McMaster University

SENATE MINUTES

Wednesday, September 9, 2015 at 3:30 p.m.
In the Council Room (111), Gilmour Hall

PRESENT: Dr. Patrick Deane (Chair), Ms Leah Allan, Dr. Vishwanath Baba, Mr. Jacob Bailey, Dr. Robert Baker, Dr. Lee Beach, Dr. Patrick Bennett, Dr. Mark Boda, Dr. Roy Cain, Mr. Ken Clarke, Dr. Ken Cruikshank, Dr. Tim Davidson, Dr. Susan Denburg, Dr. James Dunn, Dr. Susan Fast, Dr. Carlos Filipe, Mr. Daniel Elbirt, Dr. Don Goellnicht, Dr. Elzbieta Grodek, Mr. Mitchell Hajnal, Dr. Janice Hladki, Dr. Shafiqul Huque, Dr. Jerry Hurley, Dr. John Kelton, Ms Varda Khan, Dr. Ivona Kucerova, Dr. Graeme Luke, Dr. Paul McNicholas, Dr. Patricia McNiven, Dr. Dorothy Pawluch, Dr. Ishwar Puri, Dr. Christine Quail, Dr. Carl Richards, Dr. Aaron Schat, Dr. Susan Sears-Giroux, Dr. Allison Sekuler, Dr. Ravi Selvaganapathy, Dr. Chris Sinding, Ms Moira Taylor, Dr. Lehana Thabane, Mr. Philip Tominac, Dr. Matt Valeriote, Dr. Brenda Vrkjlan, Dr. Leonard Waverman, Dr. Doug Welch, Ms Mary Williams, Dr. J.P. Xu, Ms Helen Ayre (Secretary of the Senate), Susan Welstead (Assistant University Secretary)

OBSERVERS: Ms Carolyn Brendon, Ms Esme Davies, Dr. Michelle Dion, Ms Kira Feldman, Dr. Jacy Lee, Mr. Ehima Osazuwa, Ms Melissa Pool, Dr. Fiona Smaill, Dr. Jean Wilson

REGRETS RECEIVED: Dr. Narat Charupat, Mr. Roger Couldrey, Mr. Ian Cowan, Dr. Alison Holloway, Ms Rebecca Jamieson, Dr. Suzanne Labarge, Ms Vivian Lewis, Dr. Stan Porter, Dr. Petra Rethmann, Mr. Peter Tice, Mr. Sean Van Koughnett, Dr. Lesley Warren

A. OPEN SESSION

OPENING REMARKS

Dr. Deane welcomed Senators to the 2015-16 session and introduced new members.

Dr. Deane drew Senate’s attention to a number of year-long initiatives, such as the research showcase “Big Ideas, Better Cities,” a series of public events involving more than 60 researchers from all six Faculties that would highlight the ways in which McMaster’s research capacity and excellence can help urban communities.

The Seminar on Higher Education series was taking “The Engaged University” as its theme for 2015-16, focusing on the role and responsibility of the academy in relation to a variety of global and social issues ranging from climate change to the work of the United Nations.

The Perspectives on Peace initiative, aimed at fostering creative dialogues around global issues with an emphasis on peace and conflict resolution was continuing this year with an
experiential short-course, called the McMaster Peace Institute, which would expose participants to the broader determinants of health, peace, social justice, and sustainability.

Dr. Deane then turned to the ongoing competition for Canada First Research Excellence Fund allocations which the federal government had started a year ago with the intention of identifying areas in research universities that were already globally recognized and then enhancing them with additional funding.

McMaster was not successful in first round of the competition, but would be participating in the second round, which reportedly was for a pool of almost a billion dollars. Proposals would likely be due before the beginning of December. The University hoped to submit a stronger proposal for this round, continuing with the focus on infectious diseases. It had been emphasized from the outset that the CFREF competition was not about capacity-building or growing emerging strengths, but for initiatives that were already in the top 1 per cent globally, which McMaster could claim in terms of infectious diseases research.

At the provincial level, universities were watching with interest as the ministry conducted a review of the funding formula that has been used for more than 50 years. It was hard to predict how this would pan out: the formula had been based on undergraduate education numbers, but it was well understood that university research was an important element of economic development in the province. At the same time, the formula had become so complex and byzantine, that it might be difficult, if not impossible, to unravel it. It was likely that significant changes to the formula would be some time in coming.

Locally, there were two major searches underway, one for the Vice-President (Research) and for the Dean and Vice-President (Health Sciences), and those would be preoccupations for the University over the coming academic session.

I APPROVAL OF AGENDA – OPEN SESSION

Dr. Deane confirmed that no requests had been received to move any items from the Consent to the Regular agenda of the Open Session.

It was duly moved and seconded,

“that the Senate approve the Open Session agenda for the meeting of September 9, 2015 and that items II to IV be approved by consent.”

The motion was carried.

CONSENT

II MINUTES

Motion:
that the minutes of the Open Session portion of the meeting held on June 3, 2015 be approved as circulated

Approved by Consent

III COMMUNICATIONS

a. Senate Meeting Schedule for 2015-16 (Appendix A)
b. Senate Membership List for 2015-16 (Appendix B)
c. Senate Committee List for 2015-16 (Appendix C)

Senate received the above-listed reports for information.

IV REPORT FROM THE EXECUTIVE COMMITTEE (Appendix D)

a. Actions Taken on Behalf of Senate

i. Revisions to the Police Records Check Policy
ii. Revisions to the Terms of Reference for the Arcelor Mittal Dofasco Chair in Advanced Manufacturing
iii. Revisions to the Terms of Reference for the Associate Dean, Clinical Services, Faculty of Health Sciences

Senate received from the Executive Committee, for information, a list of actions taken by the Executive Committee on behalf of Senate over the summer as set out in Appendix D.

REGULAR

V BUSINESS ARISING

There was no business arising from the Open Session minutes for the regular agenda.

VI ENQUIRIES

There were no enquiries.

VII COMMUNICATIONS

a. Preliminary Enrolment Figures

Dr. Welch, the Acting Associate Vice-President and Dean of Graduate Studies, reported that, as of August 25, 2015, domestic PhD Full-Time Equivalent acceptances were 104.6, compared to 103.9 at this time last year. Domestic master’s FTE acceptances were up: 860.7 compared to 811.9 at this time last year.
Dr. Welch explained that the growth master’s students was more prominent in the Faculty of Science and Faculty of Health Sciences, in interdisciplinary programs such as the eHealth and Global Health degrees.

He added that the School was still approximately 135 short of its target for PhD enrolment. He noted that it was still early in the enrolment cycle for graduate programs and more precise numbers would be forthcoming.

Ms Pool, the University Registrar, reported that, as of September 8, the University had 5,177 incoming students registered full-time, against a target of 5,135.

She noted that, while at a summary level the numbers were on target, there were some specific Faculty variations. Business was 10 per cent above target; Engineering was 5 per cent below target (2 per cent below if the B.Tech. programs were excluded); Humanities was on target; Science was 8 per cent above target; and Social Sciences was 10 per cent below target.

**VIII REPORTS FROM FACULTIES AND COUNCILS**

a. **Faculty of Social Sciences** (Appendix E)

i. **Recommendation to Revise the Faculty By-laws**

Dr. Cain explained that proposed changes to the Faculty of Social Sciences By-laws had been approved by the Faculty and were now submitted to Senate for approval in principle. The changes related to the composition of the Graduate Curriculum and Policy Committee, and proposed that the elected Faculty representatives on Graduate Council become non-voting members of that Committee, and that the voting membership be drawn from among the Graduate Chairs of those Departments and Schools offering graduate work.

It was duly moved and seconded,

"that the Senate approve in principle proposed revisions to the by-laws of the Faculty of Social Sciences as set out in Appendix E and to refer the changes to the Committee on By-laws for review."

The motion was **carried**.

Dr. Deane noted that once they had been reviewed by the Committee on By-laws, the revisions would come back to Senate for final approval.
b. **Graduate Council (Appendix F)**

i. **Revisions to the Police Records Check Policy**

Dr. Welch pointed out that the revisions to the policy approved by Graduate Council had been approved by the Executive Committee on behalf of the Senate, as noted earlier in the meeting. The changes would bring the Faculty of Health Sciences Police Records Check process at the graduate level in line with the process at the undergraduate level.

Senate received the report for information.

ii. **Graduate Career Portfolio Policy**

Dr. Welch explained that Graduate Council had approved a Faculty of Engineering policy that would require all incoming graduate students to complete a career plan within their first year in program and to submit this to their Department for review. Each Department would commit industrial and academically knowledgeable faculty to review and provide comments on these career plans.

Senate received the report for information.

iii. **Teaching and Learning Certificate Calendar Copy**

iv. **Revisions to Section 5.2.1 of the Graduate Calendar, “Financial Support for Full-time Students”**

Senate received the above-listed reports for information.

**IX REPORT FROM THE UNIVERSITY PLANNING COMMITTEE (Appendix G)**

a. **Recommendation to Include the McMaster Forest in the Campus Master Plan**

Dr. Denburg explained that, at its June 17, 2015 meeting, the University Planning Committee reviewed a proposal to include in the Campus Master Plan a 50-hectare plot of land (at the intersection of Wilson Street East and Lower Lion’s Club Road in Ancaster) which is owned by the University. The land had been owned by the University for many decades but had largely been forgotten until quite recently.

The property will be formally named “McMaster Forest” and its designation within the Campus Master Plan will identify it as an area of environmental significance, to be used for teaching, research and recreational purposes. Some restoration and preservation projects have already been carried out on the land, such as installation of fencing and signage and clearing of invasive species but, while other projects consistent with its use are planned, the land will not be developed further. Designation within the Campus Master Plan will also ensure the long-term protection and preservation of the property.

It was duly moved and seconded,
“that the Senate approve, for recommendation to the Board of Governors, the inclusion of the 115-acre property at the intersection of Wilson Street East and Lower Lions Club Road in the Campus Master Plan, and the designation of the area as an environmentally significant natural land to be used for ecologically sensitive teaching, research and recreation purposes, as outlined in Attachment I of Appendix G.”

The motion was carried.

b. Proposal to Establish a School of Interdisciplinary Science

Dr. Denburg explained that the University Planning Committee also reviewed at its June meeting a proposal from the Faculty of Science to establish a new unit, to be known as the School of Interdisciplinary Science. The Faculty offered a number of interdisciplinary programs that were not housed within a specific Department; the Faculty’s Academic Planning Committee and the Institutional Quality Assurance Process review team for the Life Sciences Program recommended the establishment of a Faculty unit to house these programs. The establishment of the School of Interdisciplinary Science would provide an administrative home for these programs.

It was duly moved and seconded,

“that the Senate approve, for recommendation to the Board of Governors, the establishment of the School of Interdisciplinary Science as a unit within the Faculty of Science, as detailed in Attachment II of Appendix G.”

A member asked what would happen to the iSci (Integrated Science) program.

Dean Baker replied that there were no changes proposed to the iSci program; the new School would in fact provide an administrative home for that program, and this would give it more stability.

The motion was then voted on and carried.

X OTHER BUSINESS

There was no other business in Open Session.

In Closed Session, Senate:

a. approved the Closed Session portion of the minutes of the meeting of June 3, 2015;

b. received from the Office of the Provost and Vice-President (Academic), for information, the annual report on total numbers of adjunct and visiting appointments of three months and more;
received from the Executive Committee, for information, a report on actions it took on behalf of Senate during the summer months, which comprised approval of the following appointments:

- an Acting Vice-President (Research) for the period July 1 to December 31, 2015, or until such time as the permanent appointee is available to take up the position, if earlier;
- an Acting Associate Vice-President and Dean of Graduate Studies for the period July 1, 2015 to December 31, 2016;
- an Acting Associate Vice-President (Research), for the period July 1, 2015 to June 30, 2016;
- the Associate Dean (Academic), Faculty of Social Sciences, for the period July 1, 2015 to June 30, 2018;
- the Associate Dean (Graduate Studies and Research), Faculty of Business, for the period July 1, 2015 to June 30, 2017;
- the Associate Dean and Director, School of Rehabilitation Science, for a five-year term, effective July 1, 2015;
- an Acting Associate Dean (Academic), Faculty of Social Sciences, for the period July 1, 2015 to June 30, 2016;
- a Director of the Michael G. DeGroote Institute for Pain Research and Care for a five-year term, effective July 1, 2015;
- a Director of the MacAuto Research Centre for a five-year term, effective July 1, 2015;
- a Director of the Origins Institute for a five-year term, effective July 1, 2015;
- the Chair of the Process Automation Technology Program, School of Engineering Technology, for the period July 1, 2015 to June 30, 2018;
- an Arcelor Mittal Dofasco Chair in Advanced Manufacturing Policy for a five-year term, effective July 1, 2015;
- an Arcelor Mittal Dofasco Chair in Ferrous Metallurgy for a five-year term, effective July 1, 2015;
- nomination to the Board of Governors of a Professor with tenure in the Department of History, effective January 1, 2016, as approved by the Committee on Appointments;
- an L.R. Wilson Chair in Canadian History for the period January 1, 2016 to December 31, 2020;
- nomination to the Board of Governors of an Associate Professor with tenure in the Department of Pathology and Molecular Medicine, effective September 1, 2015, as approved by the Committee on Appointments;
- nomination to the Board of Governors of an Associate Professor with continuing appointment without annual review in the Department of Medicine, effective September 14, 2015, as approved by the Committee on Appointments;
- nomination to the Board of Governors of an Associate Professor with tenure in the Department of Communication Studies and Multimedia, effective August 1, 2015, as approved by the Committee on Appointments; and
- an Asper Chair in Communications for the period August 1, 2015 to June 30, 2020;
received from the Executive Committee, for information, a report on actions it took on behalf of Senate during the summer months, which included approval of three requests for early degree conferral;

e. received from the Committee on Appointments, for information, reports on the following appointment decisions:

- an Assistant Dean for the Bachelor of Health Sciences Program for the period September 1, 2015 to June 30, 2020;
- an Assistant Dean for the Rehabilitation Science Graduate Program for the period July 1, 2015 to June 30, 2020;
- an Associate Chair (Graduate) in the Department of Biology for the period July 1, 2015 to June 30, 2016;
- an Associate Chair (Undergraduate) and Associate Chair (Graduate) in the Department of Medical Physics and Applied Radiation Sciences, both for the period July 1, 2015 to June 30, 2016; and
- an Associate Chair (Graduate) in the Department of Chemistry and Chemical Biology for the period July 1, 2015 to June 30, 2016;

f. received from the Board for Student Appeals, for information, a report on a recent student appeal;

g. received, for information, a report from a Faculty Appeal Tribunal which upheld a decision of no action on tenure and the extension of an appointment for one year;

h. approved, on recommendation of the Associate Vice-President and Dean of Graduate Studies, additions to the list of candidates eligible for a McMaster Certificate of Post-Doctoral Study; and

i. approved amendments to the Spring 2015 Graduands Report.
SENATE MEETING SCHEDULE
2015-16 Academic Session
at 3:30 p.m.
In the Council Room (Room 111), Gilmour Hall

Wednesday, September 9, 2015

Wednesday, October 14, 2015

Wednesday, November 11, 2015

Wednesday, December 9, 2015

Second Term

Wednesday, January 13, 2016

Wednesday, February 10, 2016

Wednesday, March 9, 2016

Wednesday, April 13, 2016

Wednesday, May 11, 2016

Wednesday, June 8, 2016

May 11, 2015
McMaster University

MEMBERS OF SENATE, 2015-16

*Ex Officio*

Chancellor
President
Acting Provost and Vice-President (Academic)
Vice-President (Administration)
Dean and Vice-President (Health Sciences)
Acting Vice-President (Research and International Affairs)
Vice-President (University Advancement)
Dean, Faculty of Business
Dean, Faculty of Engineering
Dean, Faculty of Humanities
Dean, Faculty of Science
Acting Dean, Faculty of Social Sciences
Acting Associate Vice-President and Dean of Graduate Studies
Principal, McMaster Divinity College
Undergraduate Council Chair

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<th>Position</th>
<th>Name</th>
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<tr>
<td>Chancellor</td>
<td>Dr. S. Labarge (Suzanne)</td>
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<td>President</td>
<td>Dr. P. Deane (Patrick)</td>
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<td>Acting Provost and Vice-President (Academic)</td>
<td>Dr. S. Denburg (Susan)</td>
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<td>Vice-President (Administration)</td>
<td>Mr. R. Couldrey (Roger)</td>
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<td>Dean and Vice-President (Health Sciences)</td>
<td>Dr. J. Kelton (John)</td>
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<td>Acting Vice-President (Research and International Affairs)</td>
<td>Dr. A. Sekuler (Allison)</td>
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<td>Vice-President (University Advancement)</td>
<td>Ms M. Williams (Mary)</td>
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<td>Dr. L. Waverman (Leonard)</td>
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<td>Dr. I. Puri (Ishwar)</td>
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<td>Dr. K. Cruikshank (Ken)</td>
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<td>Dr. R. Baker (Robert)</td>
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<td>Dr. R. Cain (Roy)</td>
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<td>Dr. D. Welch (Doug)</td>
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<td>Dr. S. Porter (Stanley)</td>
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<td>Dr. S. Searls Giroux (Susan)</td>
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**TEACHING STAFF**

**Faculty of Business**

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<tbody>
<tr>
<td>Dr. N. Charupat (Narat)</td>
<td>(2016)</td>
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<td>Dr. A. Schat (Aaron)</td>
<td>(2017)</td>
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<td>Dr. V. Baba (Vishwanath)</td>
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**Faculty of Engineering**

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<tr>
<td>Dr. T. Davidson (Tim)</td>
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<td>Dr. R. Selvaganapathy (Ravi)</td>
<td>(2017)</td>
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<td>Dr. C. Filipe (Carlos)</td>
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**Faculty of Humanities**

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<tr>
<td>Dr. E. Grodek (Elzbieta)</td>
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<td>Dr. I. Kucerova (Ivona)</td>
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<td>Dr. J. Hladki (Janice)</td>
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<td>Dr. C. Quail (Christine)</td>
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<td>Dr. S. Fast (Susan)</td>
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<td>Dr. D. Goellnicht (Don)</td>
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**Faculty of Social Sciences**

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<tr>
<td>Dr. C. Sinding (Chris)</td>
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<td>Dr. J. Dunn (James)</td>
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<td>Dr. J. Hurley (Jeremiah)</td>
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<td>Dr. D. Pawluch (Dorothy)</td>
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<td>Dr. S. Huque (Shafiquil)</td>
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<td>Dr. P. Rethmann (Petra)</td>
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**Faculty of Science**

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<td>Dr. P. McNicholas (Paul)</td>
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<td>Dr. L. Warren (Lesley)</td>
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<td>Dr. M. Valeriote (Matthew)</td>
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<td>Dr. J.P. Xu (Jianping)</td>
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<td>Dr. P. Bennett (Patrick)</td>
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<td>Dr. G. Luke (Graeme)</td>
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**Faculty of Health Sciences**

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<td>Dr. C. Richards (Carl)</td>
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<td>Dr. B. Vrkljan (Brenda)</td>
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<td>Dr. A. Holloway (Alison)</td>
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<td>Dr. L. Thabane (Lehana)</td>
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<td>Dr. C. McKey (Colleen)</td>
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<td>Dr. S. Harms (Sheila)</td>
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cont.
Faculty of Theology

Dr. M. Boda (Mark) (2017)

McMaster Divinity College

TBD (2018)

ALUMNI REPRESENTATIVES

Mr. I. Cowan (Ian) (2016)
Mr. P. Tice (Peter) (2017)
Ms M. Taylor (Moira) (2018)
Mr. K. Clarke (Ken) (2018)

BOARD REPRESENTATIVES

Dr. P. McNiven (Patricia) (2017)
Ms R. Jamieson (Rebecca) (2018)
Ms L. Allan (Leah) (2018)

STUDENT REPRESENTATIVES

Undergraduate

Vacancy (2017) - Business
Mr. D. Elbirt (Daniel) (2016) - Engineering
Mr. J. Bailey (Jacob) (2017) - Health Sciences
Ms V. Khan (Varda) (2017) - Humanities
Ms N. Azzam (Nagham) (2016) - Science
Mr. M. Hajnal (Mitchell) (2017) - Social Sciences

Graduate

Ms M. Ghasemaghæi (Maryam) (2016) - Business
Mr. P. Tominac (Philip) (2017) - Engineering
Mr. A. Soomro (Asim) (2016) - Health Sciences
Mr. E. Johnston (Evan) (2016) - Humanities
Ms N. D'Silva (Natalie) (2017) - Science
Vacancy (2017) - Social Sciences

SECRETARY

Ms H. Ayre (Helen)

ASSISTANT SECRETARY

S. Welstead (Susan)

July 9, 2015 slw
MEMBERSHIPS OF STANDING COMMITTEES AND BOARDS OF SENATE
FOR THE 2015-16 ACADEMIC YEAR

EXECUTIVE COMMITTEE

Membership

Dr. Suzanne Labarge
Dr. Patrick Deane (Chair)
Dr. Susan Denburg
Dr. Jerry Hurley (faculty)
Dr. Tim Davidson (faculty)
Dr. J.P. Xu (faculty)
Dr. Alison Holloway (faculty)
Dr. Ken Cruikshank (other)
Mr. Ian Cowan (alumni)
Ms Maryam Ghasemaghaei (graduate student Senator)
Ms Varda Khan (undergraduate student Senator)

Composition

- Chancellor
- President
- Acting Provost and Vice-President (Academic)
- eight members of Senate, including four faculty, one alumni member, one other Senate member, one graduate student, one undergraduate student
UNIVERSITY PLANNING COMMITTEE

Composition

Ex officio members:

Chancellor
Chair of the Board of Governors
Vice-Chair of the Board of Governors
President
Provost and Vice-President (Academic) (Chair)
Vice-President (Administration)
Vice-President (Research and International Affairs)
Associate Vice-President and Dean of Graduate Studies

2015-16 Elected Members:

Members shall be elected by and from the appropriate constituency according to the approved process. Terms of office begin July 1.

Dr. Vishwanath Baba (term expires June 30, 2016) - five members elected by and from the teaching staff of the University
Dr. Alison Sills (term expires June 30, 2016)
Dr. Wendy Schroblgen (term expires June 30, 2017)
Dr. Tina Moffat (term expires June 30, 2017)
Dr. Juliet Daniel (term expires June 30, 2018)

TBD - one Faculty Dean, elected by and from the six Faculty Deans

Ms Tatiana Dobrovolska (term expires June 30, 2016) - one member elected by and from the non-teaching staff of the University

Mr. Naby Nikookaran (term expires June 30, 2016) - one member elected by and from the graduate students

Ms Nishan Zewge-Abubaker
(term expires June 30, 2016) - one member elected by and from the undergraduate students
COMMITTEE ON APPOINTMENTS

Membership

Dr. Suzanne Labarge  
Dr. Patrick Deane  
Dr. Susan Denburg  
Dr. Allison Sekuler  
Dr. Doug Welch  
Dr. Christine Quail  
Dr. Brenda Vrkljan (Chair)  
Dr. Ravi Selvaganapathy  
Dr. Lesley Warren  
Dr. Dorothy Pawluch  
Dr. Vishwanath Baba  
Dr. Carl Richards  
Ms Natalie D'Silva

Composition

- Chancellor  
- President  
- Acting Provost and Vice-President (Academic)  
- Acting Vice-President (Research and International Affairs)  
- Acting Associate Vice-President and Dean of Graduate Studies  
- seven elected faculty members of Senate  
- student member of Senate

COMMITTEE ON HONORARY DEGREES

Membership

Dr. Suzanne Labarge (Chair)  
Dr. Patrick Deane  
Dr. Stanley Porter  
Dr. Aaron Schat  
Dr. Colleen McKey  
Dr. Ivona Kucerova  
Dr. Graeme Luke  
TBD

Composition

- Chancellor  
- President  
- Principal, Divinity College  
- member of Senate  
- member of Senate  
- member of Senate  
- Alumni member of Senate
SENATE BOARD FOR STUDENT APPEALS

Membership

Dr. Suzanne Labarge
Dr. Patrick Deane
Dr. Matt Valeriote (Chair)
Dr. Karen Balcom (Vice-Chair)
Dr. Daniel Cassidy
Dr. Patrick Bennett
Dr. Lehana Thabane
Dr. Chris Sinding

Composition

- Chancellor
- President
- six faculty members

Mr. John Tambakis (Business)
Mr. Daniel Elbirt (Engineering)
Mr. Jacob Bailey (Health Sciences)
Ms Nagham Azzam (Science)

Mr. Philip Tominac (Engineering)
Mr. Evan Johnston (Humanities)

- four undergraduate students
- two graduate students

COMMITTEE ON UNIVERSITY CEREMONIALS AND INSIGNIA

Membership

Dr. Suzanne Labarge
Dr. Patrick Deane
Dr. Henry Jacek
Dr. Janice Hladki
Dr. Paul McNicholas
Dr. Carlos Filipe
Dr. Petra Rethmann
Dr. Sheila Harms
Dr. Tim Davidson (Chair)

Composition

- Chancellor
- President
- University Bedel
- member of Senate
- member of Senate
- member of Senate
- member of Senate
- member of Senate

Ms Nagham Azzam
Mr. Evan Johnston
Ms Melissa Pool

- undergraduate student Senator
- graduate student Senator
- Registrar (Consultant)
### COMMITTEE ON BY-LAWS

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<th>Membership</th>
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<td>Dr. Suzanne Labarge</td>
<td>- Chancellor</td>
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<tr>
<td>Dr. Patrick Deane</td>
<td>- President</td>
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<tr>
<td>Ms Helen Ayre</td>
<td>- Secretary of the Senate</td>
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<tr>
<td>Dr. Susan Fast (Chair)</td>
<td>- Senate member</td>
</tr>
<tr>
<td>Dr. James Dunn</td>
<td>- faculty member</td>
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<tr>
<td>Dr. Patrick Bennett</td>
<td>- faculty member</td>
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### COMMITTEE ON ACADEMIC INTEGRITY

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<tr>
<td>Dr. Patrick Deane</td>
<td>- President</td>
</tr>
<tr>
<td>Dr. Doug Welch</td>
<td>- Acting Associate Vice-President and Dean of Graduate Studies</td>
</tr>
<tr>
<td>Dr. Susan Searls Giroux</td>
<td>- Associate Vice-President (Faculty)</td>
</tr>
<tr>
<td>Dr. Lehana Thabane (Chair)</td>
<td>- four faculty members of Senate</td>
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<tr>
<td>Dr. Narat Charupat</td>
<td></td>
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<tr>
<td>Dr. Tim Davidson</td>
<td></td>
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<tr>
<td>Dr. Don Goellnicht</td>
<td></td>
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<tr>
<td>Mr. Mitchell Hajnal</td>
<td>- one undergraduate student Senator</td>
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<tr>
<td>Mr. Asim Soomro</td>
<td>- one graduate student Senator</td>
</tr>
<tr>
<td>Ms Andrea Thyret-Kidd</td>
<td>- Academic Integrity Officer (Consultant)</td>
</tr>
<tr>
<td>Ms Melissa Pool</td>
<td>- Registrar (Consultant)</td>
</tr>
<tr>
<td>Ms Stephanie Baschiera</td>
<td>- Associate Registrar and Secretary of the School of Graduate Studies (Consultant)</td>
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TENURE AND PROMOTION APPEALS NOMINATING COMMITTEE

Composition

6 full-time tenured faculty members, normally at the rank of professor, appointed by Senate but not necessarily drawn from Senate, one from each of the Faculties of Business, Engineering, Health Sciences, Humanities, Science, and Social Sciences, none of whom, during his or her term on the Committee, shall be a member of a Faculty Tenure and Promotion Committee or of the Senate Committee on Appointments.

Membership

Dr. Joseph Tan (Business)
Dr. Colin Nurse (Science)
Dr. Jamal Deen (Engineering)
Dr. Stephanie Atkinson (Health Sciences)
Dr. Paul Murgatroyd (Humanities)
Dr. Byron Spencer (Social Sciences) (Chair)

COMMITTEE ON STUDENT AFFAIRS

Membership

Dr. Suzanne Labarge
Dr. Patrick Deane
Mr. Sean Van Koughnett (Chair)

Dr. Grace Kehler
Dr. Shafiqul Huque
Dr. Michael Farquharson

Ms Melanie Dani (part-time)
Ms Ingie Metwally (residence)
Mr. David Rios (full-time)

Mr. Philip Tominac

Composition

- Chancellor
- President
- Associate Vice-President (Students and Learning) and Dean of Students

- three faculty members, one of whom shall be a member of 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 Senator


BOARD-SENATE RESEARCH MISCONDUCT HEARINGS PANEL

Senate Component

Composition

18 tenured faculty members appointed by Senate after consultation with the Faculty Association

3 graduate and 3 undergraduate students appointed by the Senate

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

Non-student members of the Panel shall be appointed for staggered three-year terms, once renewable; student members of the Panel shall be appointed for two-year terms, once renewable

Membership of Senate Component:

Business
- Dr. Mahmut Parlar (2017)
- Dr. Brian Detlor (2017)
- Dr. Peter Miu (2018)

Engineering
- Dr. Chan Ching (2017)
- Dr. Gianluigi Botton (2017)
- Dr. Natalia Nikolova (2018)

Health Sciences
- Dr. Alexander Ball (2017)
- Dr. Mark McDermott (2018)
- Dr. Michael Mazurek (2018)

Humanities
- Dr. Nancy Doubleday (2016)
- Dr. Michele George (2017)
- Dr. Pamela Swett (2017)

Science
- Dr. Colin Seymour (2016)
- Dr. Kari Dalnoki-Veress (2017)
- Dr. Alison Sills (2017)

Social Sciences
- Dr. Shayne Clarke (2016)
- Dr. Bill Scarth (2017)
- Dr. Robert Storey (2018) (Chair)

Student members: Undergraduate: Mr. Nicholas Singh-Pickersgill (2016); Ms Natasha Sandhu (2016); Mr. Jesse Bettencourt (2016); Graduate: Ms Hedi Katalmohseni (2016); Ms Chelsea Barranger (2017); Mr. Tim van Boxtel (2017)
BOARD-SENATE HEARING PANEL FOR SEXUAL HARASSMENT AND ANTI-DISCRIMINATION

Senate Component

Composition

6 members of the teaching staff

3 undergraduate students

3 graduate students

The Chair is appointed by Senate from among the above members. Student members are appointed for two-year terms and teaching staff for three-year terms.

Membership

Dr. Bill Scarth (Social Sciences) (2016) - six members of the teaching staff
Dr. Stephen Streeter (Humanities) (2016)
Dr. Tim Davidson (Engineering) (2016)
Dr. Susan Fast (Humanities) (2018)
Dr. Kari Dalmoki-Veress (Science) (2016)
Dr. Michelle MacDonald (Health Sciences)(Chair) (2016)

Ms Udoka Okafor
Ms Varda Khan
Mr. Jacob Bailey

Ms Anna D’Angela
Ms Stephanie Tombari
Mr. Neil Barr

- three undergraduate students

- three graduate students
FACULTY DISCIPLINE BOARD

Composition

12 tenured faculty members at the rank of professor, appointed for staggered three-year terms

Membership

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Members</th>
<th>Years</th>
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<tbody>
<tr>
<td>Business</td>
<td>- Dr. Rick Hackett</td>
<td>(2016)</td>
</tr>
<tr>
<td></td>
<td>- Dr. Sherman Cheung</td>
<td>(2018)</td>
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<tr>
<td>Engineering</td>
<td>- Dr. William Farmer</td>
<td>(2016)</td>
</tr>
<tr>
<td></td>
<td>- Dr. Jamal Deen</td>
<td>(2018)</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>- Dr. Judith West-Mays</td>
<td>(2017)</td>
</tr>
<tr>
<td></td>
<td>- Dr. Paul Moayyedi</td>
<td>(2018)</td>
</tr>
<tr>
<td>Humanities</td>
<td>- Dr. Paul Murgatroyd</td>
<td>(2017)</td>
</tr>
<tr>
<td></td>
<td>- Dr. Michael Gauvreau</td>
<td>(2018)</td>
</tr>
<tr>
<td>Science</td>
<td>- Dr. William Morris</td>
<td>(2016)</td>
</tr>
<tr>
<td></td>
<td>- Dr. David Venus</td>
<td>(2018)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>- Dr. Gavin Andrews</td>
<td>(2016)</td>
</tr>
<tr>
<td></td>
<td>- Dr. Byron Spencer</td>
<td>(2018)</td>
</tr>
</tbody>
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UNDERGRADUATE COUNCIL

Composition

Chancellor
President
Provost and Vice-President (Academic)
Associate Vice-President (Faculty)
Associate Deans of the Faculties of Business, Engineering, Humanities, Science and Social Sciences
Associate Dean of Health Sciences (Education)
Director of the Arts and Science Program
Director of the Centre for Continuing Education
Registrar
University Librarian
Associate Vice-President (Students and Learning) and Dean of Students

6 faculty members elected from the professors, associate professors, and assistant professors, comprising one member from each Faculty offering undergraduate work

7 undergraduate students, one from each of the six Faculties offering undergraduate work, and one from the Arts and Science Program, to be appointed by Senate

Business: Mr. Allan Chan
Engineering: Ms Erin Pritchard
Health Sciences: Mr. Christian Pretto
Humanities: Ms Laura Beaudin
Science: Mr. Aquino Inigo
Social Sciences: Ms Ashleigh Patterson
Arts and Science Program: Ms Rachel Liu

August 10, 2015
REPORT TO SENATE
FROM THE
EXECUTIVE COMMITTEE

Open Session

a. Actions Taken on Behalf of Senate (for information)

i. Revisions to the Police Records Check Policy (Attachment I)

The Executive Committee approved revisions to the Police Records Check Policy on behalf of Senate on June 24, 2015. In accordance with guidelines issued by the Council of Ontario Faculties of Medicine, the Faculty of Health Sciences proposed the original Police Records Check policy for the screening of applicants to and students enrolled in the medical school for Senate approval in September 2009. The policy was developed through the MD Undergraduate Program with advice from legal counsel.

ii. Revisions to the Terms of Reference for the Arcelor Mittal Dofasco Chair in Advanced Manufacturing (Attachment II)

A recommendation to revise the terms of reference for the Arcelor Mittal Dofasco Chair in Advanced Manufacturing was approved by the Committee on Appointments on June 15, 2015, and then approved by the Executive Committee on behalf of Senate and for recommendation to the Board of Governors on June 24, 2015.

iii. Revisions to the Terms of Reference for the Associate Dean, Clinical Services, Faculty of Health Sciences (Attachment III)

A recommendation to revise the terms of reference for the Associate Dean, Clinical Services, Faculty of Health Sciences, was approved by the Committee on Appointments on June 25, 2015, and then approved by the Executive Committee on behalf of Senate and for recommendation to the Board of Governors on June 24, 2015.

Senate: For Information
September 9, 2015
June 9, 2015

Helen Ayre
University Secretary
Gilmour Hall, Room 210

Re: Updated Police Records Check Policy

On behalf of the Faculty of Health Sciences Executive Council, please find attached the updated Police Records Check policy. This update ensures that all educational programs within the faculty are following current policies established by outside partners including the RCMP.

Attached is a black lined version of the document which shows the changes that have been made to the existing approved policy. Could you please forward this through the proper channels for approval?

If you have any questions regarding the content of the policy, please do not hesitate to contact Alan Neville, Associate Dean, Education.

Yours sincerely,

John G. Kelton, MD
Dean and Vice-President

Encl.

JGK/rc
Explanation of Significant Changes to the Faculty of Health Sciences Police Records Check Policy

Section 11 and 12

- These sections mirror the government’s language and have been included to better inform learners about the requirements of the policy, and to better clarify the language that is used in the policy. The inclusion of the LEARN guidelines in particular are new and imperative for learners to refer to in order to better apply the policy.

Section 13

- We are trying to emphasize to learners the importance of understanding the policy themselves and particularly, that the policy requires them to personally assume sole responsibility for fulfilling the obligations placed upon them under this policy.
- Section 13 (1)(2) and (3) were removed as the legislation is constantly changing as are these instruments – the lists were too restrictive and may at some point include aspects that are now excluded from the process.

Section 15

- Removes issues we were having of being in receipt police checks that were submitted that were dated prior to admissions offers. Adding this dates places all learners in the same position upon acceptance.

Sections 16 and 17 and 45

- The Faculty does not want to assume the responsibility of storing and maintaining the safety and confidentiality of these critical and private records. Therefore, they will be destroyed after the learners have fulfilled their obligations as under this policy. We are advising learners, however, to consider keeping an original copy within their possession to help them avoid potential problems with clinical sites who may prospectively request an original copy. We also want to avoid accepting photocopies whenever possible, but also allow a process for unexpected circumstances that may require a photocopy. This amended section allows for this.

Section 19

- We have now included an approximation – 16 weeks - of what we have experienced to be the slowest timeframe for our receipt of the appropriate documentation, (subject to the original date that they were requested). This timeline was included to encourage learners to apply for their documentation well in advance of the required deadlines in order that they may receive their record early enough to avoid any delay in their entry to their program or restrict their participation in clinical placements.
Section 20

- The previous policy contained no provisions dealing with documents received in French. This is our effort to close that loop.

Sections 20, 22, 23

- Our past policy included what essentially amounted to an affidavit being required in place of a criminal record check for international candidates and students. This resulted in concerns being raised about the possibility – and the clear perception – that we were requiring less of international students than we were of Canadian candidates and learners. As a result of this feedback, and in light of additional concerns expressed that we were perhaps making the university vulnerable in implementing our prior process, we explored numerous options available to us to ensure a fairer, equitable, and transparent screening process of international candidates and students. This was extremely difficult given the wide array of screening and documentation processes adapted by different countries. We decided to adopt the same guidelines used by the Government of Canada, specifically by Immigration Canada, in its own screening process. Our intention was to mirror a process already in place that reflected our principles of fairness and accessibility.

Section 26

- “Withdrawn” charges have created numerous challenges for our panel and programs. In order to satisfy the concerns raised, we consulted our police experts and determined that the best process that would allow us to be the most informed was to request a transcript of the proceedings that outlined why the charges had been withdrawn. This was an area that was not addressed at all in the previous policy; the policy was silent as to ‘withdrawn’ charges.

Sections 43, 44, 49, 50

- We are now collecting all police records centrally. Under the previous policy they were collected by the individual programs. We also now have a faculty wide date of July 31 for candidates who are in receipt of an offer for admission to comply with the policy.

Section 47 and 70

- The undergraduate medical program has now joined the rest of the faculty in applying this policy to its learners. There was a provision within the previous policy whereby after completing an initial police record check learners in UGME needed only to sign an annual disclosure form indicating that there had been no change to their criminal record status in order to comply with the policy. This prior approach was reflective of the then CPSO procedure. The UGME program now strictly follows this faculty wide policy.
Section 48

- This section has been amended to better emphasize in a coherent and transparent way, the possibility that in some cases clinical placements may require that learners have police record checks done more often and/or more recently.

Section 52

- In some cases learners have submitted requests for their criminal records within the allotted timeframe, adhering to the posted timelines, and still have not received their updated police records in time to abide by this policy. We felt that provisions must be put in place so that learners were not unduly obstructed from entering their program and/or attending to a clinical placement by no fault of their own. This section allows, upon provision of the appropriate dated documentation, that an affidavit be submitted attesting to the learners police record status in lieu of an actual record. This allows for learners in this particular circumstance to continue to proceed to enter their program or continue unhindered in their current program while the provision of the requested records is pending.

Section 70

- This amendment reflects the reporting relationship of Rehabilitation Sciences to the Associate Dean of Graduate Studies (Health Sciences) not to the Associate Dean, Health Sciences.

Section 74

- This section now specifies the student’s opportunity to submit written materials to the panel, in addition to the record itself, for the panel’s consideration. We have found the inclusion of supporting documents to be very helpful. We specifically suggest in this section that students submit a notarized affidavit for the panel’s consideration. Notarized affidavits serve to increase the integrity of the written submissions – and therefore both the panel’s ability to rely on the veracity of the material submitted and the students’ commitment to the facts conveyed.

Section 84

- This section simply clarifies the appeal process.

Section 85, 86, 87, 88

- Clarifies the storage of the information collected from a ‘not clear’ finding

Appendix 1: Advisory Panel
• Previously every program within the faculty had its own panel to adjudicate ‘not clear’ police checks. In order to develop a more in depth levels of skill, knowledge and expertise about these complex issues the respective panels were streamlined into one single central faculty of health sciences panel. We felt that this streamlining allowed for consistency across the faculty in the application of the policy, while also diminishing the risk of there being different findings within different professional programs for similar findings and facts.

• We also felt that this centralization served in the best interests of learners – particularly those in the smaller programs where an internal panel normatively would disclose information to a faculty member that a learner would subsequently have had a teacher/learner relationship with. We felt that this centralization better served the privacy interests of learners and maintained an extremely stringent degree of confidentiality deserving of the subject matter.

• The previous diversified panels each also included a learner; we have in the new policy removed learners from the panel entirely. It was our decision that the inclusion of learners placed enormous stress and duress on student panel members themselves to adjudicate serious decisions about their colleagues, as well as giving them private and confidential information about a (prospective) classmate that may disrupt their future learning and collegial relations with. We felt that these concerns outweighed the valuable inclusion of student contributions on our faculty panels and committees.

• In the new policy we have determined that the Criminal Record Check Panel, now centralized, draws its 5 person membership from the Professionalism Advisory Working Group (PAWG). PAWG is advisory in nature to the Faculty Lead and Advisor on Professionalism, and is committed to the improvement in the climate of professionalism within the FHS schools and educational programs. We felt that this representative group would be a natural choice within the faculty of health sciences - from which to appoint the panel. In light of the extreme time sensitivity of the nature of the panel’s work, a quorum of three people was identified in order for the panel to adjudicate a decision.

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• Was removed in light of the UGME adaptation of the new policy in full.
Summary of Police Records Check Policy

- The Faculty of Health Sciences requires incoming candidates and returning students to provide a Police Records Check, including vulnerable sector screening (VSS).

- International or Visa students are required to provide a Police Certificate from each country or territory they have resided for more than six months consecutively for the past five years.

- Police Records Checks are required to be updated on an annual basis, and valid for the entire duration of each placement, unless required more frequently by a placement site.

- Students may be asked to complete the police records check process more frequently than annually, if required by a clinical site. Failure to do so may result in a student being unable to participate in or complete a clinical placement which can result in delays or inability to complete their program.

- "Not Clear" checks result from findings of police contact. The reasons for police contact can vary greatly, any time you have come to the attention of the police, this can be recorded in police records.

- Once a candidate/student becomes aware of a "Not Clear" Police Records Check, they must immediately notify the Advisor, Professionalism, FHSprof@mcmaster.ca.

- If a candidate/student is unable to obtain a Police Records Check, they must immediately notify the Advisor, Professionalism, FHSprof@mcmaster.ca.

- "Not clear" checks result in:
  - Student notification
  - Consideration by Advisory Panel
  - Panel findings provided to the appropriate Assistant Dean

- Potential Outcomes (including but not limited to):
  - No concerns
  - Offer of admission is revoked
  - Offer deferred for one year
  - Student admitted with the understanding that placement sites maintain the ultimate right not to accept the student for clinical placement(s), and that this is beyond the university's scope of control
  - If student is already enrolled, student may be required to withdraw, be suspended, or expelled
  - Any other reasonable recommendation of the Panel

- Appeals under this policy are subject to university protocol
• Advisory Panel is appointed by the Associate Dean, Education from the Professionalism Working Committee Membership; chaired by the Faculty Lead, Professionalism or delegate.
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McMaster Policies, Procedures and Guidelines

Complete Policy Title: Police Records Check – Faculty of Health Sciences
A. PREAMBLE

1. The purpose of a university is to encourage and facilitate the pursuit of knowledge and scholarship. In the Faculty of Health Sciences, the attainment of this purpose requires students to interact with children and other vulnerable populations of whom the university must take reasonable measures to protect.

2. Students in the Faculty of Health Sciences work at various clinical sites run by external clinical agencies. In order to protect the public, the Faculty of Health Sciences needs to confirm with these agencies the absence of a criminal conviction or outstanding criminal charges prior to the students participating in a clinical rotation.

3. Students demonstrate the ability to work with vulnerable populations in many ways, including:
   a. Acquiring clinical knowledge and competence;
   b. Showing respect for others; and
   c. Development and demonstration of ethical frameworks.

4. This Policy applies to candidates to whom an offer of admission has been made ("candidates"), as well as to all registered students, visiting elective students and students who have withdrawn from the Faculty of Health Sciences, but who apply for the purpose of gaining readmission ("students").

5. This policy represents the Faculty of Health Sciences' recognition of the importance of confidentiality, safety and well-being in a work environment to ensure that candidates and students, by virtue of their past behaviour, do not pose a threat to their patients/clients.

B. RELATED POLICIES

6. This policy governs both candidates and students. In some instances, a student's behaviour may involve both academic and non-academic issues, in which case the student may be subject to the procedures of several policies, including the McMaster Student Code of Conduct and the Faculty of Health Sciences Professional Behaviour Code of Conduct for Learners. The Student Appeal Procedures applies to any appeals of decisions related to suspension or expulsion of students. The admission review procedures of the University1 apply to any request for review of decisions related to revocation or deferral of the offer of admission.

C. POLICE RECORDS CHECKS: AUTHORITY AND RESPONSIBILITY

7. It is not a violation of the Ontario Human Rights Code to deny admission to the Faculty of Health Sciences or to suspend or expel a student from the Faculty of Health Sciences as a result of a record of offence.

8. As a public institution, the Faculty of Health Sciences is required to act fairly and reasonably when making decisions that affect the rights and opportunities of others. As a result, decisions regarding denying admission, withdrawal of an offer of admission, or removal from an academic program must be made thoughtfully, respecting the need for procedural fairness.

9. The Faculty of Health Sciences shall make reasonable efforts to inform potential candidates of the requirement to have a Police Records Check and that a "Not Clear" Police Records Check may result in withdrawal of an offer of admission, suspension or expulsion from the program and/or a restriction on their ability to secure clinical placements.

10. A candidate who submits false, misleading or incomplete information as part of an application shall be subject to denial of admission or withdrawal of an offer of admission. Enrolled students who submit false, misleading or incomplete information shall be subject to suspension or expulsion with a transcript notation to that effect.

D. POLICE RECORDS CHECK AND VULNERABLE SECTOR SCREENING

11. The Police Records Check with vulnerable sector screening (VSS) is restricted to applicants who will be in a position of trust or authority with vulnerable individuals. It is a collection of offence information, including convictions, non-convictions and other relevant police contact information available from a local police agency's records. This check will include sexual offence convictions for which the individual has received a pardon where authorized by the Minister of Public Safety and Emergency Preparedness.

12. In the Province of Ontario, the majority of local police services will follow the LEARN Guidelines for Police Records Checks. For a comprehensive list of what is released on a Vulnerable Sector Screen please refer to the LEARN Guideline Records Check Release Chart and Criteria. For individuals initiating a VSS from out of province, or whose local police service does not follow LEARN Guidelines, release information can be obtained from the Records Department of your local police service.

E. OBTAINING A POLICE RECORDS CHECK

13. Students must contact their local police service to obtain a VSS. It is the student’s onus and sole responsibility to be informed of the proper process for submitting an application.
including but not limited to ensuring that their application and the specific required fees are submitted according to the timelines indicated by their respective issuing bodies.

14. Candidates and Students are required to list all prior addresses for the past five years on their Police Records Check application.

15. The Police Records Check must be dated after their offer of admission to be considered current for candidates.

16. It is required that two original copies of a Police Records Check are obtained - one for submission to the Faculty of Health Sciences and one to keep for their own records, as Placement sites will ask to see proof of documentation. In extenuating circumstances, students can request permission to submit a photocopy. Approval to submit a photocopy must be requested from and obtained in advance by the Advisor Professionalism, FHSProf@mcmaster.ca.

17. Police Records Checks submitted to the Faculty of Health Sciences will be confidentially destroyed on or about October 1st.

18. The cost of the Police Records Check shall be at the sole expense of the student. Students are encouraged to keep their receipt of payment to verify the initiation date of the VSS.

19. The process of obtaining a VSS may take up to sixteen weeks or more depending on the timelines indicated by the respective local police service.

20. Documents received from an originating Canadian government source in the French language shall be translated by a recognized official translator, at the reasonable expense and arrangement of the University.

F. International Candidates and Students

21. This policy, in its entirety, applies to International candidates and students with regard to offers of admission or continuing status in the program. For purposes of this policy, Police Certificates will be required in place of a Police Records Check with Vulnerable Sector Screen.

22. Police Certificates are a statement of no criminal record or a copy of a criminal record, issued by a foreign country. Police certificates vary widely from each country and territory. FHS schools and programs will follow the guidelines established by the Government of Canada, on acceptable providers of Police Certificates for each country and territory, details can be found at: http://www.cic.gc.ca/english/information/security/police-cert/intro.asp.

23. International candidates and students are required to provide a Clear Police Certificate from each country or territory they have resided in for more than six months consecutively for the past five years.

24. International students will be expected to submit annually, a Police Records Check with VSS or a Police Certificate, depending on the procedures of their local police service while in Ontario.

G. IMPLICATIONS OF A “NOT CLEAR” POLICE RECORDS CHECK

25. Not Clear checks result from findings of police contact. The reasons for police contact can vary greatly, any time an individual comes to the attention of the police, it can be recorded in police records.

26. A “Not Clear” Police Records Check indicating that charges have been “Withdrawn” for an indictable offence, shall require a candidate/student, at their sole cost, to provide the Panel with a transcript of the legal proceedings of the hearing whereby the charges were withdrawn.

27. Convictions prosecuted by way of indictment under the Criminal Code of Canada for which a pardon has not been granted shall result in withdrawal of an offer of admission, or expulsion.

28. Convictions under the following legislation may result in withdrawal of an offer of admission, suspension or expulsion:

   a) The Controlled Drugs and Substances Act,
   b) The Food and Drugs Act, and/or
   c) Criminal Records (Young Person) (Pursuant to Section 119(1a) of the Youth Criminal Justice Act).
   d) Summary convictions under The Criminal Code of Canada for which a pardon has not been granted.

29. The following information may result in withdrawal of an offer of admission, suspension or expulsion:

   a) pardoned sexual offences;
   b) undertakings to enter into a Surety to Keep the Peace;
   c) restraining orders under the Criminal Code of Canada or the Family Law Act;
   d) Records of "Not Guilty: Not criminally responsible on account of Mental Disorder";
   e) Convictions under other Federal and Provincial statutes;
   f) Absolute and conditional discharges where not prohibited by legislation;
and/or

g) Probation, Prohibition and other Judicial Orders.

30. Information pertaining to the following matters may result in deferral of admission or registration or suspension for up to one year on the condition that the issue raised in the Police Records Check is resolved.

a) outstanding warrants and charges; and/or
b) pending charges, and ongoing investigations under federal and provincial statutes.

H. SPECIFIC RESPONSIBILITIES

All Members of the Faculty of Health Sciences

31. All members of the Faculty of Health Sciences (students, faculty, instructors, staff and invigilators) are responsible for the maintenance of a safe atmosphere in all phases of academic life, including research, teaching, learning and administration.

32. All members of the Faculty of Health Sciences have a responsibility to:

a) provide assistance and co-operation in the protection of others; and
b) report known incidents of criminal behaviour.

The respective Faculty of Health Sciences Admissions Offices

33. The respective Admissions Offices within the Faculty of Health Sciences are responsible for assisting the Faculty of Health Sciences with issues related to the Police Records Checks, in consultation with the Office of the Advisor, Professionalism. Responsibilities may include:

a) assisting with the development and implementation of this policy;
b) providing advice regarding the Advisory Panel's procedures;
c) acting as a resource for the Advisory Panel;

Administration

34. The Administration of the Faculty of Health Sciences' academic programs include: Department Chairs, Deans, Associate Deans, Assistant Deans, the Associate Vice-President (Academic), the Provost, and the Senate.

35. The Administration is responsible for:

a) dissemination of information about the expectations for Police Checks;

b) assisting all members of the Faculty of Health Sciences with understanding the requirements of the Police Check; and

c) an anonymous review of the facts of each situation

Advisory Panel

36. The Advisory Panel (also referred to as the "Panel" in this policy) is responsible for the consideration of all "Not Clear" Police Records Checks.

37. The Panel shall be appointed by the Associate Dean, Education from the membership of the Professionalism Working Committee, and chaired by the Faculty Lead, Professionalism, or delegate. The Panel shall:

a) consist of 5 Panel members with at least three representative disciplines, and
b) be permitted to issue recommendations upon achieving a required quorum of 3 members
c) be supported by the Advisor, Professionalism, who is a non-voting member

38. The recommendations of the Panel are to be communicated in writing to the Assistant Dean of the respective program, for their final consideration.

39. The Panel is prohibited from communicating with the relevant students, unless upon written request by student and with agreement from the Panel.

40. The Panel is prohibited from knowing the identity of the parties to whom the record relates, except where an individual agrees to waive his/her anonymity.

Prospective Candidates

41. Offers of admission to the Faculty of Health Sciences are conditional upon the receipt by the Faculty of Health Sciences Admissions Office of a "Clear" Police Records Check.

42. Candidates who have accepted an offer of admission to the Faculty of Health Sciences are required to provide a Police Records Check, including vulnerable-sector screening

43. Once a candidate becomes aware of a "Not Clear" Police Records Check, they must immediately notify the Advisor, Professionalism FHSProf@mcmaster.ca.

44. All candidates are required to forward an original copy of their Police Records Check to the Advisor, Professionalism, by July 31 of the year for which the candidate has received an offer of admission.

45. Police Records Checks submitted to the Faculty of Health Sciences will be confidentially destroyed on or about October 1st, it is recommended that candidates request two original copies, as placement sites will ask to see documentation.
46. In some cases where a Police Record Check is unduly delayed, i.e., beyond the timelines indicated by the issuing body, and a candidate can establish that they submitted their application and paid the proper requisite fees on time, a candidate may, with permission of the Advisor Professionalism, FHSProf@mcmaster.ca, submit an affidavit notarized at their own cost, stating that they do not have any instances of Police Contact.

47. A "Clear" Police Records Check, conducted at the candidate's sole expense, must be on official record with the University for a Candidate to be entitled to register at the beginning of the academic year. Failure to do so may result in the student not being entitled to register.

Enrolled Students

48. Police Records Checks are required to be updated, at a minimum, on an annual basis, and valid for the entire duration of each placement. Students may be asked to complete the police records check process more frequently than annually, if required by a clinical site. Failure to do so may result in a student being unable to participate in or complete a clinical placement which can result in delays or inability to complete their program.

49. Once a candidate/student becomes aware of a "Not Clear" Police Records Check, they must immediately notify the Advisor, Professionalism FHSProf@mcmaster.ca.

50. All students are required to forward an original of their annual Police Records Check to the Advisor, Professionalism, by July 31, FHSProf@mcmaster.ca.

51. Police Records Checks submitted to the Faculty of Health Sciences will be confidentially destroyed on or about October 1st; it is recommended that candidates request two original copies, as placement sites will ask to see documentation.

52. In some cases where a Police Records Check is unduly delayed, i.e., beyond the timelines indicated by the issuing body, and a candidate can establish that they submitted their application and paid the proper requisite fees on time, a candidate may, with permission of the Advisor Professionalism, FHSProf@mcmaster.ca, submit an affidavit notarized at their own cost, stating that they do not have any instances of Police Contact.

I. "NOT CLEAR" POLICE RECORDS CHECK

I. (1) Candidates for Admission

53. The offer of admission to a candidate is contingent upon a "Clear" Police Records Check or approval by the Assistant Dean of the respective program on the recommendation of the Advisory Panel in the event of a "Not Clear" Police Records Check.

54. The information provided by an original copy of the Police Records Check shall be deemed to be complete and accurate.

55. The Office of the Advisor, Professionalism retains administrative adjudication of this policy, and shall notify a candidate who has a "Not Clear" Police Records Check that the matter shall be forwarded to the Panel for consideration. The candidate shall be invited, in writing, to submit relevant materials to the Advisory Panel for consideration of the "Not Clear" Police Records Check, including but not limited to a notarized affidavit outlining the facts as well as any additional supporting documentation.

56. The Office of the Advisor, Professionalism shall forward to the Panel the de-personalized file of each candidate with a "Not Clear" Police Records Check (referred to as the "File" throughout this policy).

57. The Panel shall consider the File of each candidate with a "Not Clear" Police Records Check on a case-by-case basis as expeditiously as possible in all circumstances.

58. The File to which the Panel shall have access shall contain de-personalized information as it relates to each "Not Clear" Police Records Check, or equivalent information as it relates to International candidates, in addition to materials voluntarily submitted by the candidate, which shall also be de-personalized.

59. The File to which the Panel shall have access, shall have the following personal identifiers removed by the Faculty of Health Sciences Admissions Office: name, student number, address, telephone number, cellular telephone number, facsimile number, gender, city of residence, race, nationality, ethnicity, and any other information that may reasonably be deemed to be identifiable.

60. The Panel shall not have any contact with the candidate, unless the candidate has requested in writing permission to address the Panel, and the Panel agrees to do so.

61. In considering the File, the Panel will take the following factors into consideration:

a) The relevancy of the conviction or charge to the candidate's program, with a specific view as to whether the offence involved:
   i. children or other vulnerable populations;
   ii. sexual activity;
   iii. violence;
   iv. acts of dishonesty; and/or
   v. the use of alcohol or illegal drugs.

b) The date of any conviction;

c) The seriousness of any conviction;

d) Efforts at rehabilitation undertaken by the candidate;
e) The likelihood that offence(s) will be repeated;

f) The policies of clinical facilities in the local jurisdiction;

g) The nature of the offence or incident and its relevance to the Standards of Conduct of the relevant regulatory body;

h) The candidate’s full and open disclosure of all relevant information; and

i) Such other factors as deemed reasonable by the Panel.

62. Upon consideration of the File, the Panel can make any of the following recommendations to the respective Assistant Dean:

a) Revoke the offer of admission;

b) Defer admission of the candidate on the condition that the issue(s) raised by the Police Records Check are resolved within one (1) year from the date of the offer of admission. In this event, the Panel shall re-evaluate the matter upon receipt of evidence from the candidate attesting to the resolution of issue(s); or

c) Accept the candidate into the program despite a "Not Clear" Police Records Check provided that the candidate is notified that:

   i) The student is advised that the clinical facilities maintain the ultimate right not to accept the candidate for clinical placement(s), and that this is beyond the university’s scope of control, and that

   ii) The candidate is apprised of the consequences of a denied placement, including but not limited to the inability to complete the requirements of the program, potentially jeopardizing and/or delaying their progress in the program and completion of degree requirements, with the potential associated increased costs of prolonged and/or obstructed study.

   iii) Accept the candidate into the program subject to the imposition of other conditions or restrictions deemed appropriate in the circumstances.

   iv) Any other reasonable recommendation of the Panel.

63. The Panel shall communicate its recommendations in writing to the respective Assistant Dean.

64. Upon receiving the Panel’s recommendations, the Assistant Dean shall make a decision regarding status of the candidate. If the decision of the Assistant Dean differs from the recommendation of the Panel, then the Assistant Dean will provide a written rationale for the decision to the panel.

65. The Assistant Dean shall communicate his or her decision to the candidate in writing prior to September 1st whenever possible.

66. The decision of the Assistant Dean is final. However, the candidate may challenge the decision under the established university process, where applicable, for review of admissions if the candidate believes that the decision was founded on incorrect or incomplete information.

I. (2) REQUEST FOR REVIEW OF ADMISSION DECISIONS

67. To request a review of the decision of the Assistant Dean regarding the application of this policy, candidates for admission shall file a Request for Review and any relevant documentation supporting the request with the University Registrar within fifteen (15) business days of receipt of the decision.

68. The Registrar shall determine whether the information upon which the decision was based was incomplete or incorrect, and, if so, shall refer the Request for Review to the Panel for reconsideration.

69. The Panel will review its previous recommendation in light of the additional relevant information.

70. Upon consideration of additional relevant information, the Panel may make the following recommendations, if applicable, in writing to the Associate Dean, Health Sciences (Education) or Associate Dean, Graduate Studies (Health Sciences):

   a) uphold the decision to withdraw the offer of admission;

   b) defer the offer of admission, for a period of no more than one (1) academic year;

   c) impose specific conditions on the admission and/or continued enrollment of the student;

   d) implement specific restrictions or sanctions suitable to specific circumstances and/or placements;

   e) admit the candidate without special restrictions or conditions;
such other conditions or restrictions deemed appropriate in the circumstances by the Panel.

71. The Panel shall communicate its recommendations to the Associate Dean, Health Sciences (Education), or Associate Dean, Graduate Studies (Health Sciences): within twenty (20) business days of receipt by the Panel of the Request for Review.

72. The Associate Dean, shall make a decision regarding the Panel's recommendations. If the decision of the Associate Dean, differs from the recommendation of the Panel, then the Associate Dean, will provide a written rationale for the decision. The decision of the Associate Dean, shall be final and not subject to appeal. The Associate Dean, shall communicate that decision in writing within ten (10) business days to the candidate.

I. (3) STUDENTS IN THE PROGRAM

73. For Faculty of Health Science students, the information provided by an original copy of the annual Police Records Check with vulnerable sector screening shall be deemed to be complete and accurate.

74. The Office of the Advisor, Professionalism retains administrative adjudication of this policy, and shall notify a student who has a "Not Clear" Police Records Check that the matter shall be forwarded to the Panel for consideration. The student shall be invited, in writing, to submit relevant materials to the Advisory Panel for consideration of the "Not Clear" Police Records Check, including but not limited to a notarized affidavit outlining the facts as well as any additional supporting documentation.

75. The Panel shall consider the File of each student with a "Not Clear" Police Records Check on a case-by-case basis, within a reasonable time.

76. The File to which the Panel shall have access shall only contain de-personalized information as it relates to each "Not Clear" Police Records Check, or equivalent information as it relates to International students.

77. The File to which the Panel shall have access shall have the following personal identifiers removed: name, student number, address, telephone number, cellular telephone number, facsimile number, gender, city of residence, race, nationality, ethnicity, and any other information that may reasonably be deemed to be identifiable.

78. The Panel shall not have any contact with the student whose File is being considered.

79. In considering the File, the Panel will take the following factors into consideration:

a) The relevancy of the conviction or charge to the student's program with a specific view to whether the offence involved:
   i. children or other vulnerable populations;
   ii. sexual activity;
   iii. violence;
   iv. acts of dishonesty; and/or
   v. the use of alcohol or illegal drugs.

b) The date of any conviction;

c) The seriousness of any conviction;

d) Efforts at rehabilitation undertaken by the student;

e) The likelihood offences will be repeated;

f) The policies of clinical facilities in the local jurisdiction;

g) The nature of the offence or incident and its relevance to the standards of the relevant regulatory college;

h) The student’s full and open disclosure of all relevant information; and

i) Such other factors as deemed reasonable by the Panel.

80. Upon consideration of the File, the Panel can make any of the following recommendations to the Assistant Dean:

a) Permit the student to continue in the program despite a "Not Clear" Police Records Check provided that:
   i) The student is advised that the clinical facilities maintain the ultimate right not to accept the candidate for clinical placement(s), and that this is beyond the university’s scope of control, and that
   ii) The student is apprised of the consequences of a denied placement, including but not limited to the inability to complete the requirements of the program, potentially jeopardizing and/or delaying their progress in the program and completion of degree requirements, with the potential associated increased costs of prolonged and/or obstructed study.

b) Allow the student to register subject to the imposition of conditions or restrictions deemed appropriate in the circumstances.

c) Require the student to withdraw from the program for a period of up to one year until such time as the outstanding issue is resolved

d) Suspend or expel the student from the program;
e) Any other reasonable recommendation of the Panel.

81. The Panel shall communicate its recommendations in writing to the Assistant Dean within a reasonable time.

82. Upon receiving the Panel's recommendations, the Assistant Dean shall make a decision regarding recommendations 80 a) to e). In the case of a recommendation to suspend or expel the student, the Assistant Dean shall make a recommendation to the Associate Dean (Education), Health Sciences or Associate Dean (Graduate Studies), Health Sciences regarding the status of the student within a reasonable time. If the decision or recommendation of the Assistant Dean differs from the recommendation of the Panel, then the Assistant Dean will provide a written rationale for the decision or recommendation.

83. The Associate Dean shall communicate his or her decision with the reason(s) to the student in writing within a reasonable time.

J. APPEAL

84. Students may appeal the decision of the Associate Dean with respect to suspension or expulsion under the appeal provisions found in Section F of the Student Appeal Procedures. No appeal procedure shall be available for decisions on admission or re-admission to the Faculty of Health Sciences.

K. RECORDS

85. The Office of the Advisor, Professionalism shall maintain a record of each candidate or student with a "Not Clear" Police Records Check.

86. All Panel recommendations shall be filed in accordance with University procedures on freedom of information and protection of privacy.

87. Decisions of the Assistant Dean that are communicated to the candidate or student as required by this policy shall be kept in the student's academic record.

L. REVIEW AND APPROVAL

88. This policy was approved by the Senate of McMaster University on

APPENDIX 1: ADVISORY PANEL

Requirements for Selection and Operation

1. The Criminal Record Check Panel shall consist of the following:
   a) 5 members from the Professionalism Advisory Group
   b) be permitted to issue recommendations upon achieving a required quorum of 3 members, and
   c) be supported by the Advisor, Professionalism

2. The Faculty Lead, Professionalism, or delegate, shall chair meetings of the Advisory Panel. Decisions of the Advisory Panel shall be made by majority vote.

3. The Panel shall be supported by an Administrative Assistant who will record all Panel proceedings, as well as the Advisor, Professionalism who will advise solely and specifically on the policy. Neither party shall have a decision making role nor be a voting member of the Panel.

4. The Advisory Panel may, from time to time, enlist the services of independent experts including but not limited to lawyers, police, risk management consultants, screening consultants or other individuals with relevant training for the purpose of providing advice to the Panel. This "external advisor" shall have no decision making capacity on the Panel.

5. The Advisor, Professionalism shall ensure that members of the Panel receive necessary training to discharge their responsibilities.

6. The Panel shall report the following information to the Assistant Dean:
   a) By August 30th of each year, the list of cases to be considered by the Panel; and
   b) By March 1st of each year, a summary of the Panel's work in the previous academic year, recommendations for change and any other information the Panel deems necessary or the Assistant Dean requires of the Panel.

7. Decisions of the Panel shall be recorded by the Administrative Assistant, and dated and signed by the Panel Chair.
Date:  June 18, 2015

To:    Senate Committee on Appointments

From: Charlotte Yates, Dean, Faculty of Social Sciences
       Ishwar Puri, Dean, Faculty of Engineering

Re:    Revision to the Terms of Reference and name of the Arcelor Mittal Dofasco (AMD) Chair in Advanced Manufacturing

We are writing on behalf of the Faculty of Social Sciences and the Faculty of Engineering with regard to the revision of the terms of reference for the Arcelor Mittal Dofasco (AMD) Chair in Advanced Manufacturing. These changes in terms better clarify the role of the Chair and more specifically the duties of the Chair holder.

In addition, we are requesting a revision to the title of the Chair, from the Arcelor Mittal Dofasco (AMD) Chair in Advanced Manufacturing to the Arcelor Mittal Dofasco (AMD) Chair in Advanced Manufacturing Policy.

Please find attached the proposed revised terms.
TERMS OF REFERENCE

The ArcelorMittal Dofasco Chair in Advanced Manufacturing Policy

General

The ArcelorMittal Dofasco Chair in Advanced Manufacturing Policy is made possible by a gift agreement established in 2013 with ArcelorMittal Dofasco Inc. The AMD Centre for Engineering and Public Policy in the Faculty of Engineering will be the home Department for the Chair which will academically be a cross-appointment between the Faculties of Engineering and Social Sciences at McMaster University. This gift is in support of a faculty member named Chair for a ten-year seed funding period.

Details and Duties of the Chair Holder

The ArcelorMittal Dofasco Chair in Advanced Manufacturing Policy will be a tenure-track, cross-appointment to the Faculties of Engineering and Social Sciences. The Chair holder’s home in the Faculty of Engineering will be in the Centre for Engineering and Public Policy within the Walter G. Booth School for Engineering Practice. In the Faculty of Social Sciences the primary departmental affiliation will be determined upon appointment of the Chair, based on his/her interests and expertise.

The holder of the Chair will lend a unique and valuable perspective to interdisciplinary exploration of advanced manufacturing. The Chair holder will work at the nexus of disciplines at global to local scales and have the opportunity to foster a university-wide network of initiatives and faculty focused on various aspects of advanced manufacturing policy research. Demonstrated excellence in research and teaching, or a clear potential for such, is essential. The Chair holder will be actively engaged in research and should have demonstrated leadership in organizing research efforts through supervision of graduate students, attracting substantial research funding, and publication of research results. The Chair will also be involved in building links between industry, government and the University in matters relating to manufacturing.

The holder of the Chair shall undertake the normal duties of a faculty member within the Faculties of Engineering and Social Sciences.

The appointment to the Chair shall be for an initial five-year period with the possibility of renewal for an additional five years subject to a successful review.

Selection Process

The Selection Committee for the ArcelorMittal Dofasco Chair in Advanced Manufacturing Policy was a cross-disciplinary committee made up of members from the Faculty of Engineering Walter G. Booth School for Engineering Practice, the Faculty of Social Sciences (Department to be determined). The committee was co-Chaired by Professors in the Walter G. Booth School for Engineering Practice and the Faculty of Social Sciences. The final selection process will be the responsibility of the Faculty Appointments Committee (made up of Deans from both faculties), following consultation with the Selection Committee. The recommendation from the Faculty Appointments Committee shall be forwarded to the Senate Committee on Appointments for approval.

Revised June 16, 2015
Reporting

The Vice-President of University Advancement, in conjunction with the Deans of the Faculties of Engineering and Social Sciences will report annually on the status of the funds to the Donor for a ten-year period.

The Chair holder will provide an annual report of his/her teaching, research and external capacity building activities to the Deans of the Faculties of Engineering and Social Sciences, who will provide a copy to the Donor for a ten-year period.
June 9, 2015

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

For approval: Terms of Reference for Associate Dean, Clinical Services and Commercial Enterprises

On behalf of the Health Sciences Faculty Executive Council I am writing to request approval of an update to the terms of reference for the Associate Dean, Clinical Services and to rename this position: Associate Dean, Clinical Services and Commercial Enterprises effective July 1, 2015.

We are requesting that the existing role of Associate Dean, Clinical Services be renamed and modified to reflect the changing responsibilities of the position. This revised position will continue to be responsible for oversight of all clinical services and will remain the liaison with our hospital partners. In addition, this role will take an active lead on providing oversight on commercialization activities within the Faculty while working closely with partners in research offices both within FHS and with the central university.

Attached are the proposed terms of reference as well as the terms of reference for the current position of Associate Dean, Clinical Services.

Yours sincerely,

John G. Kelton, MD
Dean and Vice-President

Encl.

JGK/rc
TERMS OF REFERENCE

ASSOCIATE DEAN,

CLINICAL SERVICES AND COMMERCIAL ENTERPRISES

FACULTY OF HEALTH SCIENCES

The Associate Dean (Clinical Services and Commercial Enterprises) is the senior academic leader who assists the Dean and Vice-President with clinical activities that impact the Faculty at the organizational level.

Reporting Relationships

1. The Associate Dean (Clinical Services and Commercial Enterprises) is accountable to the Dean and Vice-President, Faculty of Health Sciences.
2. The incumbent works closely with the Associate Vice-Presidents, the Associate Deans, Department Chairs, and with the hospital Department Chiefs on issues affecting the interface between the Faculty and the affiliated teaching hospitals.

Duties and Responsibilities

Clinical Services Portfolio

1. Provide strategic advice to the Dean and Vice-President on management of the academic physician groups, the clinical practice plan and alternate payment plans.
2. Function as Faculty liaison with the senior hospital executives, department chiefs, program medical directors and the clinical department chairs on issues of mutual concern.
3. Represent the Faculty of Health Sciences in high level collaborative planning with academic physicians and the affiliated teaching hospitals comprising the Hamilton Academic Health Sciences Centre and with Local Health Integration Networks.
4. Coordinate the development of the joint hospital/university physician human resource plans.
5. Represent the Faculty of Health Sciences with McMaster University as required by the Dean and Vice-President.
6. Committee membership within the Faculty, partner hospitals and LHINs as required by the Dean and Vice-President.
Commercialization Portfolio

1. Maintain awareness of the breadth of life sciences research activities within FHS and to affiliated teaching hospitals, to identify potential commercialization opportunities based on commercial viability and financeability. Facilitate the development of new business identities through business and marketing plans for promising initiatives and broker access to venture capital investors. Nurture the development of biotech spin-off corporations and/or the licensure/sale of intellectual property to third parties.

2. Monitor and respond to MOHLTC initiatives which may result in divestiture of hospital programs and/or services to privately owned health care providers. Ensure that FHS faculty and students maintain access to these programs and services.

3. Identify new business opportunities related to provision of health care and position FHS to own, operate and/or enter into joint venture agreements with academic physician groups, not-for-profit corporations and/or other third parties.

Conditions of Appointment

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

Approved – FHS Faculty Executive, 2015-01-28
TERMS OF REFERENCE

ASSOCIATE DEAN (CLINICAL SERVICES), FACULTY OF HEALTH SCIENCES

The Associate Dean (Clinical Services) is the senior academic leader who assists the Dean and Vice-President with clinical activities that impact the Faculty at the organizational level.

Reporting Relationships:

The Associate Dean (Clinical Services) is accountable to the Dean & Vice-President, Faculty of Health Sciences.

The incumbent works closely with the Associate Vice-Presidents, the Associate Deans, Department Chairs, and with the hospital Department Chiefs on issues affecting the interface between the Faculty and the affiliated teaching hospitals.

Duties and Responsibilities:

The Associate Dean (Clinical Services):

- Provides strategic advice to the Dean and Vice-President on management of the academic physician groups, the clinical practice plan and alternate payment plans
- Functions as Faculty liaison with the senior hospital executives, department chiefs, program medical directors and the clinical department chairs on issues of mutual concern
- Represents the Faculty of Health Sciences in high level collaborative planning with academic physicians and the affiliated teaching hospitals comprising the Hamilton Academic Health Sciences Centre and with Local Health Integration Networks
- Coordinates the development of the joint hospital/university physician human resource plans
- Represents the Faculty of Health Sciences with McMaster University as required by the Dean and Vice-President
- Committee membership within the Faculty, partner hospitals and LHINs as required by the Dean and Vice-President

Conditions of Appointment:

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

Approved Executive Committee of the Faculty of Health Sciences 24 February 2010
June 15, 2015

REPORT TO SENATE
FACULTY OF SOCIAL SCIENCES

Amendment to Faculty By-Laws (05-30-2014)

Amendment to the Faculty By-Laws

Graduate Curriculum and Policy Committee

A change was proposed to the faculty membership of this committee. It is proposed that the committee membership consists of one representative (normally the Graduate Chair or other faculty member responsible for graduate matters) from each Department, School, and Program offering graduate work. This is a change from the most recent by-laws for this committee that appointed the representatives elected to Graduate Council as the automatic representatives from their respective Departments, Schools or Programs. Social Sciences faculty members elected to Graduate Council can attend the Graduate Curriculum and Policy Committee but they cannot vote.

In addition, it was proposed that each student position be granted one vote.
I  GENERAL

In this document Faculty means the Faculty of Social Sciences; any reference to Departments shall also apply to the Schools and the Programs within the Faculty, and any reference to Chairs of Departments shall also include the Directors of Schools and Programs.

II  THE GENERAL FACULTY

(i)  Membership:

Ex Officio:  President
Provost
Vice-President (Research and International Affairs)
Associate Vice-President and Dean of Graduate Studies
Associate Vice-President (Academic)
Dean of the Faculty (Chair)
Associate Dean (Academic) of the Faculty
Associate Dean (Graduate Studies and Research) of the Faculty
Assistant Dean (Academic)
Director of the Centre for Continuing Education
University Librarian
Registrar

Faculty:  All full-time, part-time and associate members at the rank of lecturer or higher, of the Departments of Anthropology; Economics; Health, Aging and Society; Indigenous Studies Program; Institute on Globalization and the Human Condition; Political Science; Religious Studies; and Sociology; the School of Social Work; the School of Labour Studies; the Department of Psychology, Neuroscience and Behaviour; and the School of Geography and Earth Sciences; including those who hold joint appointments in one or more of these Departments, Schools and Programs, and including those members of the Faculty without departmental affiliation. One member from each of the other Faculties of the University.

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1 Members of the School of Geography and Earth Sciences, the Department of Psychology, Neuroscience and Behaviour, the Indigenous Studies Program and/or the Institute on Globalization and Human Condition who are not also members of a Department in the Faculty of Social Sciences are not eligible to participate in the Faculty Tenure and Promotion Committee, or in Faculty elections outlined in VI (i), (ii), and (iii).
Two part-time instructors, elected by and from the Social Sciences members of CUPE, Local #3906, Unit #2, for one-year terms.

Students: One undergraduate student, to be selected by and from the undergraduate students in each of the aforementioned Departments, Schools and Programs; and (where applicable) one graduate student to be selected by and from the graduate students in each of the aforementioned Departments and Schools; and two students selected by the Dean from the students in Level I Social Sciences.

Staff: Three members, elected by and from the regular full-time, non-teaching staff of the Faculty, for staggered two-year renewable terms.

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

(ii) Functions:

The General Faculty shall hold regular meetings twice a year, at which the rules of procedure of the Senate shall apply. A quorum for a regular meeting shall consist of those present at the meeting, provided that the meeting has been properly called and that regrets have not been received by the Secretary from more than fifty percent of the members. In the absence of the Dean of the Faculty, the Chair shall be the Associate Dean, or in his/her absence, a member of the Faculty designated by the Dean.

The General Faculty may, within its area of jurisdiction and subject to the constraints imposed by its By-laws, determine the various levels of responsibility within the Faculty and establish appropriate standing and ad hoc committees of the Faculty. Under the authority of its By-laws, the General Faculty may determine the functions and powers that may be delegated to subordinate bodies.

The General Faculty delegates to the Faculty Council responsibility for the conduct of regular Faculty business subject to the following conditions and constraints.

(a) The agenda and minutes of the Faculty Council, as well as summaries of minutes of the Faculty Council and of the standing committees of Faculty (excluding the Tenure and Promotion Committee, and the Budget and Planning Advisory Committee), shall be available to all members of the General Faculty.
(b) Meetings of the Faculty Council shall be open to all members of the General Faculty as observers.

(c) At the request of the Dean of the Faculty, or of the General Faculty, or of the Faculty Council, or of any ten members of the General Faculty, an issue can be reserved for action at a special meeting of the General Faculty, for which the quorum shall be fifty members.

(d) A special meeting of the General Faculty with power to override either the Faculty Council, or any Committee of the Faculty (with the exception of the Tenure and Promotion Committee, and the Budget and Planning Advisory Committee), shall be called at the written request of ten members of the General Faculty. The quorum for such a special meeting shall be fifty members.

(e) A notice of a General Faculty meeting and an agenda shall normally be circulated to all members at least one week prior to the meeting. Any substantive change in the agenda shall be brought to the attention of members at least forty-eight hours prior to the meeting.

III FACULTY COUNCIL

(i) Composition:

Ex Officio: President
Provost
Dean of the Faculty (Chair)
Associate Dean (Academic)
Associate Dean (Graduate Studies and Research)
Assistant Dean (Academic)
Associate Vice-President and Dean of Graduate Studies, or delegate
Chair, or delegate, from each of the Departments of Anthropology; Economics; Health, Aging, and Society; Political Science; Psychology, Neuroscience and Behaviour; Religious Studies; and Sociology
Director of the School of Geography and Earth Sciences, or delegate
Director of the Indigenous Studies Program, or delegate
Director of the Institute on Globalization and the Human Condition, or delegate
Director of the School of Social Work, or delegate
Director of the School of Labour Studies, or delegate
Members of the Senate elected by the Faculty
Chairs of Standing Committees of the Faculty.

Faculty: At least one, and no more than two, representatives, elected annually by and from each of the Departments, Schools and Programs (see definition on p.1) that report to the Dean of the Faculty on matters administrative.

Students: Five students elected annually by and from the student members of the General Faculty. Student members shall withdraw from meetings when the cases of specific students are under consideration.

Staff: One non-teaching staff member from the General Faculty elected by the non-teaching staff members of the General Faculty

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

(ii) Functions:

To conduct the business of the Faculty subject to the conditions and constraints specified in Section II (ii).

(iii) Procedures:

In the absence of the Dean of the Faculty, the Chair shall be the Associate Dean or, in his/her absence, a member of the Faculty designated by the Dean.

A quorum shall consist of one third of the members.

IV DEAN'S OPERATING COMMITTEES

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

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

General

(a) The President, the Provost and the Dean of the Faculty are *ex officio* members of all Standing Committees, except that the President is not an *ex officio* member of the Tenure and Promotion Committee and the Associate Dean (Academic), rather than the Dean, is an *ex officio* member of the Graduate Curriculum and Policy Committee.

(b) The Committees listed below, and such other committees as the General Faculty or Faculty Council shall establish, shall meet at the call of the Chair; unless otherwise specified in these By-laws, three voting faculty members, in addition to the Chair, and not including the President, the Provost, or the Dean of the Faculty, shall constitute a quorum.

(c) Student members of committees shall withdraw from meetings when the cases of specific students are under consideration.

(d) The Committees listed below shall report at least annually to the General Faculty.

(e) Where the Chair of a Standing Committee is to be elected from among the members, the Dean or delegate shall call the first meeting and preside until a Chair has been elected.

(i) Undergraduate Academic Planning and Policy Committee

Functions:

To advise the Associate Dean (Academic) on policy related to undergraduate academic planning, enrolment management, and student awards.

Composition:

Chair: Associate Dean (Academic)

Ex Officio: President
Provost
Dean of Faculty
Assistant Dean (Academic)

Faculty: Undergraduate Chairs of each Department, School, and Program (see definition in Section I) offering programs in which there are students who are counselled by the Associate Dean (Academic)
Students: One undergraduate student from each Department, School, and Program (see definition in Section I) offering programs in which there are students who are counselled by the Associate Dean (Academic)

Consultants: Manager of Experiential Education
(non-voting) Others as necessary

(ii) Undergraduate Admissions, Study and Reviewing Committee

Functions:

To make recommendations to the Faculty Council on admissions policy; to review and approve in-course results on behalf of the Faculty; to establish and review guidelines related to the adjudication of petitions for special consideration including applications for reinstatement and requests for deferred examinations; and to adjudicate the results of formal re-readings in accordance with Section 15 of the Student Appeal Procedures.

Composition:

Chair: Associate Dean (Academic)

Ex Officio: President
Provost
Dean of the Faculty
Associate Dean and/or Assistant Dean (Academic)

Faculty: One member appointed by and from each Department, School and Program (see definition on p.1) offering programs in which there are students who are counselled by the Associate Dean (Academic), for staggered two-year terms

Consultants: Assistant Dean (Academic)
(non-voting)

(iii) Graduate Curriculum and Policy Committee

Functions:

To make recommendations to the Faculty/Faculty Council on matters of graduate policy, on curriculum changes arising from consideration of departmental proposals and from the curriculum policies adopted by the Faculty, and on new
programs and fields of study arising from departmental proposals; and to deal with matters referred to it by the Committee on Graduate Admissions and Study. To report to both Faculty Council and Graduate Council at least annually. To review and update regularly its operating procedures, and file a copy with the Dean's Office and with the School of Graduate Studies.

Composition:

Chair: Associate Dean (Graduate Studies and Research)

Ex-Officio: President
Provost
Associate Vice-President and Dean of Graduate Studies
Associate Dean (Academic)

Faculty: One representative from each Department, School and Program offering Social Sciences graduate work. Normally this representative would be the graduate chair or other faculty member responsible for graduate matters in the Department, School or Program. Each of these representatives has one vote. Additionally all Faculty representatives to Graduate Council are welcome to attend meetings, but not vote. If a Department, School or Program has a faculty member on Graduate Council then this person would also sit on the Graduate Curriculum and Policy Committee. Otherwise, the graduate chair or other faculty member responsible for graduate matters in the Department, School or Program would be the representative.

Students: Two full-time graduate students, one Ph.D. student and one master’s student, elected annually by and from the Ph.D. and Master’s students respectively. Each student representative has one vote.

Quorum: Two voting faculty members in addition to the Chair, and not including the President, Provost or Faculty Deans

Secretary: Graduate Registrar and Secretary of the School of Graduate Studies or delegate.

(iv) Graduate Admissions and Study Committee

Functions:
To determine the admissibility to graduate study of any applicant, on the recommendation of a department, program, school, unit or institute;

To approve each student's course program, to determine action on the recommendation of departments in instances of failure in a course, and to recommend to the Graduate Council students to receive graduate degrees;

To handle re-reads and formal inquiries as stated in the *Student Appeal Procedures* and to handle appeals and Petitions for Special Consideration as stated in the General Regulations of the Graduate Calendar;

To refer through the Graduate Curriculum and Policy Committee any matter to the General Faculty/Faculty Council or to the Graduate Council before taking action if either the Associate Vice-President and Dean of Graduate Studies or the Committee considers the matter of precedent or policy to be involved.

**Composition:**

Chair: Associate Dean (Graduate Studies and Research)

Ex Officio: President

Provost

Dean of the Faculty

Chair of the Graduate Curriculum and Policy Committee

Associate Dean of Social Sciences

Faculty: Two faculty members (who shall be members of Graduate Council) appointed by the Associate Vice-President and Dean of Graduate Studies in consultation with the Dean of the Faculty.

One member appointed by the Graduate Council to represent departments outside the Faculty.

Secretary: Graduate Registrar and Secretary of the School of Graduate Studies or delegate

(v) **Tenure and Promotion Committee**

**Functions:**

To receive from Chairs of Departments, the Director of the School of Social Work, the Director of the School of Labour Studies, and, where appropriate, the Director of the Indigenous Studies Program or Director of the Institute on
Globalization and the Human Condition, and to consider, all recommendations for the granting or withholding of tenure or permanence. For each candidate, the Committee shall recommend to the Senate Committee on Appointments that tenure or permanence be granted, or that the tenure- or teaching-track appointment be allowed to lapse, or that the period of the tenure- or teaching- track appointment be extended, or that no action be taken on the case.

To consider all recommendations for promotion received from Department Chairs, the Director of the School of Social Work, the Director of the School of Labour Studies, and, where appropriate, the Director of the Indigenous Studies Program or Director of the Institute on Globalization and the Human Condition. For each candidate, the Committee shall recommend to the Senate Committee on Appointments that promotion be granted or not be granted at this time.

The Chair shall convey the Committee's recommendations to the Senate Committee on Appointments.

Composition:

Chair: Dean of the Faculty

Faculty: Seven tenured members of the full-time faculty who are also members of the Departments and Schools which report to the Dean of the Faculty on matters administrative, elected from those holding the rank of Professor or Associate Professor. Of these at least three shall be Professors and at least one shall be an Associate Professor. They shall be elected for staggered three-year terms.

Quorum: All members but one.

vi) Multi-Media, Computing and Electronic Communication Committee

Functions:

To review and evaluate the contribution of the Faculty's computing facilities toward fulfilling the teaching, research, and administrative needs of its faculty, staff and students;

To recommend to the Dean purchases of new computing equipment to meet the requirements of the Faculty;

To consider alternative uses of the existing computing equipment better to meet the requirements of the Faculty;
To define, review and evaluate the role and responsibilities of any relevant staff under Faculty jurisdiction; and

To review and evaluate the contribution of the University's computing resources and policies toward meeting the needs of the Faculty, and propose any changes to the appropriate officer or committee.

To inform the Faculty about, and promote, appropriate use of technology in the research, teaching and administration undertaken by its faculty, staff and students.

**Composition:**

Chair: To be appointed by the Dean

Ex Officio:  
President  
Provost  
Dean of the Faculty

Faculty: Four faculty members selected by the Nominating Committee, for staggered three-year terms, from the Departments, Schools, and Programs (see definition on p.1) offering programs in which there are students who are counselled by the Associate Dean.

One Faculty Instructional Assistant, selected by the Nominating Committee.

(vii) **Budget and Planning Advisory Committee**

**Function:**

To advise the Dean of the Faculty on matters of budget and related questions of short-term and long-term planning for the Faculty.

**Composition:**

Chair: Dean of the Faculty (Chair)

Ex Officio:  
President  
Provost  
Dean of the Faculty  
Associate Dean (Academic)
Chairs of Departments that report to the Dean of the Faculty on
matters administrative, the Director of the School of Social
Work, the Director of the School of Labour Studies, the
Director of the Indigenous Studies Program and the
Director of the Institute on Globalization and the Human
Condition.
Director, School of Geography and Earth Sciences (for discussion
of matters relating to the Faculty’s undergraduate
programs)
Chair, Department of Psychology, Neuroscience and Behaviour
(for discussion of matters relating to the Faculty’s
undergraduate programs)

(viii) Committee to Recommend the Appointment of a Departmental Chair or a
Director of a School or Program

To be constituted no later than September of the final year of the term of a chair of
an academic department or of a director of a school or program. In the event of a
premature vacancy, the Committee shall be constituted as soon as possible.

Function:

To recommend to the Senate Committee on Appointments the appointment of a
chair of a department or a director of a school or program.

Composition:

Chair: Dean of the Faculty (Chair)

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

Faculty: Three faculty members from the department, school or program
concerned, one from each rank of professor, associate
professor and assistant professor or lecturer, elected by and
from the full-time members of that rank in the department
or school or program. Representation by rank may, with
the approval of the Dean of the Faculty, be varied when the
composition of the department or school so warrants. An
incumbent chair is not eligible for election to the
Committee.
One faculty member from the Faculty, but outside the department
school or program concerned, appointed by the Chair of the
Committee.
Students: For departments, schools or programs offering undergraduate work only, two undergraduate students who are in Levels III or IV of programs offered by the department, school or program, elected by the undergraduate students in those programs.

For departments, schools or programs offering both graduate and undergraduate work, one undergraduate student who is in Level III or IV of programs offered by the department, school or program, elected by the undergraduate students in those programs, and one full-time graduate student elected by and from the students registered in graduate degree programs in the department, school or program concerned.

Staff: One staff member from the department, school or program concerned, elected by and from the staff members in the department, school or program. To be eligible for election, a staff member should normally have at least one year of service within the department, school or program or at least two years of service within the Faculty and, in either case, there should be the expectation of continued service within the department, school or program for a year or more beyond the start of the term of the new or re-appointed department chair or director of the school or program. For this purpose, a staff member is defined as any full-time employee of the University who is not a member of the teaching staff. The election of the staff member shall be by secret ballot. Should such an election result in a tie, the tie will be resolved by random selection. The election and its resolution, when required, will be the responsibility of the Dean’s Office.

Other: One additional member may be appointed by the Chair of the Committee to reflect the interests of alumni or other external groups.

Additional Faculty: In addition, the Chair of the Committee may appoint one extra faculty member from within the department, school or program to provide representation from an unrepresented group.

Additional Staff: The Chair of the Committee may also appoint one extra staff member to the Committee, not necessarily from within the department, school or program concerned.
(ix) **Nominating Committee**

**Functions:**

To make nominations sufficient to ensure an election for representatives of the Faculty on the Graduate Council, the Undergraduate Council, and the Senate, and for members of the Tenure and Promotion Committee; to make nominations to Faculty Standing Committees, as required; to select members of the Undergraduate Hearings Committee, the Research Funding and Priorities Committee and the Teaching and Learning Committee; and to nominate Social Sciences faculty members to other Faculties in which the Faculty has representation.

**Composition:**

Chair: Dean of the Faculty

Ex Officio: President
           Provost
           Associate Dean (Academic)
           Chairs of Departments that report to the Dean of the Faculty on matters administrative, the Director of the School of Social Work, the Director of the School of Labour Studies, the Director of the Indigenous Studies Program, and the Director of the Institute on Globalization and the Human Condition.

*Note: A call for nominations shall be issued to all faculty members each February, and faculty members shall be invited to make suggestions for nominations to the members of the Nominating Committee in advance of its annual meeting, which shall replace a meeting of the Budget and Planning Advisory Committee.*

**VI ELECTIONS**

(i) Elections shall be held before the end of April each year to fill vacancies on Faculty Standing Committees, as required, and on the Faculty Tenure and Promotion Committee. The Nominating Committee's nominations for these positions shall be mailed to the eligible voters, at their University addresses, giving them the opportunity to nominate, within a designated period, additional
candidates for any vacancy, any such nomination to have the consent of the nominee and to be supported by five eligible voters. The elections shall be conducted by the Secretary of the Senate by means of ballots mailed to the University address of each eligible voter. The electorate for the Tenure and Promotion Committee shall consist of all full-time members of the Faculty (see definition II(i)).

(ii) The Nominating Committee shall nominate a representative of the Faculty of Social Sciences, for a three-year renewable term, to each of the other Faculties in which the Faculty of Social Sciences has representation. Additional nominations may be made by members of the Faculty of Social Sciences, within a designated period, any such nomination to be supported by five members of the Faculty of Social Sciences. If an election for any of these representatives should be necessary, it shall be held concurrently with the elections alluded to in Section VI(i) above.

(iii) Elections shall be held before the end of April each year to fill Faculty vacancies on the Graduate Council, the Undergraduate Council and the Senate. The Nominating Committee's nominations for these positions shall be provided to the eligible voters, giving them the opportunity to nominate, within a designated period, additional candidates for any vacancy, any such nomination to have the consent of the nominee and to be supported by five eligible voters. The elections shall be conducted by the Secretary of the Senate by means of ballots provided to each eligible voter. The electorate shall consist of all part-time and full-time members, at the rank of lecturer or higher of each Department, Program and School that reports to the Dean of the Faculty on matters administrative (see definition II(i)).

(iv) All elections (unless otherwise specified) shall be conducted in accordance with the single transferable vote procedure.

(v) If any of the elected positions referred to in VI(i) and VI(ii), except a position on the Tenure and Promotion Committee, becomes vacant, the Faculty Council shall have the power to fill this position for the remainder of the session.

(vi) In the election of members to the Faculty Tenure and Promotion Committee and the Senate, eligible voters shall be provided with a modified *curriculum vitae* of each candidate, which should not exceed one page, and should include degrees, dates and ranks of appointments, lists of representative publications or other scholarly works, and relevant experience.

(vii) Retiring members of all Standing Committees shall be replaced by newly-elected or appointed members on July 1 of each year, except for the Undergraduate
Awards and Scholarships Committee. For this Committee, retiring members shall be replaced by newly-appointed members on November 1 of each year.

(viii) The conduct of the election of the regular full-time, non-teaching staff members of the Faculty shall be carried out by the Office of the Dean. Any member of the non-teaching staff who is eligible to vote may be nominated as a candidate for election, provided written consent has been filed with the Office of the Dean and the nomination paper has been signed by two members of the non-teaching staff eligible to vote. The election, if necessary, shall be conducted by means of ballots mailed to the University address of each regular full-time, non-teaching staff member of the Faculty. The candidate(s) receiving the most ballots shall be declared elected.

VII AMENDMENTS TO THE BY-LAWS

(i) Any amendment to these By-laws shall require the approval of the Senate.

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

August 31st, 2015

To: Senate

From: Christina Bryce
Assistant Graduate Secretary

Re: Report from Graduate Council

At its meeting on June 16th, 2015 Graduate Council approved the following items and is now reporting them for Senate’s information:

1. Faculty of Health Sciences – Revised Police Check Policy
Some programs within the Faculty of Health Sciences require students to submit to a police records check with vulnerable sector screening. Sites participating in clinical placement require the police check and students have to fulfill this requirement as part of their clinical placement. There have been minimal issues since the policy was originally approved. The updated policy has been put forward to reflect some changes on how the police check had been administered at various levels and to include in more detail the implications of and necessary course of action with respect to an initial ‘Not Clear’ check. The updated policy also more clearly addresses what is required for international candidates and students. [The revisions have been approved by the Executive Committee on behalf of Senate; see report earlier in the agenda.]

2. Faculty of Engineering – Graduate Career Portfolio Policy
Reacting to feedback the Faculty had received from current students and graduates the Faculty of Engineering has expanded its career development offerings, including career development workshops and better access to career counselling staff. To improve the awareness of students toward career planning and professional skills development, the Faculty has approved measures that will require all incoming graduate students to complete a career plan within their first year in program. The student will be provided with career resources through a professional development team in the faculty as well as central career planning resources within the university. The expectation under this policy is that before one year from the date of
entry, a student will provide a career plan to their department. Normal outcome from the
counseling session should be the production of a career plan within two weeks thereafter. The
career plan report must be submitted to the department of the student for review but will not
be graded. Further, each department will commit industrial and academically knowledgeable
faculty to review and provide comments on these career plans.

3. Teaching and Learning Certificate Calendar Copy
Calendar copy regarding the previously-approved certificate was submitted for inclusion in the
Graduate Calendar.

4. Update to Section 5.2.1 of Graduate Calendar
This section of the Graduate Calendar was updated to include the following phrase: “For
students who are successful in winning a major award (e.g. OGS, SSHRC, NSERC, CIHR), any
Graduate and/or Research scholarships is at the discretion of your program for the duration of
the award and the student will be provided with correspondence from the program reflecting
the change in their financial support relative to the offer letter.” This phrase comes directly
from the offer of admission letter and the addition of this language to section 5.2.1 was made
to ensure there was clarity in the Calendar with respect to potential changes to funding.
REPORT TO THE SENATE 
FROM THE 
UNIVERSITY PLANNING COMMITTEE

For Approval

(i) Proposal to Include the McMaster Forest in the Campus Master Plan (Attachment I)

At its meeting on June 17, 2015, the University Planning Committee received a proposal to include in the Campus Master Plan a 50-hectare plot of land at the intersection of Wilson Street East and Lower Lion’s Club Road in Ancaster, which is owned by the University. The property is being formally named “McMaster Forest” and its designation within the Campus Master Plan will identify it as an area of environmental significance, which will be used for teaching, research and recreational purposes. Some restoration and preservation projects have already been carried out on the land, such as installation of fencing and signage, clearing of invasive species, and other projects consistent with its use are planned, but the land will not be developed further. Designation within the Campus Master Plan will also ensure the long-term protection and preservation of the property.

The University Planning Committee now recommends,

that Senate approve, for recommendation to the Board of Governors, the inclusion of the 115-acre property at the intersection of Wilson Street East and Lower Lions Club Road in the Campus Master Plan, and its designation as an area of environmentally significant natural land to be used for ecologically sensitive teaching, research and recreation purposes, as outlined in Attachment I.

(ii) Establishment of The School of Interdisciplinary Science within the Faculty of Science (Attachment II)

At the same meeting, the University Planning Committee reviewed a proposal to establish an Interdisciplinary Science unit within the Faculty of Science. The Faculty currently offers a number of interdisciplinary programs that are not housed within a department. The Faculty’s Academic Planning Committee and the Institutional Quality Assurance Process (IQAP) review team for the Life Sciences Program have made recommendations that support the establishment of such a unit to house these programs. The establishment of the School of Interdisciplinary Science will provide an administrative home for and will serve to stabilize the programs that will be brought under its umbrella.

The University Planning Committee now recommends,

that Senate approve, for recommendation to the Board of Governors, the establishment of the School of Interdisciplinary Science within the Faculty of Science, as set out in Attachment II.

Senate: September 9, 2015
June 8, 2015

TO: University Planning Committee

FROM: Patrick Deane, President and Vice-Chancellor

RE: McMaster Forest: Recommendation for Naming and Formal Designation Within the Campus Plan

The University owns a parcel of land, encompassing nearly 50 hectares (115 acres), situated to the south of the main campus at the intersection of Wilson Street East and Lower Lions Club Road. The property has been within the University's ownership for several decades but has lain dormant for most of that time. The land comprises a variety of diverse habitats of intrinsic environmental value, including endangered tree species, Carolinian species, rare old growth forest, rare bird habitat, old field habitat and a highly sensitive cold-water creek ecosystem, and forms a link between the core forest areas of the Dundas Valley Conservation Area and the natural lands of the Royal Botanical Gardens. The location and extent of the land is shown edged in black on the attached map (Appendix A).

Over the last couple of years, a great deal of work has taken place, led by the members of the President’s Advisory Committee on Natural Lands, to determine the environmental value of the land, assess its suitability for teaching, research and ecologically sensitive recreation, and consider its long-term protection and conservation. A number of projects have already been completed; the land has been cleared of invasive species, properly fenced and signposted, and a Smithsonian forestry study is underway, as well as a 4-hectare prairie restoration. The property has also been regularly and effectively used as an outdoor teaching and research facility centered upon the concept of environmental stewardship. Classes from Biology, Fine Arts, Rehabilitation Science and Integrated Science have used the site for coursework. Individual undergraduate students from Arts & Science, Biology, Geography and Earth Sciences, and Integrated Science have carried out work on the site - either performing individual research or doing ecological fieldwork for course credit, and graduate students have used the site for research purposes and as a source of populations for greenhouse work. The land also provides important opportunities for ecologically sensitive recreation for members of the McMaster and local Hamilton communities.

Since the land has lain dormant and largely forgotten for a number of years, it does not currently have an official name or designation and is not included within the Campus Master Plan. These are all matters that I wish to attend to, particularly since awareness of the University’s ownership of the land is beginning to increase. Formally naming and designating the property as an area of
environmentally significant natural land to be used for ecologically sensitive teaching, research and recreation purposes will provide clarity for members of the campus community and also help to ensure the long-term protection and preservation of the land. This designation is also consistent with the aims of the Campus Master Plan, within which it should now be included. Principle 5 of the Campus Master Plan states as follows, “The campus will be planned to achieve a high level of sustainability and environmental stewardship. This principle recognizes the importance of McMaster’s beautiful and ecologically significant natural setting, and encourages the University to be a leader in environmental stewardship of its open spaces and surrounding environment.” The overall planning policies listed in the Campus Master Plan also emphasize the University’s desire to be “a leader in the management and stewardship of its environment, which includes both landscaped and naturalized places.”

The intention is to continue the restoration of the land, so far as is necessary to enable its use for these designated purposes, but to otherwise continue to maintain it as natural habitat. The possibility of erecting a small field-station at the front of the land, close to the road, is currently being explored with the City and Conservation Authority. Such a building would include a small teaching and study/research facility, a safe space for storage of research and demonstration equipment, as well as washroom facilities. No further development of the land is planned.

With regard to naming the land, the President’s Advisory Committee on Natural Lands was tasked with recommending an appropriate name. Having discussed this and sought ideas through a naming competition for students, the Committee recommended the name, “McMaster Forest”. I support this recommendation, which seems entirely consistent both with the use and nature of the land.

To enable this land to be included in the Campus Master Plan, I accordingly recommend that the University Planning Committee approve, for recommendation to the Senate and the Board of Governors, the inclusion of the 115 acre property at the intersection of Wilson Street East and Lower Lions Club Road in the Campus Master Plan, and its designation as an area of environmentally significant natural land to be used for ecologically sensitive teaching, research and recreation purposes.

I also recommend that the University Planning Committee approve, for recommendation to the Board of Governors, the name “McMaster Forest”.

Memo_UPC_McMaster Forest_8Jun15.doc
i. Establishment of the School of Interdisciplinary Science (SIS), Faculty of Science

On May 28, 2015, the Faculty of Science unanimously approved a recommendation to establish a new academic unit called the School of Interdisciplinary Science. In December 2014, a working group was established to develop a proposal for a new unit as a direct result of the Faculty of Science Academic Plan, 2014-2019. After consultation with various groups, the Report was released in April 2015, and received unanimous approval by Faculty Council later the same month.

The attached report outlines the background information on the Faculty’s Academic Plan and the working group, the academic vision of the new unit, the programs to be administered by it, the faculty complement and teaching needs, the human and financial resources required, a transition plan, and the consultation undertaken to date.

It was duly moved and seconded,

“that the General Faculty of the Faculty of Science approve, for recommendation to the University Planning Committee, the establishment of the School of Interdisciplinary Science as outlined in the document ‘Report of the Working Group for the Establishment of an Interdisciplinary Science Unit in the Faculty of Science (6 April 2015)’, as amended.”

The motion was Carried unanimously.
Report of the Working Group for the Establishment of an Interdisciplinary Science Unit in the Faculty of Science

6 April 2015

In December 2014, the Dean established a Working Group (Appendix A) to develop a proposal to establish a new Interdisciplinary Science Unit in the Faculty of Science. The call for the Working Group stemmed directly from the Faculty’s Academic Planning, a process that was launched in November 2013 and completed in October 2014, with the release of the Faculty of Science Academic Plan – 2014 to 2019 (Appendix B).

The Plan notes that: “McMaster is well known for its interdisciplinary approaches to teaching and research. Many of the complicated research questions of the day require that we move beyond traditional discipline-based inquiry and many colleagues have recognized the value of reaching out to colleagues in other disciplines to gain from their complementary expertise. Given the importance of interdisciplinary research, exposing our undergraduate and graduate students to this approach will be of benefit to all.”

The Faculty of Science currently offers a number of interdisciplinary instructional programs and it is certainly possible to continue to offer such programs without the creation of an administrative unit. However, the Academic Planning Committee and the IQAP review team for the Life Sciences Program felt the needs of students and some programs were not being met by the current governance and administration. There was a sense that some of the programs were viewed as an “afterthought” or “add-on” to more traditional programs and that discipline-based units did not consider students in such programs as being “our students.” This may lead to some students in such interdisciplinary programs feeling that they are “second class”, and it can also lead to an inappropriate allocation of resources as discipline-based units may view programs based outside their discipline as a “drain” on their resources. The APC was convinced that interdisciplinary programs that rely on the “good will” of Chairs and Directors of traditional programs face uncertainties in the availability of high quality instructors, access of their students to disciplinary courses and involvement with higher levels of administration. The APC thus called for a proposal to establish an Interdisciplinary Science unit that would serve to “stabilize and improve the interdisciplinary undergraduate programs in the Faculty of Science.” In addition, the APC envisioned that the new unit would be designed to function as a centre for interdisciplinary teaching and experimentation with pedagogical approaches, and serve as a resource to advise on interdisciplinary approaches across the Faculty of Science to improve the experience of all students in the Faculty.

The Working Group was specifically asked to:

- Develop an overarching academic vision for the unit and include a proposal for which interdisciplinary programs should be administered by the unit, along with plans for how the unit will serve to advise on interdisciplinary teaching across the Faculty;
• Describe the requirements for physical space that will provide a welcoming environment that students identify as their academic home and ensure opportunities for students, staff and faculty from the different programs to interact in formal and informal settings;

• Propose a system whereby teaching resources that flow to the interdisciplinary programs from other units are acknowledged in the Faculty’s budget plans;

• Propose an initial faculty complement plan (in terms of areas to be covered) and system of governance, where colleagues holding appointments in the new unit will be drawn from across the Faculty and no one discipline should unduly dominate;

• Propose an initial staffing plan and budget;

• Prepare a transition plan designed to minimize disruption to students, staff and faculty.

The sections below provide details on each of these points.

Academic vision

To be a national and international centre for interdisciplinary science education with a diverse culture that fosters exploration and discovery, emphasizes experiential, collaborative, and student-centred learning, and that sustains a rich network of community partnerships. We are committed to an interdisciplinary approach to the learning and teaching of science, and to the exploration and application of effective methodologies to enhance student learning and help students reach their full potential.

Goals

• Prepare students for 21st century careers by integrating core academic subjects, the latest research discoveries, interdisciplinary themes, and essential skills development with effective instructional approaches.

• Help students learn how to access, understand, employ and synthesize knowledge across disciplines to solve real-world problems and to bridge knowledge gaps.

• Provide students with an interdisciplinary research environment that produces motivated graduates with highly developed scientific research and communication skills.

Core values

• Excellence

• Knowledge integration across disciplines and from lab to classroom

• Openness to explore and evaluate new pedagogies

• Inclusiveness

• Creativity
Programs to be administered by the new unit

All programs administered by the new unit — tentatively the ‘School of Interdisciplinary Science’ and herein referred to as the School — will be interdisciplinary in that they combine and integrate knowledge from different disciplines. The degree of interdisciplinarity will vary from program to program, but interdisciplinarity must be a core component of all programs administered by the unit.

The School will house a limited number of the interdisciplinary programs in the Faculty of Science. Several units and combinations of units in the Faculty of Science offer programs that are interdisciplinary in nature. Many such programs are effective in terms of governance and there is no intent to move them to the new School.

It is currently proposed that the School will administer the iSci program, the Life Sciences program and may, in collaboration with Mohawk College, the Medical Radiation Sciences (Med Rad Sci) program. The School may also house the Medical Physics program for the time being. The Medical Physics program is expected to undergo major modifications, and as yet, it is not clear whether the revised program will be best served by being housed in the School of Interdisciplinary Science or whether it should be administered by another unit.

The School will also serve as the administrative home for the Faculty-wide courses: SCI 1A03, SCI 3A03, SCI 3M03, SCI 3RP3, SCI 3EP3, SCI 3EP6. The School will focus on undergraduate programs and, at least initially, will not house any existing interdisciplinary graduate programs. Nevertheless, once well established, the School may want to consider the possibility of graduate, including Professional Masters, programs related to its undergraduate programs.

Service to other programs to enhance all students’ learning experience within the Faculty:
The School of Interdisciplinary Science will serve as a resource to other units in the Faculty of Science seeking to develop new interdisciplinary components for new and/or existing courses and/or programs. Instructors working within the School will be encouraged to develop and adopt pedagogical approaches and methodologies that emphasize experiential, collaborative and student-centred learning. The involvement of instructors and teaching assistants from all Science departments in the delivery of the interdisciplinary science programs will greatly facilitate communication, dissemination and adoption of successful teaching and learning strategies throughout the Faculty. The School will also collaborate closely with the Associate Dean (Academic)’s Office, the Science Career and Cooperative Education Office and MIETL to ensure students are provided with the best available opportunities and guidance.

Space for administration and instruction

Administrative and meeting space: The School of Interdisciplinary Science will be the administrative home for the largest group of undergraduate students in the Faculty of Science, and it is critical that the space and infrastructure associated with the School be readily identifiable and work to effectively meet the needs of these students. At the same time, the space should provide a sense of “home” and “belonging”, and ideally serve as a place where students, staff and faculty can interact outside of scheduled class times.

It is expected that General Sciences Building (GSB) 105, currently the central office for the Department of Medical Physics and Applied Radiation Sciences, will be the central office of the
School. It will house the Director, an Associate Director and the administrative staff described below. The space is somewhat constrained as there are no clear opportunities to include any adjacent space for further development but the existing space will be sufficient for current needs. It was noted that the current administrative space of the Life Sciences Program falls far short of its needs and will be repurposed.

A suite of small offices, both faculty and administrative, and a meeting place in the Thode Library is currently associated with the iSci program. It will be important that the core administrative functions of the School be dealt with in the main office and not diffused across two sites. As well no staff or faculty member should have more than one office. Given the administrative space in the Thode Library abuts teaching space that is currently used by iSci, it may be appropriate to use it to house some teaching staff and TAs associated with the School’s various programs. The School will not have any graduate students of its own and graduate students with TA-ing responsibilities in the School will typically have their desk space in discipline-based units. Thus, it will be important to have an identifiable place for students in the various programs to meet TAs and for the TAs to interact with each other. The above reorganization will provide a better experience for students, allowing them to interact with both faculty and TAs in a dedicated space.

Teaching infrastructure: The iSci, Medical Physics and Med Rad Sci programs have existing teaching infrastructure (teaching labs and equipment) that appears suitable for the needs of those programs. There is no apparent need to modify this infrastructure because of the creation of the School. However, while some components of the infrastructure will continue to be used largely by only one program, none of the existing infrastructure will be viewed as being exclusive to any particular program. As with teaching infrastructure associated with discipline-based units, students in different programs are expected to share common infrastructure.

One obvious need identified is for teaching laboratories for students in the Life Sciences program. The Working Group on the redesign of the Life Sciences Program has identified the current lack of laboratory space and hands-on research opportunities for students in the existing program as a fundamental need that must be addressed in the revised program. The Dean’s Office, in collaboration with the Faculty’s Space Planning Program and the Office of the Registrar, is currently proposing the development of flexible (teaching laboratory/classroom) space to be associated with the new School. Again, while the new space may be used primarily by the Life Sciences students, it may well prove useful in the other programs associated with the School. The additional space will improve educational opportunities for our students.

Faculty complement and teaching resources

Faculty complement: Given the nature of the unit, it is essential that colleagues appointed to the unit broadly represent the disciplines within Science and that no particular discipline will unduly dominate. Also, while it is certainly appropriate for colleagues in the School to have much of their research and some of their teaching focused in particular areas, all must be involved with interdisciplinary approaches.

The School of Interdisciplinary Science’s focus on undergraduate programs calls for faculty appointments in the School to differ in some ways from those in discipline-based units. It is expected that all tenure track colleagues will have joint appointments between the School and an existing unit, although the degree to which the appointment is shared across units will vary from
individual to individual. For example, approximately 50% of an individual’s undergraduate teaching and administrative responsibilities could be assigned by the Director of the School while the remaining undergraduate and all graduate teaching and research-related responsibilities would be assigned by the Chair of the discipline-related unit. Other ratios (e.g., 75:25, 60:40) are possible, with the relevant duties being assigned on a pro rata basis. It will also be possible for some tenure track colleagues to have joint appointments between the School and an existing unit where 100% of their undergraduate responsibilities are in the School. In such cases, the Director of the School will be responsible for the assignment of all undergraduate teaching and general administrative duties, but all graduate- and research-related duties will be assigned by the Chair of the disciplinary unit.

The Dean’s Office will allocate Faculty Career Progress/Merit (CP/M) units to each unit on the basis of each colleague’s percentage appointment in the relevant units. The Chair of the disciplinary unit and the Director of the School will cooperate in the preparation of the CP/M material as is currently done for joint appointments.

In all cases, the Chair of the disciplinary unit will be responsible for allocating research space and resources, graduate teaching responsibilities, access to graduate student applications, etc., as with all other members of the unit. Also, all aspects of a colleague’s research program will be administered by the disciplinary unit and all relevant overhead associated with research contracts, etc., will flow to that unit in the same manner as it does for all other colleagues. However, research programs directly related to teaching should be administered by the School and any associated OH will be directed to the School using the same allocation formula as used for regular research contracts.

Teaching Stream colleagues will be able to hold full or partial appointments in the School of Interdisciplinary Science. For partial appointments, each individual’s undergraduate teaching and administrative responsibilities will be assigned on a pro rata basis by the Director and the Chair of the other unit.

**Appointment of the Inaugural Director and faculty members:** Wherever possible to appoint the Inaugural Director, the Faculty will follow McMaster’s “Procedures for Selecting Department Chairs.” That document calls for a set number of colleagues elected by the unit and from different ranks, to serve on the selection committee. The issue for the selection of the inaugural Director is that, as yet, there is no existing complement to draw a selection committee from. The Working Group proposes that the Dean, in consultation with colleagues associated with the programs to be included in the School, and with Chairs of existing units, will, with Senate Committee on Appointment’s approval, appoint a Director whose term would begin approximately six months before the formal launch of the School and end two years after the launch of the unit. The Director would then consult with the Dean, Chairs and colleagues associated with the relevant programs, and prepare an initial complement plan for approval by the Dean, Provost and President. The Director may approach colleagues to determine their interest in joining the unit but no individuals will be transferred to the School against their wishes. Colleagues wishing to join the new unit should contact the Director and Dean; all such requests will be considered. The final decision as to whether the Dean will request a change in appointment from the Provost’s Office will be made by the Dean in consultation with the Director and Chairs of relevant units.
Once the School is operational, the Director may request new appointments through the Faculty’s process for this in the same manner as Chairs and Directors of existing units. Prior to the end of the inaugural Director’s term, the Dean will strike a selection committee to identify the next Director; the inaugural Director will be eligible for reappointment. The Director of the School will be a full member of Faculty Council; this will likely require changes to the Faculty of Science bylaws.

**Recognition of resources supplied by other units:** The intent is for the majority of courses offered by the unit to be taught by colleagues appointed to the School. However, the nature of the programs, coupled with some individual colleagues wishes to remain affiliated with disciplinary units, make it likely that, as occurs currently, some colleagues with 100% appointments in a discipline-based unit will teach a course with a designator of one of the programs. This “contribution” of teaching resources will be recognized by assigning the net revenue associated with each course to the teaching unit responsible. This does not imply the budget of any unit will change because of who teaches each course, but the total revenue generated, and a sense of the workload shared by the different units, will be documented and studied in preparing each unit’s budget allocations and considered in all requests for new faculty positions. Contributions associated with recent hires where the hire was predicated on a certain proportion of teaching in one of the interdisciplinary programs, and the previously defined contributions to the iSci program will not be considered as revenue for the discipline-based unit.

It is essential that the regular offering of such courses and continuity of instructors be as stable as courses offered in discipline-based units; such stability will benefit both the School and the existing units. The Director and Chairs of relevant units should work in collaboration with the Associate Dean (Academic) to develop long term plans for the teaching of such courses. Planning should include provision for colleagues on research or administrative leave. The costs of leave replacements for contributed courses will be provided by the contributing unit; the School will be responsible for covering the costs associated with leaves of colleagues appointed to the School.

Any subsequent changes to such plans must be approved by the Associate Dean (Academic). Colleagues requesting buyout for any course offered through the School (as described in the Provost’s recent document) must discuss their proposal with the Director; funding for such buyouts will flow to SIS.

**Governance:** An Associate Director will be selected by the Director in consultation with colleagues and the Dean. Given the diversity of programs offered by the school, it is preferable that the Associate Director have a different disciplinary background from the Director. The Associate Director’s portfolio is best designed by the Director in consultation with colleagues. It may be that the Associate Director is asked to lead the development of new interdisciplinary components for new and/or existing courses and/or programs both within and beyond the School; or the Director may want to assume the primary lead for this responsibility and ask the Associate Director to focus on other tasks. The Working Group recommends against the Director being primarily responsible for some programs and the Associate Director being responsible for the others; it may, however, be useful to appoint faculty program “coordinators” who would be responsible for each program or set of programs and who could serve to form an Executive Council.
The unit will need to develop a Tenure and Promotion Committee as described in Section III 38 of the McMaster University Revised Policy and Regulations With Respect to Academic Appointments, Tenure and Promotion [2012] (YD). That section includes information on the tenure and promotion processes for colleagues with joint appointments. The Director will also need to develop the School’s factors for the CP/M process in accordance with the Faculty Career Progress/Merit Plan. For joint appointments not primarily appointed to the new unit, the Director will provide the required assessment information the home Department/School Chair/Director for CP/M purposes.

**Staffing**

Wherever possible, staff will be recruited from current positions associated with the relevant programs (iSci, Life Sci, Med Rad Sci, and Medical Physics). There are no plans to reduce the staff complement associated with these programs. Also, wherever possible, staff will be appointed to new positions that best match their existing positions. The Dean’s Office will work with UNIFOR to, wherever warranted, simply transfer staff to new positions without the need for a search. A preliminary staffing plan is attached.

**Operating Budget**

The Dean’s Office will transfer the relevant proportion of each faculty member’s salary and benefit line from their existing unit to the new unit. Similarly, salary and benefit lines for all existing staff who are appointed to the new unit will be transferred. Many of the existing units in the Faculty are in deficit and their deficits will be reduced by an amount prorated to the salary and benefit lines transferred to the School. The sum of the reduced deficits will be handled centrally and not simply passed on to the School.

The current TA expenditures associated with the component programs will be maintained for the first year of operation. Given the expected changes to some of the programs, this aspect of the budget will require study and possible revision in the future. The Dean’s Office will study the Collective Agreement with CUPE Local 3906 (Unit 1) and meet with the union to discuss any relevant issues.

The Academic Plan noted that the current practice of allocating TA resources to each unit on the basis of the number of graduate students associated with a particular unit creates a situation where some units have an excess of TAs and others have too few relative to the needs of their undergraduate programs. This concern is particularly relevant to the operation of the School as it will not be directly associated with any graduate program. The Associate Deans (Academic) and (Graduate Studies) will study this issue and will make recommendations on more appropriate ways to both support our graduate students with income and teaching opportunities while also fulfilling the requirements of all undergraduate programs in the Faculty. Until their study is complete and formal changes made, the Faculty will use the existing method of assigning TA allocations and selecting TAs. However, in anticipation of changes, the Dean’s Office strongly encourages existing units to work with the new Director of SIS to ensure TAs are assigned in a manner that optimizes their use across the entire Faculty. Similarly, the process of allocating USRAs to the units will continue as before; this process may change in the future but not as a direct result of the establishment of SIS.
An allocation for non-salary costs (for instance, lab and office supplies) will be set by first studying the existing costs associated with the relevant programs. Again, given the expected changes to programs, this will be reviewed and adjusted in the future.

Transition

All students associated with the programs to be included within the School will be contacted as soon as possible after the formal approval for the establishment of the School. Students will be provided with a brief rationale for the change, an overview of how the change may affect them, and contacts in case they have further questions. It will be critical that students realize that the change in administrative structure will not result in any immediate changes to their programs and that they will all be able to complete the programs they enrolled in. The Dean will meet separately with the executives of each of the relevant program’s student societies to discuss the development of the School and address any concerns.

All relevant University offices will be advised on the creation of the unit and the appropriate contact information. The Dean’s Office will meet with the University’s communications office in case they receive any questions from outside the University.

Consultation

Much relevant discussion and consultation occurred during the year-long development of the Faculty of Science Academic Plan – 2014 to 2019. Since the release of the Plan the following have taken place:

- Discussion during General Faculty Meeting on October 30, 2014 and March 26, 2015
- Discussion within departmental meetings called to discuss the Academic Plan
- Release of Draft Proposal and request for written feedback
- Dean’s offer to meet with any unit that wants to discuss the School in detail
- Discussion of selected issues with UNIFOR and CUPE in collaboration with HR and Labour Relations
- Dean’s offer to meet with all staff associated with any of the programs (to come)
- Dean’s offer to meet with student societies affiliated with the relevant programs
- Consultation with other relevant McMaster units outside the Faculty

Required Approvals

- Formal approval by Faculty Council
- Formal approval at General Faculty of the Faculty of Science
- Formal Approval at University Planning Committee (UPC)
- Formal Approval at Senate
- Formal Approval at Board of Directors (BOG)
DRAFT Functional Staffing Plan

Administrator
[oversees all aspects of SIS unit’s administration & staff]

Instructional Assistants

Program Administrator/Advisor

Lab Coordinator

Administrative Assistants (Acad & Admin)

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Instructional Assistants: Design, adapt, and modify tutorial session and lesson plans in accordance to the curriculum priorities of the instructor. Provide formal supervision to teaching assistants and other part-time staff. Review current educational research literature to ensure curriculum follows best practices in teaching, education and learning. Organize and coordinate computer-based instruction and tutorial classes... Tutor students in programs. Compose test questions and assignments, and prepare solution sheets for review by others. Organize and monitor the on-line learning environment for courses in an academic unit, department, or faculty by ensuring that the appropriate course content information is made available to students. Write a variety of documents such as procedure manuals, correspondence, and reports. Prepare a variety of lecture materials including presentation slides and handouts. Provide guidance, advice, and solutions to teaching assistants when resolving student inquiries. Provide teaching assistants with appropriate teaching material as specified by the instructor. Ensure accurate grading of assignments is completed by teaching assistants and report discrepancies to the instructor.

Program Administrator/Advisor: Write a variety of documents such as correspondence, reports, and procedure manuals. Contribute to the development of student surveys and disseminate surveys to applicable groups. Review applications for a variety of scholarship competitions and ensure they contain the required information and meet the defined eligibility requirements. Prepare and work in consultation with faculty and staff to coordinate the program timetable. Act as a liaison between students and the various individuals and offices within and external to the courses. Inform faculty of established procedures for grade submissions. Schedule student accommodations and resolve scheduling conflicts. Identify and analyze problems with the program and prepare recommendations for review and approval. Advise registered and prospective students of program options and requirements. Review, evaluate, and provide recommendations on applications to ensure students are eligible to transfer into, continue in, and graduate from the program. Act as a mediator between faculty and students when dealing with various issues such as special accommodations, scheduling conflicts, and grades. Gather and compile information required for a variety of documents and reports such as program accreditation, enrollment, and degree audits.

Lab Coordinator: Designs and sets up experiments for undergraduate laboratories. Participates with a team in the designing and editing of protocols. Analyzes experimental results. Coordinates space and equipment usage between departments and programs. Creates and maintains maintenance logs, instrument usage logs, waste disposal documents, staff training documents and works orders, standard operating procedures, lab manuals and teaching materials. Conducts database, literature and web searches to find documents and articles used for reference in laboratories. Prepares estimates of time and resources required for experiments. Attends meetings and retreats with faculty to organize and coordinate laboratories with course curriculum. Consults and provides recommendations to investigators and instructors on equipment purchases. Trains staff and students on the use of laboratory equipment and procedures. Uses hand tools to assemble new laboratory equipment and perform maintenance. Monitors the laboratory budget. Obtains quotes and negotiates pricing with suppliers for bulk purchases and discounts. Ensures that all laboratories are adhering to health and safety standards and procedures. Write a variety of documents such as correspondence, reports, and brochures. Create content for the program website databases and spreadsheets.

Administrative Assistants (Academic & Admin): Supports the Director of the School and the Administrator. Monitor budgets and reconcile accounts. Completes financial forms including travel expense reports, electronic check requisitions, purchase orders and journal entries. Develop marketing and advertising brochures. Creates content and maintains the program website. Plans and coordinate a variety of departmental events and activities. Forecast budgets and proposed expenditures for new program proposals and tutorial courses. Receive, send, sort, verify, process and prepare various documents such as purchase orders, invoices, check requisitions, receivables, and payables. Process, verify, and balance financial records and business transactions, such as accounts payable, accounts receivable, and payroll. Investigate discrepancies using established procedures. Prepare and generate a variety of scheduled and ad hoc reports. Update, maintain, and verify information in a variety of spreadsheets and databases. Write a variety of formal notes and records using form letters and templates. Answer routine inquiries via telephone, email, and in person that are specific in nature. May redirect complex inquiries to the appropriate area. Maintain filing systems, both electronic and hard copy.
Working Group to Develop a Proposal for an Interdisciplinary Science Unit

Terms of Reference

McMaster University is well known for its interdisciplinary approaches to teaching and research. The Academic Plan for the Faculty of Science calls for the creation of a working group (WG) to develop a proposal for a new Interdisciplinary Science Unit. It is expected that the new unit will provide a permanent home for some of the existing interdisciplinary undergraduate programs including the Integrated Science, Life Sciences and Medical Radiation Sciences programs. It will also function as a centre for innovation and advice on interdisciplinary teaching across the Faculty of Science. The overall goal is to ensure the Faculty mounts interdisciplinary programs at the highest academic level possible.

The Dean is now striking the WG to develop the proposal; he will work to ensure appropriate communication between this WG and the WG struck to review and redesign the Life Sciences Program. The WG will consult with students, staff and faculty affiliated with the programs that are expected to be housed in the new unit and with Chairs and Directors of all existing Departments and Schools in the Faculty of Science.

The Interdisciplinary Science Unit WG is specifically charged with the following:

- Develop an overarching academic vision for the unit and include a proposal for which interdisciplinary programs should be administered by the unit along with plans for how the unit will serve to advise on interdisciplinary teaching across the faculty.

- Describe the requirements for physical space that will provide a welcoming environment that students identify as their academic home and ensures opportunities for students, staff and faculty from the different programs to interact in formal and informal settings.

- Propose a system whereby teaching resources that flow to the interdisciplinary programs from other units are acknowledged in the Faculty’s budget plans.

- Propose an initial faculty complement plan (in terms of areas to be covered) and system of governance. Colleagues holding appointments in the new unit will be drawn from across the Faculty; no one field should unduly dominate.

- Propose an initial staffing plan and budget.

- Prepare a transition plan designed to minimize disruption to students, staff and faculty.

The working group will begin its work immediately. A report on these discussions is expected to be submitted by March 2015.
The membership of the Working Group will be:

Robert Baker, Dean, Faculty of Science (Chair)
Mic Farquharson, Associate Dean Academic, Faculty of Science
Carolyn Eyles, School of Geography & Earth Sciences and Director, Integrated Science Program
Pat Chow-Fraser, Department of Biology and Director, Life Sciences Program
Wendy Malarek, Administrator, Department of Medical Physics and Radiation Sciences
Kathleen Blackwood, Director, Finance and Administration, Faculty of Science.
Faculty of Science Academic Plan
2014 to 2019

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INTRODUCTION
McMaster University’s Faculty of Science is known for its innovative programs, cutting-edge research, leading faculty, and aspiring students. We have earned a strong reputation as a centre for academic excellence and innovation; it is an organization of which to be very proud.

Our vision is to be the leading Faculty of Science in Canada and among the world’s best in strategic areas of strength through innovation, creativity, and excellence in research, education, scholarship, and service. The Faculty values people who strive for excellence, think creatively and critically, act responsibly and ethically, and who are respectful of others. We endeavour to foster a collegial atmosphere that is enriching, inclusive, diverse and open.

To maintain and strengthen our position, and to build in a manner that reflects our most fundamental priorities, the Faculty launched a Faculty-wide academic planning process in November 2013.¹ This is a significant time in McMaster and the Faculty’s histories. Several factors, internal and external, have the potential to influence the Faculty’s future dramatically. Our plan strives to acknowledge those realities and work towards creating a more innovative and sustainable Faculty.

During the academic planning process, individual units, departments and programs, and the Faculty as a whole reviewed the strengths and weaknesses of our academic activities.² An Academic Planning Committee (APC) with representation from all departments of the Faculty oversaw the development of the plan. The Committee familiarized itself with University- and Faculty-wide priorities, and our operating context. It was briefed on the basics of McMaster’s activity-based budget model and the overarching financial issues facing the Faculty. It reviewed benchmark data compiled in the fall of 2013, and reviewed and discussed unit-level five-year plans. Meetings were held with Chairs and Directors, as well as student leaders, to further discuss both unit-level and Faculty-wide issues during deliberations. A draft plan was released to the Faculty community of faculty members, staff and students for comment. All comments were considered. This final version of the plan was structured to highlight our key priorities and initiatives.

The result of this community-wide effort is the Plan that follows. Over the next several years, this plan will inform and help guide Faculty- and unit-level decisions on the development of new initiatives and programs, resource allocations, and proposed reorganizations of administrative units. At the same time, the Faculty must remain flexible to allow it to seize new opportunities and deal effectively with unforeseen challenges.

¹Full details on the planning process and committee are available in the document, “An Outline for Academic Planning in the Faculty of Science, 2014-2019” available at the Faculty’s website.
²An overview of the Strengths, Weakness, Opportunities and Threats analysis can be found in the document, “Faculty of Science Academic Plan DRAFT FOR COMMENT AND DISCUSSION”, available on the Faculty’s website. This document will remain available to future reference.
The Plan's priorities are not presented in order of importance but in a way that flows from undergraduate and graduate education to research excellence and finally to faculty renewal, the keystone of all work of the Faculty.

Institutional Context and Fundamental Priorities
The Faculty of Science fully understands the need for this Academic Plan to be consistent with the aspirations and priorities of the University as a whole. McMaster University's general priorities have been outlined in both the President's letter, Forward with Integrity (FWI, September 2011) and McMaster's Institutional Vision, Mission and Proposed Mandate Statement submitted to the Ontario Ministry of Training Colleges and Universities (March 2014). The latter document identifies three priorities that McMaster will focus on for the next three years and beyond:

- Strengthen the excellence of our research and our graduate education and training, while seeking opportunities to integrate research more purposefully into our academic mission;
- Develop a distinctive, personalized, engaging and sustainable student experience; and
- Enhance the connections between McMaster and the communities we serve, locally, provincially, nationally and around the globe.

Faculty of Science Priorities: The Faculty of Science recognizes three overarching academic priorities that are related to and build on the priorities described in the President's FWI letter and in the current Strategic Mandate Agreement with the Province of Ontario. The Faculty seeks to:

- Provide high quality, innovative and meaningful undergraduate programs that provide opportunity for: small class experiences, “hands on” research experiences, experiential learning, open communication between students and faculty, and exposure to ideas and debates from a range of different disciplines, professions and the general community;
- Offer high quality, innovative and meaningful graduate, professional and post-doctoral programs that promote excellence within specific research and professional disciplines, and offer support and instruction for personal development and the acquisition of skills relevant to both academia and the broader community; and
- Enhance research intensity with the aim of raising the national and international research profiles of all sectors of the Faculty; attract additional research funding from both government agencies and industry; and maintain infrastructure and facilities consistent with leading research intensive universities.

For the Faculty to support these academic priorities successfully, we must develop and follow appropriate approaches, guidelines and practices to guide our actions. The Faculty must:

- Enhance excellence, reputation and outcomes by attracting and investing in high quality faculty, staff and students, and by balancing faculty workloads with respect to research, teaching and service to ensure excellence in all areas,
- Ensure accountability, financial sustainability and opportunity for future growth in a manner consistent with our excellence-based mission, and
Faculty of Science Academic Plan – 2014-2019

- Create a supportive, cooperative and collaborative Faculty-wide environment based on transparent administrative processes.

Financial Environment
The University moved to a new Activity-based Budget Model (ABM) in fiscal year 2014-15. While the new model will not in itself lead to any sudden or dramatic change, it gives the Faculty more latitude in defining its future, and at the same time, a higher level of responsibility for sound financial management. All universities across Ontario, and indeed all across Canada and in many other parts of the world, are facing difficult economic times. There is little evidence that circumstances will change for the better over the next several years. As a result, we must plan to use our limited resources in the most effective manner possible. The demographics in the Faculty suggest that, while there is no mandatory retirement age, a considerable number of our colleagues will leave the University over the next five years. Careful academic and financial planning are necessary to make sure any openings support the Faculty’s renewal in strategic directions.

It will be extremely difficult for the Faculty to implement initiatives devised to meet its overarching priorities, without solving its substantial financial challenges at the same time. Our academic planning is inevitably linked with our financial planning. Our current forecasts, without considering any financial implications of our strategic initiatives, suggest we will face annual deficits of $4.4 million, $4.8 million and $6.2 million from 2014-2015 through 2016-2017. If not adjusted, these deficits will result in the Faculty being responsible for an accumulated debt of $15.4 million by 2016-2017. The current situation is clearly unsustainable and the Faculty must move on a number of fronts to generate new revenue, increase efficiencies and allocate resources in such a way that we maximize the academic quality of the research and teaching programs of the Faculty as a whole.

INITIATIVES
To meet our fundamental priorities and ensure the Faculty’s future is sustainable, the Faculty will work on several key and interlinked fronts to achieve our aspirations.

- Enhance the undergraduate experience by re-developing the vitally important Life Science program and by improving student life by adding more program structure, encouraging interdisciplinary work, and increasing research and experiential opportunities for students.
- Broaden graduate education to help prepare students for a changing landscape.
- Help faculty develop larger and more competitive research programs.
- Allocate faculty positions, and strengthen tenure and promotion practices in ways that maximize the quality of our research and teaching programs.
- Develop practices to better steward and grow our resources, and improve workload distribution among units and individuals.
RENEW THE UNDERGRADUATE EXPERIENCE

The Faculty has experienced considerable growth in undergraduate enrollment and impressive retention rates over the past five years. We are known for our innovative and internationally recognized programs such as the Integrated Science (iSci) Program, and our interdisciplinary approaches to science. Our faculty members have a strong commitment to, enthusiasm for and expertise in undergraduate teaching, with three having won 3M teaching awards in the past five years, and several being awarded the President’s Award for Excellence in Teaching. We lead the McMaster community in the creation of high quality blended learning courses, such as BIOL 1A03 – Cellular and Molecular Biology; CHEM 1A03 – Introductory Chemistry; and PNB 1X03 – Introductory Psychology, with others in development. These courses combine best practices in pedagogy with the latest technologies to enhance the student experience. Recognizing the changing needs of incoming students, the Faculty has created Science 1A03 as a way to introduce first year students to university life, aid in the development of basic skills, and better explain the various program options available in upper years.

To build on these efforts and continue to renew the undergraduate experience to offer a welcoming, engaging learning and research environment for students, the Faculty will undertake the following under the broad headings of New Structures and Improved Opportunities for Students.

New Structures

Redesign the Life Science Program: The 2012 review of the Life Science Program, the Faculty’s most popular program in terms of student numbers, pointed to a large number of very serious concerns, concerns that were repeated during the planning process. To address these issues, the Dean’s Office will strike a broad-based Working Group to redesign the Life Science Program.

Among the areas it will address are the high enrollment of the program; large class sizes can limit the range of learning opportunities. The program’s flexibility, while a strength for some who appreciate the opportunity to select from a wide variety of options, can be a weakness, as students can become lost or graduate with an unfocused degree. They also may miss out on the community-building experience of taking many courses in common with the same group of students. Confusion exists over the “identity” and “purpose” of the program and there are concerns about “overlap” and “duplication of courses” with other life science focused and environmental science programs.

The Working Group will consider focusing the Life Sciences program on humans and ensure it has a clear, distinct identity and purpose. It will investigate the creation of “streams” to help generate cohorts of students and provide more structure to better direct students to potential careers or areas for future study. Several of our Human Geographer colleagues in the School of Geography & Earth Sciences are experts in areas of Health Geography, Health Policy and Global Health, and it may be appropriate to develop a stream in this area of strength. At the same time, the group will consider ways in which other units, particularly those with teaching capacity, can support the various streams. It will also consider the possibility of engaging
colleagues from the Faculty of Health Science as well as relevant professionals from the local area to teach selected aspects of the program.

Establish a New Interdisciplinary Science Unit: McMaster is well known for its interdisciplinary approaches to teaching and research. Many of the complicated research questions of the day require that we move beyond traditional discipline-based inquiry and many colleagues have recognized the value of reaching out to colleagues in other disciplines to gain from their complementary expertise. Given the importance of interdisciplinary research, exposing our undergraduate and graduate students to this approach will be of benefit to all.

To improve and better integrate the interdisciplinary undergraduate programs within the Faculty of Science, the Faculty will strike a second working group to design a new undergraduate Interdisciplinary Science unit. The unit is expected to house the Life Science, Medical Radiation Science and iSci programs, as well as certain Science courses (1A03, 3A03 and 3M03), and the science experiential and research practicum courses associated with the Science Career & Cooperative Education. Uniting these programs and courses under the umbrella of a single unit will allow for a flow and sharing of educational resources and experience. More important, the new unit will be designed to function as a centre for interdisciplinary teaching and innovation, and serve, not only the programs and courses it houses, but advise on interdisciplinary approaches across the Faculty of Science.

The Working Group will plan for a suitable physical location – a welcoming environment that students identify as their academic home and that provides opportunities for students, staff and faculty from the different programs to interact in formal and informal settings.

Colleagues holding appointments in the new unit will be drawn from the full range of disciplines in Science to ensure no one field dominates. Tenured, tenure track and teaching stream faculty will hold partial or 100% appointments in the unit; tenured and tenure track faculty will hold a graduate appointment within an existing graduate unit.

Disestablish the Department of Medical Physics and Applied Radiation Science: The Faculty will develop a proposal to recommend the disestablishment of the Department of Medical Physics and Applied Radiation Science. This act in no way stems from concerns over the quality of the academic programs of the Department, which are widely respected by both industry and academia working in this area, and have graduated successful alumni. However, the Medical Physics undergraduate program has suffered a persistently low enrollment, and in the current environment, the Faculty needs to better balance its use of the limited resources available.

Medical Physics education, training and research will continue within the Faculty of Science. The very successful Medical Radiation Sciences (Med Rad Sci) Program, offered in partnership with Mohawk College and the Juravinski Cancer Centre, will continue in its current form and administrative responsibilities for this program will be housed in the new interdisciplinary unit being planned. The current Medical Physics program will be housed within the new unit;
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however, plans will be made to rethink how to best offer the discipline of Medical Physics at McMaster in the near future. It may be that aspects of the discipline will be offered as a stream within the revised Life Science Program, or in combination with the BioPhysics program in Physics.

Our current graduate programs will continue to be offered in a form very similar to the current program and administered as an interdisciplinary program. Faculty members will have their appointments transferred to another unit within the University where their research and teaching interests best fit. Faculty members will be able to maintain their current research programs and no changes in laboratory space are expected. Faculty may wish to move their offices to be closer to colleagues in their new academic homes.

Improved Opportunities for Students

More Research and Experiential Opportunities for Undergraduate Students: McMaster is a research-focused student-centred institution. Our faculty makes a tremendous contribution to this philosophy with their commitment to being complete scholars and blending their research with their teaching. The Faculty of Science has worked to develop research and experiential learning opportunities for its students, especially those in Level IV, but it can do more for students in Levels II and III. It can also improve access to research opportunities for students in our most popular programs, such as the Life Sciences Program.

Exposure to direct research opportunities in Levels II and III will help students decide whether research is a career option and direct experiences will help them better understand content in upper years of their undergraduate programs. These opportunities will also help them develop collaboration skills, skills increasingly valued in both academia, and industry and other sectors.

The Faculty will strike a third Working Group to identify and implement ways to incorporate more research opportunities (both individual and collaborative) for all students in the undergraduate curriculum. For instance, the planning process identified novel ways to encourage colleagues to host more undergraduate students in their labs, to generate research opportunities for students earlier than the fourth year, and to design shared undergraduate research spaces for individual and group projects.

This Working Group will also develop methods to encourage and improve experiential learning opportunities, such as cooperative education and community engagement, and interaction with professionals both in academia and outside it. Developing a broad range of opportunities is critical. For instance, students who arrive at university with an interest in human health and are placed in health care clinics clearly gain valuable experience; however, students exposed to areas of study or work outside the clinic may uncover unexpected and surprising interests and strengthens.

Increase Access to Selected Honors Programs: Many students currently enrolled in three-year programs would prefer to enroll in an Honours program but can’t because, after completing
first year, their GPAs are lower than required for entry in Level II programs. Other students find that they are unable to enter programs in their department of choice because of limits on program enrollments and the high GPAs required for entry. These students often “shadow” their Honours program of interest by taking the appropriate courses, and approximately 35% of these students succeed in entering the Honours program in a subsequent session.

To help students begin second year in an Honours program, the Academic Planning and Policy Committee (APPC) will work to ensure all units remove the enrollment limits for at least one Honours BSc program. Units should also review the admission requirements for their program(s) to ensure a less restrictive set of course entry requirements, and accept students to the program(s) with a CGPA of 5.0.

**Optimize TA Placement to Improve the Student Experience:** TA allocations to units in the Faculty of Science are based largely, if not solely, on the number of graduate students associated with that unit. Providing opportunities for graduate students to serve as TAs is crucial as TA-ships offer valuable teaching experience and serve as a source of income. Basing the allocation of TA resources purely on the number of graduate students in a unit creates some unintended and undesirable consequences, where the number of graduate students does not align with the numbers of undergraduate students in the unit. This leaves some units with too many TAs and other units with not enough.

To improve the undergraduate experience and offer the best training opportunities for our graduate students, the Faculty will ask the Associate Deans (Academic) and (Graduate Studies) to document how various units allocate and utilize TA resources within their undergraduate programs, and make general recommendations on the appropriate ratio of TA to undergraduate numbers and needs. These recommendations will take into account the wide variety of courses across the Faculty and the different needs for TA resources. From this will come a system for allocating TA resources and TA opportunities across the units that continues to provide experience and a means of support for our graduate students while enhancing undergraduate programs, particularly the interdisciplinary undergraduate programs, by delivering better support and access to the best TAs for the program.

**Supporting Student Life Outside the Classroom:** Attending university for the first time is a huge transition for our students and recent research indicates that increasing numbers of students suffer from issues related to mental health. At a University-wide level the Associate Vice President (Students and Learning) is currently developing a “McMaster Student Mental Health and Well-Being Strategy”. It is of prime importance that our instructors engage with the strategy and the relevant offices to better identify students at risk and be sure they are aware of the accommodations and counseling available to students.

At a Faculty level, the newly developed Science 1A03 course (described above) is designed to better prepare students to adjust to university and the next stages in their lives. For instance, it introduces the concepts of stress management and time management, and identifies existing university resources to provide help and better prepare students for success. We will actively
pursue the development of “cohorts” within our larger programs to help make students develop a better sense of belonging, and ease tensions and stress. The Associate Dean (Academic) will work with the Registrar to determine whether it is possible to group students in the same lab sections across courses and even years of study. Mentoring of a cohort of students by more senior students works well in some programs. Information about the “buddy” system used in iSci will be given to other units to see whether the system can be extended to other programs.

REINVIGORATE GRADUATE PROGRAMS AND OPTIONS
The Faculty attracts high quality graduate students, with 20% of our domestic students holding Tri-Council or Ontario Graduate Scholarships, and an additional 10% of our domestic students holding one of a range of other awards. Our graduate programs have experienced strong growth of 16% in the five-year period from 2008 to 2013, demonstrating that students appreciate our innovative programs and track record of cutting edge research. For instance, faculty members are leaders of three CREATE grants (Molecular Imaging Probes Program, Biointerfaces Training Program, and Integrated Development of Extracellular Matrices), and many more participate in other CREATE programs led by collaborators at other universities. These networks broaden the experiences and types of training we can offer our students. In addition, the Faculty is home to several interdisciplinary graduate programs—Astrobiology, Chemical Biology, the McMaster Integrative Neuroscience Discovery & Study (MiNDS), and the School of Computational Science and Engineering, with a new PhD program in Statistics planned. The Faculty will make it a focus of the next few years to increase our numbers of graduate students, develop more opportunities for graduate students through new programs, and provide better professional development for students in all programs.

Increase Graduate Student Enrollment: Graduate enrollment in the Sciences has risen rapidly since 2005, but this growth is starting to plateau. Training of highly qualified graduate students is a fundamental academic priority of our Faculty, and has an enormous impact on our faculty colleagues’ research programs. We must work to maintain and build our graduate enrollment. This is a challenge given the current strain on our resources but the Faculty sees this as a critical activity to maintain excellence.

To achieve this, the Associate Dean (Graduate Studies) will strike a Working Group to study the current graduate recruiting practices across the Science units. The Working Group will study the obstacles that prevent colleagues from accepting additional graduate students, and make recommendations on how to attract more students, and the most promising students, in particular, those students who have, or are likely to attract, major scholarships.

In conjunction with these efforts, the Dean’s Office will examine the current level of support offered to graduate students across the various units to ensure the Faculty is providing a fair level of support to all students.
Develop Professional Masters Programs: As society becomes more complex, Professional Masters program are in increasing demand, offering people in mid-career opportunities to develop new skills, and new graduates opportunities to focus on specific career areas. We are in an excellent position to answer this need. The Faculty has recognized expertise in many areas – environmental monitoring, genomic analysis, ergonomics – where professional masters are in demand. Indeed, the Masters in Financial Mathematics (M-Phimac) is already a popular program. Not only will these offerings provide opportunities for attracting new students, they will also allow us to make links with industry and government agencies that will offer increased opportunities for research partnerships and impact, and help us develop more options of experiential education.

The development of Professional Masters programs is largely the responsibility of the individual units. To support these efforts, the Faculty, in particular, the Associate Dean (Graduate Studies) will work with units and the School of Graduate Studies to develop such programs. Other central University support, such as from the Provost, will also be encouraged. The Dean’s Office will ensure that, with exception of a small overhead, resources generated by the new programs will flow directly to the units involved. The Faculty will aim to develop three such Professional Masters by July 2015 and possibly two or three more in the following year.

Enhanced Professional Development for Graduate Students: While some of our graduate students will take up positions in academia, the majority will choose to work in research and leadership positions in industry, government agencies, non-governmental agencies, and other sectors. These students, while requiring the same intense exposure to research in their chosen discipline, also need to enhance skills not necessarily developed in traditional programs. Skills such as collaboration, communications, leadership skills, and the ability to network with government, non-governmental agencies and industry will help position our students for successful careers. With the rapidly changing landscape in universities around the world, all graduate students will gain from developing these essential skills.

The Associate Dean (Graduate Studies), in concert with Chairs and Associate Chairs responsible for graduate studies, will work with School of Graduate Studies (SGS) to participate and/or help develop skills programs for graduate students. SGS, in association with graduate schools at several other Ontario universities, recently launched several modules designed for graduate students (www.mygradskills.ca). The Faculty will study the existing modules and determine whether more Science-specific modules are needed for our students.
FOCUS ON RESEARCH EXCELLENCE
The Faculty of Science takes pride in the excellent work of our researchers. We are home to many outstanding researchers and McMaster is recognized as one of the top research intensive universities in Canada. Our colleagues attract solid support from the Tri-Councils, especially NSERC and SSHRC, and several faculty members attract extremely high levels of support from industry and government agencies. We are recognized by our peers, with 13 faculty members who are Fellows of the Royal Society of Canada and many colleagues who serve as journal editors, on NSERC and CIHR review panels, and government advisory boards. Colleagues are leading cutting edge, multi-million dollar projects, such as the Canada Foundation for Innovation (CFI)/Province of Ontario-funded Biointerfaces Institute, the McMaster Institute for Music and the Mind LIVELab, and the Small Angle Neutron Scattering (SANS) instrument, and the Centre for Probe Development and Commercialization (CPDC), funded by Network of Centres of Excellence and the Province of Ontario. Others head major projects funded by the Automotive Partnership Canada and SSHRC Partnership Grant programs. Highly achieving faculty members are joining the McMaster community, attracted to our intense research environment.

To remain strong, the Faculty must not rest on its laurels. The Faculty will continue to use the benchmarks developed to support the Academic plan and other data such as publications and citations, patents, invention disclosures and other measures to monitor our research successes and set goals. The Faculty encompasses a wide breadth of research in terms of field and degree of application; yet, there are common features. Modern scientific research is dynamic, complex, collaborative and competitive in nature, and the external funding environment is always in flux. For instance, governments, industry, and the community in general see research as driving innovation and economic development, and are expecting short to medium term results for their contributions. Yet, discoveries often happen over the long term and come in unexpected ways. We must be prepared to respond to challenges presented to us.

Focus Research Activity: To thrive in this highly competitive funding environment, the Faculty of Science has created a “Strategic Research Plan for the Faculty of Science”. The goal of the Science SRP is to streamline the research enterprise while supporting key areas of growth in the Faculty. The plan builds on current strengths and identifies emerging areas of interdisciplinary research where we need to encourage intensity and expertise. The Science SRP makes it clear that to succeed during economically challenging times, the Faculty must focus its efforts to support leading edge research while managing expenditures prudently. As such, new positions, programs and initiatives in the Faculty of Science will be tied to one or more of the four identified areas of focus: Biological Systems and Health, Environmental Science, Fundamental Exploration, and Materials Discovery and Characterization.

Increasing and Broadening Our Funding Sources and Opportunities: The funding environment has become increasingly more competitive and targeted over the past decade. Colleagues are facing challenges securing research funding as a result. The Dean’s Office and the Associate Dean, Research & External Affairs (Associate Dean, Research) will continue to support the central University’s and other groups’ efforts to stress the importance of basic and fundamental research, and the need for funding in this area to governments and other stakeholders.
For some colleagues, however, external changes have created opportunities to broaden their research funding base. In fact the very nature of their research programs make such partnerships a good fit and some faculty members have formed strong research links with industry, governmental agencies, and/or non-governmental organizations. These links, not only provide direct support for research and graduate students, but can also generate new research questions to explore; create conduits for knowledge transfer, mobilization and commercialization; initiate cooperative and experiential learning experiences for all students, and increase employment opportunities for graduates.

Some colleagues are looking to explore the possibilities but do not know where to start. To leverage our successes and strengthen our links with outside partners of all types, the Faculty will initiate a series of programs to support researchers who elect to pursue partnerships. The Associate Dean, Research will offer a financial incentives program to support new partnerships; an informal mentorship program supported by the Faculty to link experienced faculty members with those in the initial stages of pursuing partnership; and a program of talks led by faculty members currently involved in partnered research. These talks will focus on skills such as how to initiate partnered research, and how to grow and nurture partner relationships.

To help increase the success of large, complex grant proposals, the Dean’s Office and the Associate Dean, Research will offer strategic advice and financial support to those projects aligned with the Faculty’s research priorities, especially in cases where such funding will influence the outcome. This funding should not be viewed as direct, ongoing support for any individual project. The Faculty will also encourage interdisciplinary research, often at the core of successful partnership projects. Faculty members have a long history of productive collaborations across disciplines and Faculties, especially Health Sciences and Engineering, and many discoveries are made at the intersections of disciplinary work. Wherever possible, the Faculty will work to modify its and the University’s policies and practices to further encourage and promote interdisciplinary research.

The Associate Dean’s Office will also work closely with the central research offices – Research Office for Administration, Development and Support (ROADS) and McMaster Industry Liaison Office (MILO) – to strengthen these resources for researchers.

Finally, and as important as the above, the Faculty and units will work with researchers to increase the number of Tri-Council grants held, as well as their monetary value. This measure of success is a vital building block in the career of any Canadian researcher, and the overall level of Tri-Council funding determines the Faculty’s share of funding from CFI, the number of Canada Research Chairs available, and funds from the Federal Indirect Costs Program. Chairs and the Office of the Associate Dean, Research will redouble their efforts to aid colleagues in writing more competitive grant applications.

**Managing Infrastructure Needs:** Many research programs require complex and highly technical, central platforms. Such facilities are often required by multiple users and expensive to operate. The Faculty recognized the need for and importance of such infrastructure through its ongoing
support of capital and operating costs. The Faculty, however, needs to focus its limited resources (cash, CFI allocations, space) and exploit these resources to the utmost. All of our research platforms must operate as effectively and efficiently as possible. The Associate Dean, Research and the Director, Finance & Administration of the Faculty will work with Chairs; Associate Deans, Research from other Faculties; the Office of the Vice President, Research; and directors of the research units themselves to ensure they have effective business plans and clear reporting structures, and do not duplicate University or other platforms available in the region. New facilities, funded for instance through CFI or other agencies, must consider sustainability and present a full, detailed business plan (as determined by the Faculty) before they will be endorsed.

SUPPORT FACULTY RENEWAL
The Faculty’s ability to achieve its goals for teaching programs and research rests, more than anything else, on the quality of its faculty members. Attracting and retaining high quality faculty are critical to our success. Faculty members are the foundation of all of our efforts to renew the undergraduate experience, reinvigorate graduate studies and drive research excellence; simply, they are essential. However, as we plan to support our faculty members and realize our ambitions, we face challenges with our resources.

Allocating Faculty Appointments: Demographic analysis indicates that there may be many retirements in the Faculty over the next several years, allowing us to plan for faculty renewal. However, financial forecasts indicate the Faculty may need to decrease our faculty complement over the next five years. Thus, it is imperative that we allocate new faculty appointments to achieve the maximum benefit for the Faculty as a whole and ensure the process for allocation is transparent.

The Dean’s Office will establish an annual process to review requests for faculty positions in terms of their importance to the teaching and research priorities of the unit and the Faculty as a whole. Vacancies will not be automatically replaced. A broad-based committee will evaluate all proposals in light of the current environment, the best data the Faculty can provide, the proposed position’s strategic importance to the Faculty’s identified research and teaching priorities, and the Faculty’s Strategic Research Plan. The committee will then advise the Dean on which positions are of strategic importance. In special and unusual circumstances, the Dean’s office may approve an off cycle search. To help with the transition to a smaller faculty complement, limited and temporary funding for short term sessional appointments will be made available where possible.

Changes to Tenure and Promotion Processes: The Faculty’s tenure and promotion (T&P) processes are of the utmost importance to the maintenance of high quality research and teaching programs. Being able to recognize an individual’s contribution to the Faculty is a critical component to our success. To ensure the Faculty T&P Committee has the best information to make meaningful recommendations, the Dean’s Office, in combination with the Faculty T&P Committee, will design a detailed set of expectations for T&P dossiers in keeping
with the University’s yellow document. This will allow the Faculty T&P Committee to focus on the essential academic qualifications and achievements of our colleagues. The Dean’s Office, in collaboration with the Faculty T&P committee, will also review the unit-level committee structures and processes, and recommend structures and processes to ensure unit-level committees are in the best position possible to make fully informed, fair recommendations on the academic merits of each candidate.

**Encourage Diversity in Faculty Hiring:** Given the evidence that students benefit from being taught by role models with whom they identify, whether it be a woman professor or someone from a similar ethnic group, it is vital to the future of undergraduate and graduate teaching programs that the Faculty encourages the hiring of excellent candidates who reflect the diversity of our student population, particularly with the hiring of more female faculty members. Given the importance of attracting top quality teachers and researchers to our Faculty, it will be important to ensure that we actively recruit from a diverse population of potential applicants, recognizing and valuing differences in age, gender, sexual orientation, dis/ability, religion, race/ethnicity, and other social characteristics.

Encouraging applications means much more than broadcasting advertisements across various publications and web sites; the Faculty of Science at McMaster must be seen as a welcoming and positive place for all qualified people to work and prosper. To do anything less will weaken our chances of attracting the very best scientists. Creating a family friendly environment should be a top priority of the Faculty. Efforts including support for access to child care on campus, support for parental leave, leadership development for female faculty members, mentoring programs and ultimately flexibility for faculty members trying to balance their workloads with family responsibilities will go far to create such an environment.

To make the best appointments possible, it is vital that Chairs and search committees fully understand how various practices and processes can influence the perception of quality during the review of letters of application, CVs and letters of reference. There is a rich literature on these subjects and it will be to our Faculty’s advantage to take heed of it. The Dean, or a Dean’s designate familiar with the issues and practices related to diversity in hiring, will serve as an advisor on each search committee.

The issue of faculty diversity has attracted considerable interest across the University in the past year; it is possible that a University-wide working group or committee will be struck to pursue the relevant issues. The Faculty of Science will be fully engaged with any such group; if necessary, the Faculty will develop a working group on its own.

**Sharing Workloads and Teaching Responsibilities:** Perhaps the most defining and fundamental feature of universities is that students are taught by faculty who are actively involved in leading-edge research. This clearly distinguishes modern universities from colleges and other institutions designed primarily for teaching and training, and from research institutes aimed primarily at research.
Department Chairs must have some flexibility in assigning teaching responsibilities to colleagues, and in general, the extent of an individual’s research program should have some bearing on that individual’s teaching assignments. To ensure our faculty’s activities are consistent with the fundamental aim of students being taught by active researchers, all faculty are expected to teach a minimum of 6 units per year in undergraduate and/or large required MSc or Professional Masters courses. Colleagues with a very limited or no research program, and who supervise few, if any, graduate students relative to the norms of the discipline, will be expected to take up additional teaching and/or administrative responsibilities as described in the Provost’s “Statement on Balancing Teaching, Research and Service Contributions for Tenure-Stream Faculty Members” (April 2014). This will better share the workload among colleagues and reduce the need for sessional teaching.

Colleagues who have won awards from a defined list of prestigious fellowships (e.g., Steacie and Killam) and awards (certain CIHR programs) that normally cover a large proportion of an individual’s salary will be granted teaching release to allow them to hold these fellowships and awards. Newly appointed CRCs will be expected to fulfill the minimum teaching requirements described above, but will receive research support equal to the value of a sessional salary required to cover the usual three units of buyout.

In addition, colleagues who accept administrative positions (Chairs and Associate Chairs) within their units may, at their Chair’s discretion, be eligible for some reduction in teaching responsibilities. Chairs are encouraged to do some course-based teaching but the degree of involvement will be left to their discretion. Chairs will also have the flexibility of providing a maximum of 6 units total across their unit for administrative work of the Associate Chairs or special projects by colleagues.

Under highly unusual circumstances, faculty may request to be relieved of some teaching responsibilities and, where allowed by the granting agency or sponsor, use their grant support to “buy out” some of their teaching. The value involved will be that stated in the Provostial guidelines “Reimbursement to Home Faculty for Faculty Member Teaching Release, September 2014”. Such buyouts would not normally be for more than 3 units or for periods longer than one year.

For Teaching Stream colleagues, a ratio of 80:20 for teaching to service is preferred, although Chairs may want to consider a small research component. Special and specific projects aimed at improving curricula and courses could, with the Chair’s approval, be considered part of the teaching component.

To encourage the implementation of these principles, the Dean’s Office and the Faculty’s Finance Committee will consider the points outlined above when allocating unit’s annual budgets and new faculty positions. Requests to the Dean’s Office for sessional teaching appointments will also be reviewed in light of the above.
Optimizing Teaching Resources Across the Faculty: Given the breadth of scientific exploration, it is critical that we offer a broad range of programs, programs that encompass both traditional disciplines and more interdisciplinary approaches. We also must use our teaching resources wisely and minimize duplication of content across programs. Eliminating content duplication will have the added benefit of helping student better plan for their postgraduate studies or careers. Students are too often confused about the Level II programs available and where these programs will lead. These efforts, in conjunction with the online McMaster Academic Planner (MAP) and the new course Science 1A03, will help students make better program choices.

Units with many low enrollment programs will be encouraged to contribute to other, larger programs within the Faculty. With the redesign of the Life Science program, it is envisioned that newly developed streams will benefit academically from the contributions of newly designed or even existing courses from non-Life Science units. This will spread the teaching effort across the Faculty and may increase interest in non-Life Science disciplines.

New programs will be evaluated in terms of potential enrollment, especially where new courses are required. The APPC will revise its program review process to require units to provide information on the resource implications of each proposal. This committee will also evaluate all low-enrollment programs with an eye to proposing that persistently low enrollment programs be cancelled or combined with other similar programs. For instance, the current interdisciplinary Origins Institute Research Specialization will be discontinued due to very low enrollments but components of the specialization may form part of a stream within the Life Sciences program. The results of the above efforts should be more focused course offerings that make the best use of our teaching talents while making decision-making clearer for students.

Support for Professional Development and Feedback: The Faculty of Science is home to many highly successful researchers and teachers, and the Faculty should work to develop a system whereby the insights and practices of such experienced colleagues can be passed to other and particularly newly appointed colleagues. Some units have already created their own mentoring programs and the Dean’s Office, in collaboration with Chairs, will work to study the array of current initiatives and prepare a set of guidelines designed to ensure mentoring is broadly available and that mentors have access to instruction and support.

In addition, the Dean’s office and all Chairs will work with colleagues at McMaster Institute for Innovation & Excellence in Teaching & Learning (MIETL) to develop a strong coaching network and process for colleagues to improve their in-class teaching, exam preparation, and other skills.
STEWARD RESOURCES
During the comprehensive review of the Faculty’s activities and with changes in the University’s budgeting mechanism, several areas for administrative improvements came to light. The Dean’s Office will lead efforts in the following areas to ensure the Faculty acts as a responsible steward of its available resources.

Inter-Faculty Teaching: The Faculty is currently presenting a proposal to the Provost’s office to review the rate for which interfaculty teaching is compensated in the new budget model. Given the Faculty’s heavy commitment to interfaculty teaching, an increase in the rate for delivering interfaculty teaching would have significant implications for the Faculty’s ability to renew its complement and achieve its academic priorities. There is absolutely no guarantee that the rate will change and the Faculty must be prepared to work with the budget model as currently formulated. An additional way to manage the costs of interfaculty teaching costs is to alter the delivery of these courses to suit the compensation.

Developing Advancement Opportunities: Increasing revenue through Advancement is clearly important for the long term sustainability of the Faculty of Science. The Dean is committed to spending as much time as possible in this arena. At the same time, Advancement is an area of much confusion, concern and even frustration among colleagues.

The Dean will work with the Chairs and colleagues from Advancement to flesh out very clear regulations and guidelines about all advancement activities within the Faculty to improve communications and understanding among all involved. It will be important to encourage enthusiastic participation in fundraising activity while, at the same time, respecting and remaining compliant with the needs and priorities of McMaster and the Faculty of Science as a whole. It is of the utmost importance that all our activities respect the wishes and sensitivities of existing and potential donors.

The Dean will also work with the Chairs and Advancement to fully develop the nascent Advancement Plan for Science and supportive communications vehicles. Specifically he, with Advancement, will develop new donor-supported sources of research funding and graduate student support. Chairs should work to improve alumni relations at the level of each unit. The Faculty will also look at ways to better understand where our graduates go once they leave the University.

Administrative Responsibilities and the Role of the Dean’s Office: It is essential that the Faculty carry out its administrative responsibilities in the most efficient manner possible to focus our resources on our academic programs. New Chairs will be trained on budget management under the new system. The Mosaic Project, intended to modernize McMaster’s business processes, has generated many changes, and will ultimately lead to improved efficiencies. In collaboration with the Chairs and Administrators of each department, the Faculty’s Director, Finance & Administration will investigate the efficiencies of centralizing some of the unit level financial and HR activities in the Dean’s Office. Where appropriate, different academic units may want to consider sharing staff with similar responsibilities.
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Review of Space Utilization: Under activity-based budgeting, the Faculty of Science is charged directly for all space that it occupies; in 2014-2015, the total annual cost is over $9 million. The Dean’s Office will document and review all current space allocations and, in discussion with the units, act to ensure that space is being used effectively. The Dean’s Office will work with individual units to ensure any unused space is removed from the Faculty’s allocation.

International Students and Recruitment in the Faculty: The Dean’s office should also study the number and degree of support for international graduate students across the different programs. International graduate students are often of very high quality and the presence of people from different cultures and backgrounds adds to the quality of the academic experience for undergraduates, graduates and faculty. However, owing to the lack of support for such international students by the provincial government, attracting them is financially difficult and severely limits the number we can accept. The Dean’s office, in particular the Associate Dean (Graduate Studies), will work with SGS to investigate all possible sources of funding for International graduate students. At the same time, the Dean’s Office may need to study and arrange for some limits on the number of Visa students that each unit can support.

Fewer than 4% of our undergraduate students are registered as international students. As described above, encouraging more international students strengthens the student experience by providing for interactions with students from often very different cultures and walks of life. The Dean’s Office will look at ways to attract and support more international undergraduate students.

More generally, the Associate Dean (Academic) and Chairs will review undergraduate recruiting activities across the various units. There is much need to encourage more students to enter the chemical, physical and mathematical sciences, and centralizing these activities in the Dean’s office should serve to maximize return on investment. The Dean’s Office will closely monitor progress on these efforts.
CONCLUSIONS

Our current academic planning has come at a time of much change within the Faculty of Science, McMaster University as a whole, and post-secondary institutions in Ontario and beyond. Many of these changes relate to financial circumstances and, given the financial challenges facing the Provincial Government, it will likely be some time before we see substantial improvements to our basic funding. However, while we face challenges, it is clear that the Faculty of Science has a strong academic base on which to build. Our undergraduate enrollments are strong and our programs are rigorous, innovative and diverse. Our graduate programs are popular and many of our students have gone on to be leaders at other academic institutions, in industry and at government agencies. Our faculty members are deeply involved in leading-edge research programs and have developed strong international reputations.

The Faculty of Science’s Academic Plan should be seen as a means to further develop and exploit our strengths and capture opportunities. Doing so will require that we refocus our resources and some of our activities, and some consolidation will be necessary. We are working from a position of strength and must act to maintain and fortify this status.

The goal is for the Faculty to look back in five years’ time and see that, not only have we weathered the financial challenges, but that we have achieved and exceeded our goals in our undergraduate, graduate and research programs.