2TL3 - Responsive Care for Infants and Toddlers

6 units

- Electives

~~4 course~~

- ~~HUMBEHV 2HB0 - Human Behaviour Professional Development~~

Spring/Summer Term: 15 units:

15 units

- HUMBEHV 2XP6 - ECE Field Placement I
- HUMBEHV 3XP6 - ECE Field Placement II
- HUMBEHV 3XS3 - Theory to Practice I and II

Level III

Fall and Winter Terms: 30 units:

6 units from

- PSYCH 3B03 - Special Populations
- PSYCH 3JJ3 - Socio-Emotional Development

3 units from

- HUMBEHV 3HB3
- HUMBEHV 3ST3 - Statistics for Human Behaviour
- STATS 2B03 - Statistical Methods for Science

3 units from

- the *Human Behaviour (Early Childhood Education) Course List*

(See *Program Notes 2 and 3* above.)

9 units

- HUMBEHV 3O03 - ~~ECE Curriculum II~~ Curriculum Theory and Approaches
- HUMBEHV 3P03 - Learning Environment II
- HUMBEHV 3Q03 - Health, Safety & Nutrition

9 units

- Electives

Spring/Summer Term: 15 units:

15 units

- HUMBEHV 4V12 - ECE Field Placement III
- HUMBEHV 4VS3 - Theory to Practice III

Level IV: 30 Units

9 units

- HUMBEHV 4N03 - Principles of Ethical Practice
- HUMBEHV 4U03 - Inclusion in the ECE Classroom
- HUMBEHV 4W03 - ~~Supervising Supervision~~ for Leadership and Quality

9 units from

- the *Human Behaviour (Early Childhood Education) Course List*
(See *Program Notes 2 and 3* above.)

12 units

- Electives

Program Chart

	FALL TERM (September to December)	WINTER TERM (January to April)	SPRING/SUMMER TERM (May to August)
Level II	30 units from Academic Level II		15 units ECE Field Placement I & II
Level III	30 units from Academic Level III		15 units ECE Field Placement III
Level IV	30 units from Academic Level IV		

Justification (1.6 & 1.7):

The Department of Psychology, Neuroscience and Behaviour has changed the names of these programs to provide clarification that they are a psychology degree program. Admission requirement adjusted to reflect course change being proposed by Department of Math & Stats. Program Note and requirements have been amended to reflect appropriate regulations and new offerings.

**Office of the Registrar
Undergraduate Curriculum Report
to
Undergraduate Council
for the 2021-2022 Undergraduate Calendar**

Revisions for the following sections:

- Glossary
- General Academic Regulations

November 2020

1. Glossary

1.1. Bursaries

Bursaries are granted based upon demonstrated financial need, and may include a minimum expectation of academic achievement or other miscellaneous criteria ~~accomplishment and, in some cases, other forms of earned merit~~. They may vary in monetary value, based upon the level of financial need demonstrated.

Rationale:

Clarifying the type of criteria used to award bursaries at McMaster.

1.2. Loans

~~Loans are monetary advances granted to students currently registered, based upon a demonstrated means and promise of repayment.~~

Rationale:

Removing a legacy term no longer used in the Calendar or by the Aid & Awards office.

2. General Academic Regulations

2.1. McMaster University Statement on the Collection of Personal Information and the Protection of Privacy

Record Retention

When individuals apply for admission to and enrolment in programs at McMaster they accept the University's right to collect pertinent personal information. This information is needed to assess qualifications for entry, establish records of performance in programs and courses, provide the basis for University aid and awards and governmental student aid programs, and to assist the University in the academic and financial administration of its affairs. All documentation submitted to the University in support of applications for admission, residence accommodation, University aid and awards, appeals and/or petitions becomes the property of the University.

All application documents are normally destroyed at the end of each admission cycle for applicants who are not accepted, or who do not enrol following acceptance. For applicants who become McMaster students, their application documents are normally destroyed five years after the last term of their enrolment at the University (regardless of whether or not they graduate).

Supporting documentation relevant to government student aid programs (e.g., OSAP) is kept per the retention policies of the Federal and/or Provincial governments. Supporting documentation ~~by aid year~~ relevant to the administration of online aid applications, as well as University aid and awards, will normally be destroyed after ~~seven years~~ the petition for special consideration period, per the Regulations for Aid and Awards, has passed. All information needed to produce official transcripts is maintained permanently.

Rationale:

Revising how long supporting documentation for aid and awards is retained.

PROPOSAL FOR A PILOT PROJECT

Equitable Admissions for Black Applicants

Bachelor of Health Sciences (Honours) Program

Prepared by Dr. Stacey A. Ritz, Assistant Dean – BHSc (Hons) Program
26 October 2020

Overview

The Bachelor of Health Sciences (Honours) Program strives to be an accessible, supportive and inclusive community. Here, we propose a process for Equitable Admissions for Black Applicants (EABA) as a pilot project, with the goal of reducing the potential for personally-mediated conscious or unconscious bias in the evaluation of the BHSc supplementary applications.

The EABA will be open to applicants who self-identify as Black (Black African, Black Caribbean, Black North American) and multi-racial students who have and identify with their Black ancestry. Applicants in the EABA stream must meet the same requirements for admission as all other applicants, and there is no quota for admission. Black-identified applicants do not have to use the EABA, and can apply through the general stream if they wish.

Supplementary applications from those in the EABA will be scored by a panel of Black students and alumni of the BHSc (Hons) Program and Black faculty in McMaster's Faculty of Health Sciences. Applicants in the EABA will also be provided with an additional, optional, question in which they are invited to share any additional information they believe to be relevant to their application.

Context

Our application data has not historically collected information about race/ethnicity from enrolled students or from applicants. However, it is clear from name/face recognition, and from the testimony of Black students themselves, that Black students are indeed underrepresented in the Program; whether that is the result of underrepresentation in the applicant pool, conscious or unconscious bias in the admissions process itself, or some combination thereof.

The Equity & Inclusion Office is spearheading efforts to collect demographic data from all applicants, possibly starting with the 2022 admissions cycle, and the BHSc (Hons) Program has signaled our interest in participating in a pilot of that data collection. This information will allow us to evaluate the composition of the applicant pool with respect to a number of underrepresented groups, which will shed light on these questions and help us to strategize accordingly to improve access to the BHSc (Hons) Program. EIO is also collecting demographic data for in-course students this fall (Nov 2020), which will help us to document a starting point from which to measure our progress, and help to suggest strategies and targets for action.

*Approved by FHS Executive Council – 28 Oct 2020
For consideration by the Undergraduate Council – Curriculum & Admissions*

Black-identifying students currently in the BHSc (Hons) Program have told us clearly that they believe it would be valuable to have such a process in place, because without it, Black applicants may be wary of speaking truthfully and authentically about themselves. In our discussions, students mentioned that in many instances like this, if they feel that their experience or perspective as a racialized individual is relevant, they second-guess whether they should include that in their response in case the reviewer is unsympathetic to those perspectives, does not value Black culture or Black experiences, or would penalize the applicant for “playing the race card.” In such situations, these applicants are torn between sharing their view authentically and taking that risk, or choosing to offer a narrative that is ‘lower risk’ but not truly representative of what they want to say.

For example, one Black BHSc student noted that in their application year, one of the question options asked applicants to tell us about a piece of music that they would choose to be their ‘personal theme song.’ For this person, the honest answer was a hip hop song that had lyrics about racism, but they were reluctant to use this for the reasons indicated above. Ultimately they *did* choose to use that song, and they *were* admitted to the program, so the gamble paid off. However, it would be preferable if mechanisms were in place to help remove the need for applicants to consider this kind of ‘calculus’ related to the potential effect of racial discrimination and bias on their chances.

Striking a panel comprised of Black faculty, students, and alumni who will review the submissions of Black-identified applicants will help mitigate these concerns. Such a panel would be able to identify strong applicants that may potentially be subject to conscious or unconscious bias in the general pool of evaluation. Moreover, it would serve as a signal to Black applicants that they can feel free to express themselves authentically, knowing that it will be evaluated by a panel of Black folks. I believe it would be very valuable to pilot the EABA in an effort to mitigate the possibility that our anonymous evaluation process disadvantages Black applicants, and to offer reassurance to Black applicants that they can be upfront about their identities and experiences in their supplementary applications without fear of being disadvantaged in doing so.

Proposed EABA Process

1. At the point of submitting their supplementary applications (in early/mid-February), Black applicants would have the opportunity to self-identify for the EABA. They will submit their supplementary application and transcripts as usual, and the supplementary applications go into the main pool for scoring as usual, in addition to being scored independently through the EABA process.
 - a. The EABA would also include an additional, optional question on the supplementary application for students using this Stream, where they would have the option of adding additional information they feel is relevant to their application. This question would not be scored, but would be used in the holistic file review described in step 3, below.

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2. The supp apps of those choosing to use the EABA are reviewed by a Black Equity Admissions Review Team (BEART; see below). The BEART members will independently score the responses of Black applicants using a 7-point Likert scale, with 2 scorers assigned to each question – this is the same process used in the general pool.

Note that the additional question available to those in the EABA process is not subject to this scoring process but is only used at step 3 in the holistic file review.

- a. To ensure that comparable standards are being applied in the EABA pool, several supplementary applications from non-EABA applicants will be placed in the pool to be scored by the BEART members.
3. The BHSc office will collate the scores of the BEART process and provide them back to the members. The BEART will meet in-person/synchronously to discuss the files holistically and finalize their scores.
4. Scores from the BEART process will be compared to those from the general pool; where the score given by the BEART process exceeds that given from the general pool, the BEART score will be given precedence.
 - a. Where the BEART score is in the admissible range but the score from the general pool is below the 50th percentile, the Assistant Dean may consult further with the BEART to resolve the discrepancy.
5. Once the scores for the Black applicants are finalized, the Assistant Dean applies the GPA cutoffs as per the usual process, and admissions decisions are made.

Black Equity Admissions Review Team (BEART)

The BEART will be a panel of Black-identifying faculty, students and alumni who will be involved in scoring the supplementary applications of applicants opting to be evaluated under the EABA.

Members will be recruited from among: Black-identified faculty at McMaster, preferably those in FHS; Black-identifying alumni of the BHSc (Hons) Program; and Black-identifying students currently in the BHSc (Hons) Program, preferably in years 3 & 4. I believe a team of approximately 10-12 people would be sufficient:

- If we assume that the applicant pool reflects the demography of the province, we can make some guesses about how many applications there might be to review:
 - According to the 2016 census, 4.7% of Ontarians are Black;
 - In 2020 we had just over 5000 total applicants to the program, with approximately 3500 admissible (ie. those who submitted a supplementary application and otherwise met the admissions criteria);

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For consideration by the Undergraduate Council – Curriculum & Admissions

- Thus, if we assume that 4.7% of those 3500 are Black applicants, we should anticipate approximately 170 Black applicants;
- Each applicant submits 3 questions; each question needs to be scored by 2 independent reviewers; and each reviewer normally is asked to score approximately 100 questions. Thus, we would need approximately 10 reviewers to score 170 Black applicants.

Although the BEART will be comprised entirely of Black-identified individuals, we will aim to recruit a group that is diverse and embodies an intersectional perspective, in recognition of the fact that the values and experiences of Black-identified assessors and applicants are not homogeneous.

Eligibility for the EABA

A significant question is what kind of stipulations there should be around who can make a claim to using the EABA. Given the complexity of Black identities, there is certainly an argument to be made that self-identification should be adequate; at the same time there is a reasonable concern that some unethical individuals may make a false claim in order to gain a perceived advantage in the process.

The University of Toronto BSAP Process states that “You must self-identify as Black African, Black Caribbean, Black North American, or multi-racial, and have, and identify with, your African ancestry” but does not require any further documentation or ‘proof’ of Black identity. I would propose that we use the same or similar language in this case. If there are any applicants who are subsequently found to have falsely made claim to the use of the EABA, the existing policies and procedures around Academic Integrity can be applied.

Proposed Timeline

- October 2020
 - put forward Pilot Proposal for consideration by FHS Executive
- November 2020
 - put forward to UGC Curriculum & Admissions for approval as a pilot project
- December 2020
 - update BHSc website to advertise EABA (as ‘pending Senate approval’)
 - begin to recruit BEART members
- January 2021
 - Senate approval anticipated
 - Following OUAC deadline for applications, send email to ALL applicants alerting them to the existence of the EABA and ask any applicants who wish to apply using the EABA to identify themselves for the stream
- February 2021

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For consideration by the Undergraduate Council – Curriculum & Admissions*

- Set-up BHScApply website for the cohort of EABA
 - all applicants submit supplementary applications
 - Training for all supp app scorers, including BEART members
- March 2021
 - Supplementary application scoring for all applicants
- April 2021
 - Collation of supp app scoring for all applicants
 - Meeting with BEART for holistic file review (mid-April)
 - 2nd meeting with BEART for resolving any discrepancies, if necessary (late-April)
- May 2021
 - Admissions decisions made once interim semester 2 grade data received from high schools
- June 2021
 - Deadline for applicants to accept their offers (early June)
 - Evaluation of the pilot project

*Approved by FHS Executive Council – 28 Oct 2020
For consideration by the Undergraduate Council – Curriculum & Admissions*

Complete Policy Title

University Aid and Awards Policy

Policy Number (if applicable)

Approved by

Senate

Date of Most Recent Approval

TBD

Date of Original Approval(s)

April 12, 1989

Supersedes/Amends Policy dated

**Undergraduate Award Policy, 2007
Undergraduate and Graduate Awards Policy, 1989**

Responsible Executive

**Senior Associate Registrar, Student Financial
Aid and Scholarships
Associate Registrar & Graduate Secretary**

Policy Specific Enquiries

**Office of the Registrar - Student Services
School of Graduate Studies**

General Policy Enquiries

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

DISCLAIMER:

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

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SECTION I: INTRODUCTION

PREAMBLE

1. McMaster University supports the financial wellbeing of students in the delivery of aid and award programs. This Policy provides the foundation for equity, consistency, and transparency in the administration of student aid and award programs.

SCOPE

2. This Policy provides the framework through which all University-established aid and award programs must be approved and administered. Established aid and award programs include academic awards, community contribution awards, academic grants, bursaries and work programs.
3. This Policy does not apply to aid and awards established outside the University including, but not limited to, those offered by federal and provincial governments, the Tri-Council Agencies and private organizations. This Policy does not cover departmental financial awards. For further information about the administration of these types of awards please contact the external organization or the administering department.

PURPOSE

4. This Policy defines how aid and award programs are established and administered and describes the responsibilities and accountabilities of the University community in the provision these programs including:
 - a) principles that govern aid and award programs;
 - b) establishing minimum eligibility requirements; and
 - c) establishing and amending fund terms.

PRINCIPLES

5. University aid and award programs encourage and support diversity and inclusivity in the recruitment, retention and recognition of students, including those from equity-seeking groups historically underrepresented.
6. University aid programs assist students who demonstrate the greatest financial need. Need-based aid may be delivered in the form of bursaries and/or work programs.
7. University award programs encourage and recognize the achievement of entering, enrolled, and graduating students. University award programs include:
 - a) academic awards which recognize high levels of scholarship, and in some cases other forms of earned merit, in the form of awards and prizes;
 - b) academic grants which recognize high academic achievement and demonstrated financial need; and

- c) community contribution awards, which recognize non-academic achievement, such as service to the University or community at large.
8. The University administers aid and award programs in accordance with Canadian law, trust law and the [Ontario Human Rights Commission Policy on Scholarships and Awards](#).
 9. Undergraduate Council and Graduate Council, on behalf of the Senate, approve the granting of aid and awards, as recommended by the Registrar, and, in the case of School of Medicine administered aid and awards, the Program Manager of the Undergraduate Medical Program.
 10. To ensure an equitable and transparent allocation of aid and awards, the Registrar:
 - a) maintains, through an annual review process, the current University Calendars as the primary source of aid and award program information;
 - b) updates the *Regulations for Aid and Awards* in the University Calendars to confirm the availability of aid and award programs, to define all aid and award program eligibility criteria, and to identify any restrictions on the number and value of awards that a student may receive;
 - c) restricts the allocation of aid and awards, to remain compliant with external regulating bodies (e.g. Tri-Council Agencies);
 - d) restricts second baccalaureate Undergraduate degree students from receiving any academic award or academic grant, unless the terms of a particular donor award specify eligibility and the student has not received the award previously;
 - e) restricts the allocation of aid and awards according to the fund terms imposed by a donor (e.g. higher academic average requirement);
 - f) may choose not to grant aid or awards in the absence of a suitable candidate;
 - g) may choose to limit the number of recipients selected where funding is limited;
 - h) may choose to limit the number of recipients selected where too few suitable candidates exist;
 - i) may choose to generate applicant pools for awards by application, where complete applications have not been received;
 - j) may revise the terms and stated value and/or suspend the granting of aid and award funds (e.g., donor funds);
 - k) will make aid and award program information widely available to students through the University Calendars, websites and other means, as appropriate;

- l) will comply with other University approved by-laws and policies (e.g., [Senate By-Laws](#); [Operational Policy and Procedures for Trust and Endowed Fund Management](#); [Field Trips, Student Placements and Research Activity Planning and Approval Program](#), etc.).

POLICY AMENDMENTS AND EXCEPTIONS

11. This Policy is reviewed every five years by the Undergraduate Council Awards Committee and Graduate Council. Recommended amendments must be approved by the Undergraduate Council Awards Committee, Undergraduate Council, Graduate Council, and Senate prior to implementation.
12. The University may amend, from time to time, the general requirements to be met by all recipients of University aid and award programs. This may include, but is not limited to, the attainment of some overall level of scholarships, independent of the terms of an individual award. See the [Senate By-Laws](#).
13. The University may amend this Policy, as recommended, from time to time, by the Registrar to the Undergraduate Council Awards Committee, Undergraduate Council, Graduate Council, and Senate.

SECTION II: GLOSSARY

14. For the purpose of interpreting this Policy the following glossary of terms and definitions applies:

Aid Program	An established framework to allocate funding to students on the basis of demonstrated financial need.
Academic Award	An award that recognizes academic excellence and, in some cases, other forms of earned merit. Academic awards are assigned to categories such as <i>Entrance, In-Course, Graduating Student Awards, Travel and Exchange</i> .
Academic Grants	<p>A hybrid of aid <u>and</u> award funding that recognizes academic excellence and, in some cases, other forms of earned merit, and demonstrated financial need.</p> <p>In-course academic grants are awarded based on academic achievement in degree work completed at the University.</p> <p>Entrance academic grants are awarded to students entering Level 1, based on the academic achievement in the studies which qualified them for admission to their program.</p>
Award Program	An established framework to allocate funding to students on the basis of academic excellence or earned merit.
Bursary	Aid funding provided to students in the form of a non-repayable grant. A bursary may include a minimum expectation of academic achievement or other miscellaneous criteria.
Community Contribution Awards	<p>Non-monetary, non-academic awards, that are allocated based on demonstrated qualities of leadership or innovative skills, service to the University or community at large, or outstanding athletic or artistic participation.</p> <p>Recipients of community contribution awards receive letters of recognition.</p>
Department Financial Awards	<p>Funding that supports students in a manner consistent with the goals of the University.</p> <p>Department Financial Awards do not meet all approved regulations through which University-established aid and award programs are administered (e.g. assessment of financial need or merit).</p> <p>Departmental financial awards are administered by designated representatives at the University (e.g. Athletics and Recreation) that have established their own processes for identifying recipients.</p> <p>These types of awards do not have "<i>University</i>" or "<i>McMaster University</i>" in the name of the award and contain words such as "<i>Faculty of xxx Financial Award</i>" or "<i>Department of xxx Financial Award</i>" or "<i>Athletic Financial Award</i>".</p> <p>Departmental financial awards are not Senate- approved awards and thus are not included on University transcripts, in University Calendars or recognized at University Convocations.</p>

Equity-Seeking Groups	Equity-seeking groups include Indigenous persons, members of racialized communities, women, and persons with disabilities. Indigenous, Black and Latinx students, students with disabilities, and women in STEM fields are most underrepresented in universities as a consequence of individual bias and systemic barriers.
Funds	The financial resources supporting aid and award programs. Funds may be directed from operating, research and/or donor gifts (trust funds) for awards, academic grants, bursaries and work programs.
Fund Terms	The criteria, typically specified by a donor, that a student must meet in order to receive the proceeds of a fund.
Level	Typically used to describe a student's progression through a School of Medicine, Undergraduate or MBA program. Term count is used to describe graduate student progression through a program. Level may be used in establishing fund terms.
Prizes	Academic awards, with a monetary value of \$100 or less, and those with no disbursed monetary value (e.g. books, medals, letters of recognition, etc.).
Registrar	The Office of the Registrar, Aid & Awards in reference to Undergraduate Aid and Award Programs, and the School of Graduate Studies in reference to Graduate Aid and Award Programs.
Student	An individual recorded by the University Registrar as enrolled in an educational course of study recognised by the Senate and for whom the University maintains an education record.
University Calendars	The current versions of the <i>Undergraduate Calendar</i> and <i>Graduate Calendar</i> . See https://academiccalendars.romcmaster.ca/index.php
Work Programs	<p>An aid program providing employment opportunities to students demonstrating financial need.</p> <p>Part-time opportunities are available during the fall and winter terms, while both part-time and full-time opportunities are available during the summer term.</p> <p>Students earn at least minimum wage. Work programs provide partial reimbursement of an approved student's salary to employers who hired students into approved work program positions.</p>

SECTION III: ELIGIBILITY FOR AID AND AWARD PROGRAMS

15. This Policy identifies the minimum eligibility requirements for student aid and award programs:
- a) to receive the monetary value of aid and awards, [students](#) must be enrolled at the University;
 - b) upon request of the student, and with the express permission of the Registrar, aid and awards may be deferred up to one academic year, unless otherwise specified in the Regulations for Aid and Awards or in the specific fund terms in the University Calendars;
 - c) a student who withdraws, is on approved leave, changes academic load from full to part-time, reduces course load or units, has approved to graduate status or otherwise alters their program of study may be required to forfeit all or part of their funding, per the Regulations for Aid and Award programs in the University Calendars. The decision to rescind or reduce funding will be made by the Registrar and will consider the Regulations for the Aid and Award programs, the specific terms of the aid/award funding, the circumstances leading to the student's decision (e.g. compassionate grounds), the educational costs already incurred and other relevant information;
 - d) if the University concludes, based on reasonable grounds, that an aid or award applicant or recipient has falsified or withheld information as part of an application or misrepresented oneself or achieved academic results through dishonest means (see the [Academic Integrity Policy](#)) the student may have their application removed from consideration and/or be required to forfeit all or part of their funding and/or be restricted from receiving further funding by the Registrar;
 - e) where selection of an aid or award recipient requires judgment, faculty representatives, and/or department representatives, a Faculty Selection Committee and/or a University-wide Selection Committee may be asked to rank and/or recommend eligible students. The Registrar and, in the case of School of Medicine administered funds, the Program Manager of the Undergraduate Medical Program, will review the returned rankings/recommendations and make the final funding decision. Recipient selections will be made in full compliance with the approved terms of reference;
 - f) allocation of aid is completed according to the Regulations for Aid and Awards in the University Calendars and is dependent on demonstrated financial need;
 - g) financial need must be determined on the basis of one or more of the following:
 - (i) Canadian federal and/or provincial government student aid applications (e.g. OSAP);
 - (ii) U.S. Direct Loans Program Applications;
 - (iii) completion of a standard University Need Profile;
 - (iv) student discussions with designated staff on campus (e.g. Student Services Professional, Indigenous Student Counsellor, Case Manager, etc.) who confirm the need for emergency or special consideration funding;
 - h) in determining need, and the allocation of University administered funds, the Registrar must also comply with the policies, procedures and guidelines provided by the Ministry of Colleges and Universities

(MCU) This includes, but is not limited to, the Ministry's Student Access Guarantee, which mandates the institutional aid obligation (payment amount and deadline date) for a student;

- i) allocation of awards is completed according to the Regulations for Aid and Awards in the University Calendars;
- j) all awards must be granted on the basis of one or more of the following:
 - (i) overall academic performance;
 - (ii) academic performance in a particular program, course, project or thesis using one or more of the following criteria including, but not limited to, work completed (e.g. essay, project, thesis, placement, research, research potential, etc.), grades, averages or standing;
 - (iii) achievement in a skill related to academic studies;
 - (iv) non-academic achievement(s) and/or the display of qualities deemed worthy of consideration;
 - (v) demonstrated financial need in the case of academic grants (see g above);
- k) all awards have a minimum academic requirement. The minimums are defined in the Regulations for Aid and Awards in the University Calendars. Donor funds may have additional academic requirements noted in the University Calendars and/or fund documentation.

APPEAL PROCEDURES

16. The University has a responsibility to provide fair and equitable procedures for student appeals relating to aid and award programs. These appeal procedures are outlined in the Regulations for Aid and Awards in the University Calendars.

PRIVACY

17. The University and its employees and agents will protect personal information and handle records in accordance with the [Freedom of Information and Protection of Privacy Act \(FIPPA\)](#).
18. Applications for aid and awards, supporting documentation (e.g. transcripts, letters of reference, income tax notices of assessment, student loan entitlements, etc.) and responses to applications shall be held by the Registrar and, in the case of School of Medicine administered aid and awards, the Program Manager of the Undergraduate Medical Program.
19. When providing information to donors and others concerning award recipients (including publications such as convocation programs and award booklets), the release of such information shall comply with FIPPA and the University's [Notice of Collection](#) statement.

REPORTING REQUIREMENTS

20. Mandatory annual reporting to the Undergraduate Council Awards Committee, Undergraduate Council and Graduate Council, include identification of award recipients, aid and award summary information and recognition of selection committee members.

SECTION IV: ESTABLISHING FUNDS TO SUPPORT AID AND AWARD PROGRAMS

21. When establishing funds, to support aid and award programs, the Registrar:
- a) ensures that the fund terms benefit students and are written with a minimum of limiting criteria.
 - b) seeks approval of the fund terms through the Undergraduate Council Awards Committee and Undergraduate Council, or the Graduate Council.
 - c) ensures all necessary approvals are in place prior to publicizing the fund terms, making application forms available, receiving applications, selecting recipients and/or disbursing funds.
 - d) determines the manner in which recipients will be selected, for example, on the basis of calculated financial need or average, or on the basis of an application or nomination, ensuring processes are equitable, consistent and transparent.
 - e) determines whether an application is needed to support the evaluation of non-academic criteria, such as community involvement, recognizing that historically underrepresented students' experiences of bias and barriers affecting numeric grades may be discovered through opportunities to provide narrative contextual information about their lived experiences, leadership and community service involvements, and both academic accomplishments and potential.
 - f) where an application is required, determines the content, deadlines, and supporting documentation requirements to support the evaluation and selection process (e.g. reference letters, curriculum vitae, University transcript, statement of interest, essay, etc.), and provides a rubric with clear and consistent inclusive excellence criteria for assessing the quality and eligibility of candidates
 - g) establishes gender and racially representative University-wide Selection Committees, ensuring a minimum of three members, including at least one faculty member, or at the graduate level a minimum of one Associate Dean or the Dean of Graduate Studies, are involved in the selection processes to rank and/or recommend students for University-wide funding where use of judgment is required. Additionally, the Registrar will provide a list of University-wide Selection Committees and participating members to the Undergraduate Council Awards Committee, Undergraduate Council and Graduate Council on an annual basis.
 - h) oversees the University-wide Selection Committees ensuring the members receive inclusive excellence training to mitigate personal bias and systemic inequities. If the funding is open to students from more than one career (i.e. students enrolled in Graduate, Medicine, Undergraduate degrees), the Registrar ensures that the committee has representation from each area (i.e. Graduate, Medicine and Undergraduate).
 - i) establishes faculty and department contacts where faculty- or department-specific award adjudication is required. Where faculty, school and/or department nomination is required, a defined equitable, consistent and transparent procedure for securing those nominations from their internal departments will exist and meet the approval of the Faculty Award Chair, or the Program Manager of the Undergraduate Medical Program for the School of Medicine, or at the graduate level the Faculty Graduate Associate Dean. Where Faculty-specific Selection Committees are involved in the assessment, ranking and/or selection of recipients, a minimum of three members must serve on the

selection committee, with the same requirements for diverse representation as in (g) and for training as in (h).

- j) protects the University's academic integrity and autonomy as it relates to funding decisions. In no case shall a donor and/or their representatives select, vote or have a veto over the recipients of funding. The final choice of recipients rests solely in hands of McMaster University.
- k) requires a minimum donor contribution to support aid and awards (these minimums may be reviewed from time to time by the Undergraduate Council Awards Committee, Undergraduate Council and Graduate Council and adjusted appropriately). With the approval of this Policy:
 - (i) The minimum value to establish an endowed fund that supports University aid and awards is \$25,000. This commitment, at the current expenditure policy rate of 4%, generates \$1000 annually.
 - (ii) The minimum value to establish a fund that is not endowed that will support University aid and awards is \$3000 (a minimum commitment of \$1000 per year for three years).
 - (iii) The minimum value to establish a fund that is not endowed that will support University aid and awards by application is \$9000 (a minimum commitment of \$3000 per year for three years). The minimum value to establish an endowed fund that will support university aid and awards by application is \$75000. This commitment, at the current expenditure rate of 4%, generates \$3000 annually.
- l) undertakes to abide by the terms attached to trust funds received through bequests and gifts, provided that such terms are consistent with this Policy. See also the [Operational Policy and Procedures for Trust and Endowed Fund Management](#).
- m) includes only Senate approved awards (i.e. approved through the Undergraduate Council Awards Committee and Undergraduate Council and/or Graduate Council) on University transcripts.
- n) includes only Senate approved awards in the University Calendars.
- o) includes only Senate approved graduating student awards in University Convocation publications, and of these, recognizes only the top University and Faculty awards, at University Convocations.
- p) considers the potential for emerging gift types that do not meet current University-established aid and award program policy. University Advancement may also recommend to the Registrar, the Undergraduate Awards Committee, Undergraduate Council and Graduate Council that new aid and award programs and/or policies, be established to meet the requirements of emerging gift types.

SECTION V: GUIDELINES FOR WRITING FUND TERMS

22. When writing fund terms to support new aid and awards, the following guidelines apply (see Appendix A for further information):
- a) **Name**
The name could be representative of the donor and the aid or award program (e.g. The McMaster Alumni Association Bursary).
 - b) **Descriptive Sentence 1**
The first sentence typically identifies the year in which the award was established, the donor name(s), degree awarded, class year (e.g. Class of '50 (for 1950) and Class of 2020), or anonymous request, and the reason for its establishment.
 - c) **Descriptive Sentence 2**
The second sentence identifies the specific criteria (need-based, academic and/or other form of earned merit) that must be met by the student for whom the funding is intended. Note: the fund terms should be as broad as possible to ensure administrative sustainability and disbursement of funding as intended.
 - d) **Preference Statement**
The third sentence may confirm a donor's preference (if applicable). "Preference will be given to ..." confirms that attempts will be made to identify a student meeting the donor preference after all conditions specified in the descriptive sentences have been met. Preference statements should only be used in funding terms for aid programs. Often preference statements require a student to self-identify (e.g. "Preference to a sole support parent" requires a student to declare "I am a sole support parent"), to be considered for funding. Preference statements are treated as self-declarations and are not necessarily verified by the Registrar. In the case of bursaries, preference statements typically affect the source of a student's bursary funding, not the amount.
Note: Preference statements should be as broad as possible to ensure administrative sustainability and disbursement of funding as intended.
 - e) **Award Value**
An initial award value is typically specified for awards and academic grants. The value may be specified as total dollars and duration. Award values may also be non-monetary, as is the case for prizes (e.g. books, medals, etc.) or community contribution awards (e.g. letters of recognition).
 - f) **Number of Recipients**
Wherever possible, a fixed number of recipients should not be specified, to allow the Registrar to set the number based on available funding.
23. Wherever possible, bursary values should not be specified, to allow the Registrar to set bursary values annually, in accordance with the Regulations for Aid and Award programs.

SECTION VI: AMENDING TERMS OF ESTABLISHED FUNDS

24. The terms of established funds, supporting aid and awards, represent a formal agreement, whether funded through an operating or research account or donor trust fund. When a donor establishes aid or award funding it takes the form of a trust fund administered by McMaster as trustee. Trust funds hold gifts (donations and bequests) that have been *designated* according to terms and conditions agreed upon by a donor and the University. Trust funds may only be altered in accordance with their original purpose, and generally may only be altered if the original purpose is impossible or impracticable to administer. Superficial changes (such as changes to a name or value of an award) are allowed.
25. Where amendment to terms become necessary, due to changes such as cancellations of courses or programs which have been named in the terms, or when there are no longer eligible students, the University may propose to revised terms to carry out the nearest possible original intent of the donor.
26. When aid and awards are no longer available (e.g. operating or research funding no longer exists or a trust fund has been closed) they will be discontinued and removed from publications such as the University Calendars.
27. Changes to aid and award fund names and terms, as well as discontinuation of aid and awards funding must be approved through the Undergraduate Council Awards Committee and Undergraduate Council or Graduate Council.
28. Changes to aid and award values are managed by the Registrar based on available funding and the [Operational Policy and Procedures for Trust and Endowed Fund Management](#) and do not require Undergraduate Council Awards Committee and Undergraduate Council or Graduate Council approval. Changes to aid and award values are reported to the Undergraduate Council Awards Committee, Undergraduate Council and Graduate Council for information.

APPENDIX A: COMMONLY USED PHRASES IN FUND TERMS

“Students enrolled in Level x”

Example: “Students enrolled in Level 1” refers to students who are enrolled in the first year of a program, while “Students enrolled in Level 2 or above” refers to students who are enrolled above Level 1. Note: This phrase should not be used where level is not a factor in determining the aid or award recipient, or where student progression is not dependent on level (e.g. Graduate Studies programs).

“Students graduating”

refers to students who are in their graduating year and will be assessed for an award at the completion of their graduating term. Example - “... to be awarded to students graduating from an Engineering and Management program.”

“Students enrolled in any undergraduate degree program...”

This phrase maximizes the pool of undergraduate students who qualify for the funding.

“Students enrolled in a Sociology program...”

allows students in all B.A., Honours and Combined Honours Sociology programs to be considered. Where any undergraduate degree is not possible, the use of major subject minimizes the risk associated with specific programs no longer being offered.

“Students enrolled in a graduate program in Chemistry...”

allows graduate students enrolled in programs offered by the Department of Chemistry to be considered. This includes both Master’s and Ph.D. students.

“Students enrolled in the English Ph.D. program...”

allows only students enrolled in the specified Ph.D. program to be considered.

“To be awarded to graduate students in the Faculty of Health Sciences. Preference to be given to graduate students pursuing research in preventative medicine...”

allows Master’s and Ph.D. students in the Faculty of Health Sciences, who are pursuing research in preventative medicine, to be considered for the award. If the administrator is unable to first identify an eligible student pursuing research in preventative medicine, the award may then be granted to eligible graduate students enrolled in Master’s or Ph.D. programs in the Faculty of Health Sciences.

“...based on high averages...”

confirms the merit-based award considers one or more available averages, including but not limited to cumulative grade point average (GPA), fall-winter average, final admission average, etc.

“In the judgment of ...”

means that judgment will be used to select students who have fulfilled the minimum aid or award program requirements and other criteria as noted in the fund terms. An application process and/or selection committee may be required.

“Penultimate”

means the second to last level of a program. Example: “To be awarded to students who have completed the penultimate year at the most recent spring review, and who ranks highest in scholarship, leadership and influence.”

Complete Policy Title

University Aid and Awards Policy

Policy Number (if applicable)

Approved by

Senate

Date of Most Recent Approval

TBD

Date of Original Approval(s)

April 12, 1989

Supersedes/Amends Policy dated

**Undergraduate Award Policy, 2007
Undergraduate and Graduate Awards Policy, 1989**

Responsible Executive

**Senior Associate Registrar, Student Financial
Aid and Scholarships
Associate Registrar & Graduate Secretary**

Policy Specific Enquiries

**Office of the Registrar - Student Services
School of Graduate Studies**

General Policy Enquiries

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

DISCLAIMER:

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

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SECTION I: INTRODUCTION

PREAMBLE

1. McMaster University (the University) supports the financial wellbeing of students in the delivery of aid and award programs. seeks to maximize aid and award funding opportunities for students ensuring equity in competition and consistency in administration. In doing so, the University operates within the University Aid and Awards Policy to provide the framework foundation for ensures equity, consistency, and transparency in the administration of student aid and award programs. its responsibilities to students and donors are met.

SCOPE

2. The University Aid and Awards Policy provides the framework through which all University-established aid and award programs must be approved and administered. Established aid and award programs include academic awards, community contribution awards, academic grants, bursaries and work programs.
3. This Policy does not ever apply to aid and awards established outside the University including, but not limited to, those offered by federal and provincial governments, the Tri-Council Agencies and private organizations. This Policy does not cover departmental financial awards. For further information about the administration of these types of awards outside this policy, please contact the external organization or the administering department.

This Policy is reviewed every three five years by the Undergraduate Council Awards Committee, Undergraduate Council, and Graduate Council.

PURPOSE

4. This Policy provides defines the framework through which aid and award programs are established and administered. It and describes the responsibilities and accountabilities guidance and consistency for of members of the University community in the provision of aid and award these programs including:
 - a) principles that govern aid and award programs;
 - b) establishing minimum eligibility requirements; and
 - c) establishing and amending fund terms.

PRINCIPLES

5. McMaster University aid and award programs encourage and support diversity and inclusivity in the recruitment, retention and recognition of students, including those from equity-seeking groups historically and contemporarily underrepresented.
6. The University offers aid programs to assist students who demonstrate the greatest financial need. Need-based aid may be delivered in the form of bursaries and/or work programs.

7. ~~The~~ University ~~offers~~ award programs ~~to~~ encourage and recognize the achievement of entering, enrolled, and graduating students. University award programs include:
 - a) ~~Academic-academic~~ awards which recognize high levels of scholarship, and in some cases other forms of earned merit, in the form of awards and prizes;
 - b) ~~Academic-academic~~ grants which recognize high academic achievement and demonstrated financial need; and
 - c) ~~Community-community~~ contribution awards, which recognize non-academic achievement, such as service to the University or community at large.
8. The University administers aid and award programs ~~according in accordance with~~ ~~to~~ Canadian law, trust law and the [Ontario Human Rights Commission Policy on Scholarships and Awards](#).
9. Undergraduate Council and Graduate Council, on behalf of the Senate, approve the granting of aid and awards, as recommended by the Registrar, and, in the case of School of Medicine administered aid and awards, the Program Manager of the Undergraduate Medical Program.
10. To ensure an ~~an equitable and transparent allocation~~ ~~fair and wide allocation~~ of aid and awards, the Registrar:
 - a) ~~Maintains-maintains~~, through an annual review process, the current University Calendars as the primary source of aid and award program information;
 - b) ~~Updates-updates~~ the ~~General-Regulations for Aid and Awards of aid and award programs~~ in the University Calendars to confirm the availability of aid and award programs, to define all aid and award program eligibility criteria, and to identify any restrictions on the number and value of awards that a student may receive;
 - c) ~~Restricts-restricts~~ the allocation of aid and awards, to remain compliant with external regulating bodies (e.g. Tri-Council Agencies);
 - d) ~~Restricts-restricts~~ second baccalaureate Undergraduate degree students from receiving any academic award or academic grant, unless the terms of a particular donor award specify eligibility and the student has not received the award previously;
 - e) ~~Restricts-restricts~~ the allocation of aid and awards according to the fund terms imposed by a donor (e.g. higher academic average requirement);
 - f) ~~May-may~~ choose not to grant aid or awards in the absence of a suitable candidate;
 - g) ~~may~~ choose to limit the number of recipients selected where funding is limited;
 - h) ~~may~~ choose to limit the number of recipients selected where too few suitable candidates exist; ~~and/or~~

- f) may choose to generate applicant pools for awards by application, where complete applications have not been received.
- g) ~~May~~ may revise the terms and stated value and/or suspend the granting of aid and award funds (e.g., donor funds).
- h) ~~Will~~ will make aid and award program information widely available to students through the University Calendars, websites and other means, as appropriate.

f) Will will not violate comply with other University approved by-laws and policies (e.g., [Senate By-Laws](#); [Operational Policy and Procedures for Trust and Endowed Fund Management](#); [Freedom of Information and Protection of Privacy Act](#); [Field Trips, Student Placements and Research Activity Planning and Approval Program](#), etc.).

POLICY AMENDMENTS AND EXCEPTIONS

11. ~~The University Aid and Awards Policy~~ is reviewed every ~~three~~ five years by the Undergraduate Council Awards Committee and Graduate Council. Recommended amendments must be approved by the Undergraduate Council Awards Committee, Undergraduate Council, Graduate Council, and Senate prior to implementation.
12. The University may amend, from time to time, the general requirements to be met by all recipients of University aid and award programs. This may include, but is not limited to, the attainment of some overall level of scholarships, independent of the terms of an individual award. See ~~the By-Laws – Senate~~ [Senate By-Laws \(Article XI, 164, \(f\) and \(g\)\)](#).
13. The University may amend this Policy, as recommended, from time to time, by the Registrar to the Undergraduate Council Awards Committee, Undergraduate Council, Graduate Council, and Senate.

SECTION II: GLOSSARY

14. For the purpose of interpreting this Policy the following glossary of terms and definitions applies:

<u>Aid Program</u>	<u>An established framework to allocate funding being allocated to students on the basis of demonstrated financial need.</u>
<u>Academic Award</u>	<u>An award program that recognizes academic excellence and, in some cases, other forms of earned merit. Academic awards are assigned to categories such as Entrance, In-Course, Graduating Student Awards, Travel and Exchange.</u>
<u>Academic Grants</u>	<u>A hybrid of aid and award program funding that recognizes academic excellence and, in some cases, other forms of earned merit, and demonstrated financial need.</u> <u>In-course academic grants are awarded based on academic achievement in degree work completed at the University.</u> <u>Entrance academic grants are awarded to students entering Level 1, based on the academic achievement in the studies which qualified them for admission to their program.</u>
<u>Award Program</u>	<u>An established framework to Funding allocate funding allocated to students on the basis of academic excellence or earned merit.</u>
<u>Bursary</u>	<u>An aid program providing Aid funding provided to students in the form of a non-repayable grant. A bursary may include a minimum expectation of academic achievement or other miscellaneous criteria.</u>
<u>Community Contribution Awards</u>	<u>Non-monetary, non-academic awards, that are allocated on the basis of based on demonstrated qualities of leadership or innovative skills, service to the University or community at large, or outstanding athletic or artistic participation.</u> <u>Recipients of community contribution awards receive letters of recognition.</u>
<u>Department Financial Awards</u>	<u>Funding that sSupports students in a manner consistent with the goals of the University.</u> <u>Department Financial Awards, but do not meet all approved regulations through which University-established aid and award programs are administered (e.g. assessment of financial need or merit).</u> <u>Departmental financial awards are administered by designated representatives at the University (e.g. Athletics and Recreation) that have established their own processes for identifying recipients.</u> <u>Financial- These types of awards do not have "University" or "McMaster University" in the name of the award and contain words such as "Faculty of xxx Financial Award" or "Department of xxx Financial Award" or "Athletic Financial Award".</u>

Departmental financial awards are not Senate- approved awards and thus are not included on University transcripts, in University Calendars or recognized at University Convocations.

Equity-Seeking Groups Equity-seeking groups include Indigenous persons, members of racialized communities, women, and persons with disabilities. Indigenous, Black and Latinx students, students with disabilities, and women in STEM fields are most underrepresented in universities as a consequence of individual bias and systemic barriers.

Funds The financial resources supporting aid and award programs. Funds may be directed from operating, research and/or donor gifts (trust funds) for awards, academic grants, bursaries and work programs.

Fund Terms The criteria, typically specified by a donor, that a student must meet in order to receive the proceeds of a fund.

Level Typically used to describes a student's progression through a School of Medicine, Undergraduate or MBA program. Term count is used to describe graduate student progression through a program. Level may be used in establishing fund terms.

Prizes Academic awards, with a monetary value of \$100 or less, and those with no disbursed monetary value (e.g. books, medals, letters of recognition, etc.).

Registrar The Office of the Registrar, Aid & Awards in reference to Undergraduate Aid and Award Programs, and the School of Graduate Studies in reference to Graduate Aid and Award Programs.

Student Any individual recorded by the University Registrar as enrolled in an educational course of study recognised by the Senate and for whom the University maintains an education record. An individual enrolled in a course or program of study approved by the Senate.

University Calendars The current versions of the *Undergraduate Calendar* and *Graduate Calendar*. See <http://academiccalendars.romcmaster.ca>-<https://academiccalendars.romcmaster.ca/index.php>

Work Programs An aid program providing employment opportunities to students demonstrating financial need.

Part-time opportunities are available during the fall and winter terms, while both part-time and full-time opportunities are available during the summer term.

Students earn at least minimum wage. Work programs provide partial reimbursement of an approved student's salary to employers who hired students into approved work program positions.

~~A hybrid aid and award program for students that recognizes academic excellence and, in some cases, other forms of earned merit, and demonstrated financial need.~~

~~In-course academic grants are awarded based on academic achievement in degree work completed at the University.~~

~~Entrance academic grants are awarded to students entering Level 1, based on the academic achievement in the studies which qualified them for admission to their program.~~

~~The current versions of the *Undergraduate Calendar* and *Graduate Calendar*. See <http://academiccalendars.romcmaster.ca>.~~

~~**Work Programs**An aid program providing on-campus employment opportunities for students. Part time opportunities are available during the fall and winter terms, while both part time and full-time opportunities are available during the summer term. Students earn at least minimum wage. Work programs provide partial reimbursement of an approved student's salary to employers who hired students into approved work program positions.~~

SECTION III: ELIGIBILITY FOR AID AND AWARD PROGRAMS

44.15. This Policy identifies the minimum eligibility requirements for student aid and award programs:

- a) ~~To~~ receive the monetary value of aid and awards, students must be enrolled at the University;
- b) Upon request of the student, and with the express permission of the Registrar, aid and awards may be deferred up to one academic year, unless otherwise specified in the ~~General~~ Regulations for Aid and Awards programs or in the specific fund terms in the University Calendars;
- c) A student who withdraws, is on approved leave, changes academic load from full to part-time, reduces course load or units, has approved to graduate status or otherwise alters their program of study may be required to forfeit all or part of their funding, per the ~~General~~ Regulations ~~for of the A~~ aid and Award programs in the University Calendars. The decision to rescind or reduce funding will be made by the Registrar and will consider the ~~General~~ Regulations ~~for of the A~~ aid and Award programs, the specific terms of the aid/award funding, the circumstances leading to the student's decision (e.g. compassionate grounds), the educational costs already incurred and other relevant information;
- d) ~~If~~ the University concludes, based on reasonable grounds, that an aid or award applicant or recipient has falsified or withheld information as part of an application or misrepresented oneself or achieved academic results through dishonest means (see the Academic Integrity Policy) the student may have their application removed from consideration and/or be required to forfeit all or part of their funding and/or be restricted from receiving further funding by the Registrar;
- e) ~~Where~~ selection of an aid or award recipient requires judgment, faculty representatives, and/or department representatives, a Faculty Selection Committee and/or a University-wide Selection Committee may be asked to rank and/or recommend eligible students. The Registrar and, in the case of School of Medicine administered funds, the Program Manager of the Undergraduate Medical Program, will review the returned rankings/recommendations and make the final funding decision. Recipient selections will be made in full compliance with the approved terms of reference;
- f) ~~Allocation~~ of aid is completed according to the ~~General~~ Regulations for Aid and Awards of the aid program in the University Calendars and is dependent on demonstrated financial need;
- g) ~~Financial~~ need must be determined on the basis of one or more of the following:
 - (i) Canadian federal and/or provincial government student aid applications (e.g. OSAP);
 - (ii) U.S. Direct Loans Program Applications;
 - ~~(iii)~~ Completion of a standard University Need Profile;
 - ~~(iv)~~ student discussions with designated staff on campus (e.g. ~~Student Loans Officer~~ Student Services Professional, Indigenous Student Counsellor, Case Manager, etc.) who confirm the need for emergency or special consideration funding;
- h) ~~In~~ determining need, and the allocation of University administered funds, the Registrar must also comply with the policies, procedures and guidelines provided by the Ministry of Colleges and Universities

~~(MCU)Advanced Education and Skills Development (MAESD)~~. This includes, but is not limited to, the Ministry's Student Access Guarantee, which mandates the institutional aid obligation (payment amount and deadline date) for a student.;

- i) ~~Allocation-allocation~~ of awards is completed according to the ~~General-Regulations for Aid and Awards of the award program~~ in the University Calendars.;
- j) ~~All-all~~ awards must be granted on the basis of one or more of the following:
 - (i) ~~Overall-overall~~ academic performance;
 - (ii) ~~Academic-academic~~ performance in a particular program, course, project or thesis using one or more of the following criteria including, but not limited to, work completed (e.g. essay, project, thesis, placement, research, research potential, etc.), grades, averages or standing;
 - (iii) ~~Achievement-achievement~~ in a skill related to academic studies;
 - (iv) ~~Nonnon~~-academic achievement(s) and/or the display of qualities deemed worthy of consideration;
 - (v) ~~Demonstrated-demonstrated~~ financial need in the case of academic grants (see g above).;
- k) ~~All-all~~ awards have a minimum academic requirement. The minimums are defined in the ~~General Regulations for Aid and Awards of the award program~~ in the University Calendars. Donor funds may have additional academic requirements noted in the University Calendars and/or fund documentation.

APPEAL PROCEDURES

~~45.16.~~ The University has a responsibility to provide fair and equitable procedures for student appeals relating to aid and award programs. These appeal procedures are outlined in the ~~General-Regulations for Aid and Awards~~ in the University Calendars.

PRIVACY

~~17.~~ The University and its employees and agents will protect personal information and handle records in accordance with the *Freedom of Information and Protection of Privacy Act (FIPPA)*.

~~46.18.~~ Applications for aid and awards, supporting documentation (e.g. transcripts, letters of reference, income tax notices of assessment, student loan entitlements, etc.) and responses to applications shall be held by the Registrar and, in the case of School of Medicine administered aid and awards, the Program Manager of the Undergraduate Medical Program ~~in accordance with the *Freedom of Information and Protection of Privacy Act (FIPPA)*.~~

~~47.19.~~ ~~That Act and McMaster University's Notice of Collection statement shall govern the information-When providing information provided to donors and others concerning award recipients, (including publications such as convocation programs and award booklets), the release of such information shall comply with FIPPA and the University's Notice of Collection statement.~~

REPORTING REQUIREMENTS

~~48.20.~~ Mandatory annual reporting to the Undergraduate Council Awards Committee, Undergraduate Council and

Graduate Council, include identification of award recipients, aid and award ~~performance summaries~~ summary information and ~~identification-recognition~~ of participating-selection committee members.

SECTION IV: ESTABLISHING FUNDS TO SUPPORT AID AND AWARD PROGRAMS

19.21. When establishing funds, to support aid and award programs, the Registrar:

- a) ~~Ensures ensures~~ that the fund terms benefit students and are written with a minimum of limiting criteria.
- b) ~~Seeks seeks~~ approval of the fund terms through the Undergraduate Council Awards Committee and Undergraduate Council, or the Graduate Council.
- c) ~~Ensures ensures~~ all necessary approvals are in place prior to publicizing the fund terms, making application forms available, receiving applications, selecting recipients and/or disbursing funds.
- d) ~~Determines determines~~ the manner in which recipients will be selected, for example, ~~mathematically~~ on the basis of calculated financial need or average, ~~or judgmentally, or~~ on the basis of an application or nomination, ensuring processes are equitable, consistent and transparent.
- e) ~~Determines determines~~ whether an application is needed to support the evaluation of non-academic criteria, such as community involvement, recognizing that historically and contemporarily underrepresented students' experiences of bias and barriers affecting numeric grades may be surfaced discovered through opportunities to provide narrative contextual information about their lived experiences, leadership and community service involvements, and both academic accomplishments and potential.
- f) ~~Where where~~ an application is required, determines the content, deadlines, and supporting documentation requirements to support the evaluation and selection process (e.g. reference letters, curriculum vitae, University transcript, statement of interest, essay, etc.), and provides a rubric with clear and consistent inclusive excellence criteria for assessing the quality and eligibility of candidates.
- g) ~~Establishes establishes~~ gender and racially representative University-wide Selection Committees, ensuring a minimum of three members, including at least one faculty member, or at the graduate level a minimum of one Associate Dean or the Dean of Graduate Studies, are involved in the selection processes to rank and/or recommend students for University-wide funding where use of judgment is required. Additionally, the Registrar will provide a list of University-wide Selection Committees and participating members to the Undergraduate Council Awards Committee, ~~and~~ Undergraduate Council and Graduate Council on an annual basis.
- h) ~~Oversees oversees~~ the University-wide Selection Committees ensuring the members receive inclusive excellence training to mitigate personal bias and systemic inequities ~~a minimum of three members, including at least one faculty member, are involved in the funding recommendations~~. If the funding is open to students from more than one career (i.e. students enrolled in Graduate, Medicine, Undergraduate degrees), the Registrar ensures that the committee has representation from each area (i.e. Graduate, Medicine and Undergraduate).
- i) ~~Establishes establishes~~ faculty and department contacts where faculty- or department-specific award adjudication is required. Where faculty, school and/or department nomination is required, a defined equitable, consistent and transparent procedure for securing those nominations from their internal departments will exist and meet the approval of the Faculty Award Chair, or the Program Manager of the

Undergraduate Medical Program for the School of Medicine, or at the graduate level the Faculty Graduate Associate Dean. Where Faculty-specific Selection Committees are involved in the assessment, ranking and/or selection of recipients, a minimum of three members must serve on the selection committee, with the same requirements for diverse representation as in (g) and for training as in (h).

- j) ~~Protects~~ protects the University's academic integrity and autonomy as it relates to funding decisions. In no case shall a donor and/or their representatives select, vote or have a veto over the recipients of funding. The final choice of recipients rests solely in hands of McMaster University.
- k) ~~Requires~~ requires a minimum donor contribution to support aid and awards. ~~††~~ (these minimums ~~will~~ may be reviewed from time to time by the Undergraduate Council Awards Committee, Undergraduate Council and Graduate Council and adjusted appropriately). With the approval of this Policy ~~Currently~~:
- (i) The minimum value to establish an endowed fund that supports University aid and awards is ~~\$250,000~~. This commitment, at the current expenditure policy rate of 4%, generates ~~\$81000~~ annually.
 - (ii) The minimum value to establish a fund that is not endowed that will support University aid and awards is \$3000 (a minimum commitment of \$1000 per year for three years).
 - (iii) The minimum value to establish a fund that is not endowed that will support University aid and awards by application is ~~\$759000~~ (a minimum commitment of ~~\$253000~~ per year for three years). The minimum value to establish an endowed fund that will support university aid and awards by application is ~~\$62,575000~~. This commitment, at the current expenditure rate of 4%, generates ~~\$253000~~ annually.
- l) ~~Undertakes~~ undertakes to abide by the terms attached to trust funds received through bequests and gifts, provided that such terms are consistent with this Policy. See also the [Operational Policy and Procedures for Trust and Endowed Fund Management](#).
- m) ~~Includes~~ includes only Senate approved awards (i.e. approved through the Undergraduate Council Awards Committee and Undergraduate Council and/or Graduate Council) on University transcripts.
- n) ~~Includes~~ includes only Senate approved awards in the University Calendars.
- o) ~~Includes~~ includes only Senate approved ~~graduating student~~ graduating student awards in University Convocation publications, and of these, recognizes only the top University and Faculty awards, at University Convocations.
- p) ~~Considers~~ considers the potential for emerging gift types that do not meet current University-established aid and award program policy. University Advancement may also recommend to the Registrar, the Undergraduate Awards Committee, Undergraduate Council and Graduate Council that new aid and award programs and/or policies, be established to meet the requirements of emerging gift types.

SECTION V: GUIDELINES FOR WRITING FUND TERMS

20-22. When writing fund terms to support new aid and awards, the following guidelines apply (see Appendix A for further information):

a) **Name**

The name could be representative of the donor and the aid or award program (e.g. The McMaster Alumni Association Bursary).

b) **Descriptive Sentence 1**

The first sentence typically identifies the year in which the award was established, the donor name(s), degree awarded, class year (e.g. Class of '50 (for 1950) and Class of 2020), or anonymous request, and the reason for its establishment.

c) **Descriptive Sentence 2**

The second sentence identifies the specific criteria (need-based, academic and/or other form of earned merit) that must be met by the student for whom the funding is intended. Note: the fund terms should be as broad as possible to ensure administrative sustainability and disbursement of funding as intended.

d) **Preference Statement**

The third sentence may confirm a donor's preference (if applicable). "Preference will be given to ..." confirms that attempts will be made to identify a student meeting the donor preference after all conditions specified in the descriptive sentences have been met. ~~For award purposes, this usually means that the award is judgmental in nature. Preference statements are for themay should only be used in funding terms for purpose of a aid programs. Often preference statements require id and For aid purposes, it may means that a student must to self-identify (e.g. "Preference to a sole support parent" requires a student to declare "I am a sole support parent"), to be allocated be considered for particular funding.~~ Preference statements are treated as self-declarations and are not necessarily verified by the Registrar. In the case of bursaries, preference statements typically affect the source of a student's bursary funding, not the amount.

Note: ~~P~~the preference statements should be as broad as possible to ensure administrative sustainability and disbursement of funding as intended.

e) **Award Value**

An initial award value is typically specified for awards and academic grants. The value may be specified as total dollars and duration. Award values may also be non-monetary, as is the case for prizes (e.g. books, medals, etc.) or community contribution awards (e.g. letters of recognition).

f) **Number of Recipients**

~~It is preferable that the~~Wherever possible, a fixed number of ~~intended~~ recipients should not be specified, to allow the Registrar to set the number based on available funding.

21-23. ~~It is also preferable that~~Wherever possible, bursary values should not be specified, to allow the Registrar to set bursary values annually, in accordance with the ~~General~~Regulations for Aid and Award of the bursary programs.

SECTION VI: AMENDING TERMS OF ESTABLISHED FUNDS

- 22-24. The terms of established funds, supporting aid and awards, represent a formal agreement, whether funded through an operating or research account or donor trust fund. When a donor establishes aid or award funding it takes the form of a trust fund administered by McMaster as trustee. Trust funds hold gifts (donations and bequests) that have been *designated* according to terms and conditions agreed upon by a donor and the University. Trust funds may only be altered in accordance with their original purpose, and generally may only be altered if the original purpose is impossible or impracticable to administer. Superficial changes (such as changes to a name or value of an award) are allowed.
- 23-25. ~~Where a~~ Amendment to terms ~~may, however,~~ become necessary, due to changes such as cancellations of courses or programs which have been named in the terms, or when there are no longer eligible students, ~~t-~~ The University may propose to ~~amend the~~ revised terms to carry out the nearest possible original intent of the donor.
- 24-26. When aid and awards are no longer available (e.g. operating or research funding no longer exists or a trust fund has been closed) they ~~need to~~ will be discontinued and removed from publications such as the University Calendars.
- 25-27. Changes to aid and award fund names and terms, as well as discontinuation of aid and awards funding must be approved through the Undergraduate Council Awards Committee and Undergraduate Council or Graduate Council.
- 26-28. Changes to aid and award values are managed by the Registrar based on available funding and the [Operational Policy and Procedures for Trust and Endowed Fund Management](#) and do not require Undergraduate Council Awards Committee and Undergraduate Council or Graduate Council approval. Changes to aid and award values are reported to the Undergraduate Council Awards Committee, Undergraduate Council and Graduate Council for information.

APPENDIX A: COMMONLY USED PHRASES IN FUND TERMS

~~“A student Students who have completed enrolled in Level x”~~

Example: ~~“A student Students who have completed enrolled in Level 1”~~ refers to ~~a student~~s who ~~are~~is enrolled ~~above Level 1~~ in the first year of a program, while ~~“A student Students who have completed enrolled in Level 2 or above”~~ refers to ~~a student~~s who ~~are~~is enrolled ~~above Level 2~~ above Level 1. Note: This phrase should not be used where level is not a factor in determining the aid or award recipient, or where student progression is not dependent on level (e.g. Graduate Studies programs).

~~“A graduating student” or “sStudents graduating”~~

refers to ~~a student~~s who ~~are~~is in their graduating year and will be assessed for an award at the completion of their graduating term. Example - “... to be awarded to ~~a student~~s graduating from an Engineering and Management program.”

~~“Students enrolled in any undergraduate degree program...”~~

This phrase maximizes the pool of undergraduate students who qualify for the funding.

~~“A student Students enrolled in a Sociology program...”~~

allows students in all B.A., Honours and Combined Honours Sociology programs to be considered. Where any undergraduate degree is not possible, the use of major subject This open language is preferred minimizes the risk associated with specific programs no longer being offered.

~~“ Students enrolled in an Honours program in Sociology...”~~ allows students in both a single Honours program and Combined Honours programs in Sociology to be considered.

~~“ Students enrolled in Level 3 of the Honours Sociology program...”~~ allows students in Level 3 of the specified Honours program and will not include Combined Honours programs. This is typically as narrow as terms should be written as it increases the unsustainability.

~~“A student Students currently enrolled in a graduate program in Chemistry...”~~

allows graduate students enrolled in programs offered by the Department of Chemistry to be considered. This includes both Master’s and Ph.D. students.

~~“A student Students enrolled in in an Honours program in Sociology...”~~ allows students in both a single Honours program and Combined Honours programs in Sociology to be considered.

~~“A student Students enrolled in Level 3 of the Honours Sociology program...”~~ allows a students in Level 3 of the specified Honours program and will not include Combined Honours programs. This is typically as narrow as terms should be written. Note: The inclusion in the terms of a program description, rather than a specific program name or course number, is strongly encouraged to avoid a future problems where programs and/or courses are no longer offered.

~~“A student Students enrolled registered in the English Ph.D. program...”~~

allows only students enrolled in the specified Ph.D. program to be considered.

~~“To be awarded to a graduate students in the Faculty of Health Sciences. Preference to be given to a graduate students pursuing research in preventative medicine...”~~

allows Master’s and Ph.D. students in the Faculty of Health Sciences, who are pursuing research in preventative medicine, to be considered for the award. If the administrator is unable to first identify an eligible student pursuing research in preventative medicine, the award may then be granted to eligible graduate students enrolled in Master’s or

Ph.D. programs in the Faculty of Health Sciences.

“...based on high averages...”

confirms the merit-based award considers one or more available averages, including but not limited to cumulative grade point average (gpaGPA), fall-winter average, final admission average, etc.

“Most notable” or “high standing” or “excellence in” or “outstanding academic achievement” or “on the basis of scholarship” does not mean “highest mathematical standing” is not based on a calculated average and must be used in conjunction with “in the judgment of ...”.

“In the judgment of ...”

means that judgment will be used to select ~~a~~ students who haves fulfilled the minimum aid or award program requirements and other criteria as noted in the fund terms. An application process and/or sSelection ~~by~~ committee may be required.

“Penultimate”

means the second to last level of a program. Example: “To be awarded to ~~the~~ students who haves completed the penultimate year at the most recent spring review, and who ranks highest in scholarship, leadership and influence.”

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**Academic Program Development and
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**New and Revised Undergraduate Programs
Policy, 2009**
**Policy on Steps for Creation of New Graduate
Programs or New Fields in Existing Doctoral
Programs, 2009**

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

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POLICY ON ACADEMIC PROGRAM DEVELOPMENT AND REVIEW

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1. PREAMBLE

McMaster University is widely recognized for innovation in teaching and learning and for the quality of its programs. Nevertheless, knowledge of our disciplines and the scholarship of teaching and learning are constantly evolving. It is clear that our reputation can only be maintained and improved if we, as academics and educators, critically review what we do and seek the opinion and advice from colleagues at McMaster and at other institutions.

Although the primary objective for these reviews is the improvement of our academic programs, the processes that we adopt is also designed to meet our responsibility to the government on quality assurance: Every publicly assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of all of its programs of study, including modes of delivering programs and those academic and student services that affect the quality of the respective programs under review, whether or not the program is eligible for government funding.

The process by which institutions meet this accountability to the government is outlined in the Quality Assurance Framework (QAF), developed by the Ontario Council of Academic Vice-Presidents (OCAV) and approved by Executive Heads in April 2010. Institutions' compliance with the QAF is monitored by the Ontario Universities Council on Quality Assurance, also known as the Quality Council, which reports to OCAV and the Council of Ontario Universities (COU).

As part of the Quality Assurance Framework, McMaster was required to develop an Institutional Quality Assurance Process (IQAP), which is contained within this Policy. The guiding principles used for developing McMaster's IQAP were:

- curriculum development and improvement is an ongoing, iterative process that is normally initiated, developed and controlled at the departmental level;
- McMaster's IQAP incorporates input from all principal stakeholders; and,
- McMaster's IQAP is designed primarily to help improve programs and shape them to have characteristics that are most valued at our University, while also meeting the responsibility for quality assurance.

Thus, the goal of McMaster's IQAP is to facilitate the development and continued improvement of our undergraduate and graduate academic programs, and to ensure that McMaster continues to lead internationally in its reputation for innovation in teaching and learning and for the quality of its programs. McMaster's IQAP is intended to complement existing mechanisms for critical assessment and enhancement, including departmental reviews and accreditation reviews. The uniqueness of each program at McMaster will emerge in the IQAP self-study.

The IQAP is subject to approval by the Quality Council when it is initiated and thereafter, when it is revised. The Quality Council will audit the University on an 8-year cycle under the terms outlined in the Quality Assurance Framework.

2. CONTACT



The authority responsible for the IQAP is the Vice-Provost (Faculty). The authorities responsible for its application will be the Vice-Provost (Faculty) for undergraduate programs and the Vice-Provost and Dean of Graduate Studies for graduate programs. When undergraduate and graduate programs are reviewed concurrently, the Vice-Provost (Faculty) and the Vice-Provost and Dean of Graduate Studies will be jointly responsible for its application.

The person responsible for all contact between the University and the Quality Council is the Vice-Provost (Faculty).

Throughout this Policy, the Chair refers to the head of the academic unit (usually a Department, sometimes a School or an interdisciplinary group) that is proposing a new program or is responsible for an existing program, although we recognize that the official title of such person varies across programs and Faculties. Similarly, the Dean refers to the head of the Faculty or equivalent responsible for the program, again recognizing that official titles vary.

In the case of joint academic programs (e.g., a combined honours program or a collaborative program with another educational institution), the relevant Chair and Dean shall be those at McMaster University who have the administrative responsibility for the program.

3. PURPOSE

This Policy on Academic Program Development and Review guides the development of new undergraduate and graduate programs (including for-credit graduate diploma programs), and to aid in the ongoing improvement of existing programs. It has been designed also to meet the University's responsibility of ensuring the quality of such programs. It applies to all undergraduate and graduate programs offered at McMaster University, as well as programs offered in collaboration with other institutions that lead to McMaster University degrees or graduate diplomas.

4. DEFINITION OF NEW PROGRAMS

A new program is normally considered to be any new degree or degree program that has not been previously offered at McMaster University. In contrast to the normal evolution of academic programs, a new program will generally involve some combination of new courses, new learning outcomes, and new or re-allocated resources, and will be meant to provide students with an academic path that was previously not available to them.

Although not new, a program that has been offered at McMaster University without funding from the Ministry of Colleges and Universities and for which a request for funding is to be made, will follow the procedures for new programs that are outlined in Section 5.

Examples of what constitutes a 'new program' are included at:

<http://oucqa.ca/guide/examples-of-new-programs/>

5. NEW GRADUATE AND UNDERGRADUATE PROGRAMS



The steps required for the approval of any new program include:

5.1 Beginning a New Program Proposal

Proponents of a new program may begin by preparing a Statement of Intent and acquiring endorsement from the relevant Dean(s) and Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies.

5.2 Broad Consultation

The Chair, in consultation with the Dean, is responsible for ensuring that there is broad consultation. It will also be essential to have appropriate discussions with other institutions when the proposed programs are to be offered in collaboration with those institutions.

Whenever faculty members from several departments will be involved in a proposed program, these proponents must have the opportunity to discuss the proposal with their respective Dean(s) and Chair(s). Similarly, if there is a proposal to cross-list a course, or to recommend or require students in the new program to take existing courses, the teaching Department(s) must be consulted and agreement obtained, in writing, from the appropriate Chair/Dean. Approvals of the relevant Curriculum Committees are required.

Discussions are to be held with central support units such as, but not limited to, the Library, the Registrar, the MacPherson Institute for Leadership, Innovation and Excellence in Teaching and Learning, and other relevant units, to assess the impact of the introduction of the new program. Input also should be sought from relevant groups of students for whom there is a potential impact of the proposal.

Broad consultation is especially important when proposing interdisciplinary programs particularly when the initiators of the proposed plan are unfamiliar with all various disciplines involved in the proposed program or individual faculty members who might potentially be interested or have expertise. A proposal for a new interdisciplinary program must be presented to any related Faculty/Program to ensure that there is widespread awareness of the program and of its potential impact. If a new interdisciplinary program utilizes or cross-lists one or several new courses from other Departments, the Department(s) offering the course(s), rather than the new interdisciplinary group, must submit those courses for approval. Prior written agreement also must be obtained from Chairs of participating Departments for teaching, graduate supervision and other resources required for interdisciplinary programs. Departments must be given adequate time to consider these requests. Faculties must include the proposed administrative and governance structures in interdisciplinary program proposals.

5.3 New Program Proposal

The Chair is responsible, in collaboration with relevant groups and/or individuals, for the preparation of a New Program Proposal. Both the Chair and the Dean, or Dean's delegate, ensure that the proposal has met all of the New Program Proposal criteria outlined below and sign off on the completeness of the proposal. For an interdisciplinary

program, all affiliated program Chairs and appropriate Deans, or the Deans' delegates, sign off on the completeness of the proposal.

The criteria for the New Program Proposal is as follows :

5.3.1 Program Overview?

- Description of the extent and method of the consultation process undertaken during the development of the proposal, including the groups and /or individuals who helped to prepare the proposal.
- Consistency of the program with the University's mission and academic plans.
- Clarity and appropriateness of the program's requirements and the Program Learning Outcomes in meeting the University's Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs), as outlined in Appendix A.
- Appropriateness of degree nomenclature.

5.3.2 Admission requirements

- Appropriateness of the program's admission requirements for the Program Learning Outcomes established for completion of the program.
- Alternative requirements, if any, for admission into the program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

5.3.3 Structure

- Appropriateness of the administrative, governance, and communication processes proposed in support of the program.
- Appropriateness of the program's structure and regulations to meet specified Program Learning Outcomes and Degree Level Expectations.
- For graduate programs, a clear rationale for program length, which ensures that the program requirements can be reasonably completed within the proposed time period.

5.3.4 Program content, curriculum, and teaching

- Ways in which the curriculum addresses the current state of the discipline or area of study.
- Identification of any unique curriculum or program innovations or creative components
- Appropriateness of the proposed mode(s) of delivery to meet the intended Program Learning Outcomes and Degree Level Expectations and availability of the necessary physical resources.
- Ways in which the program addresses current institutional, faculty, or departmental priorities (e.g. experiential learning, diversity and inclusion, accessibility, community engagement, entrepreneurship, et cetera).
- Ways in which the program addresses the current Strategic Mandate Agreement.
- For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
- For graduate programs, verification that the courses included meet university requirements in terms of the minimum number of courses required, the level of courses required, and the

appropriate inclusion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams). At least two thirds of the course requirements must be at the 700-level.

5.3.5 Assessment of teaching and learning

- Appropriateness of the proposed methods for the instruction and assessment of student achievement of the intended Program Learning Outcomes. The Program Learning Outcomes must meet the Degree Level Expectations.
- Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the Degree Level Expectations.

5.3.6 Resources

For all programs:

- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.
- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.
- Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including library support, information technology support, and laboratory access.

For graduate programs:

- Evidence that full-time tenured/tenure-track/CAWAR faculty have the recent research and/or professional/clinical expertise needed to sustain the program, promote innovation, foster an appropriate intellectual climate, and provide excellent supervision of students in academic and research components of the program.
- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
- For programs with a research component, evidence that faculty research supervisors have current and ongoing research programs and funding, and space and relevant research infrastructure appropriate to support students' research in the program.
- Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.
- Evidence of prior experience in graduate teaching and research supervision for faculty participating in the program.

For undergraduate programs:

- Evidence of plans for adequate numbers of faculty and staff to achieve the goals of the program;
- Evidence of plans to provide the necessary resources in step with the implementation of the program;
- Planned/anticipated class sizes;
- Provision of supervision of experiential learning opportunities (if required); and,
- Role of adjunct and sessional faculty.

5.3.7 Quality and other indicators

- Definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
- Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

5.4 External Evaluation: Review Team

The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean will select a team of reviewers to assess the proposal. The review team shall consist of at least one external reviewer for new undergraduate programs and two external reviewers for new graduate programs. The team will also include one internal reviewer selected by the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate). Additional members may be added to the team if appropriate, for instance when evaluating professional programs or interdisciplinary programs.

External reviews of new program proposals must incorporate a site visit. Site visits are normally conducted on-site, however, exceptions to on-site visits for new undergraduate program reviews are determined by the Vice-Provost (Faculty) or, in the case of new graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean or Dean's delegate prior to the commencement of the review.

As appropriate, the Review Team shall meet with the following:

- Chair or Director;
- Full-time faculty members (in groups);
- Part-time faculty members (in groups);
- Program students (a broad cross section of students are to be invited by the program to participate in a meeting with the review team);
- Departmental/Program support staff;
- Associate Dean;
- Dean;
- for graduate programs, the Vice-Provost and Dean of Graduate Studies;
- for undergraduate programs, the Vice-Provost (Faculty); and,
- Provost and Vice-President (Academic), if available.

External members of the review team shall normally be individuals who are in the same discipline as the program under review (or across disciplines for interdisciplinary programs), shall not normally be from the same institution, and who are distinguished senior academics of broad experience, with an established commitment to higher education. Non-traditional programs are permitted to have non-academics with relevant expertise and experience serve as reviewers. Reviewers must have an impartial, arms-length relationship to the program (for clarity, arms-length reviewers should not have been a research supervisor or student of members of the proposed program; and should not have collaborated with members of the

proposed program within the past 6 years, or have made plans to collaborate with those individuals in the immediate future. There also should be no other potential conflicts of interest (e.g., personal or financial). Wherever possible the review team shall represent broad institutional categories and/or geographic regions.

Reviewers will be selected from a list of at least six suggested individuals compiled by the Department and endorsed by the Dean. The list shall include, for each proposed external reviewer:

- name;
- rank and position;
- institution or company and current address, telephone and fax numbers, e-mail address, and URL if available;
- professional (including administrative) experience or expertise relevant to the Program under review;
- details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and,
- for graduate programs, a description of research expertise, and a partial listing of recent scholarly publications.

The New Program Proposal, the McMaster's Review Team Guidelines and other materials specific to the review will be provided to all members of the review team no less than two weeks prior to their visit.

5.5 Reviewers' report

Excepting when contrary circumstances apply, the reviewers normally will provide, within four weeks of the review, a joint report that appraises the standards and quality of the proposed program, and addresses the criteria set out in Section 5.3, including the associated faculty and material resources. Reviewers also will be invited to acknowledge any clearly innovative aspects of the proposed program, together with recommendations on any essential or otherwise desirable modifications to the program. The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the reviewers' report for completeness.

5.6 Internal response

Responses to the reviewers' report from both the Chair and the Dean, or their delegates, should be prepared, as per the New Program Response template, and attached to the reviewers' report.

5.7 Institutional approval

In addition to the completion of the external review, approval of new program proposals by the following University bodies, normally in the order listed below, is required: The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the New Program Proposal to ensure that the program is



consistent with McMaster's principles and priorities and existing strengths of the University, the program is of high academic quality; there is convincing evidence of student demand and societal need for the program; and, sufficient financial support, infrastructure, and human resources can be made available to initiate and support the program either within the Faculty budget or based on the program being a full revenue generating program.

- The Faculty Curriculum Committee(s) reviews the New Program Proposal to ensure that the new program adds sufficient value to the programs already offered in the Faculty;
- the Faculty(ies) reviews the New Program Proposal to ensure that the program is consistent with the Faculty's strategic plans and that the necessary resources are available if these are to be provided from within the Faculty's envelope;
- the Executive Director of Finance and Planning reviews the Resource Implications and Financial Viability document to ensure that all potential University resource requirements are captured and the program is properly costed. In addition, for interdisciplinary or partnership programs, ensures that an MOU is properly completed.
- for Undergraduate programs, the Undergraduate Council Curriculum Committee reviews the New Program Proposal to assess the impact of the new program on students enrolled in other Faculties;
- the University Student Fees Committee reviews the proposed Program and Supplementary Fees and ensures that Ministry and University fee policies are adhered to, are reasonable relative to market and that fee collection can be properly administered within existing systems.
- Undergraduate Council or Graduate Council reviews the New Program Proposal to provide a venue for a broad discussion on the new program by elected faculty and student members with specific knowledge of and expertise in undergraduate or graduate programming, and ensure that the program is consistent with University-wide goals and criteria specifically related to undergraduate or graduate programming;
- University Planning Committee reviews the New Program Proposal and the Resource Implications and Financial Viability documents to understand the financial implications of the new program, evaluate the impact University-wide, and assess value-for-money for the intended student; and,
- Senate ensures that the program is consistent with the University's general strategic plans with respect to academic programs.

These bodies should consider the criteria outlined in Section 5.3 when evaluating the proposal.

The site visit with external reviewers will take place after The Faculty Curriculum Committee(s) and prior to approval at Undergraduate Council or Graduate Council and Senate.

Special considerations, such as collaboration agreements or non-standard distribution and full revenue generating programs are to refer to the [Academic Revenue Generating Activity Policy](#) and other relevant University policies, as applicable. If any one of the bodies requires changes to the proposal, those changes may have to be subsequently provided to the other approving bodies for approval, depending on the nature of the changes.

5.8 Quality Council Secretariat

Once all approvals outlined in Section 5.7 are obtained, the institution will submit the New Program Proposal, together with the Reviewers' Report and the internal response to the Report, to the Quality Council Secretariat. The submission template will require information on whether or not the proposed program will be a cost-recovery program. The same standards and protocols apply regardless of the source of funding.

5.9 Announcement of new programs

Following its submission to the Quality Council, the University may announce, per guidelines within the New Program Proposal Guidebook, its intention to offer the program, provided that clear indication is given that approval by the Quality Council is pending, and that no offers of admission will be made until the program has been approved by the Quality Council. Ministry approval may also be required.

5.10 Approved new programs

After a new program is submitted to the Quality Council, the University may seek Provincial funding for the program, which must begin within thirty-six months of the date of approval; otherwise, the approval will lapse. If program approval lapses, the program must begin the new program proposal process again.

The first cyclical review for any new program must be conducted no more than eight years after the date of the program's initial enrolment.

Between eighteen and twenty-four months after onset of the program, the Chair will provide the Dean and Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate studies, with a brief update on progress in the program, addressing any concerns from the initial program review, and highlighting any unanticipated changes in curriculum, resources, enrollment, funding mechanisms, or governance structure. If, after consultation with the Dean, the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, deems

it appropriate, an informal internal assessment of the program may be undertaken, including interviews with current faculty, students, and staff, to determine if a more complete, early cyclical review is warranted.

6. EXPEDITED APPROVALS OF NEW PROGRAMS

The Protocol for Expedited Approvals applies when one or more of the following applies:

- an institution requests endorsement of the Quality Council to declare a new Field or to revise Fields in a graduate program (note: there is no requirement to declare fields in either master's or doctoral programs);
- there is a proposal for a new collaborative specialization;
- there are proposals for new for-credit graduate diplomas;



The Expedited Approvals process requires all the approvals listed in Section 5.7 and the submission to the Quality Council of a New Program Proposal of the proposed new program and the rationale for it. It does not require that external reviewers be involved in the approval process and provides for a faster turn-around on decisions by the Quality Council.

6.1. Expedited Proposal

The Expedited Proposal will describe the new graduate field, collaborative specialization, or graduate diploma or the significant changes being proposed (including, as appropriate, reference to Program Learning Outcomes, Degree Level Expectations, faculty and resource implications), provide a brief account of the rationale for the changes, and address the evaluation criteria

7. CYCLICAL PROGRAM REVIEWS

All academic programs are scheduled to be reviewed on a seven-year cycle and must be reviewed no more than eight years from the previous review. Combined programs do not require review if their constituting programs are reviewed separately. Emphases, Options and Minors do not require review. The list of programs that require review, and the schedule of such reviews, will be maintained by the Vice-Provost (Faculty) in consultation with the Vice-Provost and Dean of Graduate Studies.

Departments can choose to review undergraduate and graduate programs jointly or separately. If the reviews are done jointly, there must be sections within the report to address different situations that apply to each program. Program reviews can also be done jointly with accreditation reviews, at the discretion of the Chair, in consultation with the Dean (see Section 8.5). Where programs seek to combine previously separate undergraduate and graduate reviews they shall adopt the timeline of the earliest scheduled program review. For academic programs delivered in partnership with other educational institutions, the Chair must ensure that representatives from all educational institutions in the partnership are consulted during all key stages of the cyclical review process, including self-study, site visit, implementation and monitoring.

The review consists of the following steps:

7.1 Self-study: Internal program perspective

The Chair is responsible, in collaboration with relevant groups and/or individuals, for preparing a self-study document that is broad-based, reflective, forward-looking and inclusive of critical analysis. The self-study must address and document the consistency of the program's learning outcomes with the University's mission and Degree Level Expectations, and how its graduates achieve those outcomes. Both the Chair and the Dean, or the Dean's delegates, ensure that the self-study has met all of the self-study criteria and sign off on the completeness of the self-study. For interdisciplinary programs, all affiliated program Chairs and appropriate Deans, or the Deans' delegates, sign off on the completeness of the self-study.

The self-study criteria and quality indicators are as follows::



7.1.1 Program Description and Overview

- Program is consistent with the University's mission and academic plans.
- Program requirements and Program Learning Outcomes are clear, appropriate and align with the Degree Level Expectations.

7.1.2 Admission requirements

- Admission requirements are appropriately aligned with the Program Learning Outcomes established for completion of the program.

7.1.3 Curriculum

- How the curriculum reflects the current state of the discipline or area of study.
- Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.
- How the mode(s) of delivery are appropriate and effective at meeting the Program Learning Outcomes.
- Ways in which the program addresses current institutional, faculty, or departmental priorities (e.g. experiential learning, diversity and inclusion, accessibility, community engagement, entrepreneurship, et cetera) and the current Strategic Mandate Agreement.

7.1.4 Teaching and assessment

- Methods for assessing student achievement of the defined Program Learning Outcomes and Degree Level Expectations are appropriate and effective.
- Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the Program Learning Outcomes and the Degree Level Expectations.

7.1.5 Resources

- Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering and maintaining the quality of its program(s), in relation to the University's priorities for and constraints on funding, space, and faculty allocation.

7.1.6 Quality indicators

- Information on the quality of the program under review. Standard quality indicators, outlined in the McMaster's Self-Study Guidebook, are available to Chairs from the Office of Institutional Research and Analysis, the Office of the Registrar, the School of Graduate Studies, or from the departments themselves. Chairs will be expected to provide context and commentary on the data. When possible and appropriate, Chairs will also refer to applicable professional standards.

Additional graduate program criteria:

- Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements.
- Quality and availability of graduate supervision.
- Definition and application of indicators that provide evidence of faculty, student and



program quality, for example:

- Faculty: funding, honours and awards, and commitment to student mentoring;
- Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards;
- Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience, and commitment to development of professional and transferable skills; evidence of sufficient and regular graduate level course offerings to ensure that students will be able to meet university requirements in terms of the minimum number of courses required, the level of courses required, and the timely completion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams).

7.1.7 Quality enhancement

- Concerns and recommendations raised in previous reviews;
- Initiatives that have been undertaken to enhance the teaching, learning and/or research environments thus, the quality of the program, and how these will be sustained.
- Areas identified through the conduct of the self-study as requiring improvement;
- Areas that hold promise for continued enhancement.

7.1.8 System of governance

- Evidence that a consultative and inclusive system of governance has been used on an ongoing basis to assess the program and implement changes as appropriate.

7.1.9 Academic Services

- Academic services that directly contribute to the academic quality of each program under review.

7.1.10 Self-Study Participation

- Participation of program faculty, staff, and students in the self-study and how their views were obtained and taken into account, and who contributed to the development and writing of the self-study.

7.1.11 External Participation

- The input of others deemed by the Chair to be relevant and useful, such as graduates of the program, representatives of industry, the professions, practical training programs, and employers is to be included in the self-study.

7.2 External evaluation: Review Team

The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate), will select a team of reviewers to evaluate the program. The Review Team shall consist of at least one external reviewer for undergraduate programs and two external reviewers for



either graduate programs or for concurrent reviews of undergraduate and graduate programs. If appropriate, additional members are to be added to the review team, such as when evaluating professional programs or interdisciplinary programs. The team will also include one internal reviewer selected by the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate).

External members of the review team normally shall be individuals in the same discipline as the Program under review (or across disciplines for interdisciplinary programs) who are distinguished senior academics of broad experience, with an established commitment to higher education. Non-traditional programs are permitted to have non-academics with relevant expertise and experience serve as reviewers with the approval of the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies. They must have an impartial, arms-length relationship to the Program (as defined in Section 5.4). Wherever possible the review team shall represent broad institutional categories and/or geographic regions. They will be selected from a list of at least six suggested individuals compiled by the Program/Department under review and endorsed by the Dean. The list shall include, for each proposed external reviewer:

- name;
- rank and position;
- institution or company and current address, telephone and fax numbers, and e-mail address, and URL if available;
- professional (including administrative) experience or expertise relevant to the Program under review;
- details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and,
- for graduate program or combined reviews, a description of research expertise, and a partial listing of recent scholarly publications.

Cyclical Program Reviews must incorporate a site visit. Site visits are normally conducted on-site, however, exceptions to on-site visits for undergraduate program reviews are determined by the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean or Dean's delegate prior to the commencement of the review.

The Self-Study, the Guidelines for Review Team, and other materials specific to the current review will be provided to all members of the Review Team no less than two weeks prior to their visit. If applicable, the results of the previous accreditation review also will be made available to the Review Team to provide them with the views of the relevant professional association(s). The Guidelines for Review Team describes the review process and the roles and obligations of the Review Team, which include:

- to identify and comment on the program's notably strong and creative attributes;
- to describe the program's respective strengths, areas for improvement, and opportunities for enhancement;



- to recommend specific steps to be taken to improve the program, distinguishing between those the program can itself take with existing resources and those that require external action;
- to recognize the University's autonomy to determine priorities for funding, space, and faculty allocation; and,
- to respect the confidentiality required for all aspects of the review process

As appropriate, the Review Team shall meet with the following:

- Chair or Director;
- Full-time faculty members (in groups);
- Part-time faculty members (in groups);
- Program students (a broad cross section of students are to be invited by the program to participate in a meeting with the review team);
- Departmental/Program support staff;
- Associate Dean;
- Dean;
- for graduate programs, the Vice-Provost and Dean of Graduate Studies;
- for undergraduate programs, the Vice-Provost (Faculty); and,
- Provost and Vice-President (Academic), if available.

The Review Team will submit to the Vice-Provost (Faculty), or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, a joint report, including an Executive Summary, for the program(s) under review, normally within four weeks of the visit. The report will normally be written primarily by the external reviewer(s), and then sent to the internal reviewer for their review and comment. The Review Team's report is to address the substance of both the self-study report and the evaluation criteria set out in Section 7.1. The intent of these reports is to be formative and constructive. The reports are intended to provide counsel rather than prescriptive courses of action. The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the Review Team's report for completeness and will circulate the it to the appropriate Chairs and Deans.

Responses to the reviewers' report from both the Chair and the Dean, or the Dean's delegate, is prepared, as per the Program Response template, and attached to the reviewers' report.

7.3 Institutional perspective and report

All program reviews, including the self-study, reviewer's report, and responses from the chair and dean, will be submitted to McMaster's Quality Assurance Committee, a joint committee of Undergraduate and Graduate Councils. The Quality Assurance Committee will assess the review and will submit a Final Assessment Report to Undergraduate Council or Graduate Council that:

- identifies significant strengths of the program;
- addresses the appropriateness of resources for the success of the program;
- identifies opportunities for program improvement and enhancement;



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- identifies and prioritizes the recommendations;
 - may include a confidential section (e.g., where personnel issues can be addressed);
 - may include additional recommendations or comments to the Provost and Vice-President (Academic). Recommendations could include, for example, requiring a detailed progress report that will describe progress towards addressing major concerns or scheduling an additional cyclical review sooner than specified by the normal 8-year cycle.

The Final Assessment Report from the Quality Assurance Committee along with any recommendations or comments is sent to the program and presented to Undergraduate Council or Graduate Council, as appropriate, and then to Senate. These governing bodies will consider if additional recommendations or comments are necessary. If so, these recommendations or comments will be presented to the Provost and Vice-President (Academic). These will be communicated to the Chair, the Dean and the Vice-Provost (Faculty) or, in the case of graduate programs, to the Vice-Provost and Dean of Graduate Studies.

Eighteen months after receiving the report from Undergraduate Council or Graduate Council, the Chair will submit a process report on the program to the Dean. The Dean will provide commentary and response to the progress report and submit the progress report along with their commentary to the Quality Assurance Committee summarizing the status of any actions taken or being taken. The Quality Assurance Committee, in some circumstances, will request follow up reporting on specific components if not satisfactorily addressed in 18 month report. The Quality Assurance Committee will present progress reports to Undergraduate Council or Graduate Council, if deemed necessary by the Chairs of the Quality Assurance Committee.

7.4 Reporting requirements

The Final Assessment Reports will be posted on the Provost and Vice-President (Academic) section of the University's website and copies of this information will be provided to the Quality Council.

7.5 Use of accreditation and other external reviews in the Institutional Quality Assurance Process

Programs that periodically undergo accreditation reviews are permitted to request that the associated accreditation documentation serve in place of an IQAP cyclical review self study. The program chair with support from the Dean of the program will submit a request form and all required supporting documentation to McMaster's Quality Assurance Committee. When requested by the Dean, or the Dean's delegate, and permitted by the accreditation authorities, the site visit by the external reviewers is permitted to be performed at the same time or by the same people as the accreditation reviewers.

The Quality Assurance Committee, will review the request and decide if an accreditation review can be substituted in whole or in part for a cyclical review. The program will be notified in writing of the committee's decision. A record of substitutions or additions, and the grounds on which they

were made, will be eligible for audit by the Quality Council.

The Quality Assurance Committee's decision is only applicable for the cyclical review year related to the request. The remaining steps in the cyclical review will then take place. Programs must participate in all reporting related to the cyclical review. If desired by the program, a request for accreditation substitution must be submitted for every subsequent cyclical review.

8. INSTITUTIONAL IDENTIFICATION OF MAJOR MODIFICATIONS TO EXISTING PROGRAMS

Existing programs can be expected to routinely undergo revisions with the aim of quality enhancement. This includes, for example, the introduction or deletion of courses, major exam structures, change in emphases, options, minors, or mode of delivery. The revisions must be submitted through the normal curriculum approval process outlined in Section 5.7 (excluding the University Planning Committee and University Fees, unless there are significant resource implications). These revisions will be assessed during the course of the next cyclical review of the program.

Revisions to an existing program will be classified as either a minor or a major modification to the program. In both cases, the program will continue to be subject to a cyclical program review as outlined in Section 7.

Major modifications include the following program changes:

- a) Requirements that differ significantly from those existing at the time of the previous cyclical program review. For undergraduate programs, it would be considered a major modification when more than 30% of the program requirements are being changed from one academic year to the next. For graduate programs, it would be considered a major modification when more than 50% of the program requirements (including requirements such as courses, major exams, and research) are being changed from one year to the next.
- b) Significant changes to the program learning outcomes;
- c) Significant changes lasting more than one academic year to the faculty engaged in delivering the program and/or to the essential physical resources, for example, where there have been changes to the existing mode(s) of delivery (such as different campus, online delivery and inter-institutional collaboration);
- d) The inclusion of a new program of specialization where another with the same degree designation already exists

The addition of a new field to an existing graduate program is considered to be a major modification, but is subject to an Expedited Approval process. The Expedited Approvals process requires all the approvals listed in Section 5.7 and the submission to the Quality Council of major modification report. It does not require that external reviewers be involved in the approval process and provides for a faster turn-around on decisions by the Quality Council.

Additional examples of what constitutes major modifications are included at:

<http://oucqa.ca/guide/5-major-modifications-to-existing-programs/>

Once per year, the MacPherson Institute and School of Graduate Studies consults with the



Registrar's Office and prepares a report of major modifications to existing programs and submits the report to the Quality Council.

There may be situations where although the changes to the program meet the definition of a major modification, the changes are of such significance that a more immediate review is desirable. This situation may occur, for example, when the fundamental objectives of the program change; or, there are significant changes to the faculty engaged in delivering the program and/or to the essential physical resources.

In such cases, the Department, the Faculty, Undergraduate Council or Graduate Council may, if it deems it advisable after consultation with the relevant Dean(s) and Vice-Provost (Faculty) and/or Vice-Provost and Dean of Graduate Studies, initiate a program review and request that the Quality Council review the major modification proposal. Normally, such review will occur through an Expedited Approval Process.

In situations where it is unclear or where disagreement exists on whether a planned change constitutes a minor modification, a major modification, or a new program, the determination will be made by the Vice-Provost (Faculty) for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for graduate programs, in consultation with McMaster's Quality Assurance Committee, where appropriate. A record of any decision will be kept with McMaster's Quality Assurance Committee.

**APPENDIX A
McMASTER UNIVERSITY'S STATEMENT
ON DEGREE LEVEL EXPECTATIONS**

A McMaster education enables students to develop sets of life and learning skills that promote a continuing ability and desire to learn, and a set of technical and professional skills that permit a range of career choices. Degree level expectations elaborate the intellectual and creative development of students and the acquisition of relevant skills that are usually widely, yet implicitly, understood.

McMaster University has adopted the following Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs) that were developed by the Ontario Council of Academic Vice-Presidents and endorsed by the Council of Ontario Universities in December 2005. These degree level expectations are to be viewed as a minimum threshold for all degree programs at McMaster.

UNDERGRADUATE

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	Baccalaureate/bachelor's degree: honours This degree is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	<p>a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline</p> <p>b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines</p> <p>c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline</p>	<p>a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline</p> <p>b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines</p> <p>c) Developed ability to:</p> <p>i) gather, review, evaluate and interpret information; and</p> <p>ii) compare the merits of alternate</p>

	<p>d) Some detailed knowledge in an area of the discipline</p> <p>e) Critical thinking and analytical skills inside and outside the discipline</p> <p>f) Ability to apply learning from one or more areas outside the discipline</p>	<p>hypotheses or creative options, relevant to one or more of the major fields in a discipline</p> <p>d) Developed, detailed knowledge of and experience in research in an area of the discipline</p> <p>e) Developed critical thinking and analytical skills inside and outside the discipline</p> <p>f) Ability to apply learning from one or more areas outside the discipline</p>
2. Knowledge of methodologies	<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <p>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and</p> <p>b) devise and sustain arguments or solve problems using these methods.</p>	<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <p>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</p> <p>b) devise and sustain arguments or solve problems using these methods; and</p> <p>c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.</p>
3. Application of knowledge	<p>The ability to review, present, and interpret quantitative and qualitative information to:</p> <p>a) develop lines of argument;</p> <p>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and</p>	<p>The ability to review, present and critically evaluate qualitative and quantitative information to:</p> <p>a) develop lines of argument;</p> <p>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</p>

	<p>The ability to use a basic range of established techniques to:</p> <p>a) analyze information;</p> <p>b) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;</p> <p>c) propose solutions; and</p> <p>d) make use of scholarly reviews and primary sources.</p>	<p>c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</p> <p>d) where appropriate use this knowledge in the creative process; and</p> <p>The ability to use a range of established techniques to:</p> <p>a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</p> <p>b) propose solutions;</p> <p>c) frame appropriate questions for the purpose of solving a problem;</p> <p>d) solve a problem or create a new work; and</p> <p>e) to make critical use of scholarly reviews and primary sources.</p>
<p>4. Communication skills</p>	<p>The ability to communicate accurately and reliably, orally and in writing to a range of audiences.</p>	<p>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</p>

5. Awareness of limits of knowledge	An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
6. Autonomy and professional capacity	<p>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <p>a) the exercise of personal responsibility and decision-making;</p> <p>b) working effectively with others;</p> <p>c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and</p> <p>d) behaviour consistent with academic integrity and social responsibility.</p>	<p>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <p>a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;</p> <p>b) working effectively with others;</p> <p>c) decision-making in complex contexts;</p> <p>d) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;</p> <p>e) and behaviour consistent with academic integrity and social responsibility.</p>

GRADUATE

	<p>Master's degree This degree is awarded to students who have demonstrated the following:</p>	<p>Doctoral degree This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:</p>
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<p>1. Depth and breadth of knowledge</p>	<p>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;</p>	<p>A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.</p>
<p>2. Research and scholarship</p>	<p>A conceptual understanding and methodological competence that:</p> <p>a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c) Enables a treatment of complex issues and judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p>	<p>a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;</p> <p>b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and</p> <p>c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</p>

	<p>a) The development and support of a sustained argument in written form; or</p> <p>b) Originality in the application of knowledge.</p>	
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<p>3. Level of application of knowledge</p>	<p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	<p>The capacity to:</p> <ul style="list-style-type: none"> a) Undertake pure and/or applied research at an advanced level; and b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.
<p>4. Professional capacity/autonomy</p>	<ul style="list-style-type: none"> a) The qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; b) The intellectual independence required for continuing professional development; c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts. 	<ul style="list-style-type: none"> a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b) The intellectual independence to be academically and professionally engaged and current; c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to evaluate the broader implications of applying knowledge to particular contexts.
<p>5. Level of communications skills</p>	<p>The ability to communicate ideas, issues and conclusions clearly, orally and in writing, to a range of audiences.</p>	<p>The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively, orally and in writing, to a range of audiences.</p>

6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.
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Policies, Procedures and Guidelines

Complete Policy Title:
Academic Program Development and Review – Policy on Senate

Date of Original Approval(s):
May 11, 2011 (effective July 1, 2011)

Responsible Executive:
Vice-Provost (Faculty)

Policy Number (if applicable):

Date of Most Recent Approval:
May 17, 2017

Supersedes/Amends Policy dated:
February 13, 2013 (effective July 1, 2013)
May 11, 2011 (effective July 1, 2011)
Procedures for Undergraduate Program Reviews, 2004,
New and Revised Undergraduate Programs Policy, 2009
Policy on Steps for Creation of New Graduate Programs or New Fields in Existing Doctoral Programs, 2009

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

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POLICY ON ACADEMIC PROGRAM DEVELOPMENT AND REVIEW

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1. PREAMBLE

McMaster University is widely recognized for innovation in teaching and learning and for the quality of its programs. Nevertheless, knowledge of our disciplines and the scholarship of teaching and learning are constantly evolving. It is clear that our reputation can only be maintained and improved if we, as academics and educators, critically review what we do and seek the opinion and advice from colleagues at McMaster and at other institutions.

Although the primary objective for these reviews is the improvement of our academic programs, the processes that we adopt is also designed to meet our responsibility to the government on quality assurance: Every publicly assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of all of its programs of study, including modes of delivering programs and those academic and student services that affect the quality of the respective programs under review, whether or not the program is eligible for government funding.

The process by which institutions meet this accountability to the government is outlined in the Quality Assurance Framework (QAF), developed by the Ontario Council of Academic Vice-Presidents (OCAV) and approved by Executive Heads in April 2010. Institutions' compliance with the QAF is monitored by the Ontario Universities Council on Quality Assurance, also known as the Quality Council, which reports to OCAV and the Council of Ontario Universities (COU).

As part of the Quality Assurance Framework, McMaster was required to develop an Institutional Quality Assurance Process (IQAP), which is contained within this Policy. The guiding principles used for developing McMaster's IQAP were:

- curriculum development and improvement is an ongoing, iterative process that is normally initiated, developed and controlled at the departmental level;
- McMaster's IQAP incorporates input from all principal stakeholders; and,
- McMaster's IQAP is designed primarily to help improve programs and shape them to have characteristics that are most valued at our University, while also meeting the responsibility for quality assurance.

Thus, the goal of McMaster's IQAP is to facilitate the development and continued improvement of our undergraduate and graduate academic programs, and to ensure that McMaster continues to lead internationally in its reputation for innovation in teaching and learning and for the quality of its programs. McMaster's IQAP is intended to complement existing mechanisms for critical assessment and enhancement, including departmental reviews and accreditation reviews. The uniqueness of each program at McMaster will emerge in the IQAP self-study.

The IQAP is subject to approval by the Quality Council when it is initiated and thereafter, when it is revised. The Quality Council will audit the University on an 8-year cycle under the terms outlined in the Quality Assurance Framework.

2. CONTACT



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The authority responsible for the IQAP is the Vice-Provost (Faculty). The authorities responsible for its application will be the Vice-Provost (Faculty) for undergraduate programs and the Vice-Provost and Dean of Graduate Studies for graduate programs. When undergraduate and graduate programs are reviewed concurrently, the Vice-Provost (Faculty) and the Vice-Provost and Dean of Graduate Studies will be jointly responsible for its application.

The person responsible for all contact between the University and the Quality Council is the Vice-Provost (Faculty).

Throughout this Policy, the Chair refers to the head of the academic unit (usually a Department, sometimes a School or an interdisciplinary group) that is proposing a new program or is responsible for an existing program, although we recognize that the official title of such person varies across programs and Faculties. Similarly, the Dean refers to the head of the Faculty or equivalent responsible for the program, again recognizing that official titles vary.

In the case of joint academic programs (e.g., a combined honours program or a collaborative program with another educational institution), the relevant Chair and Dean shall be those at McMaster University who have the administrative responsibility for the program.

3. PURPOSE

This Policy on Academic Program Development and Review guides the development of new undergraduate and graduate programs (including for-credit graduate diploma programs), and to aid in the ongoing improvement of existing programs. It has been designed also to meet the University's responsibility of ensuring the quality of such programs. It applies to all undergraduate and graduate programs offered at McMaster University, as well as programs offered in collaboration with other institutions that lead to McMaster University degrees or graduate diplomas.

4. DEFINITION OF NEW PROGRAMS

A new program is normally considered to be any new degree or degree program that has not been previously offered at McMaster University. In contrast to the normal evolution of academic programs, a new program will generally involve some combination of new courses, new learning outcomes, and new or re-allocated resources, and will be meant to provide students with an academic path that was previously not available to them.

Although not new, a program that has been offered at McMaster University without funding from the Ministry of Colleges and Universities and for which a request for funding is to be made, will follow the procedures for new programs that are outlined in Section 5.

Examples of what constitutes a 'new program' are included at:
<http://oucqa.ca/guide/examples-of-new-programs/>

5. NEW GRADUATE AND UNDERGRADUATE PROGRAMS



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The steps required for the approval of any new program include:

5.1 Beginning a New Program Proposal

Proponents of a new program may begin by preparing a Statement of Intent and acquiring endorsement from the relevant Dean(s) and Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies.

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5.2 Broad Consultation

The Chair, in consultation with the Dean, is responsible for ensuring that there is broad consultation. It will also be essential to have appropriate discussions with other institutions when the proposed programs are to be offered in collaboration with those institutions.

Whenever faculty members from several departments will be involved in a proposed program, these proponents must have the opportunity to discuss the proposal with their respective Dean(s) and Chair(s). Similarly, if there is a proposal to cross-list a course, or to recommend or require students in the new program to take existing courses, the teaching Department(s) must be consulted and agreement obtained, in writing, from the appropriate Chair/Dean. Approvals of the relevant Curriculum Committees are required.

Discussions are to be held with central support units such as, but not limited to, the Library, the Registrar, the MacPherson Institute for Leadership, Innovation and Excellence in Teaching and Learning, and other relevant units, to assess the impact of the introduction of the new program. Input also should be sought from relevant groups of students for whom there is a potential impact of the proposal.

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Broad consultation is especially important when proposing interdisciplinary programs particularly when the initiators of the proposed plan are unfamiliar with all various disciplines involved in the proposed program or individual faculty members who might potentially be interested or have expertise. A proposal for a new interdisciplinary program must be presented to any related Faculty/Program to ensure that there is widespread awareness of the program and of its potential impact. If a new interdisciplinary program utilizes or cross-lists one or several new courses from other Departments, the Department(s) offering the course(s), rather than the new interdisciplinary group, must submit those courses for approval. Prior written agreement also must be obtained from Chairs of participating Departments for teaching, graduate supervision and other resources required for interdisciplinary programs. Departments must be given adequate time to consider these requests. Faculties must include the proposed administrative and governance structures in interdisciplinary program proposals.

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5.3 New Program Proposal

The Chair is responsible, in collaboration with relevant groups and/or individuals, for the preparation of a New Program Proposal. Both the Chair and the Dean, or Dean's delegate, ensure that the proposal has met all of the New Program Proposal criteria outlined below and sign off on the completeness of the proposal. For an interdisciplinary



program, all affiliated program Chairs and appropriate Deans, or the Deans' delegates, sign off on the completeness of the proposal.

The criteria for the New Program Proposal is as follows :

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5.3.1 Program Overview?

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- Description of the extent and method of the consultation process undertaken during the development of the proposal, including the groups and /or individuals who helped to prepare the proposal.
- Consistency of the program with the University's mission and academic plans.
- Clarity and appropriateness of the program's requirements and the Program Learning Outcomes in meeting the University's Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs), as outlined in Appendix A.
- Appropriateness of degree nomenclature.

5.3.2 Admission requirements

- Appropriateness of the program's admission requirements for the Program Learning Outcomes established for completion of the program.
- Alternative requirements, if any, for admission into the program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

5.3.3 Structure

- Appropriateness of the administrative, governance, and communication processes proposed in support of the program.
- Appropriateness of the program's structure and regulations to meet specified Program Learning Outcomes and Degree Level Expectations.
- For graduate programs, a clear rationale for program length, which ensures that the program requirements can be reasonably completed within the proposed time period.

5.3.4 Program content, curriculum, and teaching

- Ways in which the curriculum addresses the current state of the discipline or area of study.
- Identification of any unique curriculum or program innovations or creative components
- Appropriateness of the proposed mode(s) of delivery to meet the intended Program Learning Outcomes and Degree Level Expectations and availability of the necessary physical resources.
- Ways in which the program addresses current institutional, faculty, or departmental priorities (e.g. experiential learning, diversity and inclusion, accessibility, community engagement, entrepreneurship, et cetera).
- Ways in which the program addresses the current Strategic Mandate Agreement.
- For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
- For graduate programs, verification that the courses included meet university requirements in terms of the minimum number of courses required, the level of courses required, and the

appropriate inclusion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams). At least two thirds of the course requirements must be at the 700-level.

5.3.5 Assessment of teaching and learning

- Appropriateness of the proposed methods for the instruction and assessment of student achievement of the intended Program Learning Outcomes. The Program Learning Outcomes must meet the Degree Level Expectations.
- Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the Degree Level Expectations.

5.3.6 Resources

For all programs:

- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.
- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.
- Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including library support, information technology support, and laboratory access.

For graduate programs:

- Evidence that full-time tenured/tenure-track/CAWAR faculty have the recent research and/or professional/clinical expertise needed to sustain the program, promote innovation, foster an appropriate intellectual climate, and provide excellent supervision of students in academic and research components of the program.
- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
- For programs with a research component, evidence that faculty research supervisors have current and ongoing research programs and funding, and space and relevant research infrastructure appropriate to support students' research in the program.
- Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.
- Evidence of prior experience in graduate teaching and research supervision for faculty participating in the program.

For undergraduate programs:

- Evidence of plans for adequate numbers of faculty and staff to achieve the goals of the program;
- Evidence of plans to provide the necessary resources in step with the implementation of the program;
- Planned/anticipated class sizes;
- Provision of supervision of experiential learning opportunities (if required); and,
- Role of adjunct and sessional faculty.



5.3.7 Quality and other indicators

- Definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
- Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

5.4 External Evaluation: Review Team

The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean will select a team of reviewers to assess the proposal. The review team shall consist of at least one external reviewer for new undergraduate programs and two external reviewers for new graduate programs. The team will also include one internal reviewer selected by the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate). Additional members may be added to the team if appropriate, for instance when evaluating professional programs or interdisciplinary programs.

External reviews of new program proposals must incorporate a site visit. Site visits are normally conducted on-site, however, exceptions to on-site visits for new undergraduate program reviews are determined by the Vice-Provost (Faculty) or, in the case of new graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean or Dean's delegate prior to the commencement of the review.

As appropriate, the Review Team shall meet with the following:

- Chair or Director;
- Full-time faculty members (in groups);
- Part-time faculty members (in groups);
- Program students (a broad cross section of students are to be invited by the program to participate in a meeting with the review team);
- Departmental/Program support staff;
- Associate Dean;
- Dean;
- for graduate programs, the Vice-Provost and Dean of Graduate Studies;
- for undergraduate programs, the Vice-Provost (Faculty); and,
- Provost and Vice-President (Academic), if available.

External members of the review team shall normally be individuals who are in the same discipline as the program under review (or across disciplines for interdisciplinary programs), shall not normally be from the same institution, and who are distinguished senior academics of broad experience, with an established commitment to higher education. Non-traditional programs are permitted to have non-academics with relevant expertise and experience serve as reviewers. Reviewers must have an impartial, arms-length relationship to the program (for clarity, arms-length reviewers should not have been a research supervisor or student of members of the proposed program; and should not have collaborated with members of the

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proposed program within the past 6 years, or have made plans to collaborate with those individuals in the immediate future. There also should be no other potential conflicts of interest (e.g., personal or financial). Wherever possible the review team shall represent broad institutional categories and/or geographic regions.

Reviewers will be selected from a list of at least six suggested individuals compiled by the Department and endorsed by the Dean. The list shall include, for each proposed external reviewer:

- name;
- rank and position;
- institution or company and current address, telephone and fax numbers, e-mail address, and URL if available;
- professional (including administrative) experience or expertise relevant to the Program under review;
- details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and,
- for graduate programs, a description of research expertise, and a partial listing of recent scholarly publications.

The New Program Proposal, the McMaster’s Review Team Guidelines and other materials specific to the review will be provided to all members of the review team no less than two weeks prior to their visit.

5.5 Reviewers’ report

Excepting when contrary circumstances apply, the reviewers normally will provide, within four weeks of the review, a joint report that appraises the standards and quality of the proposed program, and addresses the criteria set out in Section 5.3, including the associated faculty and material resources. Reviewers also will be invited to acknowledge any clearly innovative aspects of the proposed program, together with recommendations on any essential or otherwise desirable modifications to the program. The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the reviewers’ report for completeness.

5.6 Internal response

Responses to the reviewers’ report from both the Chair and the Dean, or their delegates, should be prepared, as per the New Program Response template, and attached to the reviewers’ report.

5.7 Institutional approval

In addition to the completion of the external review, approval of new program proposals by the following University bodies, normally in the order listed below, is required: The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the New Program Proposal to ensure that the program is



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consistent with McMaster's principles and priorities and existing strengths of the University, the program is of high academic quality; there is convincing evidence of student demand and societal need for the program; and, sufficient financial support, infrastructure, and human resources can be made available to initiate and support the program either within the Faculty budget or based on the program being a full revenue generating program.

- The Faculty Curriculum Committee(s) reviews the New Program Proposal to ensure that the new program adds sufficient value to the programs already offered in the Faculty;
- the Faculty(ies) reviews the New Program Proposal to ensure that the program is consistent with the Faculty's strategic plans and that the necessary resources are available if these are to be provided from within the Faculty's envelope;
- the Executive Director of Finance and Planning reviews the Resource Implications and Financial Viability document to ensure that all potential University resource requirements are captured and the program is properly costed. In addition, for interdisciplinary or partnership programs, ensures that an MOU is properly completed.
- for Undergraduate programs, the Undergraduate Council Curriculum Committee reviews the New Program Proposal to assess the impact of the new program on students enrolled in other Faculties;
- the University Student Fees Committee reviews the proposed Program and Supplementary Fees and ensures that Ministry and University fee policies are adhered to, are reasonable relative to market and that fee collection can be properly administered within existing systems.
- Undergraduate Council or Graduate Council reviews the New Program Proposal to provide a venue for a broad discussion on the new program by elected faculty and student members with specific knowledge of and expertise in undergraduate or graduate programming, and ensure that the program is consistent with University-wide goals and criteria specifically related to undergraduate or graduate programming;
- University Planning Committee reviews the New Program Proposal and the Resource Implications and Financial Viability documents to understand the financial implications of the new program, evaluate the impact University-wide, and assess value-for-money for the intended student; and,
- Senate ensures that the program is consistent with the University's general strategic plans with respect to academic programs.

These bodies should consider the criteria outlined in Section 5.3 when evaluating the proposal.

The site visit with external reviewers will take after The Faculty Curriculum Committee(s) and prior to approval at Undergraduate Council or Graduate Council and Senate

Special considerations, such as collaboration agreements or non-standard distribution and full revenue generating programs are to refer to the Academic Revenue Generating Activity Policy and other relevant University policies, as applicable. If any one of the bodies requires changes to the proposal, those changes may have to be subsequently provided to the other approving bodies for approval, depending on the nature of the changes.



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5.8 Quality Council Secretariat

Once all approvals outlined in Section 5.7 are obtained, the institution will submit the New Program Proposal, together with the Reviewers' Report and the internal response to the Report, to the Quality Council Secretariat. The submission template will require information on whether or not the proposed program will be a cost-recovery program. The same standards and protocols apply regardless of the source of funding.

5.9 Announcement of new programs

Following its submission to the Quality Council, the University may announce, per guidelines within the New Program Proposal Guidebook, its intention to offer the program, provided that clear indication is given that approval by the Quality Council is pending, and that no offers of admission will be made until the program has been approved by the Quality Council. Ministry approval may also be required.

5.10 Approved new programs

After a new program is submitted to the Quality Council, the University may seek Provincial funding for the program, which must begin within thirty-six months of the date of approval; otherwise, the approval will lapse. If program approval lapses, the program must begin the new program proposal process again.

The first cyclical review for any new program must be conducted no more than eight years after the date of the program's initial enrolment.

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Between eighteen and twenty-four months after onset of the program, the Chair will provide the Dean and Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate studies, with a brief update on progress in the program, addressing any concerns from the initial program review, and highlighting any unanticipated changes in curriculum, resources, enrollment, funding mechanisms, or governance structure. If, after consultation with the Dean, the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, deems

it appropriate, an informal internal assessment of the program may be undertaken, including interviews with current faculty, students, and staff, to determine if a more complete, early cyclical review is warranted.

6. EXPEDITED APPROVALS OF NEW PROGRAMS

The Protocol for Expedited Approvals applies when one or more of the following applies:

- an institution requests endorsement of the Quality Council to declare a new Field or to revise Fields in a graduate program (note: there is no requirement to declare fields in either master's or doctoral programs);
- there is a proposal for a new collaborative specialization;
- there are proposals for new for-credit graduate diplomas;

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The Expedited Approvals process requires all the approvals listed in Section 5.7 and the submission to the Quality Council of a New Program Proposal of the proposed new program and the rationale for it. It does not require that external reviewers be involved in the approval process and provides for a faster turn-around on decisions by the Quality Council.

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6.1. Expedited Proposal

The Expedited Proposal will describe the new graduate field, collaborative specialization, or graduate diploma or the significant changes being proposed (including, as appropriate, reference to Program Learning Outcomes, Degree Level Expectations, faculty and resource implications), provide a brief account of the rationale for the changes, and address the evaluation criteria

7. CYCLICAL PROGRAM REVIEWS

All academic programs are scheduled to be reviewed on a seven-year cycle and must be reviewed no more than eight years from the previous review. Combined programs do not require review if their constituting programs are reviewed separately. Emphases, Options and Minors do not require review. The list of programs that require review, and the schedule of such reviews, will be maintained by the Vice-Provost (Faculty) in consultation with the Vice-Provost and Dean of Graduate Studies.

Departments can choose to review undergraduate and graduate programs jointly or separately. If the reviews are done jointly, there must be sections within the report to address different situations that apply to each program. Program reviews can also be done jointly with accreditation reviews, at the discretion of the Chair, in consultation with the Dean (see Section 8.5). Where programs seek to combine previously separate undergraduate and graduate reviews they shall adopt the timeline of the earliest scheduled program review. For academic programs delivered in partnership with other educational institutions, the Chair must ensure that representatives from all educational institutions in the partnership are consulted during all key stages of the cyclical review process, including self-study, site visit, implementation and monitoring.

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The review consists of the following steps:

7.1 Self-study: Internal program perspective

The Chair is responsible, in collaboration with relevant groups and/or individuals, for preparing a self-study document that is broad-based, reflective, forward-looking and inclusive of critical analysis. The self-study must address and document the consistency of the program's learning outcomes with the University's mission and Degree Level Expectations, and how its graduates achieve those outcomes. Both the Chair and the Dean, or the Dean's delegates, ensure that the self-study has met all of the self-study criteria and sign off on the completeness of the self-study. For interdisciplinary programs, all affiliated program Chairs and appropriate Deans, or the Deans' delegates, sign off on the completeness of the self-study.

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The self-study criteria and quality indicators are as follows:

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7.1.1 Program Description and Overview

- Program is consistent with the University's mission and academic plans.
- Program requirements and Program Learning Outcomes are clear, appropriate and align with the Degree Level Expectations.

7.1.2 Admission requirements

- Admission requirements are appropriately aligned with the Program Learning Outcomes established for completion of the program.

7.1.3 Curriculum

- How the curriculum reflects the current state of the discipline or area of study.
- Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.
- How the mode(s) of delivery are appropriate and effective at meeting the Program Learning Outcomes.
- Ways in which the program addresses current institutional, faculty, or departmental priorities (e.g. experiential learning, diversity and inclusion, accessibility, community engagement, entrepreneurship, et cetera) and the current Strategic Mandate Agreement.

7.1.4 Teaching and assessment

- Methods for assessing student achievement of the defined Program Learning Outcomes and Degree Level Expectations are appropriate and effective.
- Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the Program Learning Outcomes and the Degree Level Expectations.

7.1.5 Resources

- Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering and maintaining the quality of its program(s), in relation to the University's priorities for and constraints on funding, space, and faculty allocation.

7.1.6 Quality indicators

- Information on the quality of the program under review. Standard quality indicators, outlined in the McMaster's Self-Study Guidebook, are available to Chairs from the Office of Institutional Research and Analysis, the Office of the Registrar, the School of Graduate Studies, or from the departments themselves. Chairs will be expected to provide context and commentary on the data. When possible and appropriate, Chairs will also refer to applicable professional standards.

Additional graduate program criteria:

- Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements.
- Quality and availability of graduate supervision.
- Definition and application of indicators that provide evidence of faculty, student and



program quality, for example:

- Faculty: funding, honours and awards, and commitment to student mentoring;
- Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards;
- Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience, and commitment to development of professional and transferable skills; evidence of sufficient and regular graduate level course offerings to ensure that students will be able to meet university requirements in terms of the minimum number of courses required, the level of courses required, and the timely completion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams).

7.1.7 Quality enhancement

- Concerns and recommendations raised in previous reviews;
- Initiatives that have been undertaken to enhance the teaching, learning and/or research environments thus, the quality of the program, and how these will be sustained.
- Areas identified through the conduct of the self-study as requiring improvement;
- Areas that hold promise for continued enhancement.

7.1.8 System of governance

- Evidence that a consultative and inclusive system of governance has been used on an ongoing basis to assess the program and implement changes as appropriate.

7.1.9 Academic Services

- Academic services that directly contribute to the academic quality of each program under review.

7.1.10 Self-Study Participation

- Participation of program faculty, staff, and students in the self-study and how their views were obtained and taken into account, and who contributed to the development and writing of the self-study.

7.1.11 External Participation

- The input of others deemed **by the Chair** to be relevant and useful, such as graduates of the program, representatives of industry, the professions, practical training programs, and employers **is to be included in the self-study**,

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7.2 External evaluation: Review Team

The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate), will select a team of reviewers to evaluate the program. The Review Team shall consist of at least one external reviewer for undergraduate programs and two external reviewers for



either graduate programs or for concurrent reviews of undergraduate and graduate programs. ~~If appropriate, additional members are to be added to the review team, such as when evaluating professional programs or interdisciplinary programs.~~ The team will also include one internal reviewer selected by the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate).

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External members of the review team normally shall be individuals in the same discipline as the Program under review (or across disciplines for interdisciplinary programs) who are distinguished senior academics of broad experience, with an established commitment to higher education. ~~Non-traditional programs are permitted to have non-academics with relevant expertise and experience serve as reviewers with the approval of the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies.~~ They must have an impartial, arms-length relationship to the Program (as defined in Section 5.4). Wherever possible the review team shall represent broad institutional categories and/or geographic regions. They will be selected from a list of at least six suggested individuals compiled by the Program/Department under review and endorsed by the Dean. The list shall include, for each proposed external reviewer:

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- name;
- rank and position;
- institution or company and current address, telephone and fax numbers, and e-mail address, and URL if available;
- professional (including administrative) experience or expertise relevant to the Program under review;
- details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and,
- for graduate program or combined reviews, a description of research expertise, and a partial listing of recent scholarly publications.

Cyclical Program Reviews must incorporate a site visit. Site visits are normally conducted on-site, however, exceptions to on-site visits for undergraduate program reviews are determined by the Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean or Dean's delegate prior to the commencement of the review.

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The Self-Study, the Guidelines for Review Team, and other materials specific to the current review will be provided to all members of the Review Team no less than two weeks prior to their visit. If applicable, the results of the previous accreditation review also will be made available to the Review Team to provide them with the views of the relevant professional association(s). The Guidelines for Review Team describes the review process and the roles and obligations of the Review Team, which include:

- to identify and comment on the program's notably strong and creative attributes;
- to describe the program's respective strengths, areas for improvement, and opportunities for enhancement;



- to recommend specific steps to be taken to improve the program, distinguishing between those the program can itself take with existing resources and those that require external action;
- to recognize the University’s autonomy to determine priorities for funding, space, and faculty allocation; and,
- to respect the confidentiality required for all aspects of the review process

As appropriate, the Review Team shall meet with the following:

- Chair or Director;
- Full-time faculty members (in groups);
- Part-time faculty members (in groups);
- Program students (a broad cross section of students are to be invited by the program to participate in a meeting with the review team);
- Departmental/Program support staff;
- Associate Dean;
- Dean;
- for graduate programs, the Vice-Provost and Dean of Graduate Studies;
- for undergraduate programs, the Vice-Provost (Faculty); and,
- Provost and Vice-President (Academic), if available.

The Review Team will submit to the Vice-Provost (Faculty), or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, a joint report, including an Executive Summary, for the program(s) under review, normally within four weeks of the visit. The report will normally be written primarily by the external reviewer(s), and then sent to the internal reviewer for their review and comment. The Review Team’s report is to address the substance of both the self-study report and the evaluation criteria set out in Section 7.1. The intent of these reports is to be formative and constructive. The reports are intended to provide counsel rather than prescriptive courses of action. The Vice-Provost (Faculty) or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the Review Team’s report for completeness and will circulate the it to the appropriate Chairs and Deans.

Responses to the reviewers’ report from both the Chair and the Dean, or the Dean’s delegate, is prepared, as per the Program Response template, and attached to the reviewers’ report.

7.3 Institutional perspective and report

All program reviews, including the self-study, reviewer’s report, and responses from the chair and dean, will be submitted to McMaster’s Quality Assurance Committee, a joint committee of Undergraduate and Graduate Councils. The Quality Assurance Committee will assess the review and will submit a Final Assessment Report to Undergraduate Council or Graduate Council that:

- identifies significant strengths of the program;
- addresses the appropriateness of resources for the success of the program;



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- identifies opportunities for program improvement and enhancement;
- identifies and prioritizes the recommendations;
- may include a confidential section (e.g., where personnel issues can be addressed);
- may include additional recommendations or comments to the Provost and Vice-President (Academic). Recommendations could include, for example, requiring a detailed progress report that will describe progress towards addressing major concerns or scheduling an additional cyclical review sooner than specified by the normal 8-year cycle.

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The Final Assessment Report from the Quality Assurance Committee along with any recommendations or comments is sent to the program and presented to Undergraduate Council or Graduate Council, as appropriate, and then to Senate. These governing bodies will consider if additional recommendations or comments are necessary. If so, these recommendations or comments will be presented to the Provost and Vice-President (Academic). These will be communicated to the Chair, the Dean and the Vice-Provost (Faculty) or, in the case of graduate programs, to the Vice-Provost and Dean of Graduate Studies.

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Eighteen months after receiving the report from Undergraduate Council or Graduate Council, the Chair will submit a process report on the program to the Dean. The Dean will provide commentary and response to the progress report and submit the progress report along with their commentary to the Quality Assurance Committee summarizing the status of any actions taken or being taken. The Quality Assurance Committee, in some circumstances, will request follow up reporting on specific components if not satisfactorily addressed in 18 month report. The Quality Assurance Committee will present progress reports to Undergraduate Council or Graduate Council, if deemed necessary by the Chairs of the Quality Assurance Committee.

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7.4 Reporting requirements

The Final Assessment Reports will be posted on the Provost and Vice-President (Academic) section of the University's website and copies of this information will be provided to the Quality Council.

7.5 Use of accreditation and other external reviews in the Institutional Quality Assurance Process

Programs that periodically undergo accreditation reviews are permitted to request that the associated accreditation documentation serve in place of an IQAP cyclical review self study. The program chair with support from the Dean of the program will submit a request form and all required supporting documentation to McMaster's Quality Assurance Committee. When requested by the Dean, or the Dean's delegate, and permitted by the accreditation authorities, the site visit by the external reviewers is permitted to be performed at the same time or by the same people as the accreditation reviewers.

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The Quality Assurance Committee, will review the request and decide if an accreditation review can be substituted in whole or in part for a cyclical review. The program will be notified in writing



of the committee’s decision. A record of substitutions or additions, and the grounds on which they were made, will be eligible for audit by the Quality Council. The Quality Assurance Committee’s decision is only applicable for the cyclical review year related to the request. The remaining steps in the cyclical review will then take place. Programs must participate in all reporting related to the cyclical review. If desired by the program, a request for accreditation substitution must be submitted for every subsequent cyclical review.

8. INSTITUTIONAL IDENTIFICATION OF MAJOR MODIFICATIONS TO EXISTING PROGRAMS

Existing programs can be expected to routinely undergo revisions with the aim of quality enhancement. This includes, for example, the introduction or deletion of courses, major exam structures, change in emphases, options, minors, or mode of delivery. The revisions must be submitted through the normal curriculum approval process outlined in Section 5.7 (excluding the University Planning Committee and University Fees, unless there are significant resource implications). These revisions will be assessed during the course of the next cyclical review of the program.

Revisions to an existing program will be classified as either a minor or a major modification to the program. In both cases, the program will continue to be subject to a cyclical program review as outlined in Section 7.

Major modifications include the following program changes:

- a) Requirements that differ significantly from those existing at the time of the previous cyclical program review. For undergraduate programs, it would be considered a major modification when more than 30% of the program requirements are being changed from one academic year to the next. For graduate programs, it would be considered a major modification when more than 50% of the program requirements (including requirements such as courses, major exams, and research) are being changed from one year to the next.
- b) Significant changes to the program learning outcomes;
- c) Significant changes lasting more than one academic year to the faculty engaged in delivering the program and/or to the essential physical resources, for example, where there have been changes to the existing mode(s) of delivery (such as different campus, online delivery and inter-institutional collaboration);
- d) The inclusion of a new program of specialization where another with the same degree designation already exists

The addition of a new field to an existing graduate program is considered to be a major modification, but is subject to an Expedited Approval process. The Expedited Approvals process requires all the approvals listed in Section 5.7 and the submission to the Quality Council of major modification report. It does not require that external reviewers be involved in the approval process and provides for a faster turn-around on decisions by the Quality Council.

Additional examples of what constitutes major modifications are included at: <http://oucqa.ca/guide/5-major-modifications-to-existing-programs/>



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Once per year, the MacPherson Institute and School of Graduate Studies consults with the Registrar's Office and prepares a report of major modifications to existing programs and submits the report to the Quality Council.

There may be situations where although the changes to the program meet the definition of a major modification, the changes are of such significance that a more immediate review is desirable. This situation may occur, for example, when the fundamental objectives of the program change; or, there are significant changes to the faculty engaged in delivering the program and/or to the essential physical resources.

In such cases, the Department, the Faculty, Undergraduate Council or Graduate Council may, if it deems it advisable after consultation with the relevant Dean(s) and Vice-Provost (Faculty) and/or Vice-Provost and Dean of Graduate Studies, initiate a program review and request that the Quality Council review the major modification proposal. Normally, such review will occur through an Expedited Approval Process.

In situations where it is unclear or where disagreement exists on whether a planned change constitutes a minor modification, a major modification, or a new program, the determination will be made by the Vice-Provost (Faculty) for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for graduate programs, in consultation with McMaster's Quality Assurance Committee, where appropriate. A record of any decision will be kept with McMaster's Quality Assurance Committee.

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**APPENDIX A
McMASTER UNIVERSITY'S STATEMENT
ON DEGREE LEVEL EXPECTATIONS**

A McMaster education enables students to develop sets of life and learning skills that promote a continuing ability and desire to learn, and a set of technical and professional skills that permit a range of career choices. Degree level expectations elaborate the intellectual and creative development of students and the acquisition of relevant skills that are usually widely, yet implicitly, understood.

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McMaster University has adopted the following Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs) that were developed by the Ontario Council of Academic Vice-Presidents and endorsed by the Council of Ontario Universities in December 2005. These degree level expectations are to be viewed as a minimum threshold for all degree programs at McMaster.

UNDERGRADUATE

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	Baccalaureate/bachelor's degree: honours This degree is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	<p>a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline</p> <p>b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines</p> <p>c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline</p>	<p>a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline</p> <p>b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines</p> <p>c) Developed ability to:</p> <p>i) gather, review, evaluate and interpret information; and</p> <p>ii) compare the merits of alternate</p>



	<p>d) Some detailed knowledge in an area of the discipline</p> <p>e) Critical thinking and analytical skills inside and outside the discipline</p> <p>f) Ability to apply learning from one or more areas outside the discipline</p>	<p>hypotheses or creative options, relevant to one or more of the major fields in a discipline</p> <p>d) Developed, detailed knowledge of and experience in research in an area of the discipline</p> <p>e) Developed critical thinking and analytical skills inside and outside the discipline</p> <p>f) Ability to apply learning from one or more areas outside the discipline</p>
2. Knowledge of methodologies	<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <p>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and</p> <p>b) devise and sustain arguments or solve problems using these methods.</p>	<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <p>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</p> <p>b) devise and sustain arguments or solve problems using these methods; and</p> <p>c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.</p>
3. Application of knowledge	<p>The ability to review, present, and interpret quantitative and qualitative information to:</p> <p>a) develop lines of argument;</p> <p>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and</p>	<p>The ability to review, present and critically evaluate qualitative and quantitative information to:</p> <p>a) develop lines of argument;</p> <p>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</p>



	<p>The ability to use a basic range of established techniques to:</p> <p>a) analyze information;</p> <p>b) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;</p> <p>c) propose solutions; and</p> <p>d) make use of scholarly reviews and primary sources.</p>	<p>c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</p> <p>d) where appropriate use this knowledge in the creative process; and</p> <p>The ability to use a range of established techniques to:</p> <p>a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</p> <p>b) propose solutions;</p> <p>c) frame appropriate questions for the purpose of solving a problem;</p> <p>d) solve a problem or create a new work; and</p> <p>e) to make critical use of scholarly reviews and primary sources.</p>
<p>4. Communication skills</p>	<p>The ability to communicate accurately and reliably, orally and in writing to a range of audiences.</p>	<p>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</p>



5. Awareness of limits of knowledge	An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
6. Autonomy and professional capacity	<p>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <p>a) the exercise of personal responsibility and decision-making;</p> <p>b) working effectively with others;</p> <p>c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and</p> <p>d) behaviour consistent with academic integrity and social responsibility.</p>	<p>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <p>a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;</p> <p>b) working effectively with others;</p> <p>c) decision-making in complex contexts;</p> <p>d) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;</p> <p>e) and behaviour consistent with academic integrity and social responsibility.</p>

GRADUATE

	<p>Master's degree This degree is awarded to students who have demonstrated the following:</p>	<p>Doctoral degree This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:</p>
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1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.
2. Research and scholarship	<p>A conceptual understanding and methodological competence that:</p> <p>a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c) Enables a treatment of complex issues and judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p>	<p>a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;</p> <p>b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and</p> <p>c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</p>

	<p>a) The development and support of a sustained argument in written form; or</p> <p>b) Originality in the application of knowledge.</p>	
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3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	The capacity to: a) Undertake pure and/or applied research at an advanced level; and b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.
4. Professional capacity/autonomy	a) The qualities and transferable skills necessary for employment requiring: i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; b) The intellectual independence required for continuing professional development; c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts.	a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b) The intellectual independence to be academically and professionally engaged and current; c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to evaluate the broader implications of applying knowledge to particular contexts.
5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly, orally and in writing, to a range of audiences.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively, orally and in writing, to a range of audiences.

6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.
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<http://www.mcmaster.ca/graduate>

REPORT TO SENATE
from
GRADUATE COUNCIL

FOR APPROVAL

I. New Stream

At its November 17th, 2020 meeting, Graduate Council approved, for recommendation to Senate, the establishment of a new stream in Economics (M.A., M.A. in Economic Policy and Ph.D.), details of the proposed are contained in the attached.

Motion:

That Senate approved the establishment of the Work Integrated Learning Stream as set out in the attached.

FOR INFORMATION

II. Change to Course Requirements

At the same meeting, Graduate Council approved revisions to the course requirements for the M.A. in Economics to formalize the requirement of a major research paper into a course.

III. Change to Comprehensive Exam Areas

At the same meeting, Graduate Council approved revision to the comprehensive examination areas offered by Sociology

IV. New Program Calendar Copy

At the same meeting, Graduate Council approved the calendar copy for the new Master of Public Policy program, launching in May 2021.

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

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	Economics		
NAME OF PROGRAM and PLAN	MA, MAEP and PhD in Economics		
DEGREE	MA, MAEP and PhD in Economics		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	EXPLAIN: The change involves the creation of a Work Integrated Learning (WIL) Stream to all our graduate programs.	
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Currently the calendar does not offer a WIL stream. Instead two courses are available into which students enroll when taking a coop position.

PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (*Attach additional pages if space is not sufficient.*) As part of the IQAP review, the report made the following recommendation.

The Work integrated learning (WIL) stream in either the M.A. in Economics, the M.A. in Economic Policy or the PhD in Economics Degree

Students in any graduate program of the Economics Department who have obtained a GPA of B or higher at the time of application and a grade of B+ or higher in ECON 761 OR ECON 6G03 may apply to be moved from the regular stream of their program to the work integrated learning (WIL) stream associated with their degree program. The number of students who will be accepted into the WIL stream of the relevant program will be small and may change over time. Admission to the stream does not guarantee a placement. Working with information available to the department and through their own efforts and contacts, a WIL stream student will compete for and apply for positions on their own. These positions can be held anywhere in the world. To complete the WIL stream, students must work in either one or two placements and successfully complete both ECON 796 and ECON 797. A student who fails to complete both courses will be switched back to the regular stream of the program that they are enrolled in. Both of these courses are for credit and are Pass/Fail. Registration in these courses will be restricted to students who have a placement that has been approved by the Econ 796 or Econ 797 course instructor as appropriate. In addition, PhD students must get permission from their supervisor. PhD students will normally enter the WIL stream having passed all comprehensive examinations as well as the research paper. A placement must include a significant research opportunity. At the completion of four months of a placement, the student must write an academic report discussing the work undertaken in light of their academic studies and must request a letter of evaluation from the mentor(s). These documents must be judged satisfactory by the course instructor to successfully complete either ECON 796 or ECON 797 as appropriate. Successful completion of these courses will be indicated on the student's transcript. In the event that the student does not complete the full term of a placement, the student will drop the course and join the regular stream of their program.

Interested Masters students should normally register for the WIL stream associated with their Masters program (MA or MAEP) at the beginning of term 2 of the first year of their program. Because of the nature of hiring, it is sometimes not known which students will be doing each placement until the month before that placement commences. Students who do not find a position can switch back into the regular stream of their program. Students taking Econ 796 or Econ 797 by working at a placement while still enrolled in other courses are expected to fulfill requirements of these other

courses outside their placement work hours. While registered in either ECON 796 or ECON 797, a student will be considered a full-time student and will pay term tuition.

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?):

Opportunities for work integrated learning are a key part of our PLOs. They are highly prized by our students and have been part of our programming for many years. These changes formalize and bring into alignment with university definitions, what used to be called our coop opportunities. The WIL stream will allow students to demonstrate on their transcript their choice to acquire WIL. Moreover, the associated courses will be covered under tuition, be OSAP eligible and satisfy the evolving requirements of the federal government which is the main employer of our students for summer coop/ paid internship positions.

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

September 1, 2021.

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

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Alok Johri Email: ecngrdch@mcmaster.ca Extension: 23830 Date submitted:
6/8/2020

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

REPORT TO SENATE
FROM
THE COMMITTEE ON STUDENT AFFAIRS

Open Session (Regular Agenda)

a. Residence Agreement Contract

The Committee on Student Affairs received the Residence Agreement Contract on November 18, 2020. The revised Residence Agreement for 2020-21 includes edits reflecting the COVID situation. Normally this item would come to the Student Affairs Committee for approval however, given the unique situation that was faced, with students moving in to residence, and the low numbers (50 students in residence as opposed to 4,200), the changes were made and the report was presented for information

The proposed changes to the Residence Agreement Contract were minor and therefore the item is being reported for information.

SENATE: FOR INFORMATION
December 9, 2020



PREAMBLE

Life in residence is governed by three key documents. The Residence Agreement/Contract outlines fundamental contractual obligations between the student and Housing and Conference Services. The on-line Residence Handbook (<https://housing.mcmaster.ca/current-residents/residence-policies/>) further describes policies, procedures and community standards, including the Code of Student Rights and Responsibilities (CSRR) (<https://sscm.mcmaster.ca/the-code/>), which clearly outlines the behavioural expectations of all residence students and possible outcomes.

It is assumed that the primary objective of all residents is the successful pursuit of academic studies. Residence life also creates the potential for many social and cultural benefits. Residents are jointly responsible for helping to make the residence community a comfortable, safe, and secure living environment conducive to achieving the key McMaster University objective: excellence in learning and discovery.

Students are expected to understand and appreciate that certain fundamental expectations and regulations are necessary in any community and that ultimately discipline should come from within each person. Integral to the code of behaviour, the McMaster residence system is founded on the principle that is an appreciation of the effect of one's personal behaviour on others and respect for their personal and property rights. McMaster appeals to each student's sense of reason and responsibility and promotes the ideal that responsibilities are to be shared by all residents in order to maintain a high standard of cooperative living, tolerance, mutual respect and compromise.

By choosing to join the McMaster residence community, each member accepts and agrees to live by a code of behaviour, which values and promotes civility, inclusivity, good citizenship and productive behaviour.

ADMINISTRATIVE POLICIES AND PROCEDURES

1. The Residence Agreement/Contract becomes effective upon receipt by the University of the Student's Residence Application. The submission of the online application and acceptance of the accompanying terms and conditions shall be evidence that all of the terms and conditions of the Residence Agreement/Contract are fully understood and that the student agrees to be bound by the Residence Agreement/Contract and the Code of Student Rights and Responsibilities as a condition of applying to residence at McMaster University.

Qualifying for Residence

2. a) First Year Undergraduate students who meet the Residence Admission Average, as determined by Housing and Conference Services, and who are enrolled full-time equivalent of at least eighteen units, receive first priority for residence accommodation.

b) To allow more first year undergraduate students the opportunity to spend their first year on campus, all spaces in McMaster University's residence buildings will be reserved for first year undergraduate students entering directly from high school, and to Residence Life Staff.

After all first year undergraduate students have been accommodated, and if space permits, residence spaces will be allocated by lottery to returning undergraduate and graduate students, as determined by Residence Admissions. Each case will be reviewed individually and admission will be granted at the discretion of Residence Admissions.

Current residents wishing to return to residence must apply each year, with acceptance determined by available spaces, and/or lottery considerations. In addition, and without limitation, residence acceptance may be denied as a result of any previous breach of the Residence Agreement/Contract and/or Code of Student Rights and Responsibilities. Returning

students who are applying to residence are placed on a waiting list and offered residence, only after all first year undergraduate students have been accommodated and if space permits. Returning students are required to maintain a fall/winter average of 5.0(C) in at least eighteen units in the most recent academic year in order to remain on the waiting list and/or be eligible for an offer of residence. A student who cannot meet this minimum academic average for medical, or compassionate reasons must submit a written appeal with supporting documents to Residence Admissions to be considered for acceptance to residence.

Residence accommodation for all students is conditional upon registering and remaining in at least eighteen units divided equally into nine units in the fall term (September to December) and nine units in the winter term (January to April). Students who are admitted in the winter term (January to April) must be enrolled and remain in a minimum of nine units.

c) Students who are not eligible for residence include, but are not limited to:

1) students who are enrolled in a Mohawk-McMaster program

d) All students are responsible for notifying Residence Admissions within 24 hours of any change in their student status that may affect their eligibility for residence as outlined above.

e) Students wishing to live in residence beginning in the winter term, (January 2021) can apply starting in October, once the application opens. All applicants must complete the online application process by the stated deadline in the application. Spaces are limited and will be allocated by random lottery. Spaces are assigned based on the policy outlined in section 2.

Exchange Students

3. Exchange students are eligible to apply for residence accommodation in the same manner as first year undergraduate students enrolled full-time in at least eighteen units as outlined in section 2. Exchange students are defined as an Incoming Exchange student being admitted from another University, and enrolled through the McMaster Exchange Program. Residence spaces will be allocated on the basis of lottery to Exchange students and priority will be given to Exchange students enrolled for the Fall and Winter term (September to April).

a) Fall Term (September to December): Exchange students who live in residence for the first academic term only (September to December) will be charged an additional \$300 as an administrative fee for filling the second term vacancy.

b) Winter Term (January to April): Exchange students who live in residence for the second academic term only (January to April) will be charged the residence fee for four-month occupancy which is one half of the fee for eight-month occupancy.

Academic Requirements

4. a) If a student is not able to maintain a course load of at least eighteen units, as defined in section 2, the student will be required to withdraw from residence and to meet the financial responsibilities, as outlined in section 16. A student who cannot maintain a course load of at least eighteen units for medical, or compassionate reasons must submit a written appeal with supporting documents to Residence Admissions to be considered for permission to remain in residence.

b) If a student withdraws from all of their academic courses, the student is required to contact the Residence Admissions Office immediately, or within 24 hours as of the date the student withdraws from courses, to complete the withdrawal process, and prepare to vacate residence within 24 hours, as outlined in Section 16.

Contract Dates

5. Residence fees include accommodation from, August 29, 2020 to 12 noon on the day following the student's final first term exam in December 2020 or to 12 noon on closing day December 24, 2020, whichever is earlier; and from, January 5, 2021 at 7:00 a.m. to 3:00 p.m. on the day following the student's final exam in April 2021, or to 3:00 p.m. on closing day April 29, 2021, whichever is earlier. In order to adhere to physical distancing practices and offer flexibility to approved student exceptional circumstances (i.e., travel from outside of Canada etc.), move-in times will be staggered and some students will be allowed to move in before August 29, 2021 to complete a 14-day quarantine requirement under the Quarantine Act. All students will choose their preferred move-in date/time on the online residence portal in advance.

6. Residence buildings are closed to all students during the December break (12 noon December 24, 2020 to 7:00 a.m. January 5, 2021), with the exception of students approved to remain in residence by Housing & Conference Services. Students will be given the option to submit a request, for an additional fee, to Housing & Conference Services, for approval to remain in residence over the December break period. All food and Service Centre operations are suspended, and student life, custodial and maintenance services are limited during this period.

August 29 and August 30, 2020	Student Move-in begins. Student will be notified in advance of their specific building/time move-in details.
October 12-18, 2020	<ul style="list-style-type: none"> • Mid-term recess (Fall Break); buildings remain open
December 10-24, 2020	<ul style="list-style-type: none"> • Exam /move-out period • Students are required to vacate residence by 12 noon the day following their last exam or to 12 noon on closing day December 24, 2020, whichever is earlier. • Student access cards to the building will be deactivated on their move-out date at 12 noon. • Students who do not move-out on their specific date/time are in violation of the Code of Student Rights and Responsibilities and subject to a \$50/day late move-out fine.
December 24, 2020	Residence buildings close for December Break at 12 noon.
January 5, 2021	Residence buildings re-open at 7:00 a.m.
February 15-21, 2021	<ul style="list-style-type: none"> • Mid-term recess (Reading Week); buildings remain open
April 10-29, 2021	<ul style="list-style-type: none"> • Exam /move-out period • Students are required to vacate residence by 3:00 p.m. the day following their last exam or to 3:00 p.m. on closing day, April 29, 2021, whichever is earlier. • Student access cards to the building will be deactivated on their move-out date at 3:00 p.m. • Students who do not move-out on their specific date/time are in violation of the Code of Student Rights and Responsibilities and subject to a \$50/day late move-out fine.
April 29, 2021	Residence buildings close at 3:00 p.m.

Application Deadline and Deposit

7. a) All students applying to residence must submit an online residence application using the McMaster University Residence Portal (<https://residence.mcmaster.ca/>) and will be required to make a \$300 deposit in order to secure their offer of a guaranteed residence space. The deadline for the residence deposits to be received is August 28, 2020 at 4:00 p.m. EDT for guaranteed first year students. All deposits for residence will be credited towards the full residence fee.

All students applying to the waiting list are not required to make this deposit until they are requested to do so by Residence Admissions.

Applications and/or deposits received after the deadline, or applications that are deficient in any way, shall be placed at the bottom of the (then) existing waiting list.

b) The student agrees to pay the balance of their residence fees according to the terms set out by the Student Accounts Office (<https://registrar.mcmaster.ca/>), subject to withdrawal from residence. All personal and residence fee accounts with the University must be settled promptly and if unpaid, will result in the student being blocked from grade reports and/or further enrollment according to terms set out by the Student Accounts Office .

c) Applicants who pay the deposit but never receive an offer of residence, or who request to be removed from the waiting list by August 29, 2020, will receive a full refund of their \$300 deposit.

Room Assignments & Room Changes

8. a) Room assignments are made by Housing and Conference Services. Students are not guaranteed their choice of residence building, floor, living learning community, room, room type or roommate. Residence Admissions may consult with appropriate Residence Life staff to assign rooms and roommates in each building. Students are prohibited from subletting or delegating a person for the use or occupancy of their residence rooms and are not permitted to make unauthorized room or roommate changes. Incoming fall students are advised of their residence/room assignment in July.

b) Room change requests are permitted at the discretion of Housing and Conference Services staff (i.e., Residence Admissions, Residence Life Area Coordinator) and are only considered, with the exception of the examination period:

- i) after all appropriate efforts have been exhausted (i.e., roommate mediation),
- ii) in priority of necessity and/or circumstance,
- iii) based on availability of specific room types.

c) Documentation will be required for a room change request based on a Residence Accommodation need(s).

d) If a room change is requested and approved, the student will be subject to an administrative fee of \$75 per room change to cover costs associated with the room change process. Additionally, the student is held financially responsible for the pro-rated difference in cost of room types (if applicable) based on the date the new room is available. The administrative fee and pro-rated difference in cost of the room type will be charged or credited to the student's account.

e) Room changes, as a result of conduct issues will be subject to the terms set out in the Code of Student Rights and Responsibilities and subject to the administrative fee and pro-rated difference in cost of room types (if applicable). The administrative fee and pro-rated difference in cost of room type will be charged or credited to the student's account.

f) In circumstances where Housing and Conference Services staff deem a room change necessary for the safety, security and/or the well-being of the student and/or community, the administrative fee will be waived at the discretion of Housing and Conference Services.

Meal Plan

9. The Department of Hospitality Services will have reduced food service locations open on campus and will provide have optional meal plans for the Fall term (September to December). Students will select a meal plan choice, including the option to choose no meal plan, and agree to the McMaster University Residence Meal Plan Policy (<https://hospitality.mcmaster.ca/>) as part of the online residence application process. It is the student's responsibility to inquire with Hospitality Services about any meal plan related matters and to notify the Hospitality Services Mac Express Office of any change to their residence status (i.e., withdrawal) that may affect their meal plan. For more information contact the Mac Express Office at express@mcmaster.ca, or (905) 525-9140 ext.27448, or visit Hospitality Services website (<http://hospitality.mcmaster.ca/meal-plans/>). If the University offers in-person classes for the Winter 2021 term (January to April), residence occupancy may be increased in January and students may be required to purchase a mandatory meal plan.

Authorized Access

10. Housing and Conference Services subscribes to the principle that residence students are entitled to enjoy a reasonable right to privacy in residence rooms. However, it reserves the right to have authorized staff enter rooms, apartments, and suites under the following conditions: to provide repair service or room maintenance inspections; to conduct periodic health and safety checks of room conditions; to conduct weekly or monthly fire inspection tests in apartments/suites; when there is reasonable cause to believe an emergency situation has arisen that requires entry; when a student vacates a room for a break period (e.g. December break), or when a student/roommate withdraws from residence; when there is reasonable cause to believe that university regulations are, and/or the law is being violated. Authorized staff is supplied with identification badges that are visible at all times.

Special COVID-19 Provisions

11. The student acknowledges that in March 2020 the World Health Organization declared a global pandemic regarding the virus that causes COVID-19. The student further acknowledges that the Government of Canada, the Province of Ontario, local governments and local public health units are responding to the pandemic declaration by enacting a variety of statutory amendments, regulations, orders, by-laws and public health orders and recommendations. The student hereby affirms their understanding that the University is legally obligated to operate its residences in accordance with all applicable laws, including the Occupational Health & Safety Act and the regulations made under it, and in compliance with the advice, recommendations, orders and instructions of public health officials. The student hereby undertakes and agrees to abide by the University's requirements and directions, including without limitation those regulations included herein as Appendix B, as well as advice of public health officials, in relation to the pandemic.

12. The student will report to Housing & Conference Services, at hcs-help@mcmaster.ca immediately if they develop symptoms or suspect they may have contracted COVID-19, are planning to be tested for COVID-19, have been advised by a medical professional or a public health official to self-isolate or to be tested for COVID-19. The student understands that this information may be shared with University staff on a need to know basis for health and safety and/or public health reasons. The student may be moved into a residence unit intended for self-isolation. In such cases, the student must self-isolate for 14 days in the designated residence unit and will receive direction from McMaster residence staff while maintaining physical distancing practices. The student shall comply with self-isolation requirements as directed by the University and the student understands and agrees that failure to do so may result in the student's removal from McMaster residence. The student may also be subject to additional processes under the Student Code of Conduct.

Assumption of Risk & Waiver

13. The student understands that the COVID-19 is a highly contagious, dangerous, and potentially lethal disease. As such, the student confirms that they are fully aware that living in McMaster's residences and receiving the services of McMaster's residences carries inherent risks related to COVID-19 and its transmission, which cannot be eliminated notwithstanding the care and precautions taken by the University to mitigate against such risks. The student understands that the extent of such risks is not fully known and that they include but are not limited to:

- coming into close contact with individuals that may carry and transmit COVID-19 to the student;
- coming into contact with objects that may carry and transmit COVID-19 to the student;
- transmitting COVID-19 to other individuals;
- injuries or illness, including death, arising from contact with COVID-19, contracting COVID-19 and/or its treatment.

14. The student confirms that, by choosing to live in McMaster's residences and receive the services of McMaster's residences, they have voluntarily undertaken to assume all risk of personal injury, sickness, death, expenses, or other losses that the student may suffer as a result, directly or indirectly, of COVID-19, the exact nature and extent of which are not currently ascertainable or knowable given the uncertain nature of COVID-19. Therefore, the student, in consideration of being permitted to live in McMaster's residences and receive the services of McMaster's residences, hereby forever waives, releases, discharges and undertakes not to make any claim whatsoever (action, cause of action, demand, suit, or other form of claim) against, McMaster University or its successors and assigns, and any of its or their past, current or future officers, directors, trustees, employees, agents, volunteers, contractors, in respect of any and all damages, losses, personal injury, sickness or death that the student may incur directly or indirectly, now or in the future, that are in any way related to COVID-19 and the student's living in or receiving the services of McMaster's residences. The student

acknowledges that this waiver, release, discharge and undertaking shall be binding on their heirs, executors, administrators, representatives, successors and permitted assigns. **The student understands and acknowledges that this paragraph means they are giving up legal rights and/or remedies that may otherwise be available to them.**

15. The student acknowledges that the University may, from time to time, impose additional rules, procedures and protocols as it deems necessary or as it may be required to do by public authorities to mitigate against the risk of the spread of COVID-19 and/or transmission of COVID-19 in McMaster’s residences. The student warrants that they will comply with all such rules, procedures, and protocols. The student understands and agrees that failure to do so may result in the Student being required to vacate McMaster residence.

Emergency Contact

11. Where behaviour, personal security or health issues are of serious concern, Housing and Conference Services reserves the right to notify the “emergency contact” name listed on the student’s residence application. In these circumstances and when the student is under 18 years of age, the parent or guardian will be notified rather than the “emergency contact.”

Termination of Contract/Relocation and Filling Vacancies

12. Housing and Conference Services reserves the right, in its sole discretion, to terminate residence agreements, reassign students to another residence building and/or room on a temporary or permanent basis, and to effect other steps as may be required for the safety, security and/or the well-being of the residents and the residence community. In particular, Housing and Conference Services may terminate any residence agreement or require that students vacate their residence for any length of time if it determines, in its sole discretion, that it is prudent to do so for health and safety or public health reasons or to maintain the safety, security and wellbeing of the University community, or if it determines that it is required to do so by law or government directive, including a directive or order from Ontario Public Health or local public health unit.

13. Housing and Conference Services has a responsibility to reduce losses in revenue by filling vacancies which may occur throughout the year. Students in residence must be prepared to welcome a new roommate in the event that a vacancy occurs. Students remaining in the room are expected to remain in the space allocated to them and leave the vacated space readily available for incoming new roommate(s). Similarly, if vacancies remain unfilled, Housing and Conference Services may need to consolidate rooms. Housing and Conference Services may effect consolidation when necessary by requiring a student to accept a new roommate or move to a new room. In some circumstances, and at the discretion of Housing and Conference Services, a student may be permitted to remain in their room for an additional fee. Advance notification will be given to those students affected.

Application Cancellation Deadlines and Refunds

14. Any student who submits a complete and accurate residence application, pays the deposit, and whose name is on the guaranteed residence list, is defined as being “in residence.” If this student in residence wishes to cancel their application, before their scheduled move-in date, they must notify the Residence Admissions Office by completing the “Cancellation Step” on the online residence application, otherwise the withdrawal policy will apply as outlined in section 16. The student will forfeit all or part of the residence deposit depending on the date the “Cancellation Step” is completed on the online residence application. A forfeited residence deposit may not be applied to other outstanding university accounts or transferred to the residence account of another student.

Questions may be directed to Residence Admissions at (905) 525-9140, ext. 24342.

Date of Cancellation Received	Deposit Refund
For September Admits: If cancellation received on or before 4:00 p.m. EDT on August 28, 2020	Applicant receives refund of \$150
For September Admits: If cancellation received after 4:00 p.m. EDT on August 28, 2020	Applicant receives NO REFUND

For January Admits: TBD	Applicant receives refund of \$150
For January Admits: TBD	Applicant receives NO REFUND

Withdrawing from Residence

15. Students living in residence who plan to withdraw from residence for any reason whatsoever during the academic year must complete the Residence Withdrawal step on the online residence portal, return their residence keys/access card to a designated location communicated by Housing & Conference Services. Failure to do so will result in the student being charged as outlined in section 25. The date of withdrawal will be the date the Residence Withdrawal paperwork is completed, and the residence keys/access card is returned, whichever is later.

The student is eligible for a pro-rated refund. Eligible refunds of residence fees are calculated on a pro-rated daily basis, and are credited to the student’s university account, less a \$150 administration fee. If the student has no outstanding university accounts, the residence refund will be issued to the student.

A student who withdraws from residence due to exceptional circumstances beyond their control may submit a written appeal with supporting documentation to Housing and Conference Services in the Commons Building, Room 101. The deadline to submit an appeal for consideration is within fifteen days as of the date the Residence Withdrawal paperwork is provided by the Residence Admissions Office. If the appeal is successful, the student will receive a pro-rated refund of their residence fees as of the date of withdrawal. The date of withdrawal is the date the Residence Withdrawal paperwork is completed and the residence key/access card is returned, whichever is later. This student remains responsible for the administrative fee.

If the residence agreement is terminated early by Housing & Conference Services for reasons in accordance with section 12 above, a refund of residence fees shall be calculated from the time of the student’s check out to the last day of classes as defined in the University’s academic calendar on a pro-rata basis (the “Refund Amount”). Housing & Conference Services shall deduct a 20% charge from the Refund Amount to account for overhead and administration charges. The student hereby acknowledges and agrees that the University’s decisions to close the residence, terminate the residence agreement, calculate the Refund Amount and levy the 20% charge to the Refund Amount shall not be appealable under any University policy or process.

Late Documents

16. Housing and Conference Services requires students to submit documentation related to the application and allocation process and matters related to living in residence by specific deadlines outlined by Housing and Conference Services. Deadlines are in place to ensure adequate time for review, assessment and execution of business processes. These documents include, but are not limited to requests for: Residence Accommodation need(s), early/late arrival, move-out extension, co-op/exchange documentation, appeals for academic standing (below 5.0) and pro-rated residence fees. All documents submitted after the specified deadline will be subject to a \$50 late documents fee.

RESIDENCE STUDENT RESPONSIBILITIES

17. Each residence fee includes Internet access (RezNet-Wifi). Each student is responsible for the use of the Internet and is prohibited from using, or permitting them to be used for a purpose or in a manner that is contrary to the law, University policy, or could be considered harmful or disruptive under the Code of Student Rights and Responsibilities. Abuse of the RezNet-Wifi system may result in termination of the data service and may result in judicial or criminal charges being laid against the student. Refer to the RezNet-Wifi Usage policy (<http://www.mcmaster.ca/uts/students/maonline/index.html>) and the McMaster Code of Conduct for Computer and Network Users (<http://mcmaster.ca/uts/policy/index.html>).

18. Students are not permitted to engage in any commercial activity in residence rooms or common areas or participate in and/or running an illegal gaming or gambling operation as outlined in the Code of Student Rights and Responsibilities.

Insurance

19. The University will not be liable, directly or indirectly, for loss or theft of personal property, including food, or for damage or destruction of such property by fire, water or other causes (e.g. loss of utilities). The student shall carry appropriate and adequate liability insurance coverage for fire, injury, or damaged caused by the student, property damage and personal/public liability over the duration of their residence agreement and any renewals or extensions thereof, at their own expense, and such policies shall be written on a comprehensive basis. Students must also take positive steps to ensure their safety by locking room doors and ensuring that only authorized persons enter their building.

Pets

20. Residents are prohibited from having pets or animals of any kind in residence buildings. Special permission for approved service animals will be granted by Housing and Conference Services staff as defined by McMaster University policy (<http://www.workingatmcmaster.ca/med/document/RMM-409-Domestic-Animals-in-the-Workplace-Program-1-36.pdf>).

Fridges

21. Residence students are not permitted to bring personal refrigerators into the residence buildings. Students interested in having a refrigerator in their room can make arrangements with the University's contractor for rental of a small or large bar refrigerator.

Damages/Charges

22. All rooms or apartments/suites are inspected prior to the students' arrival for damage and the completed room inspection information is kept electronically on file. Students must report missing items or items in need of repair immediately through the online work order, accessed through the Residence Portal (<https://residence.mcmaster.ca/>): corrective action will then be initiated. Students are financially responsible for any damage or losses to their room and/or its contents. Students will be charged for losses, damage, cleaning and/or repairs required during or at the end of their residence contract. Students assigned to apartments/suites are jointly responsible with the other occupant(s) of the apartment/suite, for damage or losses to the shared areas of the apartment/suite. All charges for damages to common areas in residence (e.g. laundry rooms, elevators, etc.) will be split equally among the occupants of the building or floor, provided that such damage cannot be traced to those directly responsible.

23. Students are responsible for cleaning and maintaining an orderly state in their own room/apartment/suite during the academic year and for ensuring their room/apartment/suite is clean, free of all refuse, and kept in a hygienic and safe state. Rooms will be inspected and at the determination of Housing and Conference Services students will be invoiced for all cleaning and/or repairs required during or at the end of their contract.

24. Students are required to remove all of their belongings; property left in or around residence longer than 48 hours after the student has vacated is considered to be abandoned and will be removed at a minimum cost of \$25 to the student. Housing and Conference Services does not accept responsibility for the storage or safekeeping of any property abandoned in residence.

25. Students are required to vacate their residence room and return all residence keys/access cards no later than 3:00 p.m. on the day following their final exam in April, or by 3:00 p.m. on closing day April 29, 2021, whichever is earlier. Residence keys/access cards cannot be transferred, loaned or duplicated. Students who lose or do not return their residence keys/access cards at the end of their residence contract will be charged \$160 for the required lock changes and \$25 for each replacement key/access card.

Communal Living Responsibilities

Preamble

Students living in residence are part of a unique and interconnected community on campus. As such, the following is intended to articulate the contextual expectations of residents (and their guests), which align with the Guiding Principles

and the Code of Student Rights and Responsibilities. Housing and Conference Services reserves the right to take any/all necessary and appropriate action to protect the safety and welfare of the residence community.

1. Every student living in residence is responsible for observing the terms and conditions of the on-line Residence Handbook (<https://housing.mcmaster.ca/current-residents/residence-policies/>) and the Code of Student Rights and Responsibilities (CSRR) (<https://sscm.mcmaster.ca/the-code/>), which outline community standards and behavioural expectations for residents, and the types of outcomes levied when these expectations are breached. No resident student is exempt from the terms and conditions of the CSRR for any reason.

2. Guests of residents are responsible for observing the terms and conditions of the on-line Residence Handbook and the CSRR. Students living in residence are accountable for the behaviour of their guests and will be sanctioned if guests breach these standards.

3. Each student expressly agrees that they will not directly or indirectly cause, or fail to take reasonable steps which may prevent a breach of the CSRR. These include, but are not limited to: damage, vandalism, theft, possession of University or personal property that is not one's own, commission of a criminal offence or willful destruction to property within the residence, to the residence structure and/or to the grounds surrounding residence, removing and/or misusing any University property. Prohibited items include, but are not limited to: possession or use of any weapon, explosive, pyrotechnic, substance, or firearm, including toy replicas. Refer to Appendix: Prohibited Items and Alcohol Regulations.

4. Every student is expected to act in a responsible manner so as not to compromise their own safety or endanger the health and safety of others. The University reserves the right to determine what constitutes unsafe or unhygienic practices. These include but are not limited to: tampering with fixtures, building systems (including the wiring and fire prevention controls), fabricating or building structures, or impeding any means of egress from the building. Students may refer to the Code of Student Rights and Responsibilities on-line at <https://sscm.mcmaster.ca/the-code/>.

The submission of an online Residence Application indicates the student has read and understood the conditions of the Residence Agreement/Contract and its related documents as a condition of applying to and, if accepted, living in residence at McMaster University. The student agrees that the terms and conditions of the Residence Agreement/Contract, on-line Residence Handbook and the Code of Student Rights and Responsibilities are effective and binding legal obligations that are enforceable.

APPENDIX A: PROHIBITED ITEMS, ALCOHOL REGULATIONS AND CANNABIS REGULATIONS

Residence students, and their guests, are expected to be aware of the additional expectations regarding Residence community standards, policy, personal and community safety, and substance use standards, as defined in the Code of Student Rights and Responsibilities. This Appendix provides further clarification of these additional expectations. Violations of these expectations may result in disciplinary action under the Code of Student Rights and Responsibilities.

All Residence students, and their guests, are expected to comply with the terms set out in this Appendix, as listed below. These terms apply to all spaces in Residence, including private and common room, unless otherwise specified.

Prohibited Items

Prohibited items in Residence include, but are not limited to:

- Weapons (including toy replicas)
- Explosives and Pyrotechnic substances (e.g. fireworks)
- Firearms (including toy replicas)
- Pets (with the exception of approved service animals)
- Appliances and/or any type of heating elements within individual residence rooms (e.g. coffee makers, hotplates, toaster ovens, kettles, etc.)
- Halogen Lamps (or those requiring combustible fuel)
- Lit candles or incense

Residence Alcohol Regulations

The Alcohol Regulations define the restrictions regarding alcohol use in Residence. The regulations include, but are not limited to:

- Any activity (e.g. drinking games) that requires alcohol consumption in order to participate, or has intoxication as its main goal or its inevitable end is not allowed.
- Possession or consumption of beer in glass bottles is prohibited (beer is allowed in cans only).
- Possession of large amounts of alcohol (e.g. one 26oz bottle or 24 cans of beer per resident, or kegs) is prohibited.
- When carrying or transporting any container of alcohol outside of a residence room/floor common lounge, the container must be closed/capped.
- Consumption of alcohol by individuals under 19 years of age is prohibited.
- Sale and/or service of alcohol to individuals under 19 years of age is prohibited.
- Excessive consumption of alcohol at any age is prohibited.
- Students living in traditional residences and their guests who are 19 years of age and older are permitted to have and to consume alcoholic beverages in common rooms under the following conditions:
 - Only one drink/container per person is permitted. A container must be made of plastic or other non-breakable material.
 - Containers must not hold more than sixteen (16) ounces of liquid.

- Residents in Bates and Mary E. Keyes and their guests who are 19 years of age and older are only permitted to possess and to consume alcoholic beverages in apartments or suite units.
 - They may not consume alcoholic beverages in the floor common rooms, lounges, study rooms and/or games rooms as these are deemed to be public spaces in Bates and Mary E. Keyes residences.
- No resident or their guests are allowed to consume or have open alcohol in hallways, stairwells, elevators, bathrooms, study rooms, games rooms, laundry rooms and/or building common rooms (e.g., EMR, Ravine Room etc.).
- No resident or their guests are allowed to congregate in the halls with open and/or closed alcohol
- Unsafe practices related to alcohol* whereby problems of misuse and over-consumption occur are not allowed.

*Housing and Conference services reserves the right to define unsafe practices.

Residence Cannabis Regulations

The Cannabis Regulations define the restrictions regarding cannabis use in Residence. These regulations are in effect as of October 17, 2018 or as the *Cannabis Act*, Bill C-45 came into force; whichever date is earlier. The regulations include, but are not limited to:

- In accordance with provincial legislation, individuals must be at least 19 years of age to possess and consume cannabis and may possess a limit of 30 grams (about one ounce) of dried cannabis, or its equivalent in other forms.
- Cannabis and equipment must be stored in a container with clear labels and kept in your individual space.
- Home cultivation and growing of cannabis is not permitted in residence.
- Possession and consumption of cannabis by individuals under 19 years of age is prohibited.
- Sale and/or service of cannabis to individuals under 19 years of age is prohibited.
- Students are not permitted to have purchases from the Ontario Cannabis Store (OCS) and other suppliers shipped to their residence mailing address. These will be returned to sender.
- Individuals are not permitted to smoke cannabis in any University owned or leased building or on University property, as per McMaster University's Tobacco & Smoke Free University Policy. The use of the term "consume" in the Residence Cannabis Regulations does not include the smoking of recreational cannabis
- It is permitted to consume pre-made edible cannabis products, but it is not permitted to cook, bake or otherwise create cannabis products for consumption in residence.
- No resident or their guests are allowed to congregate in the halls with cannabis.
- When carrying or transporting any cannabis outside of a residence room/floor common lounge, it must be in a closed container.
- No resident or their guests are allowed to possess or consume cannabis in hallways, stairwells, elevators, bathrooms, study rooms, games rooms, laundry rooms and/or building common rooms (e.g., EMR, Ravine Room etc.).
- Students living in traditional residences and their guests who are 19 years of age and older are permitted to possess or consume cannabis in floor common rooms.
- Residents in Bates and Mary E. Keyes and their guests who are 19 years of age and older are only permitted to possess or consume cannabis in apartments or suite units.
 - they may not possess or consume cannabis in the floor common rooms, lounges, study rooms and/or games rooms as these are deemed to be public spaces in Bates and Mary E. Keyes residences.
- Excessive consumption of cannabis at any age is prohibited.
- Any activity (e.g. games) that requires cannabis consumption in order to participate or has impairment as its main goal or its inevitable end is not allowed.
- Unsafe practices** related to cannabis whereby problems of misuse and over-consumption occur are not allowed.

The expectations listed above apply to both medical and recreational cannabis. Where someone under the age of 19 requires the use of medical cannabis they are required to submit a Residence Accommodation Request.

**Housing and Conference services reserves the right to define unsafe practices.

APPENDIX B: COVID-19 REGULATIONS

COVID-19 is a serious public health threat, as such, residents are required to act in a manner that demonstrates respect and consideration for all community members. Residence students are expected to be aware and accept the additional regulations which are in place to support community safety and infectious disease control.

This appendix provides further clarification of these additional expectations beyond those outlined in the Code of Student Rights and Responsibilities. Violations of these expectations may result in disciplinary action under the Code of Student Rights and Responsibilities.

All Residence students, are expected to comply with the terms set out in this Appendix, as listed below. These terms apply to all spaces in Residence, including private and common room, unless otherwise specified.

The following expectations are in place to maintain the health and safety of the residence community:

1. Residents' will complete the COVID-19 Awareness Training (located in Mosaic) before attending McMaster locations in person the first time.
2. Residents' will complete the [Ontario COVID-19 self-assessment tool](#) **everyday** no more than one hour before leaving their room and follow the recommendations.
3. Residents' will report via the MOSAIC COVID-19 self-reporting tool when they are having symptoms or have tested positive for COVID-19, or your self-assessment results recommend testing, or self-isolation
4. Residents' understand there are no guests permitted in residence. A guest (including family) is defined as:
 - a. A non-resident of McMaster University Housing
 - b. A resident of any other McMaster University residence to which they have not been assigned to live
 - c. A resident from another room within any assigned building
5. Residents are always required to wear a non-medical mask or face covering in indoor public spaces, including but not limited to: Hallways, lobbies, elevators, common rooms, laundry room, etc. If alone in your own private bedroom/washroom you are NOT required to wear a mask or face covering.
6. Residents arriving from outside Canada will be required to complete a 14-day quarantine period.
7. All residents are required to follow guidelines and directions set out by public health officials, including but not limited to physical distancing (maintaining 2 metres of space), proper hand hygiene and respiratory etiquette.
8. All residents' will abide by the reduced capacity signage for all public spaces and if necessary wait until a space in a study room, communal kitchen, elevator or other shared space becomes available.
9. Resident's will not host any gatherings in their personal rooms.
10. Resident's will remove themselves from common spaces when/if physical distancing cannot be accomplished
11. Resident's understand McMaster staff may undertake increased inspections of student space to ensure students are following cleaning recommendations and living in sanitary conditions

12. Residents' are required to follow requests/instructions for McMaster University staff as posted in the residence or shared verbally or digitally with respect to everyone's health & safety

13. Residents will not access restricted/closed amenity spaces including games rooms, lounges, etc.

These expectations may change at any time in response to changes to Housing Regulations and/or guidelines/directions from Public Health to respond to challenges/risks or advance best practices to keep our community safe.

Please retain this copy of the Residence Agreement/Contract for future reference.

REPORT TO THE SENATE
FROM THE
COMMITTEE ON APPOINTMENTS

Open Session (Regular)

On November 16, 2020, the Senate Committee on Appointments approved the following recommendation and now recommend it to Senate for approval:

1. University Scholar Policy Revisions

It is now recommended,

that Senate approve the revised University Scholar Policy, as circulated.

SENATE: FOR APPROVAL
December 9, 2020

INTEROFFICE MEMORANDUM

TO: SENATE COMMITTEE ON APPOINTMENTS
FROM: DR. PAMELA SWETT, DEAN
SUBJECT: UNIVERSITY SCHOLAR POLICY REVISIONS
DATE: 2020-11-13

I am pleased to pass along the following modifications to the University Scholar policy. These revisions were discussed by all the deans and the provost and have their support. In the policy preamble we note:

In keeping with McMaster's commitment to equity, diversity, and inclusion, research excellence is understood in the broadest and most inclusive possible terms, as encompassing diverse methodologies, contributions to knowledge, and modes of communicating research and research creation.

With this commitment in mind, the resulting changes are easy to understand. I would group them together in the following three ways:

1. Several changes to the nomination and selection process that replicate best practices with respect to searches, as outlined in the University's approved hiring handbook. Revisions include ensuring that the selection committee is a diverse one and that all members have anti-bias training before serving and providing referees clear guidelines as to what should be included in their letters, among others.
2. Minor wording changes throughout to broaden our definition of 'research' in line with the preamble to include community-engaged research and the artistic practices of our colleagues in the School of the Arts and Multimedia (soon to be renamed Media Arts) department.
3. Minor wording changes to replace "global" or "international" reputation and impact with reference to the "wide range of ways" scholars can distinguish themselves. While we certainly wish to recognize our colleagues, who have achieved an international reputation, having one should not be a barrier to success in the competition, given the multitude of ways our colleagues can demonstrate excellence. An increasing number of scholars across campus, for example, seek to make a local or regional impact through community-engaged scholarship. The specificity of such work does not always lend itself to the development of an international reputation in the traditional sense. We also seek to recognize that for First Nations or other Indigenous scholars, "international" may have a different meaning entirely than was originally intended.

Additionally, Susan Denburg made some housecleaning changes to the revised policy's pt. 13 for greater administrative clarity.

I will attend the discussion next week on this topic and will be happy to take your questions.

Complete Policy Title

University Scholar

Policy Number (if applicable):

Approved by

Senate

Date of Most Recent Approval

~~November 12, 2014~~ TBD

Date of Original Approval(s)

November 12, 2014

Supersedes/Amends Policy dated

November 12, 2014

Responsible Executive

Provost and Vice-President (Academic)

Policy Specific Enquiries

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

General Policy Enquiries

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

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PREAMBLE

1. Academic life involves achievements in many domains, including the discovery, communication and preservation of knowledge, excellence in education and pedagogy, as well as a commitment to the communities that we serve, ~~from local to global.~~ In keeping with McMaster's commitment to equity, diversity, and inclusion, research excellence is understood in the broadest and most inclusive possible terms, as encompassing diverse methodologies, contributions to knowledge, and modes of communicating research and research creation.¹ The ranks that are held by members of faculty represent an acknowledgement of the levels of achievement that each member of the community has attained in their academic life. ~~High accomplishment~~ Excellence is prized here; thus it is not surprising that our professoriate includes ~~individuals~~ members whose achievements are extraordinary.
- ~~2.~~ In establishing this award, McMaster University seeks to recognize faculty members in mid-career who have already distinguished themselves as ~~international~~ scholars in a wide range of ways. To that end, McMaster University has established the title *University Scholar*, with the following terms, criteria, and nomination and selection procedures, and welcomes nominations from across all areas of research, research creation, and scholarship at McMaster.

Title

- ~~3.~~ The title of the category shall be *University Scholar*.

Terms

4. The title is awarded by the Senate only to full-time members of the faculty, subject to Article XIV, clause 180 of the Senate By-laws.
- ~~5.~~ The title is awarded for a period of four (4) years. It is not renewable and may be held by a faculty member only once during their career at McMaster.
- ~~6.~~ This award is intended to help to elevate the stature of faculty members in mid-career, defined as colleagues within five (5) years of promotion to Associate Professor or fifteen (15) years of the completion of their PhD. The selection committee however, will be allowed to exercise some discretion in the application of this condition.
- ~~7.~~ Each University Scholar will be supported with a modest research award provided jointly by the Provost and Vice-President (Academic), and the Faculty Dean.

Criteria

8. This title will be conferred only on faculty members who have demonstrated distinction and impact in one or more fields of endeavour, while on faculty at the ~~university~~ University.
9. In keeping with McMaster's position as a research-intensive university of global repute those holding the title of *University Scholar* must have demonstrated an exceptional research record that demonstrates

¹ SSHRC defines research creation as "an approach to research that combines creative and academic research practices, and supports the development of knowledge and innovation through artistic expression, scholarly investigation, and experimentation." <https://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/definitions-eng.aspx>

University Scholar

~~international excellence, impact, and recognition~~ and the potential for even greater further contributions to come.

- ~~6.~~10. ~~However,~~ This award is ~~also at the same time~~ meant to recognize the complete scholar. Thus, the ideal candidate will have ~~additionally~~ demonstrated excellence and/or innovation in teaching and learning, including the supervision of emerging scholars along with a ~~demonstrated~~ history of service that has had an impact on the community, whether within or without the University.
- ~~7.~~11. It should be noted that the criteria just described are similar in many ways to those applied in the selection of Distinguished University Professors. However, they are to be differentiated by the level of achievement anticipated and its impact as well as the period over which it has been sustained.
- ~~9.~~12. In assessing candidates the selection committee will actively engage with principles of equity, diversity, and inclusion, in a manner that is aligned with the university's Faculty Recruitment and Selection Policy and guided by the Policy's companion Handbook, and which strives~~strive~~ to understand and incorporate how research productivity and impact is determined and communicated in different domains and fields of scholarship.

Number of University Scholars

- ~~9.~~13. The number of University Scholars shall be restricted to no more than ~~1~~ 2% of all full-time faculty members of faculty, including appointed in the tenure-stream track, teaching-track stream, CAWAR and S special appointment (with the latter ~~stream~~ appointment counted using a weighting factor of ~~0.02~~). These positions are allocated to each Faculty based on the above formula, with the total. The maximum number of positions available reviewed and updated will be re-evaluated every three (3) years. ~~They will be allocated amongst the Faculties of the university/University; i.e. the number of University Scholars will be restricted to 2% of the complement of each Faculty as determined above.~~

~~No more than one-third of the allocated number of University Scholars will be awarded per Faculty per year during the initial phase in until steady state is reached.~~

PROCEDURES

Nominations

- ~~10.~~14. The nomination procedures for *University Scholars* will take place on an annual cycle ~~as follows:~~
15. Each Faculty will establish a diverse selection committee, composed of outstanding scholars within the Faculty and including members of equity-seeking groups.²
- ~~11.~~16. The Dean will appoint members of the selection committee based on recommendation from the Faculty's executive committee or Chairs and Directors group, as appropriate, ensuring as broad a membership as possible, taking into account the need for balance and inclusion.

² For the purpose of this Policy, the term "equity-seeking groups" refer to groups of people who have historically been underrepresented and underutilized in higher education, and who continue to face barriers in employment and career progression. These groups include: First Nations, Métis and Inuit Peoples, persons who are members of racialized communities in accordance with the Act's definition of "visible minorities", persons with disabilities, women, and persons who identify as LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer) or members of marginalized sexual orientation and gender identity groups.

- ~~12.~~ Where a Faculty already has a Faculty awards committee it may be assigned to undertake this task. The Faculty Tenure and Promotion Committee shall not constitute the Faculty awards committee. The Faculty selection committee should be chaired by the Faculty Dean or designate.
- ~~17.~~
- ~~13.~~ 18. The chair or designate will work to ensure the committee's attention to equity, diversity, and inclusion throughout the deliberations; to support a fair and equitable process. The Faculty committee members should have anti-bias training and should meet prior to receiving applicant files in order to review the evaluation criteria.
- ~~14.~~ The Dean will appoint members of the selection committee based on recommendation from the Faculty's executive committee or Chairs and Directors group, as appropriate, ensuring as broad a membership as possible and taking into account the need for balance and inclusion.
- ~~15.~~ 19. The Provost will issue a call for nominations to the rank of *University Scholar* to the McMaster Community by October 1, as part of the call for nominations to the rank of Distinguished University Professor.
20. The selection process shall occur in ~~two~~ three phases. In the first phase nominations will be sought. The Faculty Deans should strongly encourage chairs and directors to actively review the CVs of all eligible candidates, including candidates in equity-seeking groups, and to make a nomination on behalf of the department/program.
- ~~16.~~ 21. Nominations shall consist of the following:
- a) ~~A~~ a letter of nomination (maximum 3 pages), addressed to the Faculty Dean, signed by four individuals, at least two of whom must be McMaster professors. (Self-nomination is not acceptable). The letter should outline why the nominee is deemed to fit the criteria for this title.
 - b) ~~t~~ he nominee's CV, and.
 - c) nominations will be due on November 1.
22. The selection committee will meet to select the most suitable nominees to move forward to the final selection process. The nominators of those candidates will then be asked to obtain ~~at least 2 but up to 5~~ three external letters of reference attesting to the ~~individual's global~~ scholar's excellence, distinction, and impact ~~and standing~~ to support the nomination. They will be due by February 1.
- ~~17.~~ 23. Referees are asked to address, as appropriate:
- a) the nominee's excellence in research or research creation;
 - b) the distinction and impact of the nominee's research or research creation to date and the potential for future contributions;
 - c) the nominee's record of excellence and/or innovation in teaching and learning and in the mentoring of new scholars; and
 - ~~a~~ d) the significance of the nominee's service within and/or beyond the university, and its impact on issues of equity, diversity, and inclusion.

~~19.24.~~ 24. The full selection committee will then meet to develop a slate of candidates to be recommended to the Senate Committee on Appointments, due no later than March 1. Upon ratification by this body the slate of candidates will be forwarded to the Senate for final approval.

Complete Policy Title

University Scholar

Policy Number (if applicable):

Approved by

Senate

Date of Most Recent Approval

TBD

Date of Original Approval(s)

November 12, 2014

Supersedes/Amends Policy dated

November 12, 2014

Responsible Executive

Provost and Vice-President (Academic)

Policy Specific Enquiries

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PREAMBLE

1. Academic life involves achievements in many domains, including the discovery, communication and preservation of knowledge, excellence in education and pedagogy, as well as a commitment to the communities that we serve. In keeping with McMaster's commitment to equity, diversity, and inclusion, research excellence is understood in the broadest and most inclusive possible terms, as encompassing diverse methodologies, contributions to knowledge, and modes of communicating research and research creation.¹ The ranks that are held by members of faculty represent an acknowledgement of the levels of achievement that each member of the community has attained in their academic life. Excellence is prized here; thus it is not surprising that our professoriate includes members whose achievements are extraordinary.
2. In establishing this award, McMaster University seeks to recognize faculty members in mid-career who have already distinguished themselves as scholars in a wide range of ways. To that end, McMaster University has established the title *University Scholar*, with the following terms, criteria, and nomination and selection procedures, and welcomes nominations from across all areas of research, research creation, and scholarship at McMaster.

Title

3. The title of the category shall be *University Scholar*.

Terms

4. The title is awarded by the Senate only to full-time members of the faculty, subject to Article XIV, clause 180 of the Senate By-laws.
5. The title is awarded for a period of four (4) years. It is not renewable and may be held by a faculty member only once during their career at McMaster.
6. This award is intended to help to elevate the stature of faculty members in mid-career, defined as colleagues within five (5) years of promotion to Associate Professor or fifteen (15) years of the completion of their PhD. The selection committee however, will be allowed to exercise some discretion in the application of this condition.
7. Each University Scholar will be supported with a modest research award provided jointly by the Provost and Vice-President (Academic), and the Faculty Dean.

Criteria

8. This title will be conferred only on faculty members who have demonstrated distinction and impact in one or more fields of endeavour, while on faculty at the University.
9. In keeping with McMaster's position as a research-intensive university of global repute those holding the title of *University Scholar* must have demonstrated an exceptional research record that demonstrates

¹ SSHRC defines research creation as "an approach to research that combines creative and academic research practices, and supports the development of knowledge and innovation through artistic expression, scholarly investigation, and experimentation." <https://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/definitions-eng.aspx>.

excellence, impact, and the potential for even greater further contributions to come.

10. This award is at the same time meant to recognize the complete scholar. Thus, the ideal candidate will have demonstrated excellence and/or innovation in teaching and learning, including the supervision of emerging scholars along with a history of service that has had an impact on the community, whether within or without the University.
11. It should be noted that the criteria just described are similar in many ways to those applied in the selection of Distinguished University Professors. However, they are to be differentiated by the level of achievement anticipated and its impact as well as the period over which it has been sustained.
12. In assessing candidates the selection committee will actively engage with principles of equity, diversity, and inclusion, in a manner that is aligned with the university's Faculty Recruitment and Selection Policy and guided by the Policy's companion Handbook, and which strives to understand and incorporate how research productivity and impact is determined and communicated in different domains and fields of scholarship.

Number of University Scholars

13. The number of University Scholars shall be restricted to no more than 2% of all full-time faculty members appointed in the tenure-track, teaching-track, CAWAR and special appointment (with the latter appointment counted using a weighting factor of .02). These positions are allocated to each Faculty based on the above formula, with the total number of positions available reviewed and updated every three (3) years.

PROCEDURES

Nominations

14. The nomination procedures for *University Scholars* will take place on an annual cycle.
15. Each Faculty will establish a diverse selection committee, composed of outstanding scholars within the Faculty and including members of equity-seeking groups.²
16. The Dean will appoint members of the selection committee based on recommendation from the Faculty's executive committee or Chairs and Directors group, as appropriate, ensuring as broad a membership as possible, taking into account the need for balance and inclusion.
17. Where a Faculty already has a Faculty awards committee it may be assigned to undertake this task. The Faculty Tenure and Promotion Committee shall not constitute the Faculty awards committee. The Faculty selection committee should be chaired by the Faculty Dean or designate.

² For the purpose of this Policy, the term "*equity-seeking groups*" refer to groups of people who have historically been underrepresented and underutilized in higher education, and who continue to face barriers in employment and career progression. These groups include: First Nations, Métis and Inuit Peoples, persons who are members of racialized communities in accordance with the Act's definition of "visible minorities", persons with disabilities, women, and persons who identify as LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer) or members of marginalized sexual orientation and gender identity groups.

18. The chair or designate will work to ensure the committee's attention to equity, diversity, and inclusion throughout the deliberations; to support a fair and equitable process. The Faculty committee members should have anti-bias training and should meet prior to receiving applicant files in order to review the evaluation criteria.
19. The Provost will issue a call for nominations to the rank of *University Scholar* to the McMaster Community by October 1, as part of the call for nominations to the rank of Distinguished University Professor.
20. The selection process shall occur in three phases. In the first phase nominations will be sought. The Faculty Deans should strongly encourage chairs and directors to actively review the CVs of all eligible candidates, including candidates in equity-seeking groups, and to make a nomination on behalf of the department/program.
21. Nominations shall consist of the following:
 - a) a letter of nomination (maximum 3 pages), addressed to the Faculty Dean, signed by four individuals, at least two of whom must be McMaster professors. (Self-nomination is not acceptable). The letter should outline why the nominee is deemed to fit the criteria for this title;
 - b) the nominee's CV; and
 - c) nominations will be due on November 1.
22. The selection committee will meet to select the most suitable nominees to move forward to the final selection process. The nominators of those candidates will then be asked to obtain three external letters of reference attesting to the scholar's excellence, distinction, and impact to support the nomination. They will be due by February 1.
23. Referees are asked to address, as appropriate:
 - a) the nominee's excellence in research or research creation;
 - b) the distinction and impact of the nominee's research or research creation to date and the potential for future contributions;
 - c) the nominee's record of excellence and/or innovation in teaching and learning and in the mentoring of new scholars; and
 - d) the significance of the nominee's service within and/or beyond the university, and its impact on issues of equity, diversity, and inclusion.
24. The full selection committee will then meet to develop a slate of candidates to be recommended to the Senate Committee on Appointments, due no later than March 1. Upon ratification by this body the slate of candidates will be forwarded to the Senate for final approval.

REPORT TO THE SENATE
FROM THE
COMMITTEE ON BY-LAWS

Open Session (Regular Agenda)

Senate accepted Notice of Motion for the amendments to the Senate By-Laws at its meeting on November 11, 2020.

At its meeting on November 23, 2020, the Committee reviewed the following revisions and now recommends them to Senate.

1. Terms of Reference – Senate Committee on Appointments

The Senate Committee on By-Laws now recommends,

that Senate, on the recommendation of the Committee on By-Laws, approve the proposed revisions to the Terms of Reference for the Senate Committee on Appointments, as presented.

2. University Fees Committee Membership

The Senate Committee on By-Laws now recommends,

that Senate, on the recommendation of the Committee on By-Laws, approve the proposed changes to the University Fees Committee, as presented.

3. Proposed By-Law Changes

The Senate Committee on By-Laws now recommends,

that Senate, on the recommendation of the Committee on By-Laws, approve the proposed revisions to the *Senate By-Laws*, as amended.

SENATE: FOR APPROVAL
December 9, 2020

REPORT TO THE SENATE
FROM THE
COMMITTEE ON APPOINTMENTS
Open Session (Regular)

On October 26, 2020, the Senate Committee on Appointments approved the following recommendations and now recommends them to Senate for approval:

1. Terms of Reference – Senate Committee on Appointments

It is now recommended,

that Senate approve in principle, the proposed revisions to the Terms of Reference for the Senate Committee on Appointments and refer the changes to the By-Laws Committee for review.

SENATE: FOR APPROVAL
November 11, 2020

October 16, 2020

TO: Senate Committee on Appointments

FROM: Andrea Thyret-Kidd, University Secretary

SUBJECT: Revisions to the Terms of Reference of the Senate Committee on Appointments

The role of Manager, Faculty Relations has extensive expertise in the Tenure and Promotion process. The position has been attending the Senate Committee on Appointments as an invited guest and has been called upon on many occasions to answer questions raised by the Committee. Please accept the following request to formalize this through the governance process.

Currently the By-Laws of the Senate of McMaster University, Section 116 reads:

The Committee on Appointments shall consist of the Chancellor; the President; the Provost; the Vice-President (Research); the Vice-Provost and Dean of Graduate Studies; and eight other members of the Senate, seven of whom shall be elected faculty members of the Senate and one of whom shall be a student member of the Senate; and six members of the Committee constitute a quorum at any meeting thereof, except when decisions are being made on tenure, permanence, or promotion recommendations, at which meeting eight members of the Committee, one of whom shall be the Provost and one of whom shall be the Vice-Provost and Dean of Graduate Studies, shall constitute a quorum. In the event of an equality of votes on tenure, permanence, or promotion recommendations, the question is deemed to be decided in favour of the Faculty Tenure and Promotion Committee's recommendation, notwithstanding the provision of Section 74.

Proposed Revisions to Section 116:

The Committee on Appointments shall consist of the following membership:

Ex Officio Members

Chancellor

President

Provost
Vice-President (Research)
Vice-Provost and Dean of Graduate Studies

Members

Seven elected faculty members of the Senate
One elected student member of the Senate

Consultants

Manager, Faculty Relations, Office of the Provost

Six members of the Committee constitute a quorum at any meeting thereof, except when decisions are being made on tenure, permanence, or promotion recommendations, at which meeting eight members of the Committee, one of whom shall be the Provost and one of whom shall be the Vice-Provost and Dean of Graduate Studies, shall constitute a quorum. In the event of an equality of votes on tenure, permanence, or promotion recommendations, the question is deemed to be decided in favour of the Faculty Tenure and Promotion Committee's recommendation, notwithstanding the provision of Section 74.

Accordingly, the Senate Committee on Appointments is asked to approve the following motion:

that the Senate Committee on Appointments approve the proposed revisions to the Terms of Reference and refer the changes to the Senate for approval in principle.

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

1. Proposed Changes to the University Student Fees Committee

At its meeting of October 21, 2020, the University Planning Committee approved the proposed changes to the Student Fees Committee.

The University Planning Committee now recommends,

that Senate approve in principle, the proposed changes to the University Student Fees Committee and refer the changes to the By-Laws Committee for review.

**Senate: FOR APPROVAL
November 11, 2020**



Office of the Provost
and Vice-President
(Academic)

1280 Main Street West
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L8S 4K1

Phone 905.525.9140
Ext. 24301
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Email provost@mcmaster.ca

DATE: October 6, 2020

TO: University Planning Committee

FROM: Susan Tigh 
Provost and Vice President (Academic)

RE: Change in University Student Fees Committee membership due to the dissolution of the Associate Vice President, Institutional Research and Analysis position

The position of Associate Vice President, Institutional Research and Analysis no longer exists. As such, the role's participation in governance committees needs to be revised. Please accept the following changes:

1. University Student Fees Committee:
 - a. **Voting member status** - AVP Finance and Planning Academic role (who is currently consultant) will replace Associate Vice President, Institutional Research and Analysis
 - b. **Committee Chair status** – Associate Vice-President (Students and Learning) and Dean of Students and Vice-Provost and Dean of Graduate Studies will Co-Chair
 - c. Housekeeping changes to update titles

Accordingly, Senate is asked to approve the following motion:

that the University Planning Committee approve the proposed revisions to the University Student Fees Committee Membership and refer the changes to the Senate for approval in principle.

The **University Student Fees Committee** shall be a sub-committee of the University Planning Committee with the following membership:

Ex Officio

~~Associate Vice President (Institutional Research and Analysis) — Chair~~

~~Vice-Provost (Faculty)~~

Associate Vice-President (Students and Learning) and Dean of Students – Co-Chair

Vice-Provost and Dean of Graduate Studies – Co-Chair

Vice-Provost (Faculty)

Associate Vice-President, Finance and Planning (Academic), Office of the Provost and Vice-President (Academic)

Executive Director, Education Services, Faculty of Health Sciences

~~Director of Finance~~Controller, Financial Services

University Registrar

Student Members

Graduate Student Representative – selected from applicants for a one-year term

Full-time Undergraduate Student Representative – selected from applicants for a one-year term

Part-time Undergraduate Student Representative – selected from applicants for a one-year term

**Student positions are renewable once.*

Consultants

~~Assistant Dean, Student Affairs and Director of the Student Success Centre~~Director, Finance and Administration, Student Affairs

Associate Registrar and Graduate Secretary, School of Graduate Studies

Assistant Registrar, Government Aid Programs, Registrar's Office

~~Executive Director, Finance and Administration (Academic), Office of the Provost and Vice-President (Academic)~~

Manager, ~~Receipts and Receivables~~Accounts Receivable, Financial Services

Budget Manager, Budgeting Services

Director, Student Financial Aid and Scholarships

Senior Project Analyst, Institutional Research and Analysis

Two staff members from Financial Affairs (approved by the Committee annually)

Two staff members from Institutional Research and Analysis (approved by the Committee annually)

The University Student Fees Committee shall:

- (i) recommend all revisions to tuition (undergraduate and graduate degree, diploma and certificate) and supplementary fees to the Budget Committee;
- (ii) establish deadlines for the submission of all proposed tuition and supplementary fees to the University Student Fees Committee;
- (iii) recommend policy guidelines to the Budget Committee that outline services and materials for which fees can be charged;
- (iv) recommend policy guidelines to the Budget Committee for charging fees for existing and new programs that are not funded through grants from the Ministry of Training, Colleges

and Universities;

- (v) ensure that all proposed changes to existing student fees and all proposed new fees are reasonable, conform to government regulations and have been approved through appropriate processes within the University; and
- (vi) ensure that proposed changes to student fees are feasible and do not involve undue complications to calculate and administer; where appropriate, determining the most tax efficient method for students who are being charged these fees.

The **University Student Fees Committee** shall be a sub-committee of the University Planning Committee with the following membership:

Ex Officio

Associate Vice-President (Students and Learning) and Dean of Students – Co-Chair
Vice-Provost and Dean of Graduate Studies – Co-Chair
Vice-Provost (Faculty)
Associate Vice-President, Finance and Planning (Academic), Office of the Provost and Vice-President (Academic)
Executive Director, Education Services, Faculty of Health Sciences
Controller, Financial Services
University Registrar

Student Members

Graduate Student Representative – selected from applicants for a one-year term
Full-time Undergraduate Student Representative – selected from applicants for a one-year term
Part-time Undergraduate Student Representative – selected from applicants for a one-year term
**Student positions are renewable once.*

Consultants

Director, Finance and Administration, Student Affairs
Associate Registrar and Graduate Secretary, School of Graduate Studies
Assistant Registrar, Government Aid Programs, Registrar's Office
Manager, Accounts Receivable, Financial Services
Two staff members from Financial Affairs (approved by the Committee annually)
Two staff members from Institutional Research and Analysis (approved by the Committee annually)

The University Student Fees Committee shall:

- (i) recommend all revisions to tuition (undergraduate and graduate degree, diploma and certificate) and supplementary fees to the Budget Committee;
- (ii) establish deadlines for the submission of all proposed tuition and supplementary fees to the University Student Fees Committee;
- (iii) recommend policy guidelines to the Budget Committee that outline services and materials for which fees can be charged;
- (iv) recommend policy guidelines to the Budget Committee for charging fees for existing and new programs that are not funded through grants from the Ministry of Training, Colleges and Universities;
- (v) ensure that all proposed changes to existing student fees and all proposed new fees are reasonable, conform to government regulations and have been approved through appropriate processes within the University; and
- (vi) ensure that proposed changes to student fees are feasible and do not involve undue complications to calculate and administer; where appropriate, determining the most tax efficient method for students who are being charged these fees.

REPORT TO SENATE
FROM THE
EXECUTIVE COMMITTEE
Open Session

1. Proposed Senate By-Law Changes

On November 4, 2020, the Executive Committee approved the proposed changes to the Senate By-Laws. The changes are a result of the recommendations from the Ad Hoc Committee to Review the By-Laws of the Senate, as well as suggestions to allow for virtual Senate meetings and to schedule Senate meeting dates to avoid Reading Weeks.

Senate: FOR APPROVAL
November 11, 2020

Policies, Procedures and Guidelines

Complete Policy Title

Policy Number (if applicable)

By-Laws of the Senate of McMaster University

Approved by

Date of Most Recent Approval

Senate

October 26, 2017
Reformatted 2020

Date of Original Approval(s)

Supersedes/Amends Policy dated

xxxxx

Recent Amendments:

May 13, 2020; June 5, 2019; December 12, 2018; June 6, 2018; May 17, 2017; December 14, 2016

Revised and Renumbered, June 2016

Responsible Executive

Policy Specific Enquiries

xxxx

xxxx

General Policy Enquiries

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

DISCLAIMER:

If there is a Discrepancy between this electronic copy and the written copy held by the University Secretariat, the written copy prevails.

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The Senate of McMaster University enacts as follows:

ARTICLE I: INTERPRETATION

1. Unless otherwise provided herein, words defined in Section I of [An Act Respecting McMaster University](#) have the same meaning in these by-laws as in the Act.
2. In these by-laws, unless the context otherwise requires:
 - a) **The McMaster University Act** means [An Act Respecting McMaster University](#) as enacted by statutes of Ontario, 1976 and from time to time amended;
 - b) **By-laws** means by-laws of the Senate;
 - c) **President** means the President and Vice-Chancellor of the University;
 - d) **Provost** means Provost and Vice-President (Academic) of the University;
 - e) **Chair of the Senate** means the President or, in the absence of the President, the Vice-Chair of the Senate or such officer of the University as is authorized to act in conformity with these by-laws;
 - f) **Vice-Chair** of the Senate means the Provost;
 - g) **Deans** means the Deans of the several Faculties of the University, the heads of which are known by that title;
 - h) **Associate Deans** means the Associate Dean (Academic) of the Faculties of Business, Humanities, Science, Social Sciences, Engineering, the Associate Dean of Health Sciences (Health Professional Education), the Associate Dean of Health Sciences (Undergraduate Education), the Associate Dean of Health Sciences (Clinical Services and Commercial Enterprises), the Associate Dean of Health Sciences (Nursing), the Associate Dean of Health Sciences (Rehabilitation Science), and the Associate Dean Research and/or Graduate Studies of each Faculty;
 - i) **Observer** means any person to whom the Senate has granted the right to attend all meetings of the Senate, including Closed Session, and to receive the minutes thereof, with all appendices;
 - j) **Session** means an academic year of the University, being from September 1 of one calendar year to August 31 of the following calendar year;
 - ~~k) **Commencement** means the first regular degree-granting Convocation of the University held in the spring of each Session;~~

~~(k)~~ **Closed Session** means a meeting, or that part of a meeting, of the Senate (or a Senate committee or board) at which only members, observers, and specifically invited guests of the Senate (or the committee or board) are present, such session being deemed to begin upon declaration of the Chair of the Senate (or committee or board). Only persons entitled to be present in Closed Session may be informed of the proceedings that transpire in Closed Session (see also clause (m) below ~~); and~~

~~l)~~ This this clause shall apply only to the records of meetings of Senate committees and boards that took place prior to February 16, 1996. For meetings that took place on or after February 16, 1996, the provisions of clause ~~(k)~~ above apply.

m) **In camera**, as it pertains to the meetings of committees and boards of the Senate, means that only members, consultants and specifically invited guests of the committee or board may be present. The proceedings that transpire in the meetings of Senate committees and boards may be divulged only to such persons as have right of access to the record of those proceedings (as provided for in Schedule E).

Revised: November xx, 2020

ARTICLE II: THE CHANCELLOR AND THE PRESIDENT

3. The Chancellor shall be appointed by the Senate upon nomination from a Committee for Nominating a Chancellor.
4. The term of office of Chancellor shall be three years, normally renewable only once, commencing the first day of September of the year of appointment.
5. No person shall occupy the office of Chancellor who is the President or the Vice-President, the head of an affiliated college, or a member of the teaching or administrative staff of the University or of an affiliated college.
6. When the office of Chancellor becomes vacant, the vacancy shall be filled by the appointment of a successor in the manner set out in ~~Section-clause 3~~, and such successor shall hold office as set forth in ~~Section-clause 4~~.
7. When a Chancellor ceases to be eligible for such office, or becomes incapable of acting, the office shall be deemed to be vacant.
8. A declaration of the existence of a vacancy in the office of Chancellor by the Senate entered in the minutes of the Senate is conclusive evidence of the vacancy.
9.
 - a) The Committee for Nominating a Chancellor shall consist of the President, the Chair of the Board, the Principal of the Divinity College, the alumni members of the Senate and five other members of the Senate elected by the Senate in accordance with the procedure described in ~~Section-118 (a)clause 117~~.
 - (i) Seven members of the Committee for Nominating a Chancellor, including the President and the Chair of the Board, shall constitute a quorum at any meeting thereof.
 - b) The Senate component of a Committee for Recommending a President shall consist of three faculty members, one graduate student and one undergraduate student, to be elected by the Senate, but not necessarily from the Senate, in accordance with the procedure described in ~~Section-118 (a)clause 117~~.
 - c) The Committee for Nominating a Chancellor and the Committee for Recommending a President shall each appoint its own chair from among its members and determine its own procedure.
10. The Committee for Nominating a Chancellor and the Committee for Recommending a President shall report to the Senate in writing. Each report shall be made available to Senate members by the Secretary

of the Senate no later than 24 hours prior to the relevant Senate meeting, and to observers at the beginning of the Closed Session of the Senate meeting.

Revised: ~~December 12, 2018~~ November xx, 2020

ARTICLE III: COMPOSITION OF, ELIGIBILITY FOR, AND ELECTION TO THE SENATE

11. Subject to such changes in the composition of the Senate as may be made from time to time under the authority of *The McMaster University Act*, and subject to the provisions of any statute in force respecting the period of membership of any member of the Senate, the Senate shall be composed of the members set out in [Schedule "A"](#) attached hereto and shall have as observers those designated in Schedule "A."
12. A faculty member, either full-time or part-time, shall be eligible for election to the Senate provided that at the time of nomination the member holds a contractually-limited appointment, or a tenured, tenure-track, permanent teaching, teaching-track, or special appointment, or continuing appointment without annual review by the Board or a regular appointment by the Board of Trustees of the Divinity College, or that the member has been confirmed in a tenured, tenure-track, permanent teaching, teaching-track, or special appointment, or continuing appointment without annual review by the Board or a regular appointment by the Board of Trustees of the Divinity College to take effect on July 1 of the year in which the member is nominated.
13. The academic rank of a faculty candidate for election to the Senate shall be deemed to be the rank that the candidate will hold on July 1 of the year in which the candidate is nominated, provided that this rank has been approved by the Senate Committee on Appointments or by the Board of Trustees of the Divinity College at the time of nomination. If a change in rank has not been approved at the time of nomination, the academic rank of a faculty candidate for election to the Senate shall be deemed to be the rank that the candidate holds at the time of nomination.
14. In the election of the faculty members of the Senate under [Sectionsclause](#) 12 (g) and 12 (h) of [The McMaster University Act](#), each Faculty shall include in its By-laws such distribution of faculty seats on the Senate by rank or type of appointment or department or any combination of these, as it may deem appropriate.
15. The nomination and election of faculty members to the Senate under [Sectionsclause](#) 12 (g) and 12 (h) of *The McMaster University Act* shall be on a Faculty basis. Faculty members in departments that are members of two Faculties and faculty members on joint appointments in departments that are in different Faculties may vote in the Faculty of their choice, but shall have a vote in only one Faculty.
16. The annual election of faculty members to the Senate under [Sectionsclause](#) 12 (g) and 12 (h) of *The McMaster University Act* shall be completed by March 31, but such members shall not take office until the first day of July in the year of election.
17. One undergraduate student shall be elected by and from the undergraduate students registered in each of the Faculties of Business, Engineering, Health Sciences, Humanities, Science, and Social Sciences for a two-year term or until graduation or withdrawal from the University, whichever corresponds to the shorter term. The electorate shall include students who have completed the requirements for a bachelor's degree, but who are proceeding toward their first professional degrees, e.g., the M.D. but not the M.Div., students

who are taking additional work toward a second undergraduate degree, or continuing students, meaning students possessing a bachelor's degree who are taking additional undergraduate work but not for credit toward a degree.

18. An undergraduate student to be a candidate for election shall be a full-time undergraduate student who has not been declared ineligible to continue at the University in the preceding Session; or shall be a part-time student registered for at least six units of undergraduate work.
19. A continuing student may be a candidate for election as an undergraduate member provided that such student is registered for at least six units of undergraduate work.
20. A second-degree student may be a candidate for election as an undergraduate member provided that such student is registered for at least six units of undergraduate work.
21. A student who has been elected as an undergraduate member of the Senate and who completes the requirements for a bachelor's degree during the Session in which such student was elected may continue as a member of the Senate for a second year, provided that in the next ensuing Session such student is registered as a continuing student or a second-degree student for at least six units of undergraduate work.
22. Undergraduate students registered in joint programs under the auspices of more than one Faculty may vote in only one of those Faculties. Students registered in programs not under the auspices of any Faculty may vote in the Faculty of their choice, but shall have a vote in only one Faculty.
23. Six graduate students, each proceeding toward a Master's or a Doctor's degree, shall be elected for two-year terms or until graduation or withdrawal from the University, whichever occurs sooner. One graduate student shall be elected by and from the graduate students registered in each of the Faculties of Business, Engineering, Health Sciences, Humanities, Science, and Social Sciences. Students registered in McMaster University degree programs in the McMaster Divinity College shall be eligible to vote and be candidates for election as graduate students in the Faculty of Humanities.
24. Graduate students registered in joint or collaborative programs under the auspices of more than one Faculty may vote and be candidates in only one of those Faculties. Students registered in interdisciplinary programs not under the auspices of any Faculty may vote and be candidates in the Faculty of their choice, but shall have a vote in only one Faculty.
25. Any graduate student, either full-time or part-time, is eligible to be elected.
26. Nomination of student members shall be on a Faculty basis in accord with [Schedule "A,"](#) each nomination to be supported by at least ~~five~~ three names from undergraduate students in the case of nominations of undergraduate students, and ~~five~~ three names from graduate students in the case of nominations of graduate students, and all such names shall be drawn from the electorate of the Faculty from which the nominee has been nominated. For students in joint/collaborative or interdisciplinary graduate programs,

the seconders must be registered either in the same program or in the Faculty in which the candidate intends to run for election.

27. The election of student members of the Senate under [Section clause 12 \(d\)](#) and [12 \(e\)](#) of [The McMaster University Act](#) shall be conducted during the primary election period (January 15-March 31), and such elected members shall take office on the first day of the July following. In the event that there are vacant student seats on September 7, a secondary set of elections shall be conducted during September 15-October 31. The term of office of members elected during the secondary election period shall be deemed to begin on the first day of the previous July.
28. A student member of the Senate who is declared ineligible to continue at the University or who transfers to another Faculty shall relinquish his or her seat, and shall be replaced subject to the provisions of [Section clause 29](#), below.
29. The election of members of the Senate under [Section clause 12\(d\)](#), [12 \(e\)](#), [12 \(g\)](#) and [12 \(h\)](#) of *The McMaster University Act* shall be conducted by the Secretary of the Senate using procedures approved by the Executive Committee and contained in [Schedules "B"](#) and [Schedule "C"](#) attached hereto.

Revised: November xx, 2020

ARTICLE IV: VACANCIES IN THE SENATE

30. Whenever a vacancy in the Senate occurs, the Senate shall determine by resolution whether the vacancy is to be filled. If it is determined that the vacancy shall be filled, the following procedures shall obtain. If the vacancy is that of an appointed member, the vacancy shall be filled by a new appointment. If the vacancy is that of a member elected under [Section clause 12\(g\) and 12\(h\) of *The McMaster University Act*](#), the vacancy shall be filled through a by-election. If the vacancy is that of a member elected under [Section clause 12\(d\) and 12\(e\) of *The McMaster University Act*](#), the vacancy shall be filled during the next election period as specified in [Section clause 26](#).
31. The seat of any member who, without being granted leave of absence by the Senate, fails to attend four consecutive regular meetings of the Senate, may be declared vacant, at the discretion of the Chair of the Senate.
32. The Executive Committee of the Senate may, upon the written request of a member, grant leave of absence to such member for one non-renewable period not to exceed four consecutive months, for illness or for other cause deemed by the Senate to be appropriate. A member who is to be absent from the University or who will be unable to attend Senate meetings for a period longer than four months shall resign his or her seat before the beginning of such period, and shall be replaced in accordance with the provisions of [Section clause 29](#).

Revised: November xx, 2020

ARTICLE V: ELECTION OF SENATE MEMBERS TO THE BOARD

33. [The McMaster University Act](#) includes in the membership of the Board of Governors three members to be elected to the Board by and from the members of the Senate, for three-year terms. As required, the Executive Committee of the Senate shall prepare a slate consisting of at least two names of members of the Senate for any such vacancy on the Board. These nominations shall be circulated to all members of the Senate, who may nominate additional candidates for inclusion on the slate, provided that such nominations are signed by ~~five~~three members of the Senate and are accompanied by a declaration of willingness to serve. The electorate shall be provided with a brief ~~résumé~~statement of each candidate's ~~qualifications~~skills and interests for service on the Board.
34. The election shall normally be carried out before the regular meeting of the Senate in June of each year. Ballots shall be ~~mailed~~sent electronically to members of the Senate ~~at their last address of record with the Secretary of the Senate~~. Instructions on the ballot shall indicate that votes are to be cast in accordance with the transferable vote procedure.

Revised: November xx, 2020

ARTICLE VI: THE MACE, THE UNIVERSITY SEAL, AND THE EXECUTION OF DOCUMENTS

35. There shall be a Mace of the University representing the authority of the Senate of the University, and the Mace now in use shall continue to be the Mace of the University.
36. The Mace shall be used only on an official University occasion, this being defined as one on which the Chancellor or Vice-Chancellor is present in role of office or one on which both are so present, unless otherwise authorized by the Senate Committee on University Ceremonials and Insignia. Except as provided in ~~Section~~[clause 37](#), the Mace shall be carried by the University Bedel or, in the absence of the Bedel, by the University Pro-Bedel.
37. The University Bedel and Pro-Bedel shall be those professors of the University with the longest and second-longest service respectively, or such other professors as shall be designated by the Senate. If neither the Bedel nor Pro-Bedel is available at a Convocation, the Mace shall be carried by the longest-serving faculty member present and available.
38. The University Registrar shall be responsible for the custody and security of the Mace, and shall keep it in place of deposit and in such charge as the Senate from time to time shall direct.
39. There shall be a University Seal and the Seal now in use shall continue to be the Seal of the University. The Seal may be impressed by duplicate instruments, one to be retained by the Senate and the other by the Board, for use in respect of documents made under their respective powers.
40. The duplicate instrument of the Seal retained by the Senate shall be kept in the custody of the University Registrar, who shall keep it in such place of deposit and in such charge as the Senate from time to time shall direct.
41. The University Seal may be affixed to any document or instrument in writing bearing the signatures of the Chancellor, or the President, or the acting President, or the Secretary of the Senate, or such other person as may be authorized by resolution of the Senate.
42. The signatures of the Chancellor, the President, and the Secretary of the Senate may be engraved, lithographed, printed, stamped or otherwise reproduced mechanically on any document or instrument in writing requiring signature by such persons or any of them, whether or not the University Seal is affixed thereto.
43. The signatures of the Vice-Presidents, Deans, the Vice-Provost and Dean of Graduate Studies, Directors and other Heads of the Faculties, Schools, Institutes, and Centres may likewise be engraved, lithographed, printed, stamped or otherwise reproduced mechanically on any document or instrument in writing requiring signature by such persons or any of them, whether or not the University Seal is affixed

thereto, and whether or not the signatures of the persons mentioned in ~~Section~~clause 42 or any of them are affixed thereto manually or reproduced mechanically.

44. The Secretary of the Senate is responsible for the custody and proper use of any such mechanical means of reproduction, provided that, in the case of a mechanical means of reproducing any signature, such use be first authorized in writing by the signatory.
45. Any such mechanically reproduced signature, if so reproduced with the authority of the Secretary of the Senate, is deemed for all purposes to be the signature of the person concerned.

~~Revised: November xx, 2020~~Revised: May 17, 2017

ARTICLE VII: RULES OF PROCEDURE OF THE SENATE

Day, Time and Place of Meetings

46. Regular meetings of the Senate shall be held on the second Wednesday of each month from September to April. Should the second Wednesday occur during the mid-term recess the Senate meeting will be rescheduled to a date approved by the Chair. The regular meetings of Senate for May and June shall be held on the Wednesday preceding the May and June convocation ceremonies, respectively. ~~the Divinity College Convocation and in the week preceding Commencement, respectively~~ At the discretion of the Chair, a regular meeting of the Senate can be cancelled in the event of insufficient business.
47. A special meeting may, and on the written requisition of twelve or more members shall, within two weeks of receipt of the requisition, be called by the Chair of the Senate for the transaction of only such business as is specified in the notice of such meeting. At least 48 hours' notice of any such special meeting shall be given.
48. Unless otherwise directed by the Chair of the Senate, every meeting shall begin at 3:30 p.m.; and, if after a lapse of 15 minutes from that time there is not a quorum, the Secretary of the Senate may call the roll and the Senate shall then stand adjourned until the next meeting.
49. The Senate shall not remain in session later than 6:00 p.m., except by an affirmative vote of at least two-thirds of the members present.
50. All meetings shall be held in the Council Room, Gilmour Hall, McMaster University, unless the Chair of the Senate directs that a meeting be held virtually or elsewhere in metropolitan Hamilton or its environs.

Notice of Meeting

51. Where, by any by-law, provision is made for the holding of a meeting, the notice of meeting, unless otherwise expressly provided herein, shall be in writing. Notice of meeting for a regular meeting of the Senate shall be circulated at least one week prior to such meeting. The notice of meeting is deemed to be given when it is sent by electronic mail to the member or other person to be notified at the last address of record with the Secretary of the Senate.
52. The accidental omission to give notice of a regular or special meeting to any member, or any accidental irregularity in connection with the giving of such notice, does not invalidate the proceedings at that meeting.

Chair

53. The President, or in his/her absence the Vice-Chair of the Senate, shall chair all meetings of the Senate. In the absence of both the Chair and the Vice-Chair, a Chair shall be elected by a majority of the members present.

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54. The Chair may take part in a debate on any question, but before doing so shall leave the Chair and appoint some other member present to act as Chair *pro tem*.
 55. The Chair may vote on any question.

Quorum

56. At all meetings held between September and June, both months inclusive, 30 members shall constitute a quorum.
57. At any meetings held during the months of July and August, 20 members shall constitute a quorum, provided that if at any such meeting a question of general policy or general legislation arises and fewer than 30 members are present, the consideration of such question shall be postponed until the next regular meeting.

Record of Proceedings

58. A record of the proceedings of all meetings of the Senate shall be made by the Secretary of the Senate. Items of business dealt with by the Senate in Closed Session shall appear as appendices to the record and such appendices shall be made available only to persons entitled to be present in Closed Session unless otherwise ordered by the Senate, or by the Executive Committee in accordance with the provisions of [Section clause 113](#).

Procedural Authority

59. The Chair of a meeting shall conduct the proceedings in conformity with the by-laws and rules of procedure enacted by the Senate and, in all cases not so provided, the following reference shall be used: M.K. Kerr and H.W. King, *Procedures for Meetings and Organizations*, Carswell Legal Publications, 1984. Procedures for meetings of the Senate, other than when the Senate is in Closed Session, are as set forth in [Schedule "D"](#) attached hereto.

Recordings Devices

60. No form of recording ~~device~~ (photographic or electronic) ~~or sound-amplification device~~ shall be permitted at any meeting of the Senate unless by the express authority of the Chair of the Senate, with the exception of instruments for official use by the Senate.

Preserving Order

61. The Chair shall preserve order and decorum at all meetings of the Senate. Any person admitted to a meeting of the Senate who, in the opinion of the Chair, misconducts himself or herself must withdraw from the meeting at the order of the Chair. In the event that such a person refuses to withdraw, the Chair has

the discretion to declare a short recess, or to adjourn the Senate, and may declare that the continuation of such recessed or adjourned meeting shall be in Closed Session.

Orders of the Day

62. The agenda for regular meeting of Senate shall employ the consent agenda format for routine approval items and for information items, as set forth in [Schedule D](#). Except as otherwise provided herein, the following order of business shall be observed at all regular meetings for both the consent and regular agenda and no variation from this order shall be allowed except by the vote of two-thirds of the members present, which vote shall be taken without debate, subject however to the provision of [Section clause 77](#):
- a) receiving and disposing of the minutes of the last regular meeting and of any intervening special meetings, except the confidential appendices associated therewith;
 - b) business arising out of the approved minutes, except business arising from the confidential appendices;
 - c) enquiries;
 - d) reading and disposing of communications, to be disposed of as read;
 - e) receiving and disposing of a report from the Chair of the Graduate Council concerning the activities of that Council;
 - f) receiving and disposing of a report from the Chair of the Undergraduate Council concerning the activities of that Council;
 - g) reading and disposing of reports of Faculties and Councils;
 - h) reading and disposing of reports of standing and special committees and boards, to be considered in the following order:
 - (i) reports submitted but not disposed of at the previous meeting;
 - (ii) reports of standing committees and boards in the order in which they appear in [Section clause 91](#), subject to any limitations that may be imposed by [Section clause 79](#);
 - (iii) reports of special committees in the order of their establishment by the Senate;
 - i) other unfinished business from the last meeting;
 - j) new business to be taken in the order of receipt of notice of motion;

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- k) any business on the agenda that was not presented or proceeded with when reached, to be taken in the order announced on the agenda;
 - l) new business not on the agenda; and
 - m) business to be dealt with in Closed Session.
63. Notice of any motion to be considered at a regular meeting, other than a motion in the ordinary course of business, or a proposal to amend the by-laws, shall be in the hands of the Secretary of the Senate at least six working days before the meeting at which the motion is to be made, and the Secretary of the Senate shall note the date of receipt upon the face of the notice and shall place the matter on the agenda for the meeting at which the motion is to be made.
64. If any committee or member fails to proceed with a report or business on the agenda when it is reached, such report or business shall be placed on the agenda for the next regular meeting at the end of the class of business to which it belongs.
65. Any member of the University community may request an appearance before the Senate for the presentation of a brief. The request will be considered by the Senate if the request and brief are submitted to the Secretary of the Senate at least four working days prior to the date set for a Senate meeting.

Debate

66. Any member desiring to speak during a meeting shall rise and address the Chair.
67. A member called to order shall sit down, but may afterwards explain. The Chair shall decide the point of order, subject to an appeal to the Senate whose decision shall be final and made without debate.
68. Each member shall speak only to the question in debate.
69. No member while speaking shall be interrupted by another member except upon a point of order or for the purposes of an explanation, and the member so interrupting shall speak only to the point of order or to the explanation.
70. Any member may require the question under discussion to be read at any time during the debate, but not so as to interrupt a member who is speaking.
71. Except for the mover of a substantive motion, who shall be allowed to reply, no member shall speak more than once to a question, unless in explanation of a material part of a speech which may have been misunderstood, and in such case shall not introduce new matter.

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72. No member shall speak more than ten minutes at one time, except by leave of a majority of the members present, which leave shall be granted or refused without debate.
 73. No member shall speak to a question after it has been put by the Chair.

Voting

74. Except as provided in ~~Sections~~ clause 49, 62, 78, 79, and 174, all questions that come before the Senate shall be decided by the vote of a majority of the members present. Each member present is entitled to one vote, and in the event of an equality of votes the question is deemed to be decided in the negative.
75. All members shall vote in accordance with their individual assessment of the merits of each question before the Senate and not as delegates of the constituencies by which they have been elected.
76. Questions normally shall in the first instance be decided by a show of hands. The Chair shall declare the result of every vote and the declaration of the Chair as to the result of a show of hands and an entry to that effect in the minutes of the proceedings at the meeting shall, unless a poll is demanded, be prima facie evidence of the result of the vote. The Chair or any member present may require the yeas and nays to be recorded on any question except a motion to adjourn the Senate or adjourn a debate or move into Closed Session, in which event a poll shall be taken in such manner as the Chair directs. A demand for a poll may be withdrawn at any time prior to the taking of the poll. Any member of Senate who wishes to propose that a question be decided by ballot must make such a request before any vote is taken. On receipt of such a request, Senate will determine by a show of hands of a majority of the members present whether or not a question, and any amendments thereto, shall be decided by means of a ballot.

Motions and Questions

77. The Senate may decide by a simple majority of the members present at any time and at any meeting to move into Closed Session, such vote to be taken without debate
78. Unless previous notice has been given, no motion introducing new matter, other than a matter of privilege or a motion to move into Closed Session, shall be taken into consideration at any regular meeting of the Senate, except upon the vote of two-thirds of the members present.
79. No matter that has been decided by the Senate shall be reconsidered before the first regular meeting of the following session, except upon the vote of two-thirds of the members present; a motion to reconsider may be made by any member.
80. All motions, except those to adjourn the Senate or to adjourn a debate or to move into Closed Session, shall be put in writing and seconded before being debated or put from the Chair, and when a motion has been seconded it shall be read to the Senate by the Chair before being debated.

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81. When a motion has been made, seconded, and read, it shall be disposed of by the Senate, unless the mover, with the consent of the seconder, withdraws it or allows it to stand over.
82. When a question is under debate, no motion shall be received by the Chair except a motion to:
- a) ~~to~~ adjourn the Senate;
 - b) ~~to~~ move into Closed Session;
 - c) ~~to~~ adjourn the debate;
 - d) ~~to~~ proceed to the next order of business;
 - e) ~~to~~ table the motion;
 - f) ~~to~~ put the previous question;
 - g) ~~to~~ postpone to a specified time;
 - h) ~~to~~ refer the question;
 - i) ~~to~~ amend the main motion; or
 - j) ~~to~~ postpone indefinitely.
83. A motion to adjourn the Senate or to move into Closed Session is always in order, is undebatable, and no second motion to the same effect shall be made until after some intermediate proceeding has been taken.
84. A motion to adjourn a debate is always in order, and no second motion to the same effect shall be made until after some intermediate proceeding.
85. A motion to put the previous question shall, until it is decided, preclude all amendments to the main motion. It shall be put in the following words: "*that the question on the main motion be now put*" and, if it be resolved in the affirmative, the original question shall be put forthwith without any amendment or debate. If it be resolved in the negative, discussion will continue on the original question, and the vote on the original question may be taken at a later time in the same meeting.
86. A motion to refer the question shall, until it is disposed of, preclude all amendments to the main motion.

Revised: November xx, 2020

ARTICLE VIII: COMMITTEES AND BOARDS

COMMITTEE OF THE WHOLE

87. When the Senate resolves to go into Committee of the Whole, the Chair of the Senate shall appoint a chair of the Committee who shall preside over its deliberations, decide points of order subject to an appeal to the Chair of the Senate, and report its proceedings to the Chair when the Senate rises from the Committee of the Whole.
88. The rules of procedure of the Senate ([Article VII](#)) shall be observed in Committee of the Whole except that:
- a) no motion is required to be seconded;
 - b) no motion for the previous question or for an adjournment shall be received;
 - c) in divisions the names of members shall not be recorded; **and**
 - d) the number of times that a member may speak is not limited.
89. On a motion in Committee of the Whole to “*rise and report*,” the question shall be decided without debate.
90. A motion in Committee of the Whole that the Chair leave the chair, or that the Committee “*rise without reporting*,” shall be in order and shall take precedence over any other motion. If it is carried, the Chair of the Senate shall at once resume the Chair and proceed to the next order of business.

STANDING COMMITTEES

91. There shall be ~~the following~~ standing committees of the Senate and the duties of such committees shall be as defined herein and from time to time by these by-laws.
- a) ~~The standing committees shall be the:~~
- (i) ~~the Executive Committee;~~
 - (ii) ~~the University Planning Committee (joint with the Board of Governors);~~
 - (iii) ~~the Committee on Appointments;~~
 - (iv) ~~the Committee on Honorary Degrees;~~
 - (v) ~~the Senate Board for Student Appeals;~~
 - (vi) ~~the Committee on University Ceremonials and Insignia;~~
 - (vii) ~~the Committee on By-laws;~~
 - (viii) ~~the Committee on Academic Integrity;~~
 - (ix) ~~the Tenure and Promotion Appeals Nominating Committee;~~
 - (x) ~~the Committee on Student Affairs;~~
 - (xi) ~~the Board-Senate Research Misconduct Hearings Panel;~~
 - (xii) ~~the Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence;~~ and
 - (xiii) ~~the Faculty Discipline Board.~~
- b) The membership of all Senate Committees and Boards shall take effect on the first day of July following the regular June meeting of the Senate, with the exception of the Senate Board for Student Appeals, the membership of which shall take effect on the first day of September following the regular June meeting of the Senate.
92. The Senate may join with the Board in establishing one or more joint committees of the Senate and the Board.

93. The Chancellor and the President shall be *ex officio* members of every standing committee of the Senate, with the exception of the Tenure and Promotion Appeals Nominating Committee, the Board-Senate Research Misconduct Hearings Panel, the Board-Senate Hearing Panel for Discrimination, Harassment and Sexual Violence, the Faculty Discipline Board, and the Senate Board for Student Appeals.
94. The provisions that apply only to the records of meetings of Senate committees and boards that took place prior to February 16, 1996 are set out in [Schedule F](#). For meetings that took place on or after February 16, 1996, the following shall apply:

a) Except for joint committees of Senate and the Board of Governors, each standing committee shall fix the times and places of its meetings, which shall be open to the public except:

- (i) when matters confidential to the University may be discussed;
- (ii) when matters of a personal nature concerning an individual may be discussed (unless the individual requests that such part of the meeting be open to the public);
- (iii) when the chair of the committee or board decides that an item of business shall be discussed in Closed Session;
- (iv) when at least one third of the committee or board members present at any meeting without debate request the chair of the committee or board to declare the meeting, or any part thereof, a Closed Session; or
- (v) as provided for in [Section 128](#), and 140(d), 141(d), and 145.

Each standing committee may otherwise determine its own procedure consistent with these by-laws.

b) A record of the proceedings of each standing committee and board shall be made by the Secretary of the Senate. Items of business dealt with in Closed Session shall appear as appendices to the record and such appendices shall be available to members, consultants and specifically invited guests of the standing committee or board, unless otherwise ordered by the committee or board.

[Section 94](#), sub-sections (a) and (b) shall not apply by analogy to subordinate bodies of the Senate.

All material provided under this By-law concerning a Closed Session or an in camera session of a standing committee or board or a joint Board-Senate committee shall be treated with the same confidentiality as material dealt with in Closed Session of the Senate.

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- c) Normally, it is expected that members attend committee meetings in person. At the discretion of the Chair, however, a member(s) who is (are) unable to attend in person may participate in that meeting by such means as telephone or other communication facilities that permit all members to communicate simultaneously and instantaneously. A member(s) participating in such a meeting by such means is (are) deemed to be present at the meeting. For those meetings, or portions thereof, held in Closed Session or in camera, it is expected that members participating by such means as telephone or other communication facilities will ensure that the necessary standards of confidentiality are maintained and that their participation is conducted in a setting that ensures such confidentiality.
- d) At the discretion of the Chair, a committee may be asked to consider a matter outside of a committee meeting and to determine the matter by means of an electronic vote. Such matters would, in the judgment of the Chair, be time-sensitive so that delay until the next regularly scheduled meeting would have an adverse effect, or would, in the judgment of the Chair, normally require little, if any, discussion prior to voting. Matters considered in this manner shall be reported at the next regular meeting of the committee. Members with concerns who would like an item to be discussed by the committee in advance of the electronic vote must notify the Secretary without delay. The Chair will then determine an appropriate course of action and inform the committee on the disposal of the matter.
95. Vacancies that occur in a standing committee or board may be filled at any regular meeting of the Senate or at a special meeting thereof.
96. Any written communication on a subject coming properly within the cognizance of a standing committee or board or of the [Graduate Council](#) or of the [Undergraduate Council](#) shall stand referred as a matter of course to that committee or board or council, which shall report thereon at the next regular meeting of the Senate.
97. Any written communication dealing with a new graduate degree program; a major new undergraduate degree program; a new Faculty, Department, School, Institute, Centre or the like, shall stand referred as a matter of course to the University Planning Committee, which shall report thereon at the next regular meeting of the Senate and such report shall be received before the Senate proceeds to the consideration of the proposal.
98. On receipt of any such communication referred to in [Section 96](#) and [97](#), the Secretary of the Senate shall forthwith, after acknowledging its receipt, submit it under the direction of the Chair of the Senate to the Chair of the appropriate standing committee or board or Graduate or Undergraduate Councils.
99. Any such communication, referred to in [Section 96](#) and [97](#) that is not received in time to be considered by the appropriate standing committee or board or council before the next regular meeting of the Senate may by direction of the Chair of such committee or board or council be read at such meeting and the Senate may, if it deems fit, take the communication into immediate consideration or otherwise dispose of it.

100. Every standing committee and board of the Senate has the power to invite consultants to its meetings.

Revised: November xx, 2020

SPECIAL COMMITTEES AND CONSULTANTS

101. The Senate may from time to time appoint special committees with specified terms of reference. Unless otherwise specifically provided in the resolution by which a special committee is appointed, or later determined by the Senate, it is dissolved on the date of its final report to the Senate.
102. The provisions of Sections clause 93, 94, 95, 96, 97, 98, 99 and 100 apply to every special committee unless otherwise provided in the resolution by which it is appointed.
103. The Chair of the Senate shall have power to appoint consultants to the Senate as the need may arise.

Revised: November xx, 2020 Revised: December 14, 2016

ARTICLE IX: COMPOSITION, POWERS, AND DUTIES OF STANDING COMMITTEES AND BOARDS

THE EXECUTIVE COMMITTEE

104. The Executive Committee shall consist of the following membership:

Ex Officio Members

Chancellor; ~~the~~
 President; ~~the~~
 Provost

~~Members; and eight members of the Senate, appointed by the Senate, of whom at least four~~ Four shall be faculty members of the Senate
~~, at least one shall be an~~ One undergraduate student member of the Senate
~~, at least one shall be a~~ One graduate student member of the Senate,
~~and at least one shall be an~~ One alumni member of the Senate.

Five members of the Committee shall constitute a quorum.

105. The Chair of the Committee shall be the Chair of the Senate.
106. The Committee shall act for the Senate between Senate meetings on matters pertaining to the affairs of the Senate, as referred to it by the President, the Senate, the Faculties, the Graduate Council or Undergraduate Council, or committees or boards of the Senate. Such actions shall be reported at the next regular meeting of the Senate.
107. The Committee shall consider and report to the Senate on any other matter which may from time to time be referred to it by the President, the Senate, or by any committee or board or council of the Senate.
108. The Committee shall nominate members of the Senate for election to the Board in conformity with the provisions of ~~Sections~~ clause 33 and 34.
109. The Committee shall nominate the members of the standing committees of the Senate and the student members of Undergraduate Council as required, with the exception of the Executive Committee (for which, see ~~Section~~ clause 122(a)) and, where it is not otherwise expressly provided, shall nominate the chairs thereof, and the vice-chairs where appropriate, and shall report such nominations to the next regular meeting of the Senate.
110. After the report of the Executive Committee regarding nominations is submitted to the Senate, the Senate shall appoint the members of all standing committees and boards whose appointment is the duty of the Senate.

111. If a regular meeting of the Senate is not held in June, a special meeting of the Senate shall be held in June to receive and consider the report of the Executive Committee and to appoint the standing committees and boards for the next academic session.
112. The Executive Committee shall also consider requests from students and former students for the removal of transcript notations related to penalties assigned under the [Academic Integrity Policy](#) or the [Code of Student Rights and Responsibilities](#).
113. On the advice of the Chair, the Vice-Chair and the Secretary of the Senate, the Committee shall adjudicate and decide on any requests, submitted in writing to the Secretary of the Senate, by a Senator seeking access to Closed Session Senate minutes of a meeting which took place when that individual was not a Senate member.

Revised: November xx, 2020

THE UNIVERSITY PLANNING COMMITTEE¹

114.

- a) The University Planning Committee shall consist of the following membership:

Ex Officio MembersChancellor; ~~the~~Chair of the Board of Governors (or delegate); ~~the~~Vice-Chair of the Board of Governors (or delegate); ~~the~~President; the Provost, who shall be Chair; ~~the~~Vice-President (Administration); ~~the~~Vice-President (Research); ~~the~~

Vice-Provost and Dean of Graduate Studies;

Members

~~five~~ Five faculty members, no more than two from any one Faculty, elected for staggered three-year terms;

~~one~~ One Faculty Dean elected annually (by and from the six Faculty Deans); ~~;~~

~~one~~ One staff member, elected for a three-year term;

~~one~~ One graduate student, elected for a two-year term; ~~and~~

~~one~~ One undergraduate student, elected for a two-year term.

~~The following shall be Observers on the University Planning Committee, who may participate in the proceedings but who shall have no vote: the~~

Observers

Dean and Vice-President (Health Sciences) or delegate, unless elected;

~~the~~ Vice-President (University Advancement);

~~the~~ Vice-President (Students and Learning) and Dean of Students; and

~~the~~ Chair of Undergraduate Council.

- (i) One-half of the membership, excluding the *ex officio* members, shall constitute a quorum.
- (ii) The election of faculty, staff and student members to the University Planning Committee shall be conducted by the Secretary of the Senate and the Board of Governors following a call for nominations from the appropriate University constituency. The Senate Executive Committee shall review the nominations; it may make any additional nominations it deems necessary to ensure an

¹The University Planning Committee is a joint Board-Senate Committee and is the successor to the Board-Senate Committee on Academic Planning. It is also the successor to the Board-Senate Committee on Long-Range Planning named in *The McMaster University Act, 1976*. All references to the Board-Senate Committee on Long-Range Planning in *The McMaster University Act, 1976* shall be deemed henceforth to refer to its successor, the University Planning Committee.

election. The counting of ballots in elections to the University Planning Committee shall be in accordance with the transferable vote system.

- b) The University Planning Committee's fundamental mandate is to co-ordinate academic and resource planning so that the Senate and the Board of Governors may be assured that any proposal presented for approval has academic merit that supports the mission of the University and that resources necessary for the implementation of any proposal have been appropriately assessed. In this context the University Planning Committee shall:
- (i) review the Plan for the University annually, and recommend revisions to it as necessary, for approval by the Senate and the Board of Governors;
 - (ii) review, for recommendation to the Senate and the Board of Governors, major initiatives (including those which are part of submissions to external agencies) that have significant resource implications, providing comment on how the proposals fit within the University Plan;
 - (iii) review and approve annual planning reports as prescribed by the Provost from the Faculties, the School of Graduate Studies, the Vice-Provost (Faculty), the Associate Vice-President (Students and Learning) and Dean of Students, the University Registrar, the University Librarian, and other units (as appropriate) that report directly to the Provost, providing comment on how the plans relate to overall University planning and current budgeting. Approved plans are to be reported to the Senate and the Board of Governors for information;
 - (iv) review and approve annual planning reports as prescribed by the Vice-President (Administration) from those administrative and service units that report directly to the Vice-President (Administration), providing comment on how the plans relate to overall University planning and current budgeting. Approved plans are to be reported to the Senate and the Board of Governors for information;
 - (v) review and approve annually a report from the Vice-President (Research) on the major operations, institutes, and initiatives that receive significant support from the budget envelope of the Vice-President (Research), and on the anticipated impact of new funding opportunities (from federal, provincial, or private agencies or businesses) as they arise. Approved plans are to be reported to the Senate and the Board of Governors for information;
 - (vi) receive annually from the Vice-President (University Advancement) a report on advancement efforts of the previous year and review, for recommendation to the Senate and the Board of Governors, future fund-raising priorities and their relationship to the University Plan;
 - (vii) provide commentary, with reference to the University Plan and the McMaster University Campus Master Plan, to the relevant committee of the Board of Governors on proposals for capital development and other expenditures that fall outside the annual budget (such as those encompassed by the Capital Renewals process). For all major projects, the University Planning

Committee will be provided with a total impact analysis that assesses the ongoing costs of maintenance, utilities, etc.;

- (viii) review, for recommendation to the Senate and the Board of Governors, the annual report on the *McMaster University Campus Master Plan*, including any updates, amendments and elaborations; and
- (ix) report to the Senate and the Board of Governors any matters of concern formally identified as such by a majority of the Committee.

115.

- a) The **Budget Committee** shall be a subcommittee of the University Planning Committee with membership drawn from the University Planning Committee as follows:

Ex Officio Members

~~the~~ President;
~~the~~ Provost;
~~the~~ Vice-President (Administration);

Members

~~three~~ ~~Three~~ faculty members (one of whom shall serve as Chair);
~~one~~ ~~One~~ member of the non-teaching staff;
~~one~~ ~~One~~ graduate student;
~~one~~ ~~One~~ undergraduate student.

~~Two-thirds of the membership shall constitute a quorum. If more than two members are absent when a vote is taken on the final budget, the vote must be confirmed by mail ballot.~~

- (i) The Chair of the Budget Committee shall be elected annually by the University Planning Committee from among the faculty members on the University Planning Committee following nomination by the Chair of the University Planning Committee and a call for further nominations. The other two faculty members on the Budget Committee shall be selected subsequently by and from the five faculty members on the University Planning Committee for service commencing July 1 or immediately following a vacancy. The Chair may vote on all questions.

- (ii) Two-thirds of the membership shall constitute a quorum. If more than two members are absent when a vote is taken on the final budget, the vote must be confirmed by mail ballot electronically.

- b) The Budget Committee shall:

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- (i) review the budget framework prepared by the University administration in consultation with the Office of Institutional Analysis and Research, including any changes to the McMaster Budget Model; this framework (including the models and projections upon which it is based) will be provided to 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 (the Joint Committee) as will updates to the framework should these arise;
 - (ii) receive and respond to budget submissions from all Faculties, areas, and units;
 - (iii) make budget recommendations available to the University Planning Committee during development of the recommendations, for comment on whether those recommendations are congruent with the University Plan; deliver the final budget to the University Planning Committee in a timely fashion to ensure that it is in a position to make comments in advance of the budget being transmitted to other deliberative bodies;
 - (iv) make budget recommendations available to the University Senate for comment before they are transmitted by the President to the Finance-Planning and Resources Committee of the Board of Governors; ~~and~~
 - (v) deliver budget recommendations to the President of the University for transmittal to the Planning and Resources~~Finance~~ Committee of the Board of Governors. Any comments of the University Planning Committee and Senate shall be included in the material for the Board of Governors, along with the President's own comments; ~~and-~~
 - (vi) ~~All~~hold all meetings of ~~this the~~ Committee ~~are~~ in Closed Session.
- c) The **University Student Fees Committee** shall be a sub-committee of the University Planning Committee with the following membership:

Ex Officio Members

Associate Vice-President (Institutional Research and Analysis) – Chair
 Vice-Provost (Faculty)
 Associate Vice-President (Students and Learning) and Dean of Students
 Vice-Provost and Dean of Graduate Studies
 Director, Education Services, Faculty of Health Sciences
 Director of Finance
 University Registrar

Student Members

Graduate Student Representative – selected from applicants for a one-year term
 Full-time Undergraduate Student Representative – selected from applicants for a one-year term
 Part-time Undergraduate Student Representative – selected from applicants for a one-year term

*Student positions are renewable once.

Consultants

Assistant Dean, Student Affairs and Director of the Student Success Centre

Associate Registrar and Graduate Secretary

Executive Director, Finance and Administration (Academic), Office of the Provost and Vice-President (Academic)

Manager, Receipts and Receivables, Financial Services

Budget Manager, Budgeting Services

Director, Student Financial Aid and Scholarships

Senior Project Analyst, Institutional Research and Analysis

d) The University Student Fees Committee shall:

- (i) recommend all revisions to tuition (undergraduate and graduate degree, diploma and certificate) and supplementary fees to the Budget Committee;
- (ii) establish deadlines for the submission of all proposed tuition and supplementary fees to the University Student Fees Committee;
- (iii) recommend policy guidelines to the Budget Committee that outline services and materials for which fees can be charged;
- (iv) recommend policy guidelines to the Budget Committee for charging fees for existing and new programs that are not funded through grants from the Ministry of Training, Colleges and Universities;
- (v) ensure that all proposed changes to existing student fees and all proposed new fees are reasonable, conform to government regulations and have been approved through appropriate processes within the University; ~~and~~
- (vi) ensure that proposed changes to student fees are feasible and do not involve undue complications to calculate and administer; where appropriate, determining the most "*tax efficient*" method for students who are being charged these fees; ~~and~~;
- (vii) ~~hold A~~ all meetings of ~~this the~~ the Committee ~~are~~ in Closed Session.

Revised: May 17, 2017

THE COMMITTEE ON APPOINTMENTS

116. The Committee on Appointments shall consist of the following membership:

Ex Officio Members

Chancellor;
~~the~~ President;
~~the~~ Provost;
~~the~~ Vice-President (Research);
~~the~~ Vice-Provost and Dean of Graduate Studies;

Members

~~and eight other members of the Senate, s~~even of whom shall be elected faculty members of the Senate
~~and~~

~~one~~ One of whom shall be alected student member of the Senate

~~;~~ ~~and six~~ Six members of the Committee constitute a quorum at any meeting thereof, except when decisions are being made on tenure, permanence, or promotion recommendations, at which meeting eight members of the Committee, one of whom shall be the Provost and one of whom shall be the Vice-Provost and Dean of Graduate Studies, shall constitute a quorum. In the event of an equality of votes on tenure, permanence, or promotion recommendations, the question is deemed to be decided in favour of the Faculty Tenure and Promotion Committee's recommendation, notwithstanding the provision of Section clause 74.

117. The Committee shall nominate the members of the Committee for Nominating a Chancellor in conformity with the provisions of Section clause 9(a) and shall nominate the members of the Senate component of the Committee for Recommending a President in conformity with Section clause 9(b). These nominations shall be presented at a Senate meeting, together with a brief résumé-statement of each candidate's qualifications skills and interests. No additional nominations may be made at that Senate meeting, but subsequent to the meeting, members of the Senate shall be provided with the opportunity to submit written nominations of additional candidates for inclusion on the slate, provided that such nominations are signed by ~~five~~ three members of the Senate and are accompanied by an indication of the candidate's willingness to serve. If necessary, an election shall be conducted by the Secretary of the Senate immediately following the end of the nomination period. A brief résumé-statement of each nominee's qualifications skills and interests shall be provided to Senators along with the ballot. Not more than one faculty member from any one Faculty shall be elected by Senate to the Committee for Nominating a Chancellor or the Committee for Recommending a President.
118. The Committee shall have as a standing order of business the making of nominations for such ad hoc selection committees as are charged to nominate to the Senate those to be appointed to senior academic administrative offices and to the offices of Vice-President (Administration) and Vice-President (University Advancement). In this context, senior academic administrative offices include those of Provost, Vice-

President (Health Sciences), Vice-President (Research), Vice-Provost, ~~Deans~~, Director of Continuing Education, academic Associate/Assistant Vice-Presidents, Associate Deans of Graduate Studies and/or Research, Associate Deans of Faculties (see ~~Section~~[clause 2\(h\)](#)), Chair of Undergraduate Council, University Secretary, Registrar, University Librarian and such other positions as are designated by Senate from time to time. The Committee shall ensure that the nominations for each ad hoc selection committee include, as nominated Chair of the ad hoc selection committee, the name of the academic administrative officer to whom the appointee shall report. The Committee shall review, and express its opinion to the Senate on, nominations made by the ad hoc selection committees, before any commitment is made to the nominated candidate.

119. The Committee shall consider and recommend to the Senate on academic appointments, terms of reference, tenure policy, promotion policy, research leave policy, and all matters related to academic appointments. In this context, academic appointments shall be taken to include appointments of Department Chairs and Directors of Schools, Programs, Research Institutes, and Centres, and appointments to named Chairs and Professorships. The Committee shall receive for information reports on the appointment of Associate Department Chairs, Associate Directors of Programs, Research Institutes and Centres, Executives in Residence, and Faculty honorific appointments. The Committee shall recommend to the Senate candidates for the titles of Distinguished University Professor and University Scholar.
120. The Committee shall consider recommendations for appointment to the teaching staff from Faculty or joint-Faculty Tenure and Promotion Committees and shall:
- a) decide that the faculty member is to be nominated for a tenured appointment, a continuing appointment without annual review or a permanent teaching appointment and so inform the Senate; or
 - b) recommend to the President that the period of a tenure-track appointment, a special appointment or a teaching-track appointment be extended, and so inform the Senate; or
 - c) decide that no action be taken on the case; or
 - d) decide that a faculty member's tenure-track appointment, special appointment or teaching-track appointment be allowed to lapse and so inform the Senate.

~~121.~~ The Committee shall consider recommendations for promotion from Faculty or joint-Faculty Tenure and Promotion Committees and shall:

~~122-121.~~

~~a)~~ decide that promotion is to be granted at this time, and so inform the Senate; or

~~b)a)~~

e)b) decide that no action is to be taken in regard to promotion.

~~123.~~ The Committee shall nominate the membership of the Executive Committee, and shall report thereon to the regular meeting of the Senate in June of each year.

124.122.

Revised: May 17, 2017~~Revised: May 17, 2017~~

THE COMMITTEE ON HONORARY DEGREES

~~125-123.~~ The Committee on Honorary Degrees shall consist of the following membership:

Ex Officio Members

Chancellor, who shall be Chair; ~~the~~
President;

~~and six~~Five other members of the Senate

~~One alumni member of the Senate, one of whom shall be a member from among the members of the Alumni Association of the University on the Senate; and~~

~~four~~Four members of the Committee constitute a quorum at any meeting thereof.

~~126-124.~~ The Committee shall make recommendations to the Senate of names of persons upon whom it is thought fitting to confer the honorary degree of Doctor of Laws, Doctor of Science, Doctor of Letters, or any other honorary degree that may be established by the Senate.

THE SENATE BOARD FOR STUDENT APPEALS

~~127-125.~~ The Senate Board for Student Appeals shall consist of 12 members appointed by the Senate for two-year terms, of whom six shall be faculty members ~~of the faculty~~ who are not senior academic administrative officers, four shall be undergraduate students, and two shall be graduate students. In addition, the Chair of the Board has the authority to appoint, on an ad hoc basis, faculty and students who are not members of the Senate Board for Student Appeals to serve on appeal tribunals as auxiliary Board members. For meetings of the Board which do not relate to the hearing of a specific appeal, seven members of the Board constitute a quorum.

~~128-126.~~ The Senate Board for Student Appeals shall:

- a) ~~shall~~ adjudicate all student appeals from rulings of other authorities (e.g., Faculty Reviewing Committees, Deans, Associate or Assistant Deans) on matters of academic standing other than those involving solely a substantive academic judgment, and shall, where appropriate, adjudicate appeals by students in respect of any other allegation of injustice, except in cases where another body has been named as the final decision maker; and
- b) ~~shall~~, when deemed appropriate, consider and make recommendations to the Senate on policy and procedure relating to student appeals.

~~129-127.~~ The hearing of an appeal shall be before a tribunal consisting of at least three members or auxiliary members of the Senate Board for Student Appeals, one of whom shall be a student. They shall be chosen in accordance with procedures approved by the Senate.

~~130-128.~~ Hearings before tribunals of the Senate Board for Student Appeals shall be conducted in accordance with the procedures approved by the Senate.

THE COMMITTEE ON UNIVERSITY CEREMONIALS AND INSIGNIA

~~134-129.~~ The Committee on University Ceremonials and Insignia shall consist of the following membership:

Ex Officio Members

Chancellor; ~~the~~

President; ~~the~~

University Bedel

Members

~~;~~ ~~and eight~~ Six members of the Senate;

~~one~~ One of whom shall be a graduate student member of the Senate

~~and one of whom shall be an~~ One undergraduate student member of the Senate; ~~and five members of the Committee constitute a quorum at any meeting thereof. The~~

Consultants

University Registrar ~~and the~~

Convocation & Curriculum Officer ~~shall be consultants to the Committee.~~

- a) Five members of the Committee constitute a quorum at any meeting thereof.

~~132-130.~~

- a) The Committee shall be responsible for the planning and conduct of all University ceremonials, including all Convocations; and shall keep under continual review the form of and procedure at such ceremonials and all matters relating thereto.
- b) The Committee shall also be responsible for reviewing and making decisions, or recommendations to the Senate or the Board of Governors, on matters relating to heraldic practice and policy.

Revised: May 13, 2020

THE COMMITTEE ON BY-LAWS

~~133-~~131. The Committee on By-laws shall consist of the following membership:

Ex Officio Members

Chancellor

~~;~~ ~~the~~ President

Members

~~;~~ ~~and~~ ~~f~~ Four members appointed by the Senate, one of whom shall be a member of the Senate and one of whom shall be the Secretary of the Senate. ~~;~~

~~and~~ ~~t~~ Three members of the Committee constitute a quorum at any meeting thereof.

~~134-~~132. The Committee shall make recommendations to the Senate:

- a) for the appropriate form of any amendment to any by-law and of any new by-law, of the Senate or of a Council or of a Faculty, that the Senate has approved in principle;
- b) for any alteration of any by-law, of the Senate or of a Council or a Faculty, deemed by the Committee to be necessary as a consequence of any amendment or of any new by-law approved by the Senate or to be desirable for reasons of consistency or the like;
- c) on any matter pertaining to the by-laws of the Senate or of a Council or of a Faculty that may be referred to the Committee by the Senate, or on any such matter that the Committee may deem appropriate for the attention of the Senate.

THE COMMITTEE ON ACADEMIC INTEGRITY

~~135-133.~~ The Committee on Academic Integrity shall consist of the following membership:

Ex Officio Members

Chancellor

~~;~~ ~~the~~ President

~~;~~ ~~the~~ Vice-Provost and Dean of Graduate Studies

~~;~~ ~~the~~ Vice-Provost (Faculty)

Membership

~~;~~ ~~and six members of the Senate, f~~our of whom shall be faculty members of the Senate (one of whom shall be appointed Chair of the Committee)~~(one of whom shall be appointed Chair of the Committee);~~

~~one of whom shall be a~~One graduate student member of the Senate

~~and one of whom shall be an~~One undergraduate student member of Senate.

Consultants

~~Five members of the Committee constitute a quorum. The Academic Integrity Officer, the~~

University Registrar, ~~and the~~

Graduate Registrar and Secretary of the School of Graduate Studies ~~shall be consultants to the~~

~~Committee.~~

Five members of the Committee constitute a quorum.

~~136-134.~~ The Committee shall, when deemed appropriate, make recommendations to the Senate on policy and procedures relating to issues of academic integrity and on measures designed to reduce instances of academic dishonesty.

~~137-135.~~ The Committee shall review, prior to its presentation to the Senate, the annual report prepared by the Office of Academic Integrity.

Revised: May 17, 2017

THE TENURE AND PROMOTION APPEALS NOMINATING COMMITTEE

~~138-136.~~

a) The Tenure and Promotion Appeals Nominating Committee shall consist of six full-time tenured faculty members ~~that:~~

(i) ~~are~~ normally at the rank of Professor; ~~;~~ ~~and~~

(ii) ~~are~~ appointed by the Senate but not necessarily drawn from the Senate; ~~with~~ one from each of the Faculties of Business, Engineering, Health Sciences, Humanities, Science, and Social Sciences; ~~;~~ ~~and~~ none of whom, during ~~his or her~~ ~~their~~ term on the Committee, shall be a member of a Faculty Tenure and Promotion Committee or of the Senate Committee on Appointments;

~~b) and f)~~ Four members of the Committee constitute a quorum at any meeting thereof.

~~b)c)~~ The Chair shall be elected by and from the members of the Committee.

~~139-137.~~

a) When an appeal of a tenure, a continuing appointment without annual review or a permanent teaching or promotion decision has been referred to the Committee, the Committee shall nominate to the Senate the membership of an Appeal Tribunal, composed of three full-time tenured or permanent members of faculty who have not been previously involved in the decision under review and who are at arm's length from both parties to the appeal. The tribunal in each case shall normally consist of one member from the appellant's Faculty and two members from outside the Faculty.

b) Each Appeal Tribunal shall normally report to the Senate within four months of its establishment.

THE COMMITTEE ON STUDENT AFFAIRS

~~140-~~138. The Committee on Student Affairs shall consist of the following membership:

Ex Officio Members

Chancellor

~~;~~~~the~~ President

~~;~~~~the~~ Associate Vice-President (Students and Learning) and Dean of Students, who shall be Chair

Members

~~;~~~~;~~ Three faculty members, at least one of whom shall be an elected faculty member of the Senate

~~;~~~~;~~ Three undergraduate students, one of whom shall be a part-time student and one of whom shall be a student residing in a University residence

~~;~~~~and~~~~e~~ One graduate student.

Of the student members, at least one shall be a member of the Senate.

Five members of the Committee constitute a quorum at any meeting thereof.

~~141-~~139. The Committee has the authority to approve, and report to Senate for information, minor changes to the Residence Agreement Contract on behalf of Senate and shall otherwise recommend to the Senate policies, and receive submissions, on non-academic aspects of student life, including University residences and student services, and on matters of student conduct and discipline.

This responsibility shall include:

- a) developing and periodically reviewing in consultation with relevant student leadership, for recommendation to the Senate, University codes of student conduct and discipline, including for resident students;
- b) approving the constitutions of student residences and any amendments thereto;
- c) receiving annually a report from the Dean of Student Affairs which shall include reference to non-academic disciplinary problems on campus; and
- d) establishing such sub-committees as may from time to time be deemed.

Revised: June 6, 2018

THE BOARD-SENATE RESEARCH MISCONDUCT HEARINGS PANEL142-140.

- a) The Board-Senate Research Misconduct Hearings Panel shall consist of:
- (i) 18 tenured faculty members appointed by the Senate after consultation with the Faculty Association;
 - (ii) three graduate ~~and three undergraduate~~ students appointed by the Senate;
 - ~~(iii)~~ (iii) ~~three undergraduate students appointed by the Senate; and~~
 - ~~(iii)~~ (iv) ~~and~~ 12 full-time staff members who have been employees of the University for at least two years, appointed by the Board of Governors after consultation with the appropriate staff associations.
- b) Members of the Panel shall be appointed for staggered renewable three-year terms. The Chair and one Vice-Chair of the Panel shall be appointed by Senate from among the tenured faculty members; one Vice-Chair shall be appointed by the Board of Governors from among the staff members. In addition, the Chair of the Panel has the authority to appoint, on an ad hoc basis, faculty, staff and students who are not members of the Panel to serve on Hearings Committees as auxiliary Panel members. For meetings of the Panel that do not relate to a specific case, 15 members of the Panel constitute a quorum.
- c) The Board-Senate Research Misconduct Hearings Panel shall
- (i) receive all cases of alleged research misconduct referred to it and arrange the adjudication of them in accordance with the procedures outlined in the Research Integrity Policy and approved by the Senate and the Board of Governors, and
 - (ii) when deemed appropriate, review the policy and procedures relating to academic ethics and allegations of research misconduct and make recommendations to the Senate and the Board of Governors on policy changes or new policies deemed necessary by the Panel.
- d) The hearing of any case referred to the Panel shall be conducted before a Hearings Committee, established according to the procedures outlined in the Research Integrity Policy.
- e) The conduct of hearings before a Hearings Committee of the Board-Senate Research Misconduct Hearings Panel shall be in accordance with the procedures outlined in the Research Integrity Policy.

BOARD-SENATE HEARING PANEL FOR DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE[143-141.](#)

- a) The Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence shall consist of six faculty members, three undergraduate students and three graduate students appointed by the Senate; and six staff members appointed by the Board of Governors. The Chair and one Vice-Chair shall be appointed by the Senate from among the faculty members appointed by the Senate and one Vice-Chair shall be appointed by the Board of Governors from among the members appointed by the Board of Governors. Student members shall serve for staggered two-year terms and faculty and staff members for staggered three-year terms. No member shall serve for more than two consecutive terms, but on the expiration of two years after having served the second of two consecutive terms, such person may again be eligible for membership on the Hearing Panel. In addition, the Chair of the Panel has the authority to appoint, on an ad hoc basis, faculty, staff and students who are not members of the Panel to serve on Hearings Committees as auxiliary Panel members. For meetings of the Panel that do not relate to a specific case, 10 members of the Panel constitute a quorum.
- b) The Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence shall:
 - (i) receive all Referrals to Hearing / Formal Requests for a Hearing and arrange for their adjudication in accordance with procedures approved by the Senate and the Board of Governors, and
 - (ii) when deemed appropriate, review the policy and procedures relating to discrimination, harassment, and/or sexual violence and make recommendations, through the Senate Executive Committee, to the Senate and the Board of Governors on policy changes or new policies deemed necessary by the Panel.
- c) The hearing of any case referred to the Panel shall be before a tribunal consisting of three members of the Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence. These members shall be free of conflict of interest and shall be chosen by the Chair, or a Vice-Chair as appropriate, of the Hearing Panel in accordance with procedures approved by the Senate and Board of Governors.
- d) Hearings before a tribunal of the Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence shall be conducted in accordance with the procedures approved by the Senate and the Board of Governors.

Revised: December 14, 2016

FACULTY DISCIPLINE BOARD

~~144-142.~~ The Faculty Discipline Board shall consist of six tenured or permanent faculty members at the rank of Professor, appointed by the Senate for staggered renewable three-year terms. For meetings of the Board that do not relate to a specific case, four members of the Board constitute a quorum.

~~145-143.~~ The Faculty Discipline Board shall

- a) adjudicate faculty discipline cases referred by a Faculty Dean to the Provost, in accordance with the relevant procedures approved by the Senate and the Board of Governors, and
- b) when deemed appropriate, review the policy and procedures relating to the code of conduct and disciplinary procedures for faculty and make recommendations to the Senate and the Board of Governors on policy changes or new policies deemed necessary by the Faculty Discipline Board.

~~146-144.~~ The hearing of any case referred to the Board shall be before a Discipline Tribunal, consisting of three members of the Faculty Discipline Board who do not have a conflict of interest, chosen by the Provost in accordance with procedures approved by the Senate and the Board of Governors. At least one of the three members shall be from outside the Faculty of the faculty member concerned. The Provost shall also designate which of the Board members shall serve as Chair of the Discipline Tribunal.

~~147-145.~~ Hearings before a tribunal of the Faculty Discipline Board shall be conducted in accordance with the procedures approved by the Senate and the Board of Governors.

ARTICLE X: THE GRADUATE COUNCIL

~~148-146.~~ There shall be a Graduate Council with the following membership: which shall consist of the

Ex Officio Members (with vote)

Chancellor

~~;~~ ~~the~~ President;

~~the~~ Provost;

~~the~~ Vice-President (Research);

~~the~~ Vice-Provost and Dean of Graduate Studies;

~~the~~ ~~The~~ Dean of each Faculty offering graduate work, ~~and~~

~~the~~ ~~The~~ Associate Deans of Graduate Studies, ~~all ex officio with vote;~~

Ex Officio Members (without vote)

~~the~~ University Librarian

~~;~~ ~~the~~ University Registrar

~~;~~ ~~the~~ Secretary of the Senate

~~;~~ ~~the~~ Associate Registrar and Graduate Secretary

~~;~~ ~~the~~ Assistant Dean (Graduate Student Life and Research Training)

~~;~~ ~~and~~ the Executive Director (Strategic Planning and Administration), ~~all ex officio without vote~~

Members

~~;~~ ~~†~~ Three full-time faculty members from each of the Faculties of Business, Engineering, Humanities, Science, and Social Sciences and three full-time graduate faculty members from the Faculty of Health Sciences, elected by the members of the Faculty, from the Professors, Associate Professors, and Assistant Professors

~~;~~ ~~†~~ Two full-time graduate students from each Faculty offering graduate work, elected by and from the graduate students in that Faculty with the proviso that in any Faculty engaged in doctoral studies at least one of the graduate students shall be registered in a PhD program

Observers

~~;~~ ~~o~~ Observers (as defined in ~~Section~~ clause 2(i)) named from time to time by the Vice-Provost and Dean of Graduate Studies to attend Graduate Council's meetings

a) ~~;~~ ~~and~~ ~~o~~ One-third of the voting members shall constitute a quorum at any meeting thereof.

~~149-147.~~ The Chair of the Graduate Council shall be the Vice-Provost and Dean of Graduate Studies or, in the absence of the Vice-Provost and Dean of Graduate Studies, an Associate Dean of Graduate Studies.

~~150-148.~~ The Secretary of the Graduate Council shall be the Associate Registrar and Graduate Secretary.

~~151-149.~~ The faculty members elected from each Faculty offering graduate work shall be elected in accordance with the requirements of ~~Section~~clause 15.

~~152-150.~~ The term of office of faculty members on the Graduate Council shall commence on the first day of July following their election, and shall be for three years, subject to the proviso that faculty members who are to be absent from the University for a year or more shall resign their seats before leaving and be replaced at an ensuing election. Terms of office are renewable.

~~153-151.~~ The election of faculty members of the Graduate Council shall be conducted by the Secretary of the Senate.

~~154-152.~~ The term of office of graduate students on the Graduate Council shall commence on the first day of September annually, and shall be for two years, subject to the requirement that a vacancy occurring when six or more months remain in the term of office shall be filled by an appointment by the appropriate Faculty Dean. Terms of office are renewable.

~~155-153.~~ The student members of the Graduate Council shall be elected by and from the graduate students in their respective Faculties, in accordance with procedures determined by their Faculties.

~~156-154.~~ The Graduate Council may declare vacant the seat of any elected member who, without being granted leave of absence by the Council, fails to attend three consecutive regular meetings of the Council. Whenever a seat is declared vacant, the vacancy shall be filled through a by-election in the constituency which elected the person whose membership is vacant, unless the person is a graduate student, in which case the requirement stipulated in ~~Section~~clause 152 for filling a vacancy shall apply.

~~157-155.~~ The Graduate Council may, upon written request of a member, grant leave of absence to any member for a period not to exceed six consecutive months for illness or for other reasons deemed appropriate by the Council.

~~158-156.~~ The powers and duties of the Graduate Council are:

- a) to make rules and regulations for governing its proceedings;
- b) to establish standing and ad hoc committees. These committees shall include, but are not limited to:
 - (i) an Executive Committee, and
 - (ii) a Scholarships Committee;
- c) to regulate matters concerning graduate work of concern to the University as a whole;

-
- d) to act upon recommendations concerning graduate work from each Faculty, upon such matters as are of particular concern to each Faculty;
 - e) to transact such business as is placed on its agenda by one or more of the Chair, the Secretary of the Graduate Council, or a Dean of a Faculty offering graduate work;
 - f) to recommend to the Senate the names of graduate students who have completed all requirements for a degree, diploma or certificate;
 - g) to determine the eligibility of Departments, Units, Schools, Institutes, Centres, or the like, to offer graduate work, and to make recommendations to the Senate for the administration of graduate work in areas not clearly lying within the jurisdiction of a single Faculty;
 - h) to report to the Senate upon such matters as may be judged necessary by the Graduate Council or as required by the Senate;
 - i) subject to final approval by the President, to stipulate the conditions of award of all fellowships, scholarships, assistantships, bursaries, prizes and other awards established for graduate students, having due regard for the wishes of the donor;
 - j) to arrange for action upon all applications or recommendations for fellowships, scholarships, assistantships, bursaries, prizes and other awards for graduate students;
 - k) to meet at least twice per academic year;
 - l) to post the agenda and the minutes of its meetings electronically.

Notwithstanding any of the above, the following matters must be referred to the Senate for decision:

- establishment of new graduate programs;
- closure of existing graduate programs;
- substantial revisions of admission standards;
- substantial revisions to degree, diploma and certificate requirements and/or academic regulations.

Revised: June 6, 2018

ARTICLE XI: THE UNDERGRADUATE COUNCIL

~~159-157.~~ There shall be an Undergraduate Council with the following membership: ~~consisting of the~~

Ex Officio

Chancellor

~~, the~~ President,

~~the~~ Provost,

~~the~~ Vice-Provost (Faculty),

~~the~~ Associate Deans (Academic) of the Faculties of Business, Engineering, Humanities, Science and Social Sciences (or their respective delegates);

~~the~~ Associate Dean of Health Sciences (Undergraduate Education),

~~the~~ Director of the Arts and Science Program

~~, the~~ Director of the Centre for Continuing Education

~~, the~~ University Registrar

~~, the~~ Associate Vice-President (Students and Learning) and Dean of Students

~~, the~~ University Librarian

~~, and the~~ Principal of McMaster Divinity College, ~~all ex-officio;~~

Members

~~six~~ Six faculty members elected from the Professors, Associate Professors, and Assistant Professors, comprising one member from each Faculty offering undergraduate work;

~~the~~ The faculty member of the Senate appointed by McMaster Divinity College; ~~and~~

~~seven~~ Seven undergraduate students, one from each of the six Faculties offering undergraduate work, and one from the Arts and Science Program, to be appointed by the Senate on the recommendation of the Dean / Director.

Twelve members of the Council, excepting the Chancellor, the President and the Provost, shall constitute a quorum.

~~160-158.~~ The Chair of the Undergraduate Council shall be the Vice-Provost (Faculty).

~~161-159.~~ The Vice-Chair of the Undergraduate Council shall be elected annually by and from the members of the Undergraduate Council.

~~162-160.~~ The Secretary of the Undergraduate Council shall be the Secretary of the Senate.

~~163-161.~~ The faculty member elected from each Faculty offering undergraduate work shall be elected in accordance with the requirements of Section clause 15. These elections shall be conducted by the Secretary of the Senate.

~~164-162.~~ The term of office of faculty members on the Undergraduate Council shall commence on the first day of July following their election, and shall be for three years, renewable once, subject to the proviso that faculty members who are to be absent from the University for a year or more shall resign their seats before leaving and be replaced at an ensuing election.

~~165-163.~~ The term of office for an undergraduate student member shall commence on the first day of July following the appointment of such member, and shall be for one year, renewable.

~~166-164.~~ The powers and duties of the Undergraduate Council are:

- a) to make rules and regulations for governing its proceedings;
- b) to initiate and regulate matters concerning undergraduate work of concern to the University as a whole, in accordance with such directives and priorities as have been established by the Senate;
- c) to act upon recommendations concerning undergraduate work from the several Faculties, the Arts and Science Program, or from McMaster Divinity College as it relates to the Master of Divinity and Master of Theological Studies degrees conferred by the University;
- d) to transact such business as is placed on its agenda by one or more of the Chair, the Secretary of the Undergraduate Council, an Associate Dean or Dean of a Faculty offering undergraduate work, the Director of the Arts and Science Program, or the Principal of McMaster Divinity College as it relates to the Master of Divinity and Master of Theological Studies degrees conferred by the University;
- e) to report and to make recommendations to the Senate upon such matters as may be judged necessary by the Undergraduate Council or as required by the Senate;
- f) to stipulate the conditions of award of all fellowships, scholarships, medals, prizes and other awards established for undergraduate students, and to make such awards;
- g) to give direction to the Office of Student Financial Aid and Scholarships on policies and procedures respecting the acceptance of all fellowships, scholarships, medals, prizes and other awards for undergraduate students, and the administration thereof;
- h) to meet at least once each academic term; and
- i) to make publicly available the agenda and the minutes of its meetings.

The Undergraduate Council shall also have the power to establish committees as set forth in [Schedule E](#). Revisions to Schedule E shall be approved by Undergraduate Council and forwarded to Senate for information.

Notwithstanding any of the above, the following matters must be referred to the Senate for decision:

- establishment of new programs;
- closure of existing programs;
- substantial revisions of admission standards;
- substantial changes in degree, diploma and certificate requirements, and/or academic regulations.

Revised: June 6, 2018

ARTICLE XII: DUTIES OF OFFICERS OF THE SENATE

THE CHANCELLOR

~~167-165.~~ The Chancellor shall preside at Convocation, and in the absence of the Chancellor the Vice-Chancellor shall preside.

THE VICE-CHANCELLOR

~~168-166.~~ The Vice-Chancellor shall perform the duties of the Chancellor in the event that the Chancellor is prevented from discharging such duties owing to illness or any other cause.

THE CHAIR OF THE SENATE

~~169-167.~~ The Chair of the Senate shall ensure that at all times its meetings are conducted and its business transacted in a manner consonant with these by-laws.

THE VICE-CHAIR OF THE SENATE

~~170-168.~~ The Vice-Chair of the Senate shall perform the duties of the Chair of the Senate in the event that the Chair of the Senate is prevented from discharging such duties owing to illness or any other cause.

THE SECRETARY OF THE SENATE

~~174-169.~~ The duties of the Secretary of the Senate are to take charge of the academic records and papers of the University and to keep the same properly arranged for convenient reference in such place as is directed by the Senate, and until such direction, in such place as is appointed by the President; the Secretary shall keep regular entries in a form to be approved by the President, of the names of all persons who are candidates for degrees, diplomas, or certificates of standing; the Secretary of the Senate shall conduct all necessary correspondence under the supervision of the President and keep proper records thereof; and shall attend all meetings of the Senate; and keep regular minutes of the proceedings thereat. The Secretary or delegate shall attend all meetings of standing and special committees and boards of the Senate; and keep minutes of the proceedings thereat; and shall prepare all by-laws, resolutions, reports or other papers which the Senate directs, and all copies that are required of any such documents or papers; subject to the provisions of Article VII hereof, shall prepare and countersign all official documents; and shall generally discharge such other duties as are assigned by these by-laws or by the Senate or, when the Senate is not in session, by the President.

ARTICLE XIII: OATHS OF OFFICE OF OFFICERS OF THE SENATE

[172-170.](#) Before entering upon the duties of the office, the Chancellor shall accept the following charge, to be administered by the Chair of the Board, at a Convocation:

“You are now to assume the function and office of Chancellor of this University, to which you have been duly appointed. You shall now swear to keep and preserve, well and faithfully, during your period of office, the statutes, liberties, customs, rights and privileges of the University, and to promote its well-being and that of its members so far as in you lies.”

[173-171.](#) Before entering upon the duties of the office, the President and Vice-Chancellor shall accept the following charge, to be administered by the Chair of the Board, at a Convocation:

“You are now formally to assume the functions and the office of President and Vice-Chancellor of this University, to which you have been duly appointed. You shall now swear to keep and preserve, well and faithfully, during your period of office, the statutes, liberties, customs, rights and privileges of the University, and to promote its well-being and that of its members so far as in you lies.”

[174-172.](#) Before entering upon the duties of the office, the Secretary of the Senate shall swear and subscribe to the following oath, to be administered by the President:

“I, A.B., do solemnly swear that I will to the best of my ability, faithfully discharge the duties of the Secretary of the Senate of McMaster University, according to law and to the by-laws of the Senate of the University, and the directions to be given to me under the authority thereof, and that I will not, directly or indirectly, publish or make known any of the proceedings, affairs or business of the University unless under the authority of the Senate or under compulsion of legal process.”

ARTICLE XIV: CONFERRING OF TITLES

[175-173.](#) The Senate shall confer the title Professor Emeritus / Emerita on all retiring faculty members with tenured or permanent appointment and with the rank of Professor, and may confer such other honorific titles as the Senate may from time to time declare appropriate.

The Senate reserves the right to revoke any honorific title. The Senate may consider if the holder has brought the reputation of the University into disrepute or has acted in a manner inconsistent with the criteria for the title. Any Faculty-specific honorific title which Senate has approved for conferral by the Faculty Dean may also be revoked by the Dean for similar cause.

ARTICLE XV: AMENDMENT OR SUSPENSION OF THE BY-LAWS

[176-174.](#) Any of the foregoing provisions respecting procedure may be suspended at any meeting of the Senate at which a quorum is present by the vote of two-thirds of the members present. A motion to this effect may be made at any time.

[177-175.](#) A proposal to amend these by-laws shall be considered by the Senate only at a regular meeting of the Senate, and only after notice of the proposed amendment has been given at a previous meeting of the Senate.

ARTICLE XVI: MATTERS NOT PROVIDED FOR

~~178-176.~~ In regulating all matters not provided for in these by-laws, the practice and procedure shall be regulated by analogy thereto.

ARTICLE XVII: REPEAL OF FORMER BY-LAWS

~~179-177.~~ Any by-laws heretofore passed insofar as the same are inconsistent with the enactments herein contained, are repealed; but such repeal does not affect anything heretofore done or any right heretofore acquired under or in pursuance of, or revive any by-law repealed by, such by-laws.

ARTICLE XVIII: DECENNIAL REVIEW OF THE BY-LAWS

~~180-178.~~ The Senate shall make provision for decennial reviews of the by-laws, such reviews to be effected by the Senate Committee on By-laws, at the request of the Executive Committee, the next such review to be initiated no later than during the Session 2025-26.

SCHEDULE A: COMPOSITION OF THE SENATE

Ex Officio

The Chancellor
 The President and Vice-Chancellor
 The Provost and Vice-President (Academic)
 The Vice-President (Administration)
 The Vice-President (Health Sciences)
 The Vice-President (Research)
 The Vice-President (University Advancement)
 The Dean of the Faculty of Business
 The Dean of the Faculty of Engineering
 The Dean of the Faculty of Health Sciences
 The Dean of the Faculty of Humanities
 The Dean of the Faculty of Science
 The Dean of the Faculty of Social Sciences
 The Vice-Provost and Dean of Graduate Studies
 The Director of the Centre for Continuing Education²
 The Principal of McMaster Divinity College
 The Chair of the Undergraduate Council

Appointed by the Alumni Association of McMaster University from among the graduates:

Four members

Appointed by and from the Board of Governors:

Three members

Elected by and from the students in each Faculty:

12 members

Faculty of Business	one graduate student and one undergraduate student
Faculty of Humanities	one graduate student and one undergraduate student
Faculty of Social Sciences	one graduate student and one undergraduate student
Faculty of Engineering	one graduate student and one undergraduate student
Faculty of Science	one graduate student and one undergraduate student
Faculty of Health Sciences	one graduate student and one undergraduate student

Elected by and from the Teaching Staff of the University:

30 members

Faculty of Business	three members
Faculty of Humanities	six members

Faculty of Engineering	three members
Faculty of Health Sciences	six members
Faculty of Science	six members
Faculty of Social Sciences	six members

Appointed by and from the Teaching Staff of the Divinity College:

One member

Observers:

Executive Vice-Dean and Associate Vice-President (Academic), Faculty of Health Sciences
 Vice-Provost (International Affairs)
 Associate Vice-President (Equity and Inclusion)
 Associate Vice-President (Students and Learning) and Dean of Students
 Associate Vice-President (Research)
 Associate Vice-President (Institutional Research and Analysis)
 Associate Dean of Business (Academic)
 Associate Dean of Engineering (Academic)
 Associate Dean of Humanities (Academic)
 Vice-Dean, Undergraduate Education, Faculty of Health Sciences
 Vice-Dean, Faculty of Health Sciences, Executive Director, School of Nursing
 Vice-Dean, Faculty of Health Sciences, Executive Director, School of Rehabilitation Science
 Associate Dean of Science (Academic)
 Associate Dean of Social Sciences (Academic)
 Ombudsperson
 University Registrar
 University Librarian
 Director of the Arts and Science Program
 Assistant Vice-President, Communications & Public Affairs
 Senior Advisor to the President
 Manager of Faculty Appointments and Records, Provost Office
 Academic Co-Chair, Indigenous Education Council
 One student registered in the Arts and Science Program
 President or Designate, McMaster University Faculty Association
 President or Designate, McMaster Students Union
 President or Designate, Graduate Students Association
 President or Designate, McMaster Association of Part-Time Students

Revised: May 17, 2017, December 12, 2018, June 5, 2019

SCHEDULE B: FACULTY ELECTIONS TO THE SENATE

A. ELECTION PERIOD

The annual election of faculty to the Senate shall be completed by March 31.

B. TERMS OF OFFICE

Faculty members on the Senate assigned either a one-year or a two-year term shall not have these terms counted as one of their two consecutive terms.

C. NOMINATIONS

- 1) As nominations are completed, the names of nominees shall be forwarded to the Secretary of the Senate, for inclusion on the ballot. Nomination papers shall bear the names of ~~five~~three seconders.
- 2) Nominees from Faculties each shall be required to sign a "Declaration of Willingness to Serve" and also ~~to provide a~~ brief résumés statement of ~~their qualifications skills and interest~~ for Senate membership, for circulation to the electorate.

D. BALLOTS

- 1) In any given Faculty, all candidates for Senate elections shall be listed on the ballot in alphabetical order, showing rank. Instructions on the ballot shall indicate that votes are to be cast in accordance with the single transferable vote procedure and shall indicate any distributional limitations required by the particular Faculty.
- 2) A list of eligible candidates shall be posted on the University Secretariat election website ~~and on the Senate notice board opposite Gilmour Hall Room 114~~, as soon as possible after the close of nominations.
- 3) Eligible voters may cast their votes via the link to ~~MaeVote~~ the voting portal provided by the University Secretariat, such votes to be cast no later than March 31, the precise dates to be determined by the Secretary of the Senate.

E. COUNTING OF BALLOTS

- 1) The counting of ballots shall take place in the office of the Secretary of the Senate.
- 2) Two scrutineers shall be appointed by and from the Senate at the meeting of the Senate in February of each year, to be present during the counting of ballots.

F. ELECTION RESULTS

Successful candidates shall be notified ~~by letter~~electronically, by the Secretary of the Senate, and the names of successful candidates shall be posted on the University Secretariat election website~~Senate notice board~~.

SCHEDULE C: STUDENT ELECTIONS TO THE SENATE

A. ELECTION PERIOD

- 1) Senate elections for undergraduate students and graduate students shall be held annually in the following periods:

January 15 - March 31: primary election period

September 15 - October 31: secondary election period.

B. NOMINATIONS

- 1) Nomination forms shall be available on the University Secretariat election website and in the Office of the University Secretariat during normal business hours (i.e., from 9 a.m. to 4:30 p.m.) during the nomination period.
- 2) Nomination forms shall bear the signature of the nominee, supported by the names of ~~five~~ three seconders, registered in the same Faculty as the nominee or, in the case of students in joint / collaborative or interdisciplinary graduate programs, in the same Faculty or program in which the nominee is running for election.
- 3) Nominees each shall be required, on the nomination form, to sign a "Declaration of Willingness to Serve." Nominees shall also provide a brief résumés statement of their qualifications skills and interest for Senate membership, for publication on the University Secretariat election website.
- 4) Nomination forms shall be delivered to the Office of the Secretary of the Senate by the end of the first week in February (October)* annually.

C. BALLOTS

- 1) A list of eligible candidates shall be posted on the University Secretariat election website ~~and on the Senate notice board~~ as soon as possible after the close of nominations, ~~and in The Silhouette~~ at least 10 days prior to the election day(s).
- 2) Eligible voters may cast their votes via the link to ~~MacVote~~ the voting portal provided by the University Secretariat, such votes to be cast no later than March 31 (October 31)*, the precise dates to be determined by the Secretary of the Senate.

D. COUNTING OF BALLOTS

- 1) The counting of ballots shall take place in the University Secretariat on a date to be specified (see C.2).
- 2) Each candidate may appoint an individual to act as his or her scrutineer. Candidates must notify the Secretary of the Senate of their scrutineers at least 24 hours prior to the beginning of voting day(s). A candidate may not be a scrutineer.

E. ELECTION RESULTS

Successful candidates shall be notified ~~by letter~~electronically, by the Secretary of the Senate, and the names of successful candidates shall be posted on the ~~Senate notice board and on the~~ University Secretariat election website.

* The dates in parentheses refer to the secondary election period.

SCHEDULE D: PROCEDURES FOR OPEN MEETINGS OF SENATE

I LOCATION OF MEETINGS

Meetings of the Senate of McMaster University are normally held in the Council Room, Gilmour Hall.

II ARRANGEMENTS FOR MEETINGS

Seating accommodation in the Council Room is arranged to provide a spectators' gallery. The total seating capacity in accordance with the Fire Marshall's regulations is 183 seats. Eighty-one seats are reserved for members of the Senate and observers. The remainder of the seats constitute the spectators' gallery.

III ADMISSION TO THE COUNCIL ROOM

Admission to the spectators' gallery is on a first-come, first-served basis.

All unofficial recording devices (photographic or electronic) ~~and sound amplification devices~~ are excluded from any room in which the Senate may be holding a meeting.

IV NOTICE OF MEETING

The Senate normally meets regularly on the second Wednesday of every month during the academic year, with the exception of the months of May and June when meetings may be scheduled otherwise to approve graduand results. A list of regular Senate meeting dates will be published on the website of the University Secretariat, ~~in The Silhouette, and on the Senate notice board opposite Room 114, Gilmour Hall.~~ When it becomes necessary to hold special meetings that fall between the dates of the regular meetings, these dates will be published in a similar fashion.

V AGENDA

The agenda for Senate meetings is drawn up in conformity with the By-laws of the Senate by the Chair and Secretary of the Senate. The agenda employs the consent agenda format, whereby the Secretary indicates action and information items that are routine and/or non-controversial. In so doing, the Secretary may consult with the Chair and the relevant committee chair. Before taking the vote, the Chair allows time for any member to indicate that ~~he or she~~ they ~~wishes~~ to have an item removed from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then voted upon *en bloc* without discussion. The agenda is drawn up in considerable detail in order that it have meaning for persons in the spectators' gallery. The By-laws provide for certain matters to be dealt with by the Senate in Closed Session.

The agenda which accompanies the notice of meeting will be circulated, ~~and posted on the Senate notice board,~~ one week in advance of each Senate meeting, and will be posted on the website of the University

Secretariat. Additional items of business may be added only with consent of the Senate in conformity with the By-laws.

VI AVAILABILITY OF MINUTES AND SENATE DOCUMENTS

Full Senate minutes are distributed only to Senators and Observers. When approved, the minutes of the Open Session are posted, without the appendices, on the University Secretariat website.

VII RULES OF PROCEDURE

Rules of procedure are outlined in Article VII of the Senate By-laws, which are available on the University Secretariat website.

VIII BRIEFS

Any member of the University Community may request an appearance before the Senate for the presentation of a brief. The request will be considered by Senate, if the request and brief are submitted to the Secretary of the Senate at least four working days before the date set for a Senate meeting.

SCHEDULE E: UNDERGRADUATE COUNCIL COMMITTEES

1. The committees of Undergraduate Council shall include, but shall not be limited to:

- a) the Executive Committee;
- b) the Awards Committee;
- c) the Curriculum and Admissions Committee;
- d) the Certificates and Diplomas Committee;
- e) the Quality Assurance Committee, and
- f) *ad hoc* committees and task forces as required.

Except for the Executive Committee, each committee should be chaired by an elected faculty representative, an Associate Dean, or a knowledgeable faculty member of the University. These appointments shall be made by the Executive Committee. Each committee will consist of at least five members, including the Chair of Undergraduate Council. A majority of the Committee members shall be members of Undergraduate Council.

2.

- a) The Executive Committee shall consist of the Chairs of the Standing Committees of Undergraduate Council, the Chair of Undergraduate Council and the Vice-Chair of Undergraduate Council.
- b) The Chair of the Committee shall be the Chair of Undergraduate Council.
- c) The Committee shall act for Undergraduate Council between Council meetings on matters pertaining to Undergraduate Council. Such actions shall be reported for ratification at the next regular meeting of Undergraduate Council.
- d) The Committee shall nominate members to the committees of Council and, where otherwise not expressly identified, shall nominate the Chairs thereof. The Committee may invite two committee membership people whose expertise is sought, but who are not members of Undergraduate Council.

3. The Awards Committee shall be responsible for reporting to Undergraduate Council all scholarships and academic awards winners and adjudicating recommendations for scholarship and academic award winners as necessary. The Committee shall act as the guardian of standards and non-discriminatory fairness in award descriptions and nominations, develop and enforce policy regarding academic awards and adjudicate petitions regarding variances in the terms of awards.

-
4. The Curriculum and Admissions Committee shall co-ordinate the curriculum changes from all Faculties with a view to fairness to students, avoidance of conflicts, and equity among Faculties. It shall also ensure that any new admissions policies or the revision of existing policies are consistent with general University guidelines. Dialogue with Institutions that seek unique University admission arrangements for their own students shall also be handled by the Curriculum and Admissions Committee.
 5. The Certificates and Diplomas Committee shall scrutinize proposals for new certificate and diploma programs and ensure their conformity with the Senate Policy on Diplomas and Certificates.
 6. The Quality Assurance Committee is a joint committee of Undergraduate Council and Graduate Council, and shall assess cyclical program reviews and submit a report to Undergraduate Council or Graduate Council, as applicable, as set out in the Policy on Academic Program Development and Review.

Revised: May 17, 2017

SCHEDULE F: PROVISIONS THAT APPLY ONLY TO THE RECORDS OF MEETINGS OF SENATE COMMITTEES AND BOARDS THAT TOOK PLACE PRIOR TO FEBRUARY 16, 1996

The provisions set out below shall apply only to the records of meetings of Senate committees and boards that took place prior to February 16, 1996. For meetings that took place on or after February 16, 1996, the provisions of [Section clause 94\(a\)](#) and (b) shall apply.

- a) Each standing committee shall fix the times and places of its meetings, which shall be in camera except as provided for in [Section clause 129](#), 141, and 149(d), (h) and (l). Each committee shall report at least once a year to the Senate.
- b) The record of the proceedings of each standing committee shall be available to members, consultants and specifically invited guests of the standing committee, and to members and observers of the Senate subject to the following provisos:

Senators and observers shall have access to the minutes and records of Senate's standing committees, except for those matters

- (i) in which Senate has delegated power of decision; or
- (ii) that involve confidential material about individuals.

Upon receipt of a written request from a Senator or observer, an ad hoc Committee, consisting of the Chair of the Senate, the Chair of the standing committee in question, and the Secretary of the Senate, shall determine

- a) whether the material requested falls under category (i) or (ii) above; and, if not,
- b) in what form the material shall be made available.

This section shall not apply by analogy to subordinate bodies of the Senate.

REGULATIONS GOVERNING STUDENT ELECTIONS TO SENATE

All candidates are responsible for the conduct of their campaigns, including the actions of others who are campaigning for them. It is the responsibility of all candidates to follow the campaign rules.

Campaign Rules Period

1. Campaigning may start after the candidate has been contacted by the University Secretariat with confirmation once the candidate receives their letter of validation confirming that their nomination has been approved ~~by the Secretary of the Senate~~.
2. All in-person campaigning must end at 11:59 p.m. the night prior to the start of the first day of voting. Candidates may, however, continue to campaign using social media platforms on election day(s).

Conduct

3. All campaign activities are subject to the Code of Student Rights and Responsibilities, official University regulations, and policies and by-laws, and relevant legislation (By-laws, Codes of Conduct, etc.), as well as the laws of the land.
4. Any campaigning that is slanderous or libellous is prohibited.

Social Media

5. Any use of social media must be in good taste and adhere to all codes of conduct (see #3 and #4 above).
6. Spamming of public forums and/or University e-mail distribution lists is prohibited ~~forbidden~~.
7. Social media campaigning may continue on election day(s). Please see #2 above regarding in-person campaigning.

Posters

8. Candidates shall not remove, move, cover, deface, or otherwise tamper with their opponents' campaign posters.
9. Candidates are responsible for ensuring that their posters are displayed according to each building's poster and advertising policies.
 - a) MSU Operating Policy – Promotions & Advertising
 - b) McMaster University Student Centre
 - c) Other campus buildings, such as the McMaster residences, have their own policies that must be followed.

~~10. All in-person campaigning must end at 11:59 p.m. the night prior to the start of the first day of voting. Candidates may, however, continue to campaign using social media platforms on election day(s).~~

~~11. Candidates shall take down signs or posters within sight of the computer lab(s) by 11:59 p.m. the night prior to the first day of voting.~~

Voting

~~12.~~10. Candidates **may not** approach voters requesting them to cast votes in their favour on election day(s).

~~13.~~11. Candidates **may not** provide computers or other devices to the voters electorate for the purposes of voting.

Scrutineers

~~14.~~12. Candidates must notify the Secretary of the Senate of their scrutineers at least 24 hours prior to the beginning of the first voting days. A candidate may not be a scrutineer.

~~13.~~ Campaign expenses will be **limited to \$50.00** for each candidate, in order that those students with limited finances are not placed at a disadvantage during the election campaign.

~~15.~~14. The Secretary of the Senate is authorized to reimburse each candidate for campaign expenses up to the amount of \$50.00, upon submission of receipts for expenses by the candidate.

Infractions

~~16.~~15. The Secretary of the Senate reserves the right to disqualify any candidate ~~if for infraction of the~~ regulations ~~are violated. He or she~~They shall also:

- a) ~~up to 14 days after the election,~~ receive and investigate allegations of ~~malpractice~~infractions (up to 14 days after the elections);
- b) ~~up to 14 days after the election,~~ hear appeals for a re-count, evaluate them, and arrange for a re-count if judged necessary (up to 14 days after the election);
- c) have the authority to levy fines, up to the amount claimed for campaign expenses, for ~~violation~~ infractions of campaign rules; and
- d) have the authority to declare an election invalid.

~~17.~~16. The Secretary of the Senate shall report to Senate on the student elections to Senate at the first regular meeting of Senate after the elections have been completed.

~~In addition to the above regulations, it is each candidate's responsibility to ensure that any and all posters are displayed according to each building's poster and advertising policies. For many campus buildings, this is~~

~~MSU Operating Policy 1.3.2— Promotions & Advertising, which can be viewed on the MSU website:~~

~~https://msu-production.s3.amazonaws.com/uploads/assets/attachments/661/original_Operating_Policy_1.3.2_-_Promotions___Advertising.pdf~~

~~Other campus buildings, such as the McMaster University Student Centre, the McMaster University Medical Centre, and McMaster residences, etc., have their own policies that must be followed.~~

Revised: May 17, 2017

Policies, Procedures and Guidelines

Complete Policy Title

Policy Number (if applicable)

By-Laws of the Senate of McMaster University

Approved by

Date of Most Recent Approval

Senate

October 26, 2017
Reformatted 2020

Date of Original Approval(s)

Supersedes/Amends Policy dated

XXXX

Recent Amendments:

May 13, 2020; June 5, 2019; December 12, 2018; June 6, 2018; May 17, 2017; December 14, 2016

Revised and Renumbered, June 2016

Responsible Executive

Policy Specific Enquiries

XXXX

XXXX

General Policy Enquiries

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

DISCLAIMER:

If there is a Discrepancy between this electronic copy and the written copy held by the University Secretariat, the written copy prevails.

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The Senate of McMaster University enacts as follows:

ARTICLE I: INTERPRETATION

1. Unless otherwise provided herein, words defined in Section I of [An Act Respecting McMaster University](#) have the same meaning in these by-laws as in the Act.
2. In these by-laws, unless the context otherwise requires:
 - a) **The McMaster University Act** means [An Act Respecting McMaster University](#) as enacted by statutes of Ontario, 1976 and from time to time amended;
 - b) **By-laws** means by-laws of the Senate;
 - c) **President** means the President and Vice-Chancellor of the University;
 - d) **Provost** means Provost and Vice-President (Academic) of the University;
 - e) **Chair of the Senate** means the President or, in the absence of the President, the Vice-Chair of the Senate or such officer of the University as is authorized to act in conformity with these by-laws;
 - f) **Vice-Chair** of the Senate means the Provost;
 - g) **Deans** means the Deans of the several Faculties of the University, the heads of which are known by that title;
 - h) **Associate Deans** means the Associate Dean (Academic) of the Faculties of Business, Humanities, Science, Social Sciences, Engineering, the Associate Dean of Health Sciences (Health Professional Education), the Associate Dean of Health Sciences (Undergraduate Education), the Associate Dean of Health Sciences (Clinical Services and Commercial Enterprises), the Associate Dean of Health Sciences (Nursing), the Associate Dean of Health Sciences (Rehabilitation Science), and the Associate Dean Research and/or Graduate Studies of each Faculty;
 - i) **Observer** means any person to whom the Senate has granted the right to attend all meetings of the Senate, including Closed Session, and to receive the minutes thereof, with all appendices;
 - j) **Session** means an academic year of the University, being from September 1 of one calendar year to August 31 of the following calendar year;

-
- k) **Closed Session** means a meeting, or that part of a meeting, of the Senate (or a Senate committee or board) at which only members, observers, and specifically invited guests of the Senate (or the committee or board) are present, such session being deemed to begin upon declaration of the Chair of the Senate (or committee or board). Only persons entitled to be present in Closed Session may be informed of the proceedings that transpire in Closed Session (see also clause (m) below); and
- l) this clause shall apply only to the records of meetings of Senate committees and boards that took place prior to February 16, 1996. For meetings that took place on or after February 16, 1996, the provisions of clause [\(k\)](#) above apply.
- m) **In camera**, as it pertains to the meetings of committees and boards of the Senate, means that only members, consultants and specifically invited guests of the committee or board may be present. The proceedings that transpire in the meetings of Senate committees and boards may be divulged only to such persons as have right of access to the record of those proceedings (as provided for in [Schedule E](#)).

Revised: November xx, 2020

ARTICLE II: THE CHANCELLOR AND THE PRESIDENT

3. The Chancellor shall be appointed by the Senate upon nomination from a Committee for Nominating a Chancellor.
4. The term of office of Chancellor shall be three years, normally renewable only once, commencing the first day of September of the year of appointment.
5. No person shall occupy the office of Chancellor who is the President or the Vice-President, the head of an affiliated college, or a member of the teaching or administrative staff of the University or of an affiliated college.
6. When the office of Chancellor becomes vacant, the vacancy shall be filled by the appointment of a successor in the manner set out in clause [3](#), and such successor shall hold office as set forth in clause [4](#).
7. When a Chancellor ceases to be eligible for such office, or becomes incapable of acting, the office shall be deemed to be vacant.
8. A declaration of the existence of a vacancy in the office of Chancellor by the Senate entered in the minutes of the Senate is conclusive evidence of the vacancy.
9.
 - a) The Committee for Nominating a Chancellor shall consist of the President, the Chair of the Board, the Principal of the Divinity College, the alumni members of the Senate and five other members of the Senate elected by the Senate in accordance with the procedure described in clause [117](#)
 - (i) Seven members of the Committee for Nominating a Chancellor, including the President and the Chair of the Board, shall constitute a quorum at any meeting thereof.
 - b) The Senate component of a Committee for Recommending a President shall consist of three faculty members, one graduate student and one undergraduate student, to be elected by the Senate, but not necessarily from the Senate, in accordance with the procedure described in clause [117](#).
 - c) The Committee for Nominating a Chancellor and the Committee for Recommending a President shall each appoint its own chair from among its members and determine its own procedure.
10. The Committee for Nominating a Chancellor and the Committee for Recommending a President shall report to the Senate in writing. Each report shall be made available to Senate members by the Secretary of the Senate no later than 24 hours prior to the relevant Senate meeting, and to observers at the beginning of the Closed Session of the Senate meeting.

Revised: November xx, 2020

ARTICLE III: COMPOSITION OF, ELIGIBILITY FOR, AND ELECTION TO THE SENATE

11. Subject to such changes in the composition of the Senate as may be made from time to time under the authority of *The McMaster University Act*, and subject to the provisions of any statute in force respecting the period of membership of any member of the Senate, the Senate shall be composed of the members set out in [Schedule A](#) attached hereto and shall have as observers those designated in Schedule A.
12. A faculty member, either full-time or part-time, shall be eligible for election to the Senate provided that at the time of nomination the member holds a contractually-limited appointment, or a tenured, tenure-track, permanent teaching, teaching-track, or special appointment, or continuing appointment without annual review by the Board or a regular appointment by the Board of Trustees of the Divinity College, or that the member has been confirmed in a tenured, tenure-track, permanent teaching, teaching-track, or special appointment, or continuing appointment without annual review by the Board or a regular appointment by the Board of Trustees of the Divinity College to take effect on July 1 of the year in which the member is nominated.
13. The academic rank of a faculty candidate for election to the Senate shall be deemed to be the rank that the candidate will hold on July 1 of the year in which the candidate is nominated, provided that this rank has been approved by the Senate Committee on Appointments or by the Board of Trustees of the Divinity College at the time of nomination. If a change in rank has not been approved at the time of nomination, the academic rank of a faculty candidate for election to the Senate shall be deemed to be the rank that the candidate holds at the time of nomination.
14. In the election of the faculty members of the Senate under clause 12 (g) and 12 (h) of [The McMaster University Act](#), each Faculty shall include in its By-laws such distribution of faculty seats on the Senate by rank or type of appointment or department or any combination of these, as it may deem appropriate.
15. The nomination and election of faculty members to the Senate under clause 12 (g) and 12 (h) of *The McMaster University Act* shall be on a Faculty basis. Faculty members in departments that are members of two Faculties and faculty members on joint appointments in departments that are in different Faculties may vote in the Faculty of their choice, but shall have a vote in only one Faculty.
16. The annual election of faculty members to the Senate under clause 12 (g) and 12 (h) of *The McMaster University Act* shall be completed by March 31, but such members shall not take office until the first day of July in the year of election.
17. One undergraduate student shall be elected by and from the undergraduate students registered in each of the Faculties of Business, Engineering, Health Sciences, Humanities, Science, and Social Sciences for a two-year term or until graduation or withdrawal from the University, whichever corresponds to the shorter term. The electorate shall include students who have completed the requirements for a bachelor's degree, but who are proceeding toward their first professional degrees, e.g., the M.D. but not the M.Div., students who are taking additional work toward a second undergraduate degree, or continuing students, meaning

students possessing a bachelor's degree who are taking additional undergraduate work but not for credit toward a degree.

18. An undergraduate student to be a candidate for election shall be a full-time undergraduate student who has not been declared ineligible to continue at the University in the preceding Session; or shall be a part-time student registered for at least six units of undergraduate work.
19. A continuing student may be a candidate for election as an undergraduate member provided that such student is registered for at least six units of undergraduate work.
20. A second-degree student may be a candidate for election as an undergraduate member provided that such student is registered for at least six units of undergraduate work.
21. A student who has been elected as an undergraduate member of the Senate and who completes the requirements for a bachelor's degree during the Session in which such student was elected may continue as a member of the Senate for a second year, provided that in the next ensuing Session such student is registered as a continuing student or a second-degree student for at least six units of undergraduate work.
22. Undergraduate students registered in joint programs under the auspices of more than one Faculty may vote in only one of those Faculties. Students registered in programs not under the auspices of any Faculty may vote in the Faculty of their choice, but shall have a vote in only one Faculty.
23. Six graduate students, each proceeding toward a Master's or a Doctor's degree, shall be elected for two-year terms or until graduation or withdrawal from the University, whichever occurs sooner. One graduate student shall be elected by and from the graduate students registered in each of the Faculties of Business, Engineering, Health Sciences, Humanities, Science, and Social Sciences. Students registered in McMaster University degree programs in the McMaster Divinity College shall be eligible to vote and be candidates for election as graduate students in the Faculty of Humanities.
24. Graduate students registered in joint or collaborative programs under the auspices of more than one Faculty may vote and be candidates in only one of those Faculties. Students registered in interdisciplinary programs not under the auspices of any Faculty may vote and be candidates in the Faculty of their choice, but shall have a vote in only one Faculty.
25. Any graduate student, either full-time or part-time, is eligible to be elected.
26. Nomination of student members shall be on a Faculty basis in accord with [Schedule A](#), each nomination to be supported by at least three names from undergraduate students in the case of nominations of undergraduate students, and three names from graduate students in the case of nominations of graduate students, and all such names shall be drawn from the electorate of the Faculty from which the nominee has been nominated. For students in joint/collaborative or interdisciplinary graduate programs, the

seconders must be registered either in the same program or in the Faculty in which the candidate intends to run for election.

27. The election of student members of the Senate under clause 12 (d) and 12 (e) of [The McMaster University Act](#) shall be conducted during the primary election period (January 15-March 31), and such elected members shall take office on the first day of the July following. In the event that there are vacant student seats on September 7, a secondary set of elections shall be conducted during September 15-October 31. The term of office of members elected during the secondary election period shall be deemed to begin on the first day of the previous July.
28. A student member of the Senate who is declared ineligible to continue at the University or who transfers to another Faculty shall relinquish his or her seat, and shall be replaced subject to the provisions of clause 29, below.
29. The election of members of the Senate under clause 12(d), 12 (e), 12 (g) and 12 (h) of *The McMaster University Act* shall be conducted by the Secretary of the Senate using procedures approved by the Executive Committee and contained in [Schedule B](#) and [Schedule C](#) attached hereto.

Revised: November xx, 2020

ARTICLE IV: VACANCIES IN THE SENATE

30. Whenever a vacancy in the Senate occurs, the Senate shall determine by resolution whether the vacancy is to be filled. If it is determined that the vacancy shall be filled, the following procedures shall obtain. If the vacancy is that of an appointed member, the vacancy shall be filled by a new appointment. If the vacancy is that of a member elected under clause 12(g) and 12(h) of [The McMaster University Act](#), the vacancy shall be filled through a by-election. If the vacancy is that of a member elected under clause 12(d) and 12(e) of *The McMaster University Act*, the vacancy shall be filled during the next election period as specified in clause [26](#).
31. The seat of any member who, without being granted leave of absence by the Senate, fails to attend four consecutive regular meetings of the Senate, may be declared vacant, at the discretion of the Chair of the Senate.
32. The Executive Committee of the Senate may, upon the written request of a member, grant leave of absence to such member for one non-renewable period not to exceed four consecutive months, for illness or for other cause deemed by the Senate to be appropriate. A member who is to be absent from the University or who will be unable to attend Senate meetings for a period longer than four months shall resign his or her seat before the beginning of such period, and shall be replaced in accordance with the provisions of clause [29](#).

Revised: November xx, 2020

ARTICLE V: ELECTION OF SENATE MEMBERS TO THE BOARD

33. [The McMaster University Act](#) includes in the membership of the Board of Governors three members to be elected to the Board by and from the members of the Senate, for three-year terms. As required, the Executive Committee of the Senate shall prepare a slate consisting of at least two names of members of the Senate for any such vacancy on the Board. These nominations shall be circulated to all members of the Senate, who may nominate additional candidates for inclusion on the slate, provided that such nominations are signed by three members of the Senate and are accompanied by a declaration of willingness to serve. The electorate shall be provided with a brief statement of each candidate's skills and interests for service on the Board.
34. The election shall normally be carried out before the regular meeting of the Senate in June of each year. Ballots shall be sent electronically to members of the Senate. Instructions on the ballot shall indicate that votes are to be cast in accordance with the transferable vote procedure.

Revised: November xx, 2020

ARTICLE VI: THE MACE, THE UNIVERSITY SEAL, AND THE EXECUTION OF DOCUMENTS

35. There shall be a Mace of the University representing the authority of the Senate of the University, and the Mace now in use shall continue to be the Mace of the University.
36. The Mace shall be used only on an official University occasion, this being defined as one on which the Chancellor or Vice-Chancellor is present in role of office or one on which both are so present, unless otherwise authorized by the Senate Committee on University Ceremonials and Insignia. Except as provided in clause 37, the Mace shall be carried by the University Bedel or, in the absence of the Bedel, by the University Pro-Bedel.
37. The University Bedel and Pro-Bedel shall be those professors of the University with the longest and second-longest service respectively, or such other professors as shall be designated by the Senate. If neither the Bedel nor Pro-Bedel is available at a Convocation, the Mace shall be carried by the longest-serving faculty member present and available.
38. The University Registrar shall be responsible for the custody and security of the Mace, and shall keep it in place of deposit and in such charge as the Senate from time to time shall direct.
39. There shall be a University Seal and the Seal now in use shall continue to be the Seal of the University. The Seal may be impressed by duplicate instruments, one to be retained by the Senate and the other by the Board, for use in respect of documents made under their respective powers.
40. The duplicate instrument of the Seal retained by the Senate shall be kept in the custody of the University Registrar, who shall keep it in such place of deposit and in such charge as the Senate from time to time shall direct.
41. The University Seal may be affixed to any document or instrument in writing bearing the signatures of the Chancellor, or the President, or the acting President, or the Secretary of the Senate, or such other person as may be authorized by resolution of the Senate.
42. The signatures of the Chancellor, the President, and the Secretary of the Senate may be engraved, lithographed, printed, stamped or otherwise reproduced mechanically on any document or instrument in writing requiring signature by such persons or any of them, whether or not the University Seal is affixed thereto.
43. The signatures of the Vice-Presidents, Deans, the Vice-Provost and Dean of Graduate Studies, Directors and other Heads of the Faculties, Schools, Institutes, and Centres may likewise be engraved, lithographed, printed, stamped or otherwise reproduced mechanically on any document or instrument in writing requiring signature by such persons or any of them, whether or not the University Seal is affixed

thereto, and whether or not the signatures of the persons mentioned in clause [42](#) or any of them are affixed thereto manually or reproduced mechanically.

44. The Secretary of the Senate is responsible for the custody and proper use of any such mechanical means of reproduction, provided that, in the case of a mechanical means of reproducing any signature, such use be first authorized in writing by the signatory.
45. Any such mechanically reproduced signature, if so reproduced with the authority of the Secretary of the Senate, is deemed for all purposes to be the signature of the person concerned.

Revised: November xx, 2020

ARTICLE VII: RULES OF PROCEDURE OF THE SENATE

Day, Time and Place of Meetings

46. Regular meetings of the Senate shall be held on the second Wednesday of each month from September to April. Should the second Wednesday occur during the mid-term recess the Senate meeting will be rescheduled to a date approved by the Chair. The regular meetings of Senate for May and June shall be held on the Wednesday preceding the May and June convocation ceremonies, respectively. At the discretion of the Chair, a regular meeting of the Senate can be cancelled in the event of insufficient business.
47. A special meeting may, and on the written requisition of twelve or more members shall, within two weeks of receipt of the requisition, be called by the Chair of the Senate for the transaction of only such business as is specified in the notice of such meeting. At least 48 hours' notice of any such special meeting shall be given.
48. Unless otherwise directed by the Chair of the Senate, every meeting shall begin at 3:30 p.m.; and, if after a lapse of 15 minutes from that time there is not a quorum, the Secretary of the Senate may call the roll and the Senate shall then stand adjourned until the next meeting.
49. The Senate shall not remain in session later than 6:00 p.m., except by an affirmative vote of at least two-thirds of the members present.
50. All meetings shall be held in the Council Room, Gilmour Hall, McMaster University, unless the Chair of the Senate directs that a meeting be held virtually or elsewhere in metropolitan Hamilton or its environs.

Notice of Meeting

51. Where, by any by-law, provision is made for the holding of a meeting, the notice of meeting, unless otherwise expressly provided herein, shall be in writing. Notice of meeting for a regular meeting of the Senate shall be circulated at least one week prior to such meeting. The notice of meeting is deemed to be given when it is sent by electronic mail to the member or other person to be notified at the last address of record with the Secretary of the Senate.
52. The accidental omission to give notice of a regular or special meeting to any member, or any accidental irregularity in connection with the giving of such notice, does not invalidate the proceedings at that meeting.

Chair

53. The President, or in his/her absence the Vice-Chair of the Senate, shall chair all meetings of the Senate. In the absence of both the Chair and the Vice-Chair, a Chair shall be elected by a majority of the members present.

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54. The Chair may take part in a debate on any question, but before doing so shall leave the Chair and appoint some other member present to act as Chair *pro tem*.
55. The Chair may vote on any question.

Quorum

56. At all meetings held between September and June, both months inclusive, 30 members shall constitute a quorum.
57. At any meetings held during the months of July and August, 20 members shall constitute a quorum, provided that if at any such meeting a question of general policy or general legislation arises and fewer than 30 members are present, the consideration of such question shall be postponed until the next regular meeting.

Record of Proceedings

58. A record of the proceedings of all meetings of the Senate shall be made by the Secretary of the Senate. Items of business dealt with by the Senate in Closed Session shall appear as appendices to the record and such appendices shall be made available only to persons entitled to be present in Closed Session unless otherwise ordered by the Senate, or by the Executive Committee in accordance with the provisions of clause [113](#).

Procedural Authority

59. The Chair of a meeting shall conduct the proceedings in conformity with the by-laws and rules of procedure enacted by the Senate and, in all cases not so provided, the following reference shall be used: M.K. Kerr and H.W. King, *Procedures for Meetings and Organizations*, Carswell Legal Publications, 1984. Procedures for meetings of the Senate, other than when the Senate is in Closed Session, are as set forth in [Schedule D](#) attached hereto.

Recordings

60. No form of recording (photographic or electronic) shall be permitted at any meeting of the Senate unless by the express authority of the Chair of the Senate, with the exception of instruments for official use by the Senate.

Preserving Order

61. The Chair shall preserve order and decorum at all meetings of the Senate. Any person admitted to a meeting of the Senate who, in the opinion of the Chair, misconducts himself or herself must withdraw from the meeting at the order of the Chair. In the event that such a person refuses to withdraw, the Chair has

the discretion to declare a short recess, or to adjourn the Senate, and may declare that the continuation of such recessed or adjourned meeting shall be in Closed Session.

Orders of the Day

62. The agenda for regular meeting of Senate shall employ the consent agenda format for routine approval items and for information items, as set forth in [Schedule D](#). Except as otherwise provided herein, the following order of business shall be observed at all regular meetings for both the consent and regular agenda and no variation from this order shall be allowed except by the vote of two-thirds of the members present, which vote shall be taken without debate, subject however to the provision of clause [77](#):
- a) receiving and disposing of the minutes of the last regular meeting and of any intervening special meetings, except the confidential appendices associated therewith;
 - b) business arising out of the approved minutes, except business arising from the confidential appendices;
 - c) enquiries;
 - d) reading and disposing of communications, to be disposed of as read;
 - e) receiving and disposing of a report from the Chair of the Graduate Council concerning the activities of that Council;
 - f) receiving and disposing of a report from the Chair of the Undergraduate Council concerning the activities of that Council;
 - g) reading and disposing of reports of Faculties and Councils;
 - h) reading and disposing of reports of standing and special committees and boards, to be considered in the following order:
 - (i) reports submitted but not disposed of at the previous meeting;
 - (ii) reports of standing committees and boards in the order in which they appear in clause [91](#), subject to any limitations that may be imposed by clause [79](#);
 - (iii) reports of special committees in the order of their establishment by the Senate;
 - i) other unfinished business from the last meeting;
 - j) new business to be taken in the order of receipt of notice of motion;

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- k) any business on the agenda that was not presented or proceeded with when reached, to be taken in the order announced on the agenda;
 - l) new business not on the agenda; and
 - m) business to be dealt with in Closed Session.
63. Notice of any motion to be considered at a regular meeting, other than a motion in the ordinary course of business, or a proposal to amend the by-laws, shall be in the hands of the Secretary of the Senate at least six working days before the meeting at which the motion is to be made, and the Secretary of the Senate shall note the date of receipt upon the face of the notice and shall place the matter on the agenda for the meeting at which the motion is to be made.
64. If any committee or member fails to proceed with a report or business on the agenda when it is reached, such report or business shall be placed on the agenda for the next regular meeting at the end of the class of business to which it belongs.
65. Any member of the University community may request an appearance before the Senate for the presentation of a brief. The request will be considered by the Senate if the request and brief are submitted to the Secretary of the Senate at least four working days prior to the date set for a Senate meeting.

Debate

66. Any member desiring to speak during a meeting shall rise and address the Chair.
67. A member called to order shall sit down, but may afterwards explain. The Chair shall decide the point of order, subject to an appeal to the Senate whose decision shall be final and made without debate.
68. Each member shall speak only to the question in debate.
69. No member while speaking shall be interrupted by another member except upon a point of order or for the purposes of an explanation, and the member so interrupting shall speak only to the point of order or to the explanation.
70. Any member may require the question under discussion to be read at any time during the debate, but not so as to interrupt a member who is speaking.
71. Except for the mover of a substantive motion, who shall be allowed to reply, no member shall speak more than once to a question, unless in explanation of a material part of a speech which may have been misunderstood, and in such case shall not introduce new matter.

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72. No member shall speak more than ten minutes at one time, except by leave of a majority of the members present, which leave shall be granted or refused without debate.
 73. No member shall speak to a question after it has been put by the Chair.

Voting

74. Except as provided in clause [49](#), [62](#), [78](#), [79](#), and [174](#), all questions that come before the Senate shall be decided by the vote of a majority of the members present. Each member present is entitled to one vote, and in the event of an equality of votes the question is deemed to be decided in the negative.
75. All members shall vote in accordance with their individual assessment of the merits of each question before the Senate and not as delegates of the constituencies by which they have been elected.
76. Questions normally shall in the first instance be decided by a show of hands. The Chair shall declare the result of every vote and the declaration of the Chair as to the result of a show of hands and an entry to that effect in the minutes of the proceedings at the meeting shall, unless a poll is demanded, be prima facie evidence of the result of the vote. The Chair or any member present may require the yeas and nays to be recorded on any question except a motion to adjourn the Senate or adjourn a debate or move into Closed Session, in which event a poll shall be taken in such manner as the Chair directs. A demand for a poll may be withdrawn at any time prior to the taking of the poll. Any member of Senate who wishes to propose that a question be decided by ballot must make such a request before any vote is taken. On receipt of such a request, Senate will determine by a show of hands of a majority of the members present whether or not a question, and any amendments thereto, shall be decided by means of a ballot.

Motions and Questions

77. The Senate may decide by a simple majority of the members present at any time and at any meeting to move into Closed Session, such vote to be taken without debate
78. Unless previous notice has been given, no motion introducing new matter, other than a matter of privilege or a motion to move into Closed Session, shall be taken into consideration at any regular meeting of the Senate, except upon the vote of two-thirds of the members present.
79. No matter that has been decided by the Senate shall be reconsidered before the first regular meeting of the following session, except upon the vote of two-thirds of the members present; a motion to reconsider may be made by any member.
80. All motions, except those to adjourn the Senate or to adjourn a debate or to move into Closed Session, shall be put in writing and seconded before being debated or put from the Chair, and when a motion has been seconded it shall be read to the Senate by the Chair before being debated.

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81. When a motion has been made, seconded, and read, it shall be disposed of by the Senate, unless the mover, with the consent of the seconder, withdraws it or allows it to stand over.
82. When a question is under debate, no motion shall be received by the Chair except a motion to:
- a) adjourn the Senate;
 - b) move into Closed Session;
 - c) adjourn the debate;
 - d) proceed to the next order of business;
 - e) table the motion;
 - f) put the previous question;
 - g) postpone to a specified time;
 - h) refer the question;
 - i) amend the main motion; or
 - j) postpone indefinitely.
83. A motion to adjourn the Senate or to move into Closed Session is always in order, is undebatable, and no second motion to the same effect shall be made until after some intermediate proceeding has been taken.
84. A motion to adjourn a debate is always in order, and no second motion to the same effect shall be made until after some intermediate proceeding.
85. A motion to put the previous question shall, until it is decided, preclude all amendments to the main motion. It shall be put in the following words: "*that the question on the main motion be now put*" and, if it be resolved in the affirmative, the original question shall be put forthwith without any amendment or debate. If it be resolved in the negative, discussion will continue on the original question, and the vote on the original question may be taken at a later time in the same meeting.
86. A motion to refer the question shall, until it is disposed of, preclude all amendments to the main motion.

Revised: November xx, 2020

ARTICLE VIII: COMMITTEES AND BOARDS

COMMITTEE OF THE WHOLE

87. When the Senate resolves to go into Committee of the Whole, the Chair of the Senate shall appoint a chair of the Committee who shall preside over its deliberations, decide points of order subject to an appeal to the Chair of the Senate, and report its proceedings to the Chair when the Senate rises from the Committee of the Whole.
88. The rules of procedure of the Senate ([Article VII](#)) shall be observed in Committee of the Whole except that:
 - a) no motion is required to be seconded;
 - b) no motion for the previous question or for an adjournment shall be received;
 - c) in divisions the names of members shall not be recorded; and
 - d) the number of times that a member may speak is not limited.
89. On a motion in Committee of the Whole to “*rise and report*,” the question shall be decided without debate.
90. A motion in Committee of the Whole that the Chair leave the chair, or that the Committee “*rise without reporting*”, shall be in order and shall take precedence over any other motion. If it is carried, the Chair of the Senate shall at once resume the Chair and proceed to the next order of business.

STANDING COMMITTEES

91. There shall be standing committees of the Senate and the duties of such committees shall be as defined herein and from time to time by these by-laws.
- a) The standing committees shall be:
- (i) Executive Committee;
 - (ii) University Planning Committee (joint with the Board of Governors);
 - (iii) Committee on Appointments;
 - (iv) Committee on Honorary Degrees;
 - (v) Senate Board for Student Appeals;
 - (vi) Committee on University Ceremonials and Insignia;
 - (vii) Committee on By-laws;
 - (viii) Committee on Academic Integrity;
 - (ix) Tenure and Promotion Appeals Nominating Committee;
 - (x) Committee on Student Affairs;
 - (xi) Board-Senate Research Misconduct Hearings Panel;
 - (xii) Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence; and
 - (xiii) Faculty Discipline Board.
- b) The membership of all Senate Committees and Boards shall take effect on the first day of July following the regular June meeting of the Senate, with the exception of the Senate Board for Student Appeals, the membership of which shall take effect on the first day of September following the regular June meeting of the Senate.
92. The Senate may join with the Board in establishing one or more joint committees of the Senate and the Board.

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93. The Chancellor and the President shall be *ex officio* members of every standing committee of the Senate, with the exception of the Tenure and Promotion Appeals Nominating Committee, the Board-Senate Research Misconduct Hearings Panel, the Board-Senate Hearing Panel for Discrimination, Harassment and Sexual Violence, the Faculty Discipline Board, and the Senate Board for Student Appeals.
94. The provisions that apply only to the records of meetings of Senate committees and boards that took place prior to February 16, 1996 are set out in [Schedule F](#). For meetings that took place on or after February 16, 1996, the following shall apply:
- a) Except for joint committees of Senate and the Board of Governors, each standing committee shall fix the times and places of its meetings, which shall be open to the public except:
 - (i) when matters confidential to the University may be discussed;
 - (ii) when matters of a personal nature concerning an individual may be discussed (unless the individual requests that such part of the meeting be open to the public);
 - (iii) when the chair of the committee or board decides that an item of business shall be discussed in Closed Session;
 - (iv) when at least one third of the committee or board members present at any meeting without debate request the chair of the committee or board to declare the meeting, or any part thereof, a Closed Session; or
 - (v) as provided for in clause 128, and 140(d), 141(d), and 145.

Each standing committee may otherwise determine its own procedure consistent with these by-laws.

- b) A record of the proceedings of each standing committee and board shall be made by the Secretary of the Senate. Items of business dealt with in Closed Session shall appear as appendices to the record and such appendices shall be available to members, consultants and specifically invited guests of the standing committee or board, unless otherwise ordered by the committee or board.

clause 94, sub-sections (a) and (b) shall not apply by analogy to subordinate bodies of the Senate.

All material provided under this By-law concerning a Closed Session or an in camera session of a standing committee or board or a joint Board-Senate committee shall be treated with the same confidentiality as material dealt with in Closed Session of the Senate.

- c) Normally, it is expected that members attend committee meetings in person. At the discretion of the Chair, however, a member(s) who is (are) unable to attend in person may participate in that meeting

by such means as telephone or other communication facilities that permit all members to communicate simultaneously and instantaneously. A member(s) participating in such a meeting by such means is (are) deemed to be present at the meeting. For those meetings, or portions thereof, held in Closed Session or in camera, it is expected that members participating by such means as telephone or other communication facilities will ensure that the necessary standards of confidentiality are maintained and that their participation is conducted in a setting that ensures such confidentiality.

- d) At the discretion of the Chair, a committee may be asked to consider a matter outside of a committee meeting and to determine the matter by means of an electronic vote. Such matters would, in the judgment of the Chair, be time-sensitive so that delay until the next regularly scheduled meeting would have an adverse effect, or would, in the judgment of the Chair, normally require little, if any, discussion prior to voting. Matters considered in this manner shall be reported at the next regular meeting of the committee. Members with concerns who would like an item to be discussed by the committee in advance of the electronic vote must notify the Secretary without delay. The Chair will then determine an appropriate course of action and inform the committee on the disposal of the matter.
95. Vacancies that occur in a standing committee or board may be filled at any regular meeting of the Senate or at a special meeting thereof.
96. Any written communication on a subject coming properly within the cognizance of a standing committee or board or of the [Graduate Council](#) or of the [Undergraduate Council](#) shall stand referred as a matter of course to that committee or board or council, which shall report thereon at the next regular meeting of the Senate.
97. Any written communication dealing with a new graduate degree program; a major new undergraduate degree program; a new Faculty, Department, School, Institute, Centre or the like, shall stand referred as a matter of course to the University Planning Committee, which shall report thereon at the next regular meeting of the Senate and such report shall be received before the Senate proceeds to the consideration of the proposal.
98. On receipt of any such communication referred to in clause 96 and 97, the Secretary of the Senate shall forthwith, after acknowledging its receipt, submit it under the direction of the Chair of the Senate to the Chair of the appropriate standing committee or board or Graduate or Undergraduate Councils.
99. Any such communication, referred to in clause 96 and 97 that is not received in time to be considered by the appropriate standing committee or board or council before the next regular meeting of the Senate may by direction of the Chair of such committee or board or council be read at such meeting and the Senate may, if it deems fit, take the communication into immediate consideration or otherwise dispose of it.
100. Every standing committee and board of the Senate has the power to invite consultants to its meetings.

Revised: November xx, 2020

SPECIAL COMMITTEES AND CONSULTANTS

101. The Senate may from time to time appoint special committees with specified terms of reference. Unless otherwise specifically provided in the resolution by which a special committee is appointed, or later determined by the Senate, it is dissolved on the date of its final report to the Senate.
102. The provisions of clause 93, 94, 95, 96, 97, 98, 99 and 100 apply to every special committee unless otherwise provided in the resolution by which it is appointed.
103. The Chair of the Senate shall have power to appoint consultants to the Senate as the need may arise.

Revised: November xx, 2020

ARTICLE IX: COMPOSITION, POWERS, AND DUTIES OF STANDING COMMITTEES AND BOARDS

THE EXECUTIVE COMMITTEE

104. The Executive Committee shall consist of the following membership:

Ex Officio Members

Chancellor
President
Provost

Members

Four shall be faculty members of the Senate
One undergraduate student member of the Senate
One graduate student member of the Senate
One alumni member of the Senate

Five members of the Committee shall constitute a quorum.

105. The Chair of the Committee shall be the Chair of the Senate.

106. The Committee shall act for the Senate between Senate meetings on matters pertaining to the affairs of the Senate, as referred to it by the President, the Senate, the Faculties, the Graduate Council or Undergraduate Council, or committees or boards of the Senate. Such actions shall be reported at the next regular meeting of the Senate.

107. The Committee shall consider and report to the Senate on any other matter which may from time to time be referred to it by the President, the Senate, or by any committee or board or council of the Senate.

108. The Committee shall nominate members of the Senate for election to the Board in conformity with the provisions of clause 33 and 34.

109. The Committee shall nominate the members of the standing committees of the Senate and the student members of Undergraduate Council as required, with the exception of the Executive Committee (for which, see clause 122(a)) and, where it is not otherwise expressly provided, shall nominate the chairs thereof, and the vice-chairs where appropriate, and shall report such nominations to the next regular meeting of the Senate.

110. After the report of the Executive Committee regarding nominations is submitted to the Senate, the Senate shall appoint the members of all standing committees and boards whose appointment is the duty of the Senate.

111. If a regular meeting of the Senate is not held in June, a special meeting of the Senate shall be held in June to receive and consider the report of the Executive Committee and to appoint the standing committees and boards for the next academic session.
112. The Executive Committee shall also consider requests from students and former students for the removal of transcript notations related to penalties assigned under the [Academic Integrity Policy](#) or the [Code of Student Rights and Responsibilities](#).
113. On the advice of the Chair, the Vice-Chair and the Secretary of the Senate, the Committee shall adjudicate and decide on any requests, submitted in writing to the Secretary of the Senate, by a Senator seeking access to Closed Session Senate minutes of a meeting which took place when that individual was not a Senate member.

Revised: November xx, 2020

THE UNIVERSITY PLANNING COMMITTEE¹

114.

- a) The University Planning Committee shall consist of the following membership:

Ex Officio Members

Chancellor
Chair of the Board of Governors (or delegate)
Vice-Chair of the Board of Governors (or delegate)
President; the Provost, who shall be Chair
Vice-President (Administration)
Vice-President (Research)
Vice-Provost and Dean of Graduate Studies

Members

Five faculty members, no more than two from any one Faculty, elected for staggered three-year terms
One Faculty Dean elected annually (by and from the six Faculty Deans)
One staff member, elected for a three-year term
One graduate student, elected for a two-year term
One undergraduate student, elected for a two-year term

Observers

Dean and Vice-President (Health Sciences) or delegate, unless elected;
Vice-President (University Advancement);
Vice-President (Students and Learning) and Dean of Students; and
Chair of Undergraduate Council

- (i) One-half of the membership, excluding the *ex officio* members, shall constitute a quorum.
- (ii) The election of faculty, staff and student members to the University Planning Committee shall be conducted by the Secretary of the Senate and the Board of Governors following a call for nominations from the appropriate University constituency. The Senate Executive Committee shall review the nominations; it may make any additional nominations it deems necessary to ensure an election. The counting of ballots in elections to the University Planning Committee shall be in accordance with the transferable vote system.

¹The University Planning Committee is a joint Board-Senate Committee and is the successor to the Board-Senate Committee on Academic Planning. It is also the successor to the Board-Senate Committee on Long-Range Planning named in *The McMaster University Act, 1976*. All references to the Board-Senate Committee on Long-Range Planning in *The McMaster University Act, 1976* shall be deemed henceforth to refer to its successor, the University Planning Committee.

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- b) The University Planning Committee's fundamental mandate is to co-ordinate academic and resource planning so that the Senate and the Board of Governors may be assured that any proposal presented for approval has academic merit that supports the mission of the University and that resources necessary for the implementation of any proposal have been appropriately assessed. In this context the University Planning Committee shall:
- (i) review the Plan for the University annually, and recommend revisions to it as necessary, for approval by the Senate and the Board of Governors;
 - (ii) review, for recommendation to the Senate and the Board of Governors, major initiatives (including those which are part of submissions to external agencies) that have significant resource implications, providing comment on how the proposals fit within the University Plan;
 - (iii) review and approve annual planning reports as prescribed by the Provost from the Faculties, the School of Graduate Studies, the Vice-Provost (Faculty), the Associate Vice-President (Students and Learning) and Dean of Students, the University Registrar, the University Librarian, and other units (as appropriate) that report directly to the Provost, providing comment on how the plans relate to overall University planning and current budgeting. Approved plans are to be reported to the Senate and the Board of Governors for information;
 - (iv) review and approve annual planning reports as prescribed by the Vice-President (Administration) from those administrative and service units that report directly to the Vice-President (Administration), providing comment on how the plans relate to overall University planning and current budgeting. Approved plans are to be reported to the Senate and the Board of Governors for information;
 - (v) review and approve annually a report from the Vice-President (Research) on the major operations, institutes, and initiatives that receive significant support from the budget envelope of the Vice-President (Research), and on the anticipated impact of new funding opportunities (from federal, provincial, or private agencies or businesses) as they arise. Approved plans are to be reported to the Senate and the Board of Governors for information;
 - (vi) receive annually from the Vice-President (University Advancement) a report on advancement efforts of the previous year and review, for recommendation to the Senate and the Board of Governors, future fund-raising priorities and their relationship to the University Plan;
 - (vii) provide commentary, with reference to the University Plan and the McMaster University Campus Master Plan, to the relevant committee of the Board of Governors on proposals for capital development and other expenditures that fall outside the annual budget (such as those encompassed by the Capital Renewals process). For all major projects, the University Planning Committee will be provided with a total impact analysis that assesses the ongoing costs of maintenance, utilities, etc.;

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- (viii) review, for recommendation to the Senate and the Board of Governors, the annual report on the *McMaster University Campus Master Plan*, including any updates, amendments and elaborations; and
 - (ix) report to the Senate and the Board of Governors any matters of concern formally identified as such by a majority of the Committee.

115.

- a) The **Budget Committee** shall be a subcommittee of the University Planning Committee with membership drawn from the University Planning Committee as follows:

Ex Officio Members

President

Provost

Vice-President (Administration)

Members

Three faculty members (one of whom shall serve as Chair)

One member of the non-teaching staff

One graduate student

One undergraduate student

- (i) The Chair of the Budget Committee shall be elected annually by the University Planning Committee from among the faculty members on the University Planning Committee following nomination by the Chair of the University Planning Committee and a call for further nominations. The other two faculty members on the Budget Committee shall be selected subsequently by and from the five faculty members on the University Planning Committee for service commencing July 1 or immediately following a vacancy. The Chair may vote on all questions.
 - (ii) Two-thirds of the membership shall constitute a quorum. If more than two members are absent when a vote is taken on the final budget, the vote must be confirmed electronically.
- b) The Budget Committee shall:
 - (i) review the budget framework prepared by the University administration in consultation with the Office of Institutional Analysis and Research, including any changes to the McMaster Budget Model; this framework (including the models and projections upon which it is based) will be provided to 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 (the Joint Committee) as will updates to the framework should these arise;
 - (ii) receive and respond to budget submissions from all Faculties, areas, and units;

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- (iii) make budget recommendations available to the University Planning Committee during development of the recommendations, for comment on whether those recommendations are congruent with the University Plan; deliver the final budget to the University Planning Committee in a timely fashion to ensure that it is in a position to make comments in advance of the budget being transmitted to other deliberative bodies;
 - (iv) make budget recommendations available to the University Senate for comment before they are transmitted by the President to the Planning and Resources Committee of the Board of Governors;
 - (v) deliver budget recommendations to the President of the University for transmittal to the Planning and Resources Committee of the Board of Governors. Any comments of the University Planning Committee and Senate shall be included in the material for the Board of Governors, along with the President's own comments; and
 - (vi) hold all meetings of the Committee in Closed Session.
- c) The **University Student Fees Committee** shall be a sub-committee of the University Planning Committee with the following membership:

Ex Officio Members

Associate Vice-President (Institutional Research and Analysis) – Chair

Vice-Provost (Faculty)

Associate Vice-President (Students and Learning) and Dean of Students

Vice-Provost and Dean of Graduate Studies

Director, Education Services, Faculty of Health Sciences

Director of Finance

University Registrar

Student Members

Graduate Student Representative – selected from applicants for a one-year term

Full-time Undergraduate Student Representative – selected from applicants for a one-year term

Part-time Undergraduate Student Representative – selected from applicants for a one-year term

*Student positions are renewable once.

Consultants

Assistant Dean, Student Affairs and Director of the Student Success Centre

Associate Registrar and Graduate Secretary

Executive Director, Finance and Administration (Academic), Office of the Provost and Vice-President (Academic)

Manager, Receipts and Receivables, Financial Services

Budget Manager, Budgeting Services

Director, Student Financial Aid and Scholarships

Senior Project Analyst, Institutional Research and Analysis

- d) The University Student Fees Committee shall:
- (i) recommend all revisions to tuition (undergraduate and graduate degree, diploma and certificate) and supplementary fees to the Budget Committee;
 - (ii) establish deadlines for the submission of all proposed tuition and supplementary fees to the University Student Fees Committee;
 - (iii) recommend policy guidelines to the Budget Committee that outline services and materials for which fees can be charged;
 - (iv) recommend policy guidelines to the Budget Committee for charging fees for existing and new programs that are not funded through grants from the Ministry of Training, Colleges and Universities;
 - (v) ensure that all proposed changes to existing student fees and all proposed new fees are reasonable, conform to government regulations and have been approved through appropriate processes within the University;
 - (vi) ensure that proposed changes to student fees are feasible and do not involve undue complications to calculate and administer; where appropriate, determining the most "*tax efficient*" method for students who are being charged these fees; and
 - (vii) hold all meetings of the Committee in Closed Session.

Revised: May 17, 2017

THE COMMITTEE ON APPOINTMENTS

116. The Committee on Appointments shall consist of the following membership:

Ex Officio Members

Chancellor
President
Provost
Vice-President (Research)
Vice-Provost and Dean of Graduate Studies

Members

Seven elected faculty members of the Senate
One elected student member of the Senate

Six members of the Committee constitute a quorum at any meeting thereof, except when decisions are being made on tenure, permanence, or promotion recommendations, at which meeting eight members of the Committee, one of whom shall be the Provost and one of whom shall be the Vice-Provost and Dean of Graduate Studies, shall constitute a quorum. In the event of an equality of votes on tenure, permanence, or promotion recommendations, the question is deemed to be decided in favour of the Faculty Tenure and Promotion Committee's recommendation, notwithstanding the provision of clause [74](#).

117. The Committee shall nominate the members of the Committee for Nominating a Chancellor in conformity with the provisions of clause [9\(a\)](#) and shall nominate the members of the Senate component of the Committee for Recommending a President in conformity with clause [9\(b\)](#). These nominations shall be presented at a Senate meeting, together with a brief statement of each candidate's skills and interests. No additional nominations may be made at that Senate meeting, but subsequent to the meeting, members of the Senate shall be provided with the opportunity to submit written nominations of additional candidates for inclusion on the slate, provided that such nominations are signed by three members of the Senate and are accompanied by an indication of the candidate's willingness to serve. If necessary, an election shall be conducted by the Secretary of the Senate immediately following the end of the nomination period. A brief statement of each nominee's skills and interests shall be provided to Senators along with the ballot. Not more than one faculty member from any one Faculty shall be elected by Senate to the Committee for Nominating a Chancellor or the Committee for Recommending a President.
118. The Committee shall have as a standing order of business the making of nominations for such ad hoc selection committees as are charged to nominate to the Senate those to be appointed to senior academic administrative offices and to the offices of Vice-President (Administration) and Vice-President (University Advancement). In this context, senior academic administrative offices include those of Provost, Vice-President (Health Sciences), Vice-President (Research), Vice-Provost, Deans, Director of Continuing Education, academic Associate/Assistant Vice-Presidents, Associate Deans of Graduate Studies and/or Research, Associate Deans of Faculties (see clause [2\(h\)](#)), Chair of Undergraduate Council, University

Secretary, Registrar, University Librarian and such other positions as are designated by Senate from time to time. The Committee shall ensure that the nominations for each ad hoc selection committee include, as nominated Chair of the ad hoc selection committee, the name of the academic administrative officer to whom the appointee shall report. The Committee shall review, and express its opinion to the Senate on, nominations made by the ad hoc selection committees, before any commitment is made to the nominated candidate.

119. The Committee shall consider and recommend to the Senate on academic appointments, terms of reference, tenure policy, promotion policy, research leave policy, and all matters related to academic appointments. In this context, academic appointments shall be taken to include appointments of Department Chairs and Directors of Schools, Programs, Research Institutes, and Centres, and appointments to named Chairs and Professorships. The Committee shall receive for information reports on the appointment of Associate Department Chairs, Associate Directors of Programs, Research Institutes and Centres, Executives in Residence, and Faculty honorific appointments. The Committee shall recommend to the Senate candidates for the titles of Distinguished University Professor and University Scholar.
120. The Committee shall consider recommendations for appointment to the teaching staff from Faculty or joint-Faculty Tenure and Promotion Committees and shall:
 - a) decide that the faculty member is to be nominated for a tenured appointment, a continuing appointment without annual review or a permanent teaching appointment and so inform the Senate; or
 - b) recommend to the President that the period of a tenure-track appointment, a special appointment or a teaching-track appointment be extended, and so inform the Senate; or
 - c) decide that no action be taken on the case; or
 - d) decide that a faculty member's tenure-track appointment, special appointment or teaching-track appointment be allowed to lapse and so inform the Senate.
121. The Committee shall consider recommendations for promotion from Faculty or joint-Faculty Tenure and Promotion Committees and shall:
 - a) decide that promotion is to be granted at this time, and so inform the Senate; or
 - b) decide that no action is to be taken in regard to promotion.
122. The Committee shall nominate the membership of the Executive Committee, and shall report thereon to the regular meeting of the Senate in June of each year.

Revised: May 17, 2017

THE COMMITTEE ON HONORARY DEGREES

123. The Committee on Honorary Degrees shall consist of the following membership:

Ex Officio Members

Chancellor, who shall be Chair
President

Five other members of the Senate
One alumni member of the Senate

Four members of the Committee constitute a quorum at any meeting thereof.

124. The Committee shall make recommendations to the Senate of names of persons upon whom it is thought fitting to confer the honorary degree of Doctor of Laws, Doctor of Science, Doctor of Letters, or any other honorary degree that may be established by the Senate.

THE SENATE BOARD FOR STUDENT APPEALS

125. The Senate Board for Student Appeals shall consist of 12 members appointed by the Senate for two-year terms, of whom six shall be faculty members who are not senior academic administrative officers, four shall be undergraduate students, and two shall be graduate students. In addition, the Chair of the Board has the authority to appoint, on an ad hoc basis, faculty and students who are not members of the Senate Board for Student Appeals to serve on appeal tribunals as auxiliary Board members. For meetings of the Board which do not relate to the hearing of a specific appeal, seven members of the Board constitute a quorum.
126. The Senate Board for Student Appeals shall:
- a) adjudicate all student appeals from rulings of other authorities (e.g., Faculty Reviewing Committees, Deans, Associate or Assistant Deans) on matters of academic standing other than those involving solely a substantive academic judgment, and shall, where appropriate, adjudicate appeals by students in respect of any other allegation of injustice, except in cases where another body has been named as the final decision maker; and
 - b) when deemed appropriate, consider and make recommendations to the Senate on policy and procedure relating to student appeals.
127. The hearing of an appeal shall be before a tribunal consisting of at least three members or auxiliary members of the Senate Board for Student Appeals, one of whom shall be a student. They shall be chosen in accordance with procedures approved by the Senate.
128. Hearings before tribunals of the Senate Board for Student Appeals shall be conducted in accordance with the procedures approved by the Senate.

THE COMMITTEE ON UNIVERSITY CEREMONIALS AND INSIGNIA

129. The Committee on University Ceremonials and Insignia shall consist of the following membership:

Ex Officio Members

Chancellor
President
University Bedel

Members

Six members of the Senate
One graduate student member of the Senate
One undergraduate student member of the Senate

Consultants

University Registrar
Convocation & Curriculum Officer

a) Five members of the Committee constitute a quorum at any meeting thereof.

130.

- a) The Committee shall be responsible for the planning and conduct of all University ceremonials, including all Convocations; and shall keep under continual review the form of and procedure at such ceremonials and all matters relating thereto.
- b) The Committee shall also be responsible for reviewing and making decisions, or recommendations to the Senate or the Board of Governors, on matters relating to heraldic practice and policy.

Revised: May 13, 2020

THE COMMITTEE ON BY-LAWS

131. The Committee on By-laws shall consist of the following membership:

Ex Officio Members

Chancellor

President

Members

Four members appointed by the Senate, one of whom shall be a member of the Senate and one of whom shall be the Secretary of the Senate.

Three members of the Committee constitute a quorum at any meeting thereof.

132. The Committee shall make recommendations to the Senate:

- a) for the appropriate form of any amendment to any by-law and of any new by-law, of the Senate or of a Council or of a Faculty, that the Senate has approved in principle;
- b) for any alteration of any by-law, of the Senate or of a Council or a Faculty, deemed by the Committee to be necessary as a consequence of any amendment or of any new by-law approved by the Senate or to be desirable for reasons of consistency or the like;
- c) on any matter pertaining to the by-laws of the Senate or of a Council or of a Faculty that may be referred to the Committee by the Senate, or on any such matter that the Committee may deem appropriate for the attention of the Senate.

THE COMMITTEE ON ACADEMIC INTEGRITY

133. The Committee on Academic Integrity shall consist of the following membership:

Ex Officio Members

Chancellor
President
Vice-Provost and Dean of Graduate Studies
Vice-Provost (Faculty)

Membership

Four faculty members of the Senate (one of whom shall be appointed Chair of the Committee)
One graduate student member of the Senate
One undergraduate student member of Senate

Consultants

Academic Integrity Officer
University Registrar,
Graduate Registrar and Secretary of the School of Graduate Studies

Five members of the Committee constitute a quorum.

134. The Committee shall, when deemed appropriate, make recommendations to the Senate on policy and procedures relating to issues of academic integrity and on measures designed to reduce instances of academic dishonesty.
135. The Committee shall review, prior to its presentation to the Senate, the annual report prepared by the Office of Academic Integrity.

Revised: May 17, 2017

THE TENURE AND PROMOTION APPEALS NOMINATING COMMITTEE

136.

- a) The Tenure and Promotion Appeals Nominating Committee shall consist of six full-time tenured faculty members that:
 - (i) are normally at the rank of Professor; and
 - (ii) are appointed by the Senate but not necessarily drawn from the Senate with one from each of the Faculties of Business, Engineering, Health Sciences, Humanities, Science, and Social Sciences; and none of whom, during their term on the Committee, shall be a member of a Faculty Tenure and Promotion Committee or of the Senate Committee on Appointments;
- b) Four members of the Committee constitute a quorum at any meeting thereof.
- c) The Chair shall be elected by and from the members of the Committee.

137.

- a) When an appeal of a tenure, a continuing appointment without annual review or a permanent teaching or promotion decision has been referred to the Committee, the Committee shall nominate to the Senate the membership of an Appeal Tribunal, composed of three full-time tenured or permanent members of faculty who have not been previously involved in the decision under review and who are at arm's length from both parties to the appeal. The tribunal in each case shall normally consist of one member from the appellant's Faculty and two members from outside the Faculty.
- b) Each Appeal Tribunal shall normally report to the Senate within four months of its establishment.

THE COMMITTEE ON STUDENT AFFAIRS

138. The Committee on Student Affairs shall consist of the following membership:

Ex Officio Members

Chancellor

President

Associate Vice-President (Students and Learning) and Dean of Students, who shall be Chair

Members

Three faculty members, at least one of whom shall be an elected faculty member of the Senate

Three undergraduate students, one of whom shall be a part-time student and one of whom shall be a student residing in a University residence

One graduate student.

Of the student members, at least one shall be a member of the Senate.

Five members of the Committee constitute a quorum at any meeting thereof.

139. The Committee has the authority to approve, and report to Senate for information, minor changes to the Residence Agreement Contract on behalf of Senate and shall otherwise recommend to the Senate policies, and receive submissions, on non-academic aspects of student life, including University residences and student services, and on matters of student conduct and discipline.

This responsibility shall include:

- a) developing and periodically reviewing in consultation with relevant student leadership, for recommendation to the Senate, University codes of student conduct and discipline, including for resident students;
- b) approving the constitutions of student residences and any amendments thereto;
- c) receiving annually a report from the Dean of Student Affairs which shall include reference to non-academic disciplinary problems on campus; and
- d) establishing such sub-committees as may from time to time be deemed.

Revised: June 6, 2018

THE BOARD-SENATE RESEARCH MISCONDUCT HEARINGS PANEL

140.

- a) The Board-Senate Research Misconduct Hearings Panel shall consist of:
 - (i) 18 tenured faculty members appointed by the Senate after consultation with the Faculty Association;
 - (ii) three graduate students appointed by the Senate;
 - (iii) three undergraduate students appointed by the Senate; and
 - (iv) 12 full-time staff members who have been employees of the University for at least two years, appointed by the Board of Governors after consultation with the appropriate staff associations.
- b) Members of the Panel shall be appointed for staggered renewable three-year terms. The Chair and one Vice-Chair of the Panel shall be appointed by Senate from among the tenured faculty members; one Vice-Chair shall be appointed by the Board of Governors from among the staff members. In addition, the Chair of the Panel has the authority to appoint, on an ad hoc basis, faculty, staff and students who are not members of the Panel to serve on Hearings Committees as auxiliary Panel members. For meetings of the Panel that do not relate to a specific case, 15 members of the Panel constitute a quorum.
- c) The Board-Senate Research Misconduct Hearings Panel shall
 - (i) receive all cases of alleged research misconduct referred to it and arrange the adjudication of them in accordance with the procedures outlined in the Research Integrity Policy and approved by the Senate and the Board of Governors, and
 - (ii) when deemed appropriate, review the policy and procedures relating to academic ethics and allegations of research misconduct and make recommendations to the Senate and the Board of Governors on policy changes or new policies deemed necessary by the Panel.
- d) The hearing of any case referred to the Panel shall be conducted before a Hearings Committee, established according to the procedures outlined in the Research Integrity Policy.
- e) The conduct of hearings before a Hearings Committee of the Board-Senate Research Misconduct Hearings Panel shall be in accordance with the procedures outlined in the Research Integrity Policy.

BOARD-SENATE HEARING PANEL FOR DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE

141.

- a) The Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence shall consist of six faculty members, three undergraduate students and three graduate students appointed by the Senate; and six staff members appointed by the Board of Governors. The Chair and one Vice-Chair shall be appointed by the Senate from among the faculty members appointed by the Senate and one Vice-Chair shall be appointed by the Board of Governors from among the members appointed by the Board of Governors. Student members shall serve for staggered two-year terms and faculty and staff members for staggered three-year terms. No member shall serve for more than two consecutive terms, but on the expiration of two years after having served the second of two consecutive terms, such person may again be eligible for membership on the Hearing Panel. In addition, the Chair of the Panel has the authority to appoint, on an ad hoc basis, faculty, staff and students who are not members of the Panel to serve on Hearings Committees as auxiliary Panel members. For meetings of the Panel that do not relate to a specific case, 10 members of the Panel constitute a quorum.
- b) The Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence shall:
 - (i) receive all Referrals to Hearing / Formal Requests for a Hearing and arrange for their adjudication in accordance with procedures approved by the Senate and the Board of Governors, and
 - (ii) when deemed appropriate, review the policy and procedures relating to discrimination, harassment, and/or sexual violence and make recommendations, through the Senate Executive Committee, to the Senate and the Board of Governors on policy changes or new policies deemed necessary by the Panel.
- c) The hearing of any case referred to the Panel shall be before a tribunal consisting of three members of the Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence. These members shall be free of conflict of interest and shall be chosen by the Chair, or a Vice-Chair as appropriate, of the Hearing Panel in accordance with procedures approved by the Senate and Board of Governors.
- d) Hearings before a tribunal of the Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence shall be conducted in accordance with the procedures approved by the Senate and the Board of Governors.

Revised: December 14, 2016

FACULTY DISCIPLINE BOARD

142. The Faculty Discipline Board shall consist of six tenured or permanent faculty members at the rank of Professor, appointed by the Senate for staggered renewable three-year terms. For meetings of the Board that do not relate to a specific case, four members of the Board constitute a quorum.
143. The Faculty Discipline Board shall
- a) adjudicate faculty discipline cases referred by a Faculty Dean to the Provost, in accordance with the relevant procedures approved by the Senate and the Board of Governors, and
 - b) when deemed appropriate, review the policy and procedures relating to the code of conduct and disciplinary procedures for faculty and make recommendations to the Senate and the Board of Governors on policy changes or new policies deemed necessary by the Faculty Discipline Board.
144. The hearing of any case referred to the Board shall be before a Discipline Tribunal, consisting of three members of the Faculty Discipline Board who do not have a conflict of interest, chosen by the Provost in accordance with procedures approved by the Senate and the Board of Governors. At least one of the three members shall be from outside the Faculty of the faculty member concerned. The Provost shall also designate which of the Board members shall serve as Chair of the Discipline Tribunal.
145. Hearings before a tribunal of the Faculty Discipline Board shall be conducted in accordance with the procedures approved by the Senate and the Board of Governors.

ARTICLE X: THE GRADUATE COUNCIL

146. There shall be a Graduate Council with the following membership:

Ex Officio Members (with vote)

Chancellor
President
Provost
Vice-President (Research)
Vice-Provost and Dean of Graduate Studies
The Dean of each Faculty offering graduate work
The Associate Deans of Graduate Studies

Ex Officio Members (without vote)

University Librarian
University Registrar
Secretary of the Senate
Associate Registrar and Graduate Secretary
Assistant Dean (Graduate Student Life and Research Training)
the Executive Director (Strategic Planning and Administration)

Members

Three full-time faculty members from each of the Faculties of Business, Engineering, Humanities, Science, and Social Sciences and three full-time graduate faculty members from the Faculty of Health Sciences, elected by the members of the Faculty, from the Professors, Associate Professors, and Assistant Professors

Two full-time graduate students from each Faculty offering graduate work, elected by and from the graduate students in that Faculty with the proviso that in any Faculty engaged in doctoral studies at least one of the graduate students shall be registered in a PhD program

Observers

Observers (as defined in clause 2(i)) named from time to time by the Vice-Provost and Dean of Graduate Studies to attend Graduate Council's meetings

a) One-third of the voting members shall constitute a quorum at any meeting thereof.

147. The Chair of the Graduate Council shall be the Vice-Provost and Dean of Graduate Studies or, in the absence of the Vice-Provost and Dean of Graduate Studies, an Associate Dean of Graduate Studies.

148. The Secretary of the Graduate Council shall be the Associate Registrar and Graduate Secretary.

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149. The faculty members elected from each Faculty offering graduate work shall be elected in accordance with the requirements of clause 15.
150. The term of office of faculty members on the Graduate Council shall commence on the first day of July following their election, and shall be for three years, subject to the proviso that faculty members who are to be absent from the University for a year or more shall resign their seats before leaving and be replaced at an ensuing election. Terms of office are renewable.
151. The election of faculty members of the Graduate Council shall be conducted by the Secretary of the Senate.
152. The term of office of graduate students on the Graduate Council shall commence on the first day of September annually, and shall be for two years, subject to the requirement that a vacancy occurring when six or more months remain in the term of office shall be filled by an appointment by the appropriate Faculty Dean. Terms of office are renewable.
153. The student members of the Graduate Council shall be elected by and from the graduate students in their respective Faculties, in accordance with procedures determined by their Faculties.
154. The Graduate Council may declare vacant the seat of any elected member who, without being granted leave of absence by the Council, fails to attend three consecutive regular meetings of the Council. Whenever a seat is declared vacant, the vacancy shall be filled through a by-election in the constituency which elected the person whose membership is vacant, unless the person is a graduate student, in which case the requirement stipulated in clause 152 for filling a vacancy shall apply.
155. The Graduate Council may, upon written request of a member, grant leave of absence to any member for a period not to exceed six consecutive months for illness or for other reasons deemed appropriate by the Council.
156. The powers and duties of the Graduate Council are:
- a) to make rules and regulations for governing its proceedings;
 - b) to establish standing and ad hoc committees. These committees shall include, but are not limited to:
 - (i) an Executive Committee, and
 - (ii) a Scholarships Committee;
 - c) to regulate matters concerning graduate work of concern to the University as a whole;

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- d) to act upon recommendations concerning graduate work from each Faculty, upon such matters as are of particular concern to each Faculty;
 - e) to transact such business as is placed on its agenda by one or more of the Chair, the Secretary of the Graduate Council, or a Dean of a Faculty offering graduate work;
 - f) to recommend to the Senate the names of graduate students who have completed all requirements for a degree, diploma or certificate;
 - g) to determine the eligibility of Departments, Units, Schools, Institutes, Centres, or the like, to offer graduate work, and to make recommendations to the Senate for the administration of graduate work in areas not clearly lying within the jurisdiction of a single Faculty;
 - h) to report to the Senate upon such matters as may be judged necessary by the Graduate Council or as required by the Senate;
 - i) subject to final approval by the President, to stipulate the conditions of award of all fellowships, scholarships, assistantships, bursaries, prizes and other awards established for graduate students, having due regard for the wishes of the donor;
 - j) to arrange for action upon all applications or recommendations for fellowships, scholarships, assistantships, bursaries, prizes and other awards for graduate students;
 - k) to meet at least twice per academic year;
 - l) to post the agenda and the minutes of its meetings electronically.

Notwithstanding any of the above, the following matters must be referred to the Senate for decision:

- establishment of new graduate programs;
- closure of existing graduate programs;
- substantial revisions of admission standards;
- substantial revisions to degree, diploma and certificate requirements and/or academic regulations.

Revised: June 6, 2018

ARTICLE XI: THE UNDERGRADUATE COUNCIL

157. There shall be an Undergraduate Council with the following membership:

Ex Officio

Chancellor

President,

Provost,

Vice-Provost (Faculty),

Associate Deans (Academic) of the Faculties of Business, Engineering, Humanities, Science and Social Sciences (or their respective delegates);

Associate Dean of Health Sciences (Undergraduate Education),

Director of the Arts and Science Program

Director of the Centre for Continuing Education

University Registrar

Associate Vice-President (Students and Learning) and Dean of Students

University Librarian

Principal of McMaster Divinity College

Members

Six faculty members elected from the Professors, Associate Professors, and Assistant Professors, comprising one member from each Faculty offering undergraduate work;

The faculty member of the Senate appointed by McMaster Divinity College

Seven undergraduate students, one from each of the six Faculties offering undergraduate work, and one from the Arts and Science Program, to be appointed by the Senate on the recommendation of the Dean / Director.

Twelve members of the Council, excepting the Chancellor, the President and the Provost, shall constitute a quorum.

158. The Chair of the Undergraduate Council shall be the Vice-Provost (Faculty).
159. The Vice-Chair of the Undergraduate Council shall be elected annually by and from the members of the Undergraduate Council.
160. The Secretary of the Undergraduate Council shall be the Secretary of the Senate.
161. The faculty member elected from each Faculty offering undergraduate work shall be elected in accordance with the requirements of clause 15. These elections shall be conducted by the Secretary of the Senate.
162. The term of office of faculty members on the Undergraduate Council shall commence on the first day of July following their election, and shall be for three years, renewable once, subject to the proviso that

faculty members who are to be absent from the University for a year or more shall resign their seats before leaving and be replaced at an ensuing election.

163. The term of office for an undergraduate student member shall commence on the first day of July following the appointment of such member, and shall be for one year, renewable.
164. The powers and duties of the Undergraduate Council are:
- a) to make rules and regulations for governing its proceedings;
 - b) to initiate and regulate matters concerning undergraduate work of concern to the University as a whole, in accordance with such directives and priorities as have been established by the Senate;
 - c) to act upon recommendations concerning undergraduate work from the several Faculties, the Arts and Science Program, or from McMaster Divinity College as it relates to the Master of Divinity and Master of Theological Studies degrees conferred by the University;
 - d) to transact such business as is placed on its agenda by one or more of the Chair, the Secretary of the Undergraduate Council, an Associate Dean or Dean of a Faculty offering undergraduate work, the Director of the Arts and Science Program, or the Principal of McMaster Divinity College as it relates to the Master of Divinity and Master of Theological Studies degrees conferred by the University;
 - e) to report and to make recommendations to the Senate upon such matters as may be judged necessary by the Undergraduate Council or as required by the Senate;
 - f) to stipulate the conditions of award of all fellowships, scholarships, medals, prizes and other awards established for undergraduate students, and to make such awards;
 - g) to give direction to the Office of Student Financial Aid and Scholarships on policies and procedures respecting the acceptance of all fellowships, scholarships, medals, prizes and other awards for undergraduate students, and the administration thereof;
 - h) to meet at least once each academic term; and
 - i) to make publicly available the agenda and the minutes of its meetings.

The Undergraduate Council shall also have the power to establish committees as set forth in [Schedule E](#). Revisions to Schedule E shall be approved by Undergraduate Council and forwarded to Senate for information.

Notwithstanding any of the above, the following matters must be referred to the Senate for decision:

- establishment of new programs;
- closure of existing programs;
- substantial revisions of admission standards;
- substantial changes in degree, diploma and certificate requirements, and/or academic regulations.

Revised: June 6, 2018

ARTICLE XII: DUTIES OF OFFICERS OF THE SENATE

THE CHANCELLOR

165. The Chancellor shall preside at Convocation, and in the absence of the Chancellor the Vice-Chancellor shall preside.

THE VICE-CHANCELLOR

166. The Vice-Chancellor shall perform the duties of the Chancellor in the event that the Chancellor is prevented from discharging such duties owing to illness or any other cause.

THE CHAIR OF THE SENATE

167. The Chair of the Senate shall ensure that at all times its meetings are conducted and its business transacted in a manner consonant with these by-laws.

THE VICE-CHAIR OF THE SENATE

168. The Vice-Chair of the Senate shall perform the duties of the Chair of the Senate in the event that the Chair of the Senate is prevented from discharging such duties owing to illness or any other cause.

THE SECRETARY OF THE SENATE

169. The duties of the Secretary of the Senate are to take charge of the academic records and papers of the University and to keep the same properly arranged for convenient reference in such place as is directed by the Senate, and until such direction, in such place as is appointed by the President; the Secretary shall keep regular entries in a form to be approved by the President, of the names of all persons who are candidates for degrees, diplomas, or certificates of standing; the Secretary of the Senate shall conduct all necessary correspondence under the supervision of the President and keep proper records thereof; and shall attend all meetings of the Senate; and keep regular minutes of the proceedings thereat. The Secretary or delegate shall attend all meetings of standing and special committees and boards of the Senate; and keep minutes of the proceedings thereat; and shall prepare all by-laws, resolutions, reports or other papers which the Senate directs, and all copies that are required of any such documents or papers; subject to the provisions of Article VII hereof, shall prepare and countersign all official documents; and shall generally discharge such other duties as are assigned by these by-laws or by the Senate or, when the Senate is not in session, by the President.

ARTICLE XIII: OATHS OF OFFICE OF OFFICERS OF THE SENATE

170. Before entering upon the duties of the office, the Chancellor shall accept the following charge, to be administered by the Chair of the Board, at a Convocation:

“You are now to assume the function and office of Chancellor of this University, to which you have been duly appointed. You shall now swear to keep and preserve, well and faithfully, during your period of office, the statutes, liberties, customs, rights and privileges of the University, and to promote its well-being and that of its members so far as in you lies.”

171. Before entering upon the duties of the office, the President and Vice-Chancellor shall accept the following charge, to be administered by the Chair of the Board, at a Convocation:

“You are now formally to assume the functions and the office of President and Vice-Chancellor of this University, to which you have been duly appointed. You shall now swear to keep and preserve, well and faithfully, during your period of office, the statutes, liberties, customs, rights and privileges of the University, and to promote its well-being and that of its members so far as in you lies.”

172. Before entering upon the duties of the office, the Secretary of the Senate shall swear and subscribe to the following oath, to be administered by the President:

“I, A.B., do solemnly swear that I will to the best of my ability, faithfully discharge the duties of the Secretary of the Senate of McMaster University, according to law and to the by-laws of the Senate of the University, and the directions to be given to me under the authority thereof, and that I will not, directly or indirectly, publish or make known any of the proceedings, affairs or business of the University unless under the authority of the Senate or under compulsion of legal process.”

ARTICLE XIV: CONFERRING OF TITLES

173. The Senate shall confer the title Professor Emeritus / Emerita on all retiring faculty members with tenured or permanent appointment and with the rank of Professor, and may confer such other honorific titles as the Senate may from time to time declare appropriate.

The Senate reserves the right to revoke any honorific title. The Senate may consider if the holder has brought the reputation of the University into disrepute or has acted in a manner inconsistent with the criteria for the title. Any Faculty-specific honorific title which Senate has approved for conferral by the Faculty Dean may also be revoked by the Dean for similar cause.

ARTICLE XV: AMENDMENT OR SUSPENSION OF THE BY-LAWS

174. Any of the foregoing provisions respecting procedure may be suspended at any meeting of the Senate at which a quorum is present by the vote of two-thirds of the members present. A motion to this effect may be made at any time.
175. A proposal to amend these by-laws shall be considered by the Senate only at a regular meeting of the Senate, and only after notice of the proposed amendment has been given at a previous meeting of the Senate.

ARTICLE XVI: MATTERS NOT PROVIDED FOR

176. In regulating all matters not provided for in these by-laws, the practice and procedure shall be regulated by analogy thereto.

ARTICLE XVII: REPEAL OF FORMER BY-LAWS

177. Any by-laws heretofore passed insofar as the same are inconsistent with the enactments herein contained, are repealed; but such repeal does not affect anything heretofore done or any right heretofore acquired under or in pursuance of, or revive any by-law repealed by, such by-laws.

ARTICLE XVIII: DECENNIAL REVIEW OF THE BY-LAWS

178. The Senate shall make provision for decennial reviews of the by-laws, such reviews to be effected by the Senate Committee on By-laws, at the request of the Executive Committee, the next such review to be initiated no later than during the Session 2025-26.

SCHEDULE A: COMPOSITION OF THE SENATE

Ex Officio

The Chancellor
 The President and Vice-Chancellor
 The Provost and Vice-President (Academic)
 The Vice-President (Administration)
 The Vice-President (Health Sciences)
 The Vice-President (Research)
 The Vice-President (University Advancement)
 The Dean of the Faculty of Business
 The Dean of the Faculty of Engineering
 The Dean of the Faculty of Health Sciences
 The Dean of the Faculty of Humanities
 The Dean of the Faculty of Science
 The Dean of the Faculty of Social Sciences
 The Vice-Provost and Dean of Graduate Studies
 The Director of the Centre for Continuing Education²
 The Principal of McMaster Divinity College
 The Chair of the Undergraduate Council

Appointed by the Alumni Association of McMaster University from among the graduates:

Four members

Appointed by and from the Board of Governors:

Three members

Elected by and from the students in each Faculty:

12 members

Faculty of Business	one graduate student and one undergraduate student
Faculty of Humanities	one graduate student and one undergraduate student
Faculty of Social Sciences	one graduate student and one undergraduate student
Faculty of Engineering	one graduate student and one undergraduate student
Faculty of Science	one graduate student and one undergraduate student
Faculty of Health Sciences	one graduate student and one undergraduate student

Elected by and from the Teaching Staff of the University:

30 members

Faculty of Business	three members
Faculty of Humanities	six members

Faculty of Engineering	three members
Faculty of Health Sciences	six members
Faculty of Science	six members
Faculty of Social Sciences	six members

Appointed by and from the Teaching Staff of the Divinity College:

One member

Observers:

Executive Vice-Dean and Associate Vice-President (Academic), Faculty of Health Sciences
 Vice-Provost (International Affairs)
 Associate Vice-President (Equity and Inclusion)
 Associate Vice-President (Students and Learning) and Dean of Students
 Associate Vice-President (Research)
 Associate Vice-President (Institutional Research and Analysis)
 Associate Dean of Business (Academic)
 Associate Dean of Engineering (Academic)
 Associate Dean of Humanities (Academic)
 Vice-Dean, Undergraduate Education, Faculty of Health Sciences
 Vice-Dean, Faculty of Health Sciences, Executive Director, School of Nursing
 Vice-Dean, Faculty of Health Sciences, Executive Director, School of Rehabilitation Science
 Associate Dean of Science (Academic)
 Associate Dean of Social Sciences (Academic)
 Ombudsperson
 University Registrar
 University Librarian
 Director of the Arts and Science Program
 Assistant Vice-President, Communications & Public Affairs
 Senior Advisor to the President
 Manager of Faculty Appointments and Records, Provost Office
 Academic Co-Chair, Indigenous Education Council
 One student registered in the Arts and Science Program
 President or Designate, McMaster University Faculty Association
 President or Designate, McMaster Students Union
 President or Designate, Graduate Students Association
 President or Designate, McMaster Association of Part-Time Students

Revised: May 17, 2017, December 12, 2018, June 5, 2019

SCHEDULE B: FACULTY ELECTIONS TO THE SENATE

A. ELECTION PERIOD

The annual election of faculty to the Senate shall be completed by March 31.

B. TERMS OF OFFICE

Faculty members on the Senate assigned either a one-year or a two-year term shall not have these terms counted as one of their two consecutive terms.

C. NOMINATIONS

- 1) As nominations are completed, the names of nominees shall be forwarded to the Secretary of the Senate, for inclusion on the ballot. Nomination papers shall bear the names of three seconders.
- 2) Nominees from Faculties each shall be required to sign a "Declaration of Willingness to Serve" and also provide a brief statement of interest for Senate membership, for circulation to the electorate.

D. BALLOTS

- 1) In any given Faculty, all candidates for Senate elections shall be listed on the ballot in alphabetical order, showing rank. Instructions on the ballot shall indicate that votes are to be cast in accordance with the single transferable vote procedure and shall indicate any distributional limitations required by the particular Faculty.
- 2) A list of eligible candidates shall be posted on the University Secretariat election website as soon as possible after the close of nominations.
- 3) Eligible voters may cast their votes via the link to the voting portal provided by the University Secretariat, such votes to be cast no later than March 31, the precise dates to be determined by the Secretary of the Senate.

E. COUNTING OF BALLOTS

- 1) The counting of ballots shall take place in the office of the Secretary of the Senate.
- 2) Two scrutineers shall be appointed by and from the Senate at the meeting of the Senate in February of each year, to be present during the counting of ballots.

F. ELECTION RESULTS

Successful candidates shall be notified electronically, by the Secretary of the Senate, and the names of successful candidates shall be posted on the University Secretariat election website.

SCHEDULE C: STUDENT ELECTIONS TO THE SENATE

A. ELECTION PERIOD

- 1) Senate elections for undergraduate students and graduate students shall be held annually in the following periods:

January 15 - March 31: primary election period

September 15 - October 31: secondary election period.

B. NOMINATIONS

- 1) Nomination forms shall be available on the University Secretariat election website and in the Office of the University Secretariat during normal business hours (i.e., from 9 a.m. to 4:30 p.m.) during the nomination period.
- 2) Nomination forms shall bear the signature of the nominee, supported by the names of three seconders, registered in the same Faculty as the nominee or, in the case of students in joint / collaborative or interdisciplinary graduate programs, in the same Faculty or program in which the nominee is running for election.
- 3) Nominees each shall be required, on the nomination form, to sign a "*Declaration of Willingness to Serve.*" Nominees shall also provide a brief statement of interest for Senate membership, for publication on the University Secretariat election website.
- 4) Nomination forms shall be delivered to the Office of the Secretary of the Senate by the end of the first week in February (October)* annually.

C. BALLOTS

- 1) A list of eligible candidates shall be posted on the University Secretariat election website as soon as possible after the close of nominations—at least 10 days prior to the election day(s).
- 2) Eligible voters may cast their votes via the link to the voting portal provided by the University Secretariat, such votes to be cast no later than March 31 (October 31)*, the precise dates to be determined by the Secretary of the Senate.

D. COUNTING OF BALLOTS

- 1) The counting of ballots shall take place in the University Secretariat on a date to be specified (see C.2).
- 2) Each candidate may appoint an individual to act as his or her scrutineer. Candidates must notify the Secretary of the Senate of their scrutineers at least 24 hours prior to the beginning of voting day(s). A candidate may not be a scrutineer.

E. ELECTION RESULTS

Successful candidates shall be notified electronically, by the Secretary of the Senate, and the names of successful candidates shall be posted on the University Secretariat election website.

* The dates in parentheses refer to the secondary election period.

SCHEDULE D: PROCEDURES FOR OPEN MEETINGS OF SENATE

I LOCATION OF MEETINGS

Meetings of the Senate of McMaster University are normally held in the Council Room, Gilmour Hall.

II ARRANGEMENTS FOR MEETINGS

Seating accommodation in the Council Room is arranged to provide a spectators' gallery. The total seating capacity in accordance with the Fire Marshall's regulations is 183 seats. Eighty-one seats are reserved for members of the Senate and observers. The remainder of the seats constitute the spectators' gallery.

III ADMISSION TO THE COUNCIL ROOM

Admission to the spectators' gallery is on a first-come, first-served basis.

All unofficial recording devices (photographic or electronic) are excluded from any room in which the Senate may be holding a meeting.

IV NOTICE OF MEETING

The Senate normally meets regularly on the second Wednesday of every month during the academic year, with the exception of the months of May and June when meetings may be scheduled otherwise to approve graduand results. A list of regular Senate meeting dates will be published on the website of the University Secretariat. When it becomes necessary to hold special meetings that fall between the dates of the regular meetings, these dates will be published in a similar fashion.

V AGENDA

The agenda for Senate meetings is drawn up in conformity with the By-laws of the Senate by the Chair and Secretary of the Senate. The agenda employs the consent agenda format, whereby the Secretary indicates action and information items that are routine and/or non-controversial. In so doing, the Secretary may consult with the Chair and the relevant committee chair. Before taking the vote, the Chair allows time for any member to indicate that they wish to have an item removed from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then voted upon *en bloc* without discussion. The agenda is drawn up in considerable detail in order that it have meaning for persons in the spectators' gallery. The By-laws provide for certain matters to be dealt with by the Senate in Closed Session.

The agenda which accompanies the notice of meeting will be circulated one week in advance of each Senate meeting, and will be posted on the website of the University Secretariat. Additional items of business may be added only with consent of the Senate in conformity with the By-laws.

VI AVAILABILITY OF MINUTES AND SENATE DOCUMENTS

Full Senate minutes are distributed only to Senators and Observers. When approved, the minutes of the Open Session are posted, without the appendices, on the University Secretariat website.

VII RULES OF PROCEDURE

Rules of procedure are outlined in Article VII of the Senate By-laws, which are available on the University Secretariat website.

VIII BRIEFS

Any member of the University Community may request an appearance before the Senate for the presentation of a brief. The request will be considered by Senate, if the request and brief are submitted to the Secretary of the Senate at least four working days before the date set for a Senate meeting.

SCHEDULE E: UNDERGRADUATE COUNCIL COMMITTEES

1. The committees of Undergraduate Council shall include, but shall not be limited to:

- a) the Executive Committee;
- b) the Awards Committee;
- c) the Curriculum and Admissions Committee;
- d) the Certificates and Diplomas Committee;
- e) the Quality Assurance Committee, and
- f) *ad hoc* committees and task forces as required.

Except for the Executive Committee, each committee should be chaired by an elected faculty representative, an Associate Dean, or a knowledgeable faculty member of the University. These appointments shall be made by the Executive Committee. Each committee will consist of at least five members, including the Chair of Undergraduate Council. A majority of the Committee members shall be members of Undergraduate Council.

2.

- a) The Executive Committee shall consist of the Chairs of the Standing Committees of Undergraduate Council, the Chair of Undergraduate Council and the Vice-Chair of Undergraduate Council.
- b) The Chair of the Committee shall be the Chair of Undergraduate Council.
- c) The Committee shall act for Undergraduate Council between Council meetings on matters pertaining to Undergraduate Council. Such actions shall be reported for ratification at the next regular meeting of Undergraduate Council.
- d) The Committee shall nominate members to the committees of Council and, where otherwise not expressly identified, shall nominate the Chairs thereof. The Committee may invite two committee membership people whose expertise is sought, but who are not members of Undergraduate Council.

3. The Awards Committee shall be responsible for reporting to Undergraduate Council all scholarships and academic awards winners and adjudicating recommendations for scholarship and academic award winners as necessary. The Committee shall act as the guardian of standards and non-discriminatory fairness in award descriptions and nominations, develop and enforce policy regarding academic awards and adjudicate petitions regarding variances in the terms of awards.

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4. The Curriculum and Admissions Committee shall co-ordinate the curriculum changes from all Faculties with a view to fairness to students, avoidance of conflicts, and equity among Faculties. It shall also ensure that any new admissions policies or the revision of existing policies are consistent with general University guidelines. Dialogue with Institutions that seek unique University admission arrangements for their own students shall also be handled by the Curriculum and Admissions Committee.
 5. The Certificates and Diplomas Committee shall scrutinize proposals for new certificate and diploma programs and ensure their conformity with the Senate Policy on Diplomas and Certificates.
 6. The Quality Assurance Committee is a joint committee of Undergraduate Council and Graduate Council, and shall assess cyclical program reviews and submit a report to Undergraduate Council or Graduate Council, as applicable, as set out in the Policy on Academic Program Development and Review.

Revised: May 17, 2017

SCHEDULE F: PROVISIONS THAT APPLY ONLY TO THE RECORDS OF MEETINGS OF SENATE COMMITTEES AND BOARDS THAT TOOK PLACE PRIOR TO FEBRUARY 16, 1996

The provisions set out below shall apply only to the records of meetings of Senate committees and boards that took place prior to February 16, 1996. For meetings that took place on or after February 16, 1996, the provisions of clause 94(a) and (b) shall apply.

- a) Each standing committee shall fix the times and places of its meetings, which shall be in camera except as provided for in clause 129, 141, and 149(d), (h) and (l). Each committee shall report at least once a year to the Senate.
- b) The record of the proceedings of each standing committee shall be available to members, consultants and specifically invited guests of the standing committee, and to members and observers of the Senate subject to the following provisos:

Senators and observers shall have access to the minutes and records of Senate's standing committees, except for those matters

- (i) in which Senate has delegated power of decision; or
- (ii) that involve confidential material about individuals.

Upon receipt of a written request from a Senator or observer, an ad hoc Committee, consisting of the Chair of the Senate, the Chair of the standing committee in question, and the Secretary of the Senate, shall determine

- a) whether the material requested falls under category (i) or (ii) above; and, if not,
- b) in what form the material shall be made available.

This section shall not apply by analogy to subordinate bodies of the Senate.

REGULATIONS GOVERNING STUDENT ELECTIONS TO SENATE

All candidates are responsible for the conduct of their campaigns, including the actions of others who are campaigning for them. It is the responsibility of all candidates to follow the campaign rules.

Campaign Period

1. Campaigning may start after the candidate has been contacted by the University Secretariat with confirmation that their nomination has been approved.
2. All **in-person** campaigning must end **at 11:59 p.m. the night prior** to the start of the first day of voting. Candidates may, however, continue to campaign using social media platforms on election day(s).

Conduct

3. All campaign activities are subject to the *Code of Student Rights and Responsibilities*, University regulations, policies and by-laws, and relevant legislation .
4. Any campaigning that is slanderous or libellous is prohibited.

Social Media

5. Any use of social media must be in good taste and adhere to all codes of conduct (see #3 and #4 above).
6. Spamming of public forums and/or University e-mail distribution lists is prohibited.
7. **Social media** campaigning may continue on election day(s). Please see #2 above regarding in-person campaigning.

Posters

8. Candidates shall not remove, move, cover, deface, or otherwise tamper with their opponents' campaign posters.
9. Candidates are responsible for ensuring that their posters are displayed according to each building's poster and advertising policies.
 - a) MSU Operating Policy – Promotions & Advertising
 - b) McMaster University Student Centre
 - c) Other campus buildings, such as the McMaster residences, have their own policies that must be followed.

Voting

10. Candidates **may not** approach voters requesting them to cast votes in their favour on election day(s).

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11. Candidates **may not** provide computers or other devices to the voters for the purposes of voting.

Scrutineers

12. Candidates must notify the Secretary of the Senate of their scrutineers at least 24 hours prior to the beginning of the first voting days. A candidate may not be a scrutineer.
13. Campaign expenses will be **limited to \$50.00** for each candidate, in order that those students with limited finances are not placed at a disadvantage during the election campaign.
14. The Secretary of the Senate is authorized to reimburse each candidate for campaign expenses up to the amount of \$50.00, upon submission of receipts for expenses by the candidate.

Infractions

15. The Secretary of the Senate reserves the right to disqualify any candidate for infraction of the regulations. They shall also:
 - a) receive and investigate allegations of infractions (up to 14 days after the elections);
 - b) hear appeals for a re-count, evaluate them, and arrange for a re-count if judged necessary (up to 14 days after the election);
 - c) have the authority to levy fines, up to the amount claimed for campaign expenses, for infractions of campaign rules; and
 - d) have the authority to declare an election invalid.
16. The Secretary of the Senate shall report to Senate on the student elections to Senate at the first regular meeting of Senate after the elections have been completed.

Revised: May 17, 2017