McMaster University

SENATE MINUTES

Wednesday, March 9, 2016 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. Lee Beach, Dr. Patrick Bennett, Dr. Mark Boda, Dr. Narat Charupat, Mr. Ken Clarke, Mr. Roger Couldrey, Mr. Ian Cowan, Dr. Ken Cruikshank, Mr. Daniel Elbirt, Dr. Susan Fast, Dr. Carlos Filipe, Mr. Peter Gardhouse, Dr. Don Goellnicht, Dr. Elzbieta Grodek, Mr. Mitchell Hajnal, Dr. Alison Holloway, Dr. Shafiquil Huque, Dr. Jerry Hurley, Ms Rebecca Jamieson, Dr. Ivona Kůčerová, Dr. Graeme Luke, Dr. Paul McNicholas, Dr. Patricia McNiven, Prof. Bridget O'Shaughnessy, Dr. Dorothy Pawluch, Dr. Christine Quail, Dr. Petra Rethmann, Dr. Aaron Schat, Dr. Susan Sears Giroux, Dr. Allison Sekuler, Dr. Chris Sinding, Ms Moira Taylor, Dr. Lehana Thabane, Mr. Peter Tice, Mr. Philip Tominac, Ms Veronica van der Vliet, Dr. Matt Valeriote, Dr. Brenda Vrkljan, Dr. Doug Welch, Dr. David Wilkinson, Ms Mary Williams, Dr. J.P. Xu, Ms Helen Ayre (Secretary of the Senate), Susan Welstead (Assistant University Secretary)

OBSERVERS: Ms Esme Davies, Dr. Michelle Dion, Ms Kira Feldman, Dr. Jacy Lee, Mr. Sean Van Koughnett, Dr. Jean Wilson

REGRETS RECEIVED: Dr. Robert Baker, Dr. Tim Davidson, Dr. Susan Denburg, Dr. James Dunn, Dr. Sheila Harms, Dr. Janice Hladki, Dr. John Kelton, Ms Varda Khan, Dr. Suzanne Labarge, Ms Vivian Lewis, Dr. Colleen McKey, Mr. Sid Nath, Ms Melissa Pool, Dr. Ishwar Puri, Dr. Carl Richards, Dr. Ravi Selvaganapathy, Dr. Leonard Waverman

A. OPEN SESSION

OPENING REMARKS (Appendix A)

Dr. Deane said it had not been expected that the Provincial Budget would have much to say about post-secondary education, but there were a few significant items.

After a great deal of advocacy which started before last year’s budget, McMaster was successful in attaining funding for an advanced manufacturing consortium in partnership with Western University and the University of Waterloo. The government announced a $35 million investment over the next five years toward the $50 million project. Exact details of the project are currently being developed.

Amendment of four university Acts (including an Act Respecting McMaster University) eliminated the requirement that members of the boards of governors of the universities be Canadian citizens. McMaster’s Board requested the change to this historic restriction to
reflect the University’s international scope and inclusive mandate. The three other universities affected were Western, University of Guelph and Wilfrid Laurier University.

The budget document also indicated that the Province will work on the details of implementing a funding formula for post-secondary institutions in the coming months. The goals expressed by the government were: to improve student outcomes, to promote differentiation as established by the Strategic Mandate Agreements, and to provide additional stability to institutions through enrolment planning and predictable funding.

The government will also be launching consultations to modernize the college funding model this coming year.

The government plans to modernize the current student financial assistance system by creating the Ontario Student Grant program starting in 2017-18. This will be done by restructuring and redirecting the 30-per-cent-off tuition grant, the Ontario Student Opportunity Grant, Ontario Access grants and other grants offered by Ontario Student Assistance Program into a single, major, up-front grant. According to the announcement, students from families earning $50,000 or less will pay no tuition, and more than half of students coming from families earning $83,000 or less will receive non-repayable grants that will exceed their tuition costs. Expanded financial support for mature students is also planned.

Following the creation of the Ontario Student Grant program in 2017-18, net tuition billing will be implemented in 2018-19.

The budget further noted that Ontario will be working with the post-secondary sector on a capital strategy and plans to provide $3 billion in capital grants over 10 years, but no details have been provided as yet. There will be a second targeted call for proposals in the Major Capacity Expansion initiative announced in December 2013 to serve growing demand in the Peel and Halton regions.

Finally, the government announced a three-year, $5-million investment in the education sector from 2016-17 to 2018-19 to support the Truth and Reconciliation Commission’s recommendations to teach the history and legacy of residential schools. McMaster has already been working with Six Nations Polytechnic to consider appropriate action and next steps.

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 March 9, 2016, and that items II and III 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 February 10, 2016 be amended to include the President's opening remarks as Appendix A, and to be approved as amended

Approved by Consent

III REPORT FROM THE COMMITTEE ON APPOINTMENTS (Appendix B)

a. Proposal to Convert the William J. Walsh Professorship in Medicine into a Chair

Motion:

that the Senate approve the conversion of the William J. Walsh Professorship in Medicine to an endowed chair in the Department of Medicine with terms of reference as set out in Attachment I of Appendix A

Approved by Consent

b. Proposed Revisions to the Terms of Reference for the Moran Campbell Chair in Respiratory Medicine

Motion:

that the Senate approve revisions to the terms of reference for the Moran Campbell Chair in Respiratory Medicine as set out in Attachment II of Appendix A

Approved by Consent

c. Proposed Terms of Reference for Co-Directors, Biomedical Engineering Graduate Program, School of Biomedical Engineering

Motion:
that the Senate approve the terms of reference for the Co-Directors of the Biomedical Engineering Graduate Program as set out in Attachment III of Appendix A

Approved by Consent

REGULAR

IV BUSINESS ARISING

There was no business arising from the Open Session minutes.

V ENQUIRIES

There were no enquiries.

VI COMMUNICATIONS

a. Annual Report of the President’s Committee on Building an Inclusive Community for 2015 (Appendix C)

Dr. Deane invited Dr. Jane Aronson, chair of the President’s Committee on Building an Inclusive Community, to comment on the committee’s annual report for 2015.

Dr. Aronson said that PACBIC wished to highlight some of the process questions and challenges identified at the end of the report, specifically: how well is attention to equity and inclusion integrated and supported throughout the University’s structure and ongoing practices? What changes are needed to do so better?

She said these questions arose from the concern that the University addresses equity and inclusion only through a scattered, fragmented, mostly “bottom up” approach, through the dispersed activities of various groups, offices, and individuals -- such as the Human Rights and Equity Services office, Human Resources employment equity, academic programs with related substantive foci (Gender Studies and Feminist Research, Indigenous Studies Program, Social Work), the McMaster Students Union’s Diversity Services, student groups, employee groups, informally generated clusters of concern or identity like the African Caribbean Faculty Association, the Committee Against Homophobia and Heterosexism, the Anti-Violence Network, the Women in Engineering Committee, and, ultimately, PACBIC itself.

It was a good sign that conversation about these issues is ongoing and that inclusion-enhancing ideas are raised through many sites, but McMaster’s commitment to equity and inclusion is strong only if “bottom up” meets an engaged and deliberately organized infrastructure that can act, effect change, and marshal needed resources.

Dr. Aronson said experience suggests that this does not happen at McMaster. McMaster has no designated senior position responsible for progress on such an objective, or for leading
and championing it; there is no funding or administrative home specifically for equity and inclusion. They are addressed in decision-making processes only if a Dean or other person in charge deliberately chooses, leads, and expects such an approach. Inclusion and equity are achieved only by happenstance or through an individual’s commitment, not by design — so it is hit and miss.

The consequences are easily visible: for example, McMaster lags behind its peer group on employment equity initiatives; the gender pay equity settlement was needed to correct cumulative bias; the recent hire of a senior manager with a record of perceived discriminatory practices has caused anxiety and controversy; the Employment Equity census is likely to reveal under-representation of designated groups; students from marginalized communities are uncertain of their welcome to McMaster (they report being unable to find representation of their groups’ needs or concerns on the University’s website).

The effectiveness and success of PACBIC in the face of this dispersed approach depends on the commitment and capacity of individuals — the generally voluntary efforts of participants over and above their jobs, responsibilities and obligations, and the efforts of those groups seeking inclusion and their allies. This is nice if it works, and is low-cost, but it means there is no enduring base of institutional infrastructure and commitment. There is also the irony that traditionally excluded communities become responsible for working toward their own inclusion — in other words, putting in the time and work to overcome a problem they did not create.

Dr. Aronson said PACBIC would like to ask the Senate, and the whole University, to address the following questions: How can we do better, move forward faster, catch up with many other universities, and bring forward the strongest scholars and students? What sort of organizational change or structural development, such as a presence at senior decision-making tables, a senior position serving as a champion and information source, financial support, educational initiatives, can be made?

A member commented that it was always a challenge to move from awareness to systemic action; government departments and ministries had recently been issued mandate letters to ensure action. This might seem like overkill in a university environment, but something like it might be viable.

Several other members expressed regret that McMaster lagged behind in its public welcome of marginal groups.

Dr. Deane thanked Dr. Aronson for her excellent service on PACBIC, noting that she was stepping down as chair. Dr. Ameil Joseph would be the next PACBIC chair.

b. **Comprehensive Information on Copyright, Intellectual Property, Authorship, and Ownership of Student Work** (Appendix D)
Dr. Deane drew members’ attention to a publication compiled by the Academic Integrity Officer, which provided guidance on a variety of issues related to knowledge ownership and to new principles established by the Tri-Agency Open Access Policy on Publications.

VII REPORTS FROM COUNCILS

a. Graduate Council (Appendix E)

i. Proposed Change to Admission Requirements for the Graduate Diploma in Professional Accountancy

Dr. Welch explained that the Faculty of Business was proposing opening up admission into the Graduate Diploma in Professional Accountancy to candidates from outside of Ontario. While the objective of the program is to prepare McMaster graduates for Chartered Professional Accountant certification, programs from post-secondary institutions in Ontario and other provinces and territories are also recognized by CPA Ontario if they are considered equivalent to the CPA-accredited streams at McMaster. Given this, the program would like to open up admission to graduates of other CPA-recognized programs in Canada.

It was duly moved and seconded,

“that the Senate approve the revision to the admission requirements for the Graduate Diploma in Professional Accountancy as set out in Appendix E, effective May 2016.”

The motion was carried.

ii. Proposed Change to Admission Requirements for the MA and PhD in Religious Studies

Dr. Welch explained that Graduate Council had approved a proposal from the Department of Religious Studies that all students entering the MA and PhD programs be required to have the equivalent of six units of undergraduate work in Western Religions. This new rubric would bring the admission requirements for all fields in Religious Studies into alignment.

It was duly moved and seconded,

“that the Senate approve the recommendation of Graduate Council that, effective September 2016, all students entering the MA or PhD Programs in Religious Studies have the equivalent of six units of undergraduate work in Western Religions.”

A member asked for and received confirmation that an equivalent requirement regarding Eastern Religions was already in place.

The motion was then voted on and carried.
iii. Change to Course Requirements for the PhD in Business
iv. Calendar Copy for the Master of Biomedical Discovery and Commercialization Program
v. Calendar Copy for the M.Sc. in Child Life Studies and Pediatric Psychosocial Care
vi. Changes to Calendar Copy for the MA and PhD in Economics
vii. Change to Course Requirements and Calendar Copy for the MA in Globalization
viii. Changes to Calendar Copy for the PhD in Health and Aging
ix. Clarification of Specifications re the Comprehensive Examination Procedure for the PhD in Health and Aging
x. New Graduate Scholarships

Senate received the above-listed reports for information.

b. Undergraduate Council (Appendix F)

i. Proposal to Establish a Certificate in Canadian Payroll Management Program

Dr. Searls Giroux explained that Undergraduate Council was recommending the establishment of a new certificate program in Canadian Payroll Management, to be offered by the Centre for Continuing Education in collaboration with the Faculty of Business and the Canadian Payroll Association.

It was duly moved and seconded,

"that the Senate approve the establishment of a Certificate in Canadian Payroll Management program, to be offered by the Centre for Continuing Education, effective September 2016, as set out in Attachment I of Appendix F."

The motion was carried.

ii. Proposal to Establish a Certificate in Digital Marketing Program

Undergraduate Council was next recommending the establishment of a Certificate in Digital Marketing, to be offered by the Centre for Continuing Education in collaboration with the Faculty of Business. The program was an instructor-facilitated on-line program that would focus on the theories, principles and practices of marketing in the digital space.

It was duly moved and seconded,

"that the Senate approve the establishment of a Certificate in Digital Marketing program, to be offered by the Centre for Continuing Education, effective September 2016, as set out in Attachment II of Appendix F."
The motion was carried.

iii. Proposal to Establish a Diploma in Health Information Management Plus Program

Undergraduate Council furthermore approved revisions to the current Health Information Management programs. The revisions included the establishment of a new Diploma in Health Information Management Plus, to be offered by the Centre for Continuing Education with support from the Faculty of Health Sciences. Approval of this program was conditional on its receiving accreditation by the Canadian Health Information Management Association; the program would be offered only if it received accreditation.

It was duly moved and seconded,

"that the Senate approve the establishment of a Diploma in Health Information Management Plus program, effective September 2016, conditional on accreditation from the Canadian Health Information Management Association, as set out in Attachment III of Appendix F."

The motion was carried.

iv. Revisions to the Certificate and Diploma in Health Information Management Program
v. Revisions to the McMaster English Language Development Diploma Program
vi. Revisions to the Diploma in Music Performance Program
vii. Revisions to the Diploma in Health Informatics
viii. New Course in Business Essentials Program
ix. New Elective for Marketing and Business Administration Diploma Programs
x. Terms of Award
xi. Awards Allocations Reports
xii. Curriculum Revisions for Inclusion in the 2016-17 Undergraduate Calendar

Senate received the above-listed reports for information.

VIII REPORT FROM THE UNIVERSITY PLANNING COMMITTEE (Appendix G)

a. Proposal to Establish the Michael G. DeGroote - Cochrane Canada Centre

Dr. Wilkinson explained that the University Planning Committee was recommending the establishment of the Michael G. DeGroote - Cochrane Canada Centre at McMaster, with the precise name of the Centre subject to Board of Governors approval. Cochrane Canada is the Canadian arm of Cochrane, an independent global network of 36,000 healthcare
practitioners, researchers, and patient advocates from 136 countries. It is a non-profit organization promoting evidence-based decision-making in healthcare by producing high-quality systematic reviews free from commercial sponsorship.

McMaster faculty members are leaders in Cochrane Canada and in Cochrane internationally, participating in executive roles, as review group leaders, and as contributors to reviews in many groups and fields. The Faculty of Health Sciences contributes more than 380 current Cochrane authors.

In October 2015, the Cochrane Steering Group approved the transfer of the Cochrane Canada Centre from the University of Ottawa to McMaster University, effective April 1, 2016. The Michael G. DeGroote - Cochrane Canada Centre will continue the core activities in education and training, communications, knowledge brokering, and research methods development.

It was duly moved and seconded,

"that the Senate approve, for recommendation to the Board of Governors, the establishment of the Michael G. DeGroote - Cochrane Canada Centre, effective April 1, 2016, as set out in Appendix G."

The motion was carried.

IX 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 February 10, 2016;

b. approved, on recommendation of the Executive Committee, the appointment of University officers to serve on the Research Misconduct Investigation Panel;

c. approved, on recommendation of the Committee on Appointments, the following appointments and re-appointments:

- candidates for the title Distinguished University Professor, to be conferred at Spring Convocations;
- a Vice-President (Research) for a five-year term, effective July 1, 2016;
- a Chair of the Department of Physics and Astronomy for a five-year term, effective July 1, 2016;
- the Chair of the Department of English and Cultural Studies for the period July 1, 2016 to June 30, 2019;
- a Chair of the Department of Classics for a five-year term, effective July 1, 2015;
- an Acting Chair of the Department of English and Cultural Studies for the period
July 1, 2015 to June 30, 2016;
- the Director of the Escarpment Cancer Research Institute for a five-year term, effective July 1, 2016;
- the ArcelorMittal Dofasco Chair in Experimental Cancer Therapeutics for a five-year term, effective July 1, 2016;
- a Moran Campbell Chair in Respiratory Medicine for a five-year term, effective July 1, 2016;
- the McMaster Children’s Hospital / Hamilton Health Sciences Foundation Chair in Pediatric Thrombosis and Hemostasis for a five-year term, effective July 1, 2016;
- the St. Peter’s / McMaster Chair in Aging for a five-year term, effective July 1, 2016;
- the Michael G. DeGroote Professor in Stroke Management for a five-year term, effective July 1, 2016;

d. nominated, on recommendation of the Committee on Appointments, through the President to the Board of Governors, a Professor with tenure in the School of Rehabilitation Science, effective July 1, 2016, and an Associate Professor with continuing appointment without annual review in the Department of Anesthesia, effective January 1, 2016;

e. received from the Committee on Appointments, for information, a report on the decision of the Faculty of Health Sciences to appoint an Assistant Dean of the Speech-Language Pathology M.Sc. Program for a five-year term, effective July 1, 2016;

f. approved on recommendation of the Committee on Appointments, the composition of the following selection committees:

**Associate Dean (Research and External Relations), Faculty of Science**

Dr. R. Baker  Dean, Faculty of Science (Chair)
Dr. X. Zhu  Associate Professor, Biology
Dr. J. Valliant  Professor, Chemistry and Chemical Biology
Dr. M. Waddington  Professor, Geography and Earth Sciences
Dr. M. Brook  Professor, Chemistry and Chemical Biology
Dr. A. Nelson  Associate Professor, Kinesiology
Dr. P. McNicholas  Professor, Mathematics and Statistics
Dr. B. Gaulin  Professor, Physics and Astronomy
Dr. D. Gillespie  Associate Professor, Psychology, Neuroscience and Behaviour
Dr. S. Collins  Professor, Medicine
Ms K. Martin  PhD candidate, Geography and Earth Sciences;

**Director, Arts and Science Program**

Dr. S. Searls Giroux  Associate Vice-President (Faculty) (Chair)
Dr. B. Marquis  Associate Director (Research), MIIETL
Ms M. Pool               University Registrar
Ms J. Osterman           Assistant Dean, Faculty of Humanities
Ms S. Flader             Executive member, Society of Arts and Science Students
Ms M. Nair               Arts and Science student
Dr. C. Eyles             Director, iSci Program, Science
Dr. H. Poinar            Professor, Anthropology
Dr. D. Welch             Acting Associate Vice-President and Dean of Graduate Studies
Ms R. Bishop             Program Administrator, Arts and Science (Consultant); and

g. approved a request for early graduation.
NOTES – OPENING REMARKS TO SENATE – MARCH 9, 2016

1) PROVINCIAL BUDGET:

McMaster Mentions –
a) After a great deal of advocacy which started before last year’s budget, we were successful in attaining funding for an advanced manufacturing consortium in partnership with Western and Waterloo; the government announced a $35M investment over the next five years towards the $50M project. Exact details of the project are currently being developed; and b) Amendment of four university Acts (including the McMaster Act) to eliminate the requirement that members of the boards of governors be Canadian citizens. Our Board requested the change to this historic restriction to reflect our international scope and inclusive mandate.

Funding Formula –
The budget document indicates that the province will work on the details of implementation in the coming months. The goals expressed by the government are to improve student outcomes, promote differentiation by linking to SMAs, and provide additional stability to institutions through enrolment planning and predictable funding. The government will also be launching consultations to modernize the college funding model this coming year.

Student Financial Assistance –
The government plans to modernize the current system by creating the Ontario Student Grant, starting in 2017-18. This will be done by restructuring and redirecting the 30%-off tuition grant, the Ontario Student Opportunity Grant, Ontario Access grants and other grants offered by OSAP into a single major upfront grant. They have announced that families earning $50,000 or less will pay no tuition and that more than half of students coming from families earning $83,000 or less will receive non repayable grants that will exceed their tuition costs. Expanded financial support for mature students is also planned.

Net tuition billing –
Following the creation of the OSG in 2017-18, net tuition billing will be implemented in 2018-19.

Capital –
The budget notes that Ontario will be working with the post-secondary sector on a capital strategy and plans to provide $3B in capital grants over 10 years, but no details have been provided as yet. There will be a second targeted call for proposals in the Major Capacity Expansion initiative announced in December 2013, to serve growing demand in Peel and Halton regions.

Indigenous Affairs –
The government announced a three-year $5M investment in the education sector from 2016-17 to 2018-19 to support the Truth and Reconciliation Commission’s recommendations to teach the history and legacy of residential schools. We are already considering our role in this; I attended a gathering hosted by Six Nations Polytechnic to consider appropriate action and next steps.

2) CFREF LETTER OF INTENT:

Our LOI had been accepted, as mentioned last time, and the application will be submitted later this month (deadline: March 29). Our proposal is titled “Integrated Molecular Population Science: A New Frontier in Evidence-Based Medicine.” Thirty projects have been invited to submit full proposals and total funding of $900M is available for this second round.

3) KEY INITIATIVES:

a) Research Showcase - The “Building Healthy Communities” research showcase was a great success, and the final showcase, “Climate Change and Environment: Navigating from Risk to Resilience,” runs April 18-22. This includes a day-long event to explore the challenges cities are facing due to climate change, as well as considering the opportunities this presents and seeking resilient solutions.

b) Perspectives on Peace –McMaster’s first-ever Model United Nations conference, which took place at the end of February, was a great success, attended by an extremely enthusiastic and engaged group of students keen to consider and seek to resolve some of the most challenging global issues. Perspectives on Peace will formally wrap up in April but there are a number of initiatives and events still underway:

- The final Laureates of Peace lecture, to be given by Nancy Doubleday and titled “Peace, Power and Resilience: Perspectives to Prospects for Engaged Scholarship at McMaster and Beyond,” will take place at 3:30 p.m. on Tuesday, March 29, 2016 at the University Club, with a reception to follow.

- Peaces of McMaster Showcase will take place on Tuesday, April 5, 2016, 12:30 – 3:30 p.m., in MUSC Donaldson Marketplace. This event is intended to bring the community together to express different perspectives on peace through the arts. The event will begin with a performance from the McMaster Choir, followed by a drop-in event where members of the community are invited to contribute to paintings that will later be arranged in a collage.

- McMaster Choir Concert: “PAX... The Peace Within” will take place on Saturday April 9, 2016 at 7:30 p.m., at the Central Presbyterian Church.

c) McMaster Seminar Series – Just a reminder that the final lecture in the 2015-16 series will take place on Thursday, March 31 at 2:30 p.m. in
Convocation Hall, and will feature Arlette Zinck speaking about “The Engaged University and the Responsibility of Its Educators.” All are welcome and encouraged to attend. We’re beginning to plan for the 2016-17 series and Senators are invited to let us know (at president@mcmaster.ca) of any speakers they’d suggest or would like to see invited to the University, still continuing with “The Engaged University” theme.

4) PARTNERSHIP WITH THE ONTARIO SCIENCE CENTRE:

We are “knowledge partners” with the OSC for the “Mammoths and Mastodons” exhibit. Hendrik Poinar took part in a Q&A session as part of the launch of the exhibit, which showcases modern-day research and genomics techniques. The exhibit is expected to attract more than 100,000 visitors and runs until April 24, 2016.
REPORT TO SENATE

FROM THE

COMMITTEE ON APPOINTMENTS

Open Session

At its meeting on February 22, 2016, the Committee on Appointments approved the following recommendations and now recommends them to Senate for approval:

i. Proposal to Convert the William J. Walsh Professorship in Medicine into a Chair (Attachment I)

ii. Proposed Revisions to the Terms of Reference for the Moran Campbell Chair in Respiratory Medicine (Attachment II)

iii. Proposed Terms of Reference for Co-Directors, Biomedical Engineering Graduate Program, School of Biomedical Engineering (Attachment III)

Senate: For Approval
March 9, 2016
February 4, 2016

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

Re: Revisions to the terms of reference and naming of the William J. Walsh Professorship in Medicine

On behalf of the Faculty of Health Sciences, I would like to recommend for approval revisions to the terms of reference for the William J. Walsh Professorship in Medicine.

In 2001 then-President Peter George committed, on behalf of the central University, annual matching funds to support the establishment of the William J. Walsh Professorship in General Internal Medicine. This Professorship was housed in the Department of Medicine in the Faculty of Health Sciences. In 2004, the Professorship terms of reference were broadened and the position renamed the William J. Walsh Professorship in Medicine.

The Department of Medicine has committed further annual matching funds in order to elevate the Professorship to a Chair. We would also like to take this opportunity to update the terms of reference so that the position is officially aligned with the role of Division Director for Clinical Immunology and Allergy in the Department of Medicine. Other formatting changes are being made to reflect our current template for terms of reference.

The current holder of the Chair, Dr. Judah Denburg, will continue to hold this position after this change. His current term is scheduled to end on June 30, 2019.

Thank you for considering this recommendation. Enclosed please find a copy of the current and proposed terms of reference.

Yours sincerely,

[Signature]

John G. Kelton, MD
Dean & Vice-President

Encl.

JGK/ri

cc: P. O’Byrne
TERMS OF REFERENCE

William J. Walsh Professorship in Medicine

A gift has been directed to the Faculty of Health Sciences, Department of Medicine, to provide an endowment fund in support of the William J. Walsh Professorship in Medicine. The research, academic and clinical interests and accomplishments of the incumbent will encompass a broad and comprehensive range of medical issues. Specifically, the Professorship will:

• Participate in the development of an educational curricula in medicine for undergraduate, graduate and postgraduate students of the Faculty of Health Sciences.

• Develop personal research projects and promote research in the area of medicine.

• Serve as a role model through continued excellence in patient care and academic pursuits.

• Provide mentoring and leadership to future generations of academic physicians.

It is recommended that the Selection Committee assign the Professorship to an individual with sufficient clinical and academic experience and who has demonstrated interest in and capability to implement the objectives set out above. The holder of the Professorship shall undertake the normal duties of a faculty member in the Faculty of Health Sciences. An appointment to the Professorship shall be for an initial five-year period, with the understanding that renewal for additional terms is possible. The incumbent will acknowledge that he/she holds the William J. Walsh Professorship in Medicine at McMaster University Faculty of Health Sciences in all publications, lectures and any other activities supported through the fund. The incumbent will participate in the annual donor recognition programme.

Revised July 8, 2004
TERMS OF REFERENCE

William J. Walsh Chair in Medicine

General

Transfers of funding have been directed to the Faculty of Health Sciences to provide support for the William J. Walsh Chair in Medicine. Initially established in 2001 as a Professorship, the position is named for Dr. William J. Walsh, Assistant Dean of Medicine from 1965 to 1990 and one of the founders of the Michael G. DeGroote School of Medicine. Dr. Walsh was instrumental in developing the School’s revolutionary curriculum.

In revising the terms of reference for this Chair, it is the intent of all parties that the Chair be directly associated with, and its tenure run concurrent with, an appointment to the position of Director, Division of Clinical Immunology and Allergy, Department of Medicine, McMaster University.

The incumbent will have demonstrated excellence in the area of medicine.

Details and Duties

The holder of the Chair shall be an individual with sufficient research, education and/or clinical experience.

Specifically, the chairholder will:

- Hold a full-time appointment in the Department of Medicine in the Faculty of Health Sciences at McMaster University;

- Participate in the development of an educational curricula in medicine for undergraduate, graduate and postgraduate students of the Faculty of Health Sciences;

- Develop personal research projects and promote research in the area of medicine;

- Serve as a role model through continued excellence in patient care and academic pursuits;

- Provide mentoring and leadership to future generations of academic physicians;

- Undertake the normal duties of a faculty member in the Faculty of Health Sciences and the Department of Medicine, including participation in the education programs of the Department.

Selection Process

The Dean and Vice-President of the Faculty of Health Sciences will appoint an appropriate ad-hoc selection committee which shall include, at minimum, the Associate Dean, Research and the Chair of the Department of Medicine. The Committee will forward its recommendation to the Senate Committee on Appointments.
Term

An appointment to the Chair shall be for up to five (5) years, with the understanding that renewal for additional terms is possible.

Acknowledgement

The incumbent will acknowledge that she/he holds the "William J. Walsh Chair in Medicine" in all publications, lectures and any other activities supported through the fund.

January 2016
February 8, 2016

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

Re: Revisions to the terms of reference for the Moran Campbell Chair in Respiratory Medicine

On behalf of the Faculty of Health Sciences, I would like to recommend for approval revisions to the terms of reference for the Moran Campbell Chair in Respiratory Medicine.

In 1998, Astra Draco committed $1,000,000 in support of a Chair in Respiratory Medicine in the Department of Medicine in the Faculty of Health Sciences at McMaster University. This funding was matched through provincial support to create a fully-funded endowed chair, the Moran Campbell Chair in Respiratory Medicine. Dr. Campbell was a world renowned respiratory physiologist whose basic and applied discoveries revolutionized the management of respiratory disorders.

The terms of reference for the Chair are being updated so that the position is officially aligned with the role of Division Director for Respirology in our Department of Medicine. Other formatting changes have been made to reflect our current template for terms of reference.

Communication regarding these changes has taken place with the successor organization of the original donor, AstraZeneca.

Thank you for considering this recommendation. Enclosed please find a copy of the original and revised terms of reference.

Yours sincerely,

John G. Kelton, MD
Dean & Vice-President

Encl.

JGK/ri

cc: P. O’Byrne
TERMS OF REFERENCE

THE MORAN CAMPBELL CHAIR IN RESPIRATORY MEDICINE
(Formerly The Moran Campbell Chair in Respirology)

In 1998, Astra Draco committed $1,000,000 in support of a Chair in Respirology in the Department of Medicine in the Faculty of Health Sciences at McMaster University. This sum will be matched through fund-raising. Professor E.J. Moran Campbell, founding Chair of the Department of Medicine, is a world renowned respiratory physiologist whose basic and applied discoveries revolutionized the management of respiratory disorders. In recognition of his outstanding accomplishments, and with his agreement, we propose that this new Chair be name the Moran Campbell Chair in Respirology and that it be established as of July 1, 1998.

Details and Duties of the Proposed Chair

The successful candidate for the Chair shall be internationally recognized for his or her contributions to research in respirology and shall be actively engaged in research. The successful candidate should have attracted substantial grant support and have demonstrated leadership in organizing research efforts. The holder of the Chair shall undertake the normal duties of a faculty member in the Faculty of Health Sciences. It is expected that the Chair will make contributions to the education programs of the Faculty, remain a leader in the field, and where appropriate, be involved in clinical work that informs the research agenda. An appointment to the Chair shall be for an initial five year period, with the understanding that renewal for additional terms is possible.

Selection Process for Subsequent Chairs

The first stage of the selection procedure will be the responsibility of the Faculty Appointments Committee, following consultation with the Chair of the Department of Medicine. It will be determined by the Faculty Appointments Committee, with the input from the Chair of the Department of Medicine, whether the Chair will be filled after advertising externally or whether a suitable internal candidate can be identified. The recommendation from the Faculty Appointments Committee shall be forwarded to the Senate Committee on Appointments.
TERMS OF REFERENCE

Moran Campbell Chair in Respiratory Medicine

General

A gift was directed to the Faculty of Health Sciences to provide support for the Moran Campbell Chair in Respiratory Medicine. Initially established in 1998, the Chair is named for Professor E.J. Moran Campbell, founding Chair of the Department of Medicine and a world renowned respiratory physiologist whose basic and applied discoveries revolutionized the management of respiratory disorders.

In revising the terms of reference for this Chair, it is the intent of all parties that the Chair be directly associated with, and its tenure run concurrent with, an appointment to the position of Director, Division of Respirology, Department of Medicine, McMaster University.

The incumbent will have demonstrated excellence in the area of respiratory medicine.

Details and Duties

The holder of the Chair shall be an individual with sufficient research, education and/or clinical experience.

Specifically, the chairholder will:

- Hold a full-time appointment in the Department of Medicine in the Faculty of Health Sciences at McMaster University;
- Be internationally recognized for his or her contributions to research in respirology and shall be actively engaged in research;
- Have attracted substantial grant support and have demonstrated leadership in organizing research efforts;
- Be an integral part of the institutional vision towards establishing and maintaining a world-class program in respiratory medicine which exemplifies the central values of the University and the Department of Medicine;
- Contribute significantly to the body of scholarship in the area of respiratory medicine, through teaching, research and/or clinical work at McMaster University;
- Undertake the normal duties of a faculty member in the Faculty of Health Sciences and the Department of Medicine, including participation in the education programs of the Department.
- Where appropriate, be involved in clinical work that informs the research agenda
Selection Process

The Dean and Vice-President of the Faculty of Health Sciences will appoint an appropriate ad-hoc selection committee which shall include, at minimum, the Associate Dean, Research and the Chair of the Department of Medicine. The Committee will forward its recommendation to the Senate Committee on Appointments.

Term

An appointment to the Chair shall be for up to five (5) years, with the understanding that renewal for additional terms is possible.

Acknowledgement

The incumbent will acknowledge that she/he holds the “Moran Campbell Chair in Respiratory Medicine” in all publications, lectures and any other activities supported through the fund.

January 2016
February 3, 2016

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

Re: Terms of Reference - Co-Director, Biomedical Engineering Graduate Program, School of Biomedical Engineering

On behalf of the Faculty of Engineering and the Faculty of Health Sciences, we would like to recommend the approval of the Terms of Reference for the position of Co-Director, Biomedical Engineering Graduate Program, School of Biomedical Engineering. Approval of these terms of reference will allow for a co-director to be appointed from each faculty and will facilitate improved communications between all stakeholders.

These terms of reference have been approved by the appropriate committees in each Faculty. Should you have any questions regarding the attached, please do not hesitate to contact either of the undersigned.

Sincerely,

Dr. Ishwar K. Puri  
Dean, Faculty of Engineering

Dr. John G. Kelton  
Dean and VP, Faculty of Health Sciences

attachment

/rc
TERMS OF REFERENCE
Co-Director, Biomedical Engineering Graduate Program, School of Biomedical Engineering

The roles of Co-Directors of the Biomedical Engineering Graduate Program of the School of Biomedical Engineering are intended to complement each other while representing the two primary participating Faculties. The Co-Directors have the chief roles of managing the operational aspects of the graduate program which involve a shared collaboration between the faculties of Engineering and Health Science. The appointees will work collaboratively to promote the recruitment, education and welfare of graduate students and an enhanced quality of graduate education, and provide a channel of communication among graduate students, graduate faculty, and graduate leadership, including the Associate Deans of Graduate Studies for Engineering, Health Sciences and others as required. The Co-Directors will report jointly to the Dean of Engineering and to the Dean/VP Health Science.

The Co-Directors will recognize a responsibility to consult with and inform the relevant Associate Deans of Graduate Studies, and the Chairs of participating Departments. This may include discussion of issues regarding Department/School resources, finances and faculty complements as they pertain to the graduate program operations, support of graduate students, committee work and membership, or other tasks deemed important for the excellence of the graduate program.

The mission of the School is to develop and maintain research and educational programs of international calibre in areas at the intersection of engineering and health sciences. Within this context the responsibilities of the Co-Directors of the Biomedical Engineering Graduate Program will include:

- Oversight of student recruitment, student enrolment, curriculum and policy changes in the maintenance and development of excellence within the relevant Graduate program, in consultation with and assistance of the various committees that support the program on matters that include curriculum and policy review, program committee structure and membership, and specific activities such as research days, open houses or career information sessions.
- Oversight of the allocation of faculty funding to support students (including scholarship resources from the School of Graduate Studies, TA resources from the Faculties, research stipends, and/or other sources) in consultation with the Associate Dean of Graduate Studies for Engineering, Health Sciences, and others, as appropriate.
- Appoint and enable ad hoc committees as needed to advance program initiatives.
- To lead in the recruitment of new faculty for appointment to the School in the category "Joint Appointment" as defined in the School’s establishing document approved by Senate and be involved in the recruitment of faculty appointed primarily in another academic unit but who are expected to be members of the School.
- Management of the program operating budget, and supervision of program staff, including the Program Administrator, as necessary.
- Provision of reports and proposals for policy and curriculum changes regarding the graduate program for submission to the Engineering Graduate Curriculum and Policy Committee (GCPC), Health Science Graduate Policy and Curriculum Council (GPCC) and other approval bodies, as appropriate. The Co-Directors may be a voting member of the relevant Faculty GCPC/GPCC.
- Preparation of information as may be required by the Associate Deans of Graduate Studies (Engineering, Health Sciences, and others, as appropriate) or the Associate Vice President (AVP) and Dean of Graduate Studies in connection with recruitment, scholarship use, quality improvement and periodic appraisals of Graduate Programs.
- Provision of regular program updates to Associate Deans of Graduate Studies (Engineering, Health Sciences, and others as appropriate), and Faculties regarding contributions of faculty as supervisors and teachers in the program.
- Timely completion of other obligations of the position communicated by the Associate Deans of Graduate Studies (Engineering, Health Sciences, and others as appropriate), such as responding to student appeal process matters and resolving student/ supervisor issues.
Selection and Terms of Office

The leading candidates will be a current faculty member in the Engineering and Health Sciences Graduate Programs who will be selected by an ad-hoc committee comprised of representatives from participating Faculties and is subject to the approval of these same individuals. The initial term is five years, after which time the appointment will be reviewed and may be renewed for an additional term.
PRESIDENT’S ADVISORY COMMITTEE ON BUILDING AN INCLUSIVE COMMUNITY

PACBIC

ANNUAL REPORT TO THE MCMASTER COMMUNITY 2015
PRESIDENT’S ADVISORY COMMITTEE ON BUILDING AN INCLUSIVE COMMUNITY (PACBIC)

ANNUAL REPORT TO THE MCMASTER COMMUNITY

2015

PACBIC was established in 2002 in response to the third goal of McMaster’s strategic plan, Refining Directions: ‘to build an inclusive community with a shared purpose’. The University’s commitment to inclusion was amplified in the principles set out by President Deane in 2011 in Forward with Integrity: A Letter to the McMaster Community, and most recently reiterated in the emphasis on ‘building an inclusive community, promoting equity and fairness, and celebrating our rich diversity’ in Forward with Integrity: The Next Phase (2015).

PACBIC contributes to these institutional objectives in its advisory capacity. It acts as a hub open to all the University’s constituent groups for exchange, discussion and the generation of ideas for redressing within McMaster’s orbit the systemic barriers that characterize our wider society. PACBIC provides advice to the President and directs its questions and recommendations to relevant offices, groups and individuals on campus that have the authority and resources to implement change, adjust practices and advise on the processes involved.

By documenting its ongoing work in this report (which spans September 2014 – December 2015), PACBIC hopes to engage everyone in the campus community in working toward the inclusive and just institutional practices to which the University aspires.

PACBIC’S MANDATE & ORGANIZATION

Mandate

The key elements of PACBIC’s mandate read as follows:

Identify and anticipate issues affecting equity-seeking communities (including but not limited to First Nations, Métis and Inuit peoples, members of racialized communities, newcomers and refugees, members of diverse faith communities, persons with disabilities, LGBTQ-identified individuals, and women) both within the University and relevant to those seeking access to the University, and advise the President on such issues.


2 http://dailynews.mcmaster.ca/images/forwardwithintegrity.pdf

Provide a forum for discussion, reflection and learning on issues of inclusion, equity and community-building and, in keeping with the spirit of the University, create spaces for respectful debate on important social issues.

Provide reports and make recommendations for action to the President, the University Planning Committee (UPC) and other relevant University bodies in order to channel advice through the University structure and thus sustain a University culture that advances equity and inclusion.\(^4\)

Enhancing inclusion of First Nations, Métis and Inuit (FNMI) peoples on campus continues to be a particular focus for PACBIC, mirroring the University’s priority\(^5\) to address the under-representation of FNMI peoples and foster the integration of indigenous perspectives into the University’s academic activities. The approval this year of the new undergraduate degree program in indigenous studies was an encouraging development in this pathway and one that PACBIC has eagerly supported.

**Membership**

PACBIC’s membership includes students, staff and faculty – a mix of both individual members and representatives of organizations and groups key to its mandate. Membership is organized through a nomination process and members are appointed by the President. The formal membership is constituted to secure diverse representation from across campus and is the committee’s base (see Appendix A for list of members for 2014-2015, 2015-2016). However, all members of the McMaster community are welcome to participate and meetings are open. PACBIC is chaired by a faculty member who is supported by student and staff vice chairs, currently: Jane Aronson (School of Social Work), Nishan Zewge-Abubaker (MSU Diversity Services) and Andrew Pettit (Department of Athletics and Recreation).

**Working Groups**

PACBIC’s activities are organized through working groups that take up particular issues or facets of inclusion and include both members of PACBIC and individuals with relevant experience and responsibilities on campus. Each group is supported by the expertise of a staff member from the Office of Human Rights & Equity Services (HRES). The Provost’s Office provides a small annual budget to support working groups’ initiatives and PACBIC-related events (listed in Appendix B).

Currently active working groups include:

- **Access and Accommodation**
  Convenor: Rhonda Moore, Manager Lyons Media Centre  
  HRES Resource Person: Raihanna Hirji-Khalfan, Accessibility Specialist

- **Employment Equity**
  Convenor: Wayne Lewchuk, faculty member in School of Labour Studies  
  HRES Resource Person: Pilar Michaud, Senior Human Rights Officer

- **First Nations, Métis and Inuit Priorities**
  Convenor: Rick Monture, Director of the Indigenous Studies Program

---


\(^5\) [http://www.tcu.gov.on.ca/pepg/publications/vision/McMasterAgreement.pdf](http://www.tcu.gov.on.ca/pepg/publications/vision/McMasterAgreement.pdf)
HRES Resource Person: Glenn Walsh, Complaint Resolution & Equity Specialist/Michelle Poirier (on leave).

- **Inter-Faith Issues**
  Convenor: Carol Wood, Ecumenical Chaplain
  HRES Resource Person: Vilma Rossi, Senior Program Manager

- **Mental Health, Equity and Inclusion**
  Convenor: Marie Vander Kloet, Educational Consultant MIETL
  HRES Resource Person: Raihanna Hirji-Khalfan, Accessibility Specialist

- **Priorities & Planning**
  Convenor: Jane Aronson, faculty member in School of Social Work
  HRES Resource Person: Vilma Rossi, Senior Program Manager

- **Race, Racialization & Racism**
  Convenors: Ameil Joseph, faculty member in School of Social Work & Kojo Dampsey, member OPIRG Board of Directors
  HRES Resource Person: Glenn Walsh, Complaint Resolution & Equity Specialist

- **Violence Against Women/ Gender-Based Violence**
  Co-Conveners: Amber Dean, faculty member in English & Cultural Studies & Hayley Regis, Coordinator, MSU Women and Gender Equity Network (WGEN)
  HRES Resource Person: Vilma Rossi, Senior Program Manager

Enhancing equity and inclusion on these various dimensions of experience on campus requires change in university policies, practices and conversations – endeavors that typically involve the work of the many offices, groups and individuals with whom PACBIC collaborates and consults and vice versa. Highlighted below are some of the areas in which PACBIC and its many partners have worked over the past year.

**WORK IN PROGRESS**

**ACCOMMODATING STUDENTS’ RELIGIOUS, INDIGENOUS AND SPIRITUAL OBSERVANCES**

A sub-committee initiated in fall 2014 by PACBIC's Inter Faith Issues Working Group worked tenaciously and consulted widely on the design of the *Policy on Academic Accommodation for Religious, Indigenous & Spiritual Observances* (RISO) and on its navigation through the University’s approval processes. Effective from September 2015, the policy brings McMaster into alignment with provisions in the Ontario Human Rights Code and with the many other universities that already have such policies in place. The absence of a policy in the past and thus the lack of a clear basis of entitlement to accommodation for McMaster’s diverse student body has been a longstanding concern for members of various faith and indigenous communities on campus, as well as for the numerous offices and individuals who saw the need for a transparent and consistent system-wide response and procedure (e.g. Associate and Assistant Deans, Registrar, Ombuds, Chaplaincy).

Many people contributed to the policy’s development including Associate Deans, Office of the Registrar, Ombuds Office, Indigenous Studies Program, Muslim Students Association, Jewish Student Life/Hillel

---

McMaster, MSU Diversity Services and the Office of Human Rights & Equity Services. HRES worked with constituency groups and the various Faculty offices to facilitate the process with a RISO form.

Dr. Remi Warner, Senior Policy Analyst with the Ontario Human Rights Commission, was invited to speak on the "Principles and Practicalities of Religious Accommodation" on April 29th, 2015, in order to draw attention to the work of the Religious, Indigenous and Spiritual Observances Policy Development Committee and to begin the process of education with regard to religious, Indigenous and spiritual observances at Mac.

REDRESSING INEQUITIES IN EMPLOYMENT
Concerned by the lack of attention and resources devoted to employment equity at McMaster, PACBIC’s Employment Equity (EE) Working Group undertook some research in 2013 to explore the practices of other Canadian universities in this area. McMaster’s online presence on employment equity was found to be strikingly limited when set beside seven comparator universities, each of which had a correspondingly active employment equity program. The resulting recommendation that an EE Specialist be hired was acted on with the appointment in June 2015 of Shylo Elmayan in Human Resources. PACBIC and the Working Group have been delighted to work with her as she develops a survey to gather data on current staff and faculty characteristics. The data will inform our understanding of the representation of diversity in the University’s workforce, enable the tracking of progress over time and focus attention to equity-conscious recruitment, hiring and ongoing employee development.

The University's willingness to appoint a specialist in employment equity this last year is a significant indicator of a long-term commitment to addressing this issue. However, this appointment is only a first step in moving to employment equity at McMaster. It will take all of us to ensure that our hiring represents the diversity of our society. Once a fuller picture is obtained of the characteristics of University staff and faculty, the EE Working Group looks forward to advocating for programs to inform staff and faculty of what they can do to advance employment equity and helping to develop the tools that will make this a reality.

IDENTIFYING BARRIERS TO PHYSICAL ACCESSIBILITY
The severe winters of 2013-2014 and 2014-2015 exacerbated barriers faced by members of the campus community who use wheelchairs or have mobility constraints. PACBIC’s Access & Accommodation Working Group brought together the various offices and bodies with experience and responsibility in this area (Facility Services, AccessMAC, Parking & Security) to update and improve Facility Services’ Campus Snow/ Ice Removal Plan.

PACBIC also urged the development of an Accessibility App, the beginnings of which were designed as a Life Sciences student project by Nick Schoenhoff in 2014. Over the past year and with support from Student Affairs, Nick developed the App much more fully. From initially identifying barriers created by snow and ice, he created a system that provides for live updates regarding all kinds of barriers on campus (caused, for example, by rainfall, construction, maintenance hazards, obstructions caused by events planned without attention to access). The app allows users (students, staff and faculty) to drop a

---


PACBIC 2015 Annual Report

5 | Page
pin on areas where barriers exist and Facility Services and Security Services are then able to update the
map when issues are resolved. Looking ahead, PACBIC will be eager to see how the App is used and
supported in an ongoing way and, in the longer term, how physical barriers to accessibility are removed
rather than simply better navigated. The app can be downloaded via itunes at:

https://itunes.apple.com/ca/app/cartographr/id1028928453?mt=8 or on Google Play at:

SUPPORTING SURVIVORS OF SEXUAL VIOLENCE

Attention to sexual and gender-based violence at McMaster has been heightened over the last two
years as a result of incidents on this and many other university campuses and public attention to the
perception of ‘rape culture’. This heightened attention, together with the recommendations of the ‘It’s
Time’ project in which McMaster partnered with the Hamilton YWCA and the Sexual Assault Centre for
Hamilton & Area (SACHA)\(^8\) and the announcement in March 2015 of the Ontario government’s Action
Plan to Stop Sexual Violence\(^9\), prompted the University to develop a Sexual Violence Response Protocol
\(^10\) and appoint a Sexual Violence Response Coordinator.

PACBIC’s Working Group on Violence Against Women / Gender-Based Violence contributed significantly
to supporting the development of the Protocol, drawing forward the knowledge and experience of
relevant campus and – crucially – of student groups (including the Anti-Violence Network, the McMaster
Student Union, the MSU Women and Gender Equity Network) and ensuring that the University’s
initiatives recognize the differential impacts of violence for different groups and communities as a result
of their social locations and intersecting identities. The Working Group is now collaborating with
Meaghan Ross (the Sexual Violence Response Coordinator) as she assumes her role in implementing the
Response Protocol, designing the associated website and undertaking education and training to assist all
members of the university in providing a consistent and supportive first response to people disclosing
sexual violence.

Looking ahead, PACBIC and the Working Group will contribute and advise on the University’s
development of a Sexual Assault Policy – a soon-to-be legislated requirement of all Ontario universities
on which ongoing student input is an expectation.

With policies and protocols in place, the working group will shift focus to monitoring their
implementation, as incidents on other Canadian campuses this year have taught us that sensitive,
consistent, survivor-centred implementation of response protocols, support services and policies is an
even greater challenge than the development of protocols/policies themselves.

\(^8\) Ross, M & Siddiqui, A. (2014). End Violence Against Women on Campus; It’s Time- Key Recommendations.
2015.pdf.
DIVERSIFYING FOOD ON CAMPUS

PACBIC’s Interfaith Issues Working Group continues to advocate for a wider range of food options that meet faith-based dietary restrictions. With the assistance of McMaster Hillel, a supplier of kosher sandwiches and desserts was located this year and they are now available on some weekdays – a partnership between Hospitality Services and Hermes Kosher Bakery in Toronto. Hospitality Services and the Union Market have also been urged to increase their offerings of packaged foods that meet halal and kosher requirements.

Progress on this issue has, however, been slow and tends to be framed exclusively as a financial matter rather than a matter of equity and accessibility. It is, thus, quickly thwarted by the argument that catering to a few is too costly. However, even framed in only financial terms, it is likely that greater diversity in food services would draw forward more students and employees from communities whose opportunities and full participation at McMaster are presently impeded.

CHALLENGING RACISM ON CAMPUS

In March 2015 in response to ongoing conversations on campus about intersectional forms of racism, and barriers to inclusion faced by diverse groups of people of colour, Indigenous, Métis, First Nations and Inuit communities, PACBIC formed a Working Group on Race, Racialization & Racism.

The group has generated much interest and, layered into its early work, have been local and global events and heightened campus concerns about Islamophobia and the institutional discrimination illuminated by the Black Brown Red Lives Matter movement. The group is in the process of clarifying its objectives and reaching out to catalogue the anti-racism work already being done on campus. Planning is underway for a McMaster wide event to facilitate dialogue (with the help of a guest speaker/facilitator) with regards to the current and prior initiatives on campus that have worked on issues pertaining to racism. The purpose of the event would be to have people discuss their positions and projects related to anti-racism work on campus, hear about others, and begin to foster the building of a sense of community and possibly some networks across these individuals and groups.

GATHERING IDENTIFYING DATA ETHICALLY AND WITH TRANSPARENT PURPOSE

PACBIC has been attentive to a range of concerns about the categorizing and use of data that the University gathers from and about students during their pathways through their programs. Some of the concerns were prompted by the redesign of McMaster’s information technology and the introduction of MOSAIC. In 2014, for instance, and with guidance from HRES and the Trans Advisory Group, care was taken to ensure that gender identity was inclusively designated and that trans members of the campus community saw themselves included in response options if they wished to self-identify.

Attention was also needed in MOSAIC’s design to the use of self-identification data supplied by indigenous learners. In spring 2014, PACBIC’s FNMI working group, in collaboration with the Registrar’s Office, the Dean of Students, the Office of Institutional Research & Analysis and the University Secretariat worked together to develop an approach to FNMI self-identification that assured learners privacy and aggregation in internal and external reporting. Regrettably and despite widespread opposition (at McMaster, from the Indigenous Education Council and the University President), the
provincial government passed legislation effective August 2015 \(^{11}\) that now gives the MTCU the authority to compel universities to provide potentially highly sensitive personal information about their students (e.g. information they provide on FNMI identity, disability status). The MOSAIC screens on FNMI self-identification were therefore revised over the summer in order to reflect the changes and make sure that future students will know how their information may be shared and used.

Looking ahead, it will be important to see how government reporting requirements are actually operationalized and, with the input of the groups and communities potentially jeopardized, ensure the integrity and ethics of the University’s processes.

**UNDERSTANDING MENTAL HEALTH THROUGH AN INCLUSION LENS**

Mental health issues and concerns about the sufficiency of supports on university campuses continue to receive increasing attention in discussions of the welfare of post-secondary students and, in 2014, McMaster launched its Student Mental Health Strategy. This important response, like that on many campuses, takes the form of valued (and often strained) health services and wellness programs and is complemented by student-led initiatives focussed, for instance, on peer support and challenges to the stigma associated with mental health disabilities.

At the time of the Strategy’s launch, President Deane noted the importance of also asking ourselves about the systemic factors that may heighten mental distress and how some of the University’s practices, together with assumptions rooted in the wider culture and knowledge systems, may exacerbate them. It is on these systemic and cultural processes that PACBIC’s working group on Mental Health, Equity & Inclusion focuses its attention. The group’s work builds on the now large body of scholarship in Critical Disability Studies and the burgeoning interdisciplinary field of Mad Studies. By fostering dialogue about contested and diverse understandings of mental distress, the working group aims to articulate implication for teaching, learning, working and campus culture.

**CHALLENGES AHEAD**

**UNIVERSITY PRACTICES THROUGH AN INCLUSION LENS: A LONG TERM PROJECT**

Among the developments listed above are some important and encouraging markers of progress to which many people on campus have contributed. It is important, however, to understand these markers as way-stations in a long-term project, not as ends in themselves.

This point, always underscored in literature and research on inclusive organizational change\(^{12}\), highlights the importance of ongoing questioning about how effectively inclusive changes in policy and procedure are actually integrated into the detailed workings of the university and how well their objectives are actually met. For example: how well a new policy is actually put into practice and integrated into routine


organizational practices; whether barriers to accessibility are being removed or merely better communicated for those impeded by them; whether data on inclusion and diversity are not merely recorded to meet accountability requirements or secure funding, but also put to use to redress prior exclusions and think critically about the organizational practices that reproduce them. In the coming year, PACBIC will monitor these and other unfolding initiatives with such questions in mind – very much in the spirit of McMaster’s principled commitment to radical questioning:

*Principle 5: To that end (valuing original thought and innovation) we will not only reaffirm the importance of radical questioning at the heart of the academic enterprise, but we will ensure the integrity of our work by bringing a critical view to all our practices – those which bear directly upon education and research as well as those less directly related to it.*

**INTEGRITY OF STRUCTURE & PROCESS**

In the coming year, PACBIC will also be attentive to the important questions of ‘integrity of structure and process’ that President Deane raised in *The Next Phase*. In PACBIC’s domain, his questions lead us to examine how well the University’s organizational structures and processes support its equity and inclusion objectives. The work of PACBIC and MSU Diversity Services are acknowledged in *The Next Phase* and the Office of Human Rights & Equity Services is, of course, critical to the University’s work toward these objectives. There is, however, no senior administrative position charged with responsibility and expected to have expertise in this area – something that many other universities have and that, arguably, ensures that issues of equity and inclusion are knowledgeably represented at higher levels of decision-making.

**ACKNOWLEDGMENTS**

Appreciation is expressed to:

- The many individuals and offices that contributed to PACBIC’s work in the past year
- The staff of Human Rights & Equity Services for the expertise they offer to the working groups, and the administrative resources and institutional knowledge with which they support all PACBIC’s activities.
- Some former PACBIC members and HRES staff who made particularly important contributions: Pearl Mendonça, Ayshia Musleh, Tomee Sojourner, Raphael (Raffi) Szajnfarber, Sarah Quayyum, Ismael Traore.

---

19  [http://www.mcmaster.ca/presidentsoffice/principles.html](http://www.mcmaster.ca/presidentsoffice/principles.html)
## APPENDIX A

### LIST OF PACBIC MEMBERS, 2014-2015

<table>
<thead>
<tr>
<th>Executive Members</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Aronson</td>
<td>Chair</td>
</tr>
<tr>
<td>Andrew Pettit</td>
<td>Vice-Chair (Staff)</td>
</tr>
<tr>
<td>Sarah Quayyum</td>
<td>Vice-Chair (Student)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizational Members</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Students Health Sciences</td>
<td>Danielle Soucy</td>
</tr>
<tr>
<td>African Caribbean Faculty Association of McMaster</td>
<td>Juliet Daniel</td>
</tr>
<tr>
<td>Athletics &amp; Recreation</td>
<td>Theresa Burns</td>
</tr>
<tr>
<td>Chaplaincy Centre</td>
<td>Carol Wood</td>
</tr>
<tr>
<td>Employee Health</td>
<td>Carrie Allen</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>Andrea Cole/Peter Self</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Wanda McKenna</td>
</tr>
<tr>
<td>Indigenous Studies Program</td>
<td>Rick Monture</td>
</tr>
<tr>
<td>McMaster Graduate Students Association</td>
<td>Lucia Myongwaon Lee</td>
</tr>
<tr>
<td>McMaster Hillel</td>
<td>Raphael Szajfarber</td>
</tr>
<tr>
<td>McMaster Institute for Innovation &amp; Excellence in Teaching &amp; Learning</td>
<td>Beth Marquis</td>
</tr>
<tr>
<td>McMaster Muslim Students Association</td>
<td>Ammar Ahmed</td>
</tr>
<tr>
<td>McMaster Students Union</td>
<td>Teddy Saull/Jacob Klugsberg</td>
</tr>
<tr>
<td>McMaster Students Union Diversity Services</td>
<td>Nishan Zewge-Abubaker</td>
</tr>
<tr>
<td>McMaster University Academic Librarians' Association</td>
<td>Lynne Serviss</td>
</tr>
<tr>
<td>McMaster University Faculty Association</td>
<td>Marshall Beier/Nancy Bouchier</td>
</tr>
<tr>
<td>Ontario Public Interest Research Group</td>
<td>Kojo Damprey</td>
</tr>
<tr>
<td>Queer Students Community Centre</td>
<td>Daniel McGuire</td>
</tr>
<tr>
<td>Student Accessibility Services</td>
<td>Tim Nolan</td>
</tr>
<tr>
<td>Student Wellness Centre</td>
<td>Pearl Mendonça</td>
</tr>
<tr>
<td>UNIFOR 5555</td>
<td>Jim McAndrew</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual Members</th>
<th>Membership Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennie Anderson</td>
<td>Staff</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Eulene Victoria Bomberry</td>
<td>Student</td>
</tr>
<tr>
<td>Joanne Buckley</td>
<td>Staff</td>
</tr>
<tr>
<td>Sandra Colavecchia</td>
<td>Faculty</td>
</tr>
<tr>
<td>Alise deBie</td>
<td>Student</td>
</tr>
<tr>
<td>Amber Dean</td>
<td>Faculty</td>
</tr>
<tr>
<td>Sarah Jama</td>
<td>Student</td>
</tr>
<tr>
<td>Amel Joseph</td>
<td>Faculty</td>
</tr>
<tr>
<td>Wayne Lewchuk</td>
<td>Faculty</td>
</tr>
<tr>
<td>Rhonda Moore</td>
<td>Staff</td>
</tr>
<tr>
<td>Allison Sekuler</td>
<td>Faculty</td>
</tr>
<tr>
<td>Karen Sutton</td>
<td>Staff</td>
</tr>
<tr>
<td>Lynn Stewart</td>
<td>Staff</td>
</tr>
<tr>
<td>Ismaël Traoré</td>
<td>Student</td>
</tr>
<tr>
<td>Albina Veltman</td>
<td>Faculty</td>
</tr>
<tr>
<td>Nicole Virgin</td>
<td>Staff</td>
</tr>
</tbody>
</table>

**Non-Voting Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ombuds Office</td>
<td>Carolyn Brendon</td>
</tr>
</tbody>
</table>

**LIST OF PACBIC MEMBERS, 2015-2016**

<table>
<thead>
<tr>
<th>Executive Members</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Aronson</td>
<td>Chair</td>
</tr>
<tr>
<td>Andrew Pettit</td>
<td>Vice-Chair (Staff)</td>
</tr>
<tr>
<td>Nishan Zewge-Abubaker</td>
<td>Vice-Chair (Student)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizational Members</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Students Health Sciences</td>
<td>Danielle Soucy/ Jordan Carrier</td>
</tr>
<tr>
<td>African Caribbean Faculty Association of McMaster</td>
<td>Juliet Daniel</td>
</tr>
<tr>
<td>Athletics &amp; Recreation</td>
<td>Theresa Burns</td>
</tr>
<tr>
<td>Chaplaincy Centre</td>
<td>Carol Wood</td>
</tr>
<tr>
<td>Employee Health</td>
<td>Carrie Allen/ Monica Poulin</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>Andrea Cole/ Peter Self</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Wanda McKenna</td>
</tr>
<tr>
<td>Indigenous Studies Program</td>
<td>Rick Monture</td>
</tr>
<tr>
<td>McMaster Graduate Students Association</td>
<td>Lucia Myongwaon Lee</td>
</tr>
<tr>
<td>McMaster Hillel</td>
<td>Judith Dworkin</td>
</tr>
<tr>
<td>McMaster Institute for Innovation &amp; Excellence in Teaching &amp; Learning</td>
<td>Beth Marquis</td>
</tr>
<tr>
<td>McMaster Muslim Students Association</td>
<td>Umer Javed</td>
</tr>
<tr>
<td>McMaster Students Union</td>
<td>Ehima Osazuwa</td>
</tr>
<tr>
<td>McMaster Students Union Diversity Services</td>
<td>Ryan Desphande</td>
</tr>
<tr>
<td>McMaster University Academic Librarians' Association</td>
<td>Lynne Serviss</td>
</tr>
<tr>
<td>McMaster University Faculty Association</td>
<td>Marshall Beier/Nancy Bouchier</td>
</tr>
<tr>
<td>Ontario Public Interest Research Group</td>
<td>Kojo Dampney</td>
</tr>
<tr>
<td>Queer Students Community Research Centre</td>
<td>Emily Smith</td>
</tr>
<tr>
<td>Student Accessibility Services</td>
<td>Tim Nolan</td>
</tr>
<tr>
<td>Student Wellness Centre</td>
<td>Roseanne Kent/Melissa Fernandes</td>
</tr>
<tr>
<td>UNIFOR 5555</td>
<td>Jim McAndrew</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual Members</th>
<th>Membership Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albina Veltman</td>
<td>Faculty</td>
</tr>
<tr>
<td>Alise deBie</td>
<td>Student</td>
</tr>
<tr>
<td>Amber Dean</td>
<td>Faculty</td>
</tr>
<tr>
<td>Ameil Joseph</td>
<td>Faculty</td>
</tr>
<tr>
<td>Eulene Victoria Bomberry</td>
<td>Student</td>
</tr>
<tr>
<td>Jennie Anderson</td>
<td>Staff</td>
</tr>
<tr>
<td>Joanne Buckley</td>
<td>Staff</td>
</tr>
<tr>
<td>Karen Sutton</td>
<td>Staff</td>
</tr>
<tr>
<td>Lynn Stewart</td>
<td>Staff</td>
</tr>
<tr>
<td>Marie Vander Kloet</td>
<td>Staff</td>
</tr>
<tr>
<td>Nicole Virgin</td>
<td>Staff</td>
</tr>
<tr>
<td>Rhonda Moore</td>
<td>Staff</td>
</tr>
<tr>
<td>Sandra Colavecchia</td>
<td>Faculty</td>
</tr>
<tr>
<td>Sarah Dixon</td>
<td>Faculty</td>
</tr>
<tr>
<td>Sarah Jama</td>
<td>Student</td>
</tr>
<tr>
<td>Wayne Lewchuk</td>
<td>Faculty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Voting Members</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ombuds Office</td>
<td>Carolyn Brendon</td>
</tr>
</tbody>
</table>
APPENDIX B

PACBIC SPONSORED OR SUPPORTED EVENTS

MCMASTER INDIGENOUS STUDENT COMMUNITY ALLIANCE (MISCA) CULTURAL GATHERING, September 25, 2014. MISCA celebrated the 25th Anniversary of Indigenous Student Groups on campus. Hundreds of students, faculty, staff and community members enjoyed free samples of traditional cuisine along with musical and dance performances by First Nations, Inuit and Métis performers. The event brought diverse groups of people together and warmly welcomed new students to the McMaster Indigenous community.

INTERFAITH SHABBAT DINNER, November 7, 2014. McMaster Hillel/Jewish Student Association invited members of the McMaster community for a traditional/explanatory Friday night dinner. The purpose of the evening was to bring various interfaith and spiritual communities together in order to discuss individual practices while celebrating the similarities and shared experiences that unite communities.

CITY HALL & THE STRUGGLE AGAINST RACISM: POSSIBILITIES AND OPPORTUNITIES, November 10, 2014. Campus members, community organizers, local politicians and advocates gathered to discuss if and how City Hall could be engaged in the ongoing struggle against racism. The event was particularly relevant following Hamilton City Hall’s decision to defer an anti-racism resource centre pilot project.

MSU OPEN ACCESSIBILITY FORUM, November 27, 2014. The MSU hosted its 1st Annual Open Accessibility Forum with a specific focus on The Accessibility of Learning. This event featured guest speakers, David Lepofsky (Chair, AODA Alliance) and Tim Nolan (Director, Student Accessibility Services), small-group breakout sessions, and a broad full-group discussion.

MSU WOMEN AND GENDER EQUITY NETWORK (WGEN) LAUNCH, January 29, 2015. The McMaster Students Union launched the Women and Gender Equity Network (WGEN), a new pilot service with the goal of creating a safe campus environment for women-identified individuals, trans people, and survivors of sexual assault. The launch included two presentations: Darkmatter hosted “#NotYourTrans101” - a creative workshop about various ways of theorizing and engaging in political organizing around gender. Renowned trans-activist, Susan Gapka, discussed experiences of being Trans* in academia and how barriers that Trans* students face could significantly impact the quality of education that they receive.

CELEBRATING INDIGENOUS EDUCATION AT MCMASTER; FROM GRASSROOTS TO STUDENT SUCCESS PANEL, March 9, 2015. Since its inception in 1992, many learners have come through the Indigenous Studies Program. Campus and community members were invited to join ISP in a panel discussion with Indigenous students and faculty who shared stories about their university experiences and discussed how McMaster could improve and build upon past, and current student support and success.

CUPE 3906 SEXUAL HARASSMENT IN ACADEMIA AND THE WORKPLACE FORUM, March 15, 2015. Philosophy professor and trans activist, Dr. Rachel McKinnon, presented the keynote address entitled, “Allies Behaving Badly”. The Forum also provided a platform for graduate students to present their
ideas and to engage those in attendance in conversation about the causes, impacts and prevention strategies related to sexual harassment.

CELEBRATING QUEER PEOPLE OF COLOUR, June 20, 2015. Matapa World Music and Art Organization & space between presented this event, opened to everyone, featuring dance, drag, spoken word, and musical performances by queer artists of colour and aimed at creating a space that celebrated the art of queer, trans* and two-spirit people of colour.

MSU ACCESSIBILITY WEEK - Colour Blind Awareness-Raising Event, September 22, 2015. This event provided a forum for discussion and learning about colour-blindness. Nearly 300 million people in the world are colour-blind. At this event, participants were able to try on special glasses that enhance colour vision for those who experience colour blindness.

2015 INDIGENOUS CULTURAL GATHERING, September 24, 2015. This year's Cultural Gathering featured a welcoming pow wow, Inuit and Métis performances, traditional food tasting, a silent auction and participation prizes.

BLACK LIVES MATTER: THE RALLYING CRY OF THE NEW MOVEMENT AGAINST RACIST POLICE VIOLENCE: A CONVERSATION ON BLACK LIVES MATTER, CARDING AND INDIGENOUS STRUGGLES, September 24, 2015. The McMaster University event - one of several held in Hamilton - featured Alicia Garza, co-founder of #BlackLivesMatter, a national organizing project focussed on combatting anti-Black state sanctioned violence; Vanessa Watt, Mohawk and Anishnaabe lecturer and George Knia Sigh, founder and president of the Osgoode Society Against Institutional Injustice.

THE POLITICS OF STORY/TELLING OUR STORIES WITH ELI CLARE, October 21-22, 2015. Eli Clare, acclaimed activist, writer and poet whose work focuses on the intersection of disability, gender, class and race presented an Evening Public Lecture: "The Politics of Story". Through critical analysis, poetry, and storytelling, Eli Clare explored the politics of using story to entertain, educate, diagnose, and make money. Eli also facilitated a Workshop for People with Disabilities: “Telling Our Stories: Empowering or Frustrating?” This workshop unpacked how the repeated requests directed toward those who are disabled, mad, or chronically ill in order to educate, explain, and get access/accommodations can be empowering, frustrating/exhausting/shaming/burdensome.

MSU LEADERSHIP SUMMIT FOR WOMEN, October 24, 2015. The Leadership Summit for Women is an annual intergenerational community-wide event that aims to create a safe space for the diverse voices of women, Trans* individuals, and their allies. The 2015 conference theme was “Make it Happen Hamilton.” Throughout this daylong conference, the organizers engaged participants in discussion about the issues impacting women today. The overall goal was to develop the delegates' leadership skills and to facilitate conversations about meaningful change in our organizations, communities, and society at large.

MSU ACCESSIBILITY FORUM: BREAKING THE STIGMA, October 21, 2015. The 2015-2016 Accessibility Forum was themed around "Breaking the Stigma", with a focus on how (dis)abilities, chronic medical concerns and mental health issues/ madness affect every aspect of student life. Presentations and round table discussions highlighted such topics as: disability, sexuality and gender identity; self-advocacy and the accommodation process; and responsible allyship.
NATIONAL DAY OF REMEMBRANCE AND ACTION ON VIOLENCE AGAINST WOMEN. This day is commemorated annually across the country on December 6th; however, McMaster's event was held on December 4, 2015 and included the 2nd annual men's walk; A Panel on Missing & Murdered Indigenous Women featuring Bev Jacobs, Norma General & Aileen Joseph speaking of the personal and political dimensions of violence against Indigenous women and a Commemorative Service to remember the 14 women murdered in 1989 at École Polytechnique, the five women murdered while members of campus and the over 1200 missing or murdered Indigenous women in Canada.
Who owns data produced in a research lab?

Who can use student work produced for a course?

Who owns the computer program I developed?

How do I start a conversation about authorship?

What part of a student’s thesis do they “own”?

Publicly Funded Institutions

McMaster University, Hamilton Health Sciences and St. Joseph’s Healthcare Hamilton are publically funded institutions with mandates to discover, communicate and preserve knowledge. All faculty members and researchers are encouraged to communicate discoveries and inventions to the public. Researchers who receive tri-agency funding should review and be aware of any publication requirements from the funding agency, including the Tri-Agency Open Access Policy on Publications. 

ink to: www.science.gc.ca/default.asp?lang=En&n=F6765465-1

Copyright
Patents
Fair Dealing

Ownership of Work

Inventor
Second Author
First Author

Commercialization
Copyright is a type of intellectual property protection for specific types of tangible works (e.g., such as literary, artistic, dramatic, musical). Generally, the author of the work is also the copyright owner and that person is said to hold the copyright in the work. In other words, the author has the right to control if and how the work will be produced, copied, performed, etc. However, the author of a work can also be different from the owner, as is the case in many employment situations, where the employer would be the owner of the copyright produced by the employee. The McMaster University Joint Intellectual Property Policy states that copyright of traditional teaching materials, such as lecture notes, laboratory manuals, articles, books, artifacts, works of visual art, maps, charts etc., is owned by the faculty member unless certain exceptions apply. It is recommended that faculty familiarize themselves with the McMaster University Joint Intellectual Property Policy found on MIILO's website.

With respect to publishing a work, such as an academic paper, journals often require authors to assign the copyright to the journal. If an author is required to assign their work rather than license it to a journal, this means they are transferring ownership of the copyright to the journal. Effectively, this means the author no longer owns the copyright; the journal would. Ownership can be important to an author as it affects what an author may or may not be able to do with work. For example, once copyright is assigned, the author will not be able to publish the work again without permission from the journal. Journals often grant authors certain limited rights, e.g., the right to present the paper at conferences, etc., however each journal will have a slightly different copyright agreement, retained rights and permissions process.

Publishing work in stages; it is not uncommon to publish or present work in stages through the evolution of the research, e.g., research design, preliminary findings, final findings, etc. If publishing work in stages, it is important to disclose in the article and to the journal what parts of the work have been previously published or presented.

Authors are strongly encouraged to read the copyright agreement and be aware of the permissions process and/or retained rights for the journal. If an author has any questions related to copyright, they are asked to contact copyright@mcmaster.ca.

Publishing works through open access affects copyright differently than traditional journal publishing. In open access, often done through a Creative Commons license, the author generally retains the copyright and grants the publisher a non-exclusive license to publish, meaning both the author and the publisher have rights. A Creative Commons license allows the author or creator to retain the copyright and allows others to copy, distribute and make non-commercial use of the work.

Ensuring open access after publication is now a requirement of certain funding agencies. For example, the Tri-Agencies have a condition which requires grant recipients to ensure any peer-reviewed journal publications arising from Agency-supported research are freely accessible within 12 months of publication. For more information, please go to: http://library.mcmaster.ca/scholarly-communication/open-access

Copyright is not only important for faculty but is equally important for students, particularly graduate students writing a "sandwich" thesis. A sandwich thesis is when published articles are expected to be re-produced in the student's thesis and the student will then grant a license to McMaster University and the National Library of Canada. Students should view the permissions information from the journal(s) about how to gain permission to re-use copyright material and should contact the journal(s) with any questions.

Fair dealing is an exception in the Copyright Act which allows you to use other people's copyright for the purpose of research, private study, news reporting, criticism, education, parody or satire, provided that what you do with the work is "fair." Whether something is "fair" will depend on the circumstances. Courts will normally consider factors such as:

* the purpose of your dealing (Is it commercial or research / educational?)
* the amount of the dealing (How much was copied? The whole work or only small, insignificant portions?)
* the character of the dealing (What was done with the work? How often was the work used? If it was distributed, how many people received it?)
* alternatives to the dealing (Was the work necessary for the end result? Could the purpose have been achieved without using the work?)
* the nature of the work (Is there a public interest in its dissemination?)
* the economic impact on the work (Is the copyright owner deprived of legitimate economic benefit because of the dealing?)

In addition, if you want to copy a work for the purpose of criticism or review, you must mention the source and author of the work for it to be considered fair dealing.

If you are using the work for research, private study, criticism, news reporting, education, parody or satire and your use of the work is reasonable in the circumstances, taking into account the above factors, you should be covered by the fair dealing exception.

McMaster adopted a Fair Dealing Policy to provide guidance to faculty members, instructors and staff members on when copying and communicating a copyright-protected work would fall within the fair dealing exemption.
What is Intellectual Property and Who Owns It?

Intellectual property (IP) at McMaster University, Hamilton Health Sciences and St. Joseph’s Healthcare Hamilton is governed by the Joint Intellectual Policy which defines IP as "databases, audio-visual, electronic circuitry, biotechnology and genetic engineering products, computer software recorded in any format, inventions, discoveries and all other products of research...".

The Joint Intellectual Property Policy is a flexible policy which allows either the University or the faculty creator (at their request) to take ownership of and the lead in commercializing technologies created at the university or affiliated hospitals, provided the ownership is not already governed by a research contract with a third party. Depending on the situation, there are three typical IP scenarios: University-owned, researcher-owned or industry owned, each of which may have a different commercialization path.

With regards to intellectual property management, MILO (McMaster Industry Liaison Office) provides advice and support to the university and affiliated hospitals communities on the protection of intellectual property and commercialization of research discoveries. They will manage the patent process, market the intellectual property, negotiate and manage licensing agreements, assist in securing additional funding to help further develop the invention, and help with startup company creation.

Going to do research off-site?
Understand and protect your intellectual property rights by having MILO negotiate a Visiting Researcher Agreement.

Who is an inventor?

An inventor is a person who has contributed intellectual input to one of the claims of a patent. A patent application may be filed naming one or more inventors. A person who works under the direction of another and does not contribute any original thought to the claimed invention, i.e., "works as a technician" to confirm an invention, must not be named as an inventor. Professional collaborators may or may not contribute to the inventive concept being claimed and great care should be taken in deciding who should be named as an inventor. It is important to understand that inventorship is a legal matter, not a collegial matter - not all co-authors of a publication need be co-inventors. Collaborators not deemed to be co-inventors can, however, be recognized through some sharing of the net proceeds from the invention. If you are in doubt as to inventorship, MILO should be consulted and a professional opinion obtained.

Prior Art and Public Disclosure

Prior art, as it relates to patent law, is usually defined as any information that relates to your invention that has been publicly disclosed in any form before the filing date of your patent application. Prior art includes all written and electronic publications in scientific journals, conference abstracts and handouts, poster presentations, books, newspaper articles, blogs or websites; in any country and language. Prior art also includes orally presented material, such as discussions at conferences, disclosures to competitors or customers, certain disclosures to colleagues in a field, and other public statements.

Thus, an inventor may be under certain circumstances create prior art against themselves (thereby jeopardizing patent rights) by publicly disclosing an invention prior to the filing of a patent application. It can become difficult to protect your invention outside Canada and the U.S., (where there is one year from the date of public disclosure to file for a Canadian or U.S. patent) once it is published in a journal or presented at a conference. In order to obtain foreign patent protection, a patent application must be submitted before publication. If the market for your invention is global, this is an important consideration as you plan publications. After filing a patent application, you can exhibit or publish your work without the loss of patent protection for the material in the application.

Hiring an external group to perform research for you? Speak with MILO about having the appropriate agreement in place to govern the rights of any intellectual property development.
In Canada, the author is the immediate owner of the copyright in an original work, except when the author is employed to create such material. "Copyright" is an exclusive property right to publish, produce, reproduce, translate, broadcast, adapt or perform a work, as defined in the Copyright Act (R.S.C., 1985, c.C-42, as amended).

Student Work:

1. Exams, reports & papers done for a course; the student retains ownership of the copyright, if the work is eligible for copyright (see sandwich thesis information). The University owns the original physical document and receives a royalty free, non-exclusive license to make copies of the work for academic purposes within the University and to circulate as part of the University collection.

2. Finished thesis;
   i) The student normally holds the copyright to the written thesis (see sandwich thesis information). The student is required to sign a license to the University library, with PhD students signing an additional license to the National Library.
   ii) The ideas in the thesis will often arise from interaction with others, perhaps solely the thesis supervisor or perhaps with a larger research team. The ideas in the thesis (including advances in theory, data, patentable ideas or commercial exploitation of the work) may be the exclusive property of the student or the rights may be shared with the supervisor (or research group) and the University. If the work has been supported in part by research grants or contracts, there may be other conditions affecting any patent or commercial exploitation.

3. Computer programs:
   i) Any software development that draws upon other software owned or licensed by the University must follow the terms and conditions of the license or purchase.
   ii) When a student develops software at the direct request of a supervisor and under supervision, it is assumed there is joint ownership of the intellectual property rights. It is recommended the individuals involved co-author a working paper documenting the software.
   iii) When a student develops software on his/her own, e.g., for an independent project, copyright remains with the student. As a condition of using University computing facilities, the student is required to grant the University a royalty-free license to use the software. This includes the right of the University to distribute copies of the software to McMaster faculty, staff and students for the University’s administration, education and research activities but does not include the right to use the software for commercial purposes or to distribute the software to non-McMaster people.
   iv) If a computer program is created as part of employment duties, e.g., by a Teaching Assistant, the program is the property of the employer.

4. Research Data
   i) When the data are acquired as part of a joint or collaborative effort, such as one relying on the equipment within a laboratory, they are not solely the property of the student although the data may appear in the student’s completed thesis. Such data are the joint property of the student and the research supervisor, either of whom has the right to make the data available to other individuals as well. Both the student and supervisor are responsible for ensuring that proper acknowledgement of the contributions of the student, supervisor, and other members of the research team is made when the data are released in any other form.
   ii) When the data are acquired through the student’s individual effort, and without the use of the university laboratories or funding, then the data are usually the property of the student. Exceptions may occur (e.g., when the student collects data using research instruments developed by the supervisor or by another person or agency) and is it difficult to set absolute guidelines in advance for these exceptions. In such instances the right to ownership and/or use of data may be shared among the parties involved. It is recommended that students and supervisors make clear agreements in advance concerning the ownership and use of data collected in this fashion.

5. Equipment
   If University resources have been applied to the construction or design of equipment, it is not the property of the student, but of the University. Ownership of newly constructed equipment may also be specified in a research contract that has supported the work.

Graduate students and supervisors may be interested in reading “A Graduate Student’s Guide to Determining Authorship Credit and Authorship Order” by the APA Science Student Council found at:
www.apa.org/science/leadership/students/authorship-paper.pdf

* Taken directly from McMaster’s Ownership of Student Work policy which can be found at:
www.mcmaster.ca/policy/faculty/research/OwnershipOfStudentWork.pdf
and should be read in conjunction with the Joint Intellectual Property Policy which can be found at:
Publication is connected to career advancement and often recognized as the coin of the realm. Biagioli (1999) wrote "Like a coin, authorship has two sides: credit and responsibility. One receives professional credit from his/her publications and takes responsibility for their contents."

The determination of who should be an author on a publication rests with the authors. Unsurprisingly, confusion and conflicts can occur around determining who is an author of a publication. The order of authors is at the discretion of the authors, however a discipline may have an accepted practice which may be outlined in related journals. Authorship conversations become important when conducting interdisciplinary research as researchers from different disciplines may have different expectations regarding order of author.

Much has been written regarding how to determine authorship by individual researchers, by citation guides and by journal editor associations. The question of authorship can become quite complex in research labs where many individuals including graduate students, lab technicians, post-docs and multiple faculty members are producing many multi-authored publications. Increasingly, journals are asking authors to define what each author did for the article. The International Committee of Medical Journal Editors (2015) provide 4 criteria to determine authorship:

1. Substantial contribution to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND

2. Drafting the work or revising it critically for important intellectual content; AND

3. Final approval of the version to be published; AND

4. Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved

As a practical way to determine authorship, Winston (1985) developed a widely accepted procedure to assist with the determination of authorship. APA has adapted Winston's paper into a helpful worksheet:


Individuals who contribute but do not reach the level of author should be recognized in an acknowledgement section.

Inappropriate authorship includes:

Gift authorship is when author credit is given to a person who had little involvement in the project but who are listed as a sign of tribute, e.g. listing the chair of the department.

Guest authorship is when author credit is given to a person who had little involvement in the project with the hope of increasing the chance of publication.

Ghost authorship is when an author who made a significant contribution is not listed, e.g., authors for hire, medical writers, pharmaceutical employees, etc.

Sandwich Thesis:

A sandwich thesis is a thesis consisting of peer-reviewed scholarly works (e.g., journal articles) which may already be published or are being prepared for publication.

The author of the thesis should be the main contributor to the articles.

The thesis must document the contributions of each author in any multi-authored articles.

To include copyright material in the thesis, the student must obtain written permission from the copyright holder and any co-authors.

Many more details regarding sandwich theses are outlined in the Guide for the Preparation of Master's and Doctoral Theses found on the School for Graduate Studies website.
RESOURCES

MILO (McMaster Industry Liaison Office)
Assists researchers with interactions with and funding from industry, as well as applications to funding agencies to match industry funds

McMaster University Library
Open access questions
Copyright questions

ROADS (Research Office for Administration, Development & Support)
Assists researchers access funding from external granting agencies
Research ethics approval for McMaster University non-medical research involving human participants research

Health Research Services
Provides support to obtain and manage research grants and contracts, manages HHS research resources and administers the ethics review process for animal and human medical research

School of Graduate Studies
Thesis questions
Supervisor/student negotiations

Hamilton Integrated Research Ethics Board (HIREB)
Research ethics approval for McMaster University, Hamilton Health Sciences and St. Joseph's Healthcare Hamilton medical research involving human participants

Academic Integrity Office
Oversees the processing of research misconduct and academic dishonesty violations

McMaster University Policies
The following policies were used in the generation of this document. As policies are regularly reviewed and updated, the current posted policy prevails over this document.
Fair Dealing Policy
Joint Intellectual Property Policy
School of Graduate Studies Calendar
Ownership of Student Work Policy


Publication of Electronic Thesis
The Graduate Calendar (section 2.8.3) states: Every successfully-defended thesis for a Master's or a Ph.D. degree shall be published substantially as it was approved at the thesis defense, including any changes mandated by the defense committee, through the University Library's MacSphere and the Library and Archives of Canada. To this end, as a final requirement of the degree, each student must sign a license enabling such digital publication, and must upload the thesis to MacSphere in electronic form. Note that the student may request postponement of digital publication for up to one year at the time of uploading the thesis to MacSphere, and all such requests will be automatically granted. E-publication delays normally would be requested for the shortest amount of time required to facilitate publication with external organizations, to protect any right to immediate commercial gain, or to permit a patent application to be completed.

Please contact the Thesis Coordinator in the School for Graduate Studies for more information.
To: Senate

From: Christina Bryce
Assistant Graduate Secretary

Re: Report from Graduate Council

At its meeting on February 23rd Graduate Council approved the following for recommendation to Senate:

1. Faculty of Business
   Professional Accountancy
   Change to Admission Requirements (Graduate Diploma)
   The program proposed changing their admission requirements to allow candidates from outside of Ontario to be considered for admission to the graduate diploma on a case-by-case basis. Although the objective of the Graduate Diploma program is to prepare graduates of McMaster University’s Honours Commerce program (and MBA program) for the CPA certification process, CPA Ontario recognizes programs of postsecondary institutions in Ontario and other provinces/territories as long as the other postsecondary institutions programs have been assessed as developing substantially the equivalent competencies as those developed through the CPA-Accredited streams at McMaster. The program has received interest from potential out-of-province students. The proposed effective date for this change is May 2016.

2. Faculty of Social Sciences
   Religious Studies
   Change to Admission Requirements (M.A. and Ph.D.)
   The program proposed a change to their admission requirements to note that students will have had to complete the equivalent of six units of undergraduate work in Western religions. This is intended to address the issue of some students entering the program having taken only one or no undergraduate courses in Western religious traditions. This new rubric would bring their admission requirements for students entering the programs Asian Field into line with the requirements for those entering the Biblical and Western Fields. The proposed change will be included in the next Graduate Calendar, effective September 2016.
3. Faculty of Business
   Change to Course Requirements (Ph.D.)
The program proposed a change to allow their students to take one of two special topics courses (the second of which is newly-created) as one of their required courses for degree completion. Previously there was only one special topics course so all students were required to take that course. The proposed change will be included in the next Graduate Calendar, effective September 2016.

4. Faculty of Health Sciences
   Biomedical Discovery and Commercialization
   New Program Calendar Copy (Master of Biomedical Discovery and Commercialization)
The program submitted the calendar copy for their new program, starting in September 2016, outlining program information, admission requirements, and degree requirements.

   Child Life Studies and Pediatric Psychosocial Care
   New Program Calendar Copy (M.Sc.)
The program submitted the calendar copy for their new program, starting in September 2016, outlining program information, admission requirements, and degree requirements.

5. Faculty of Social Sciences
   Economics
   Changes to Calendar Copy (M.A. and Ph.D.)
Following the introduction of two new co-op courses to administer the programs pre-existing co-op option, the program proposed a change to the language in their calendar copy around the administration of this option to clarify the process for students. The program also proposed a change to the calendar copy associated with their M.A. in Economic Policy to remove information around the designation of fields of specialization and to include practical information about elective and grade requirements in this portion of the calendar. The proposed change will be included in the next Graduate Calendar, effective September 2016.

   Globalization
   Change to Course Requirements and Calendar Copy (M.A.)
The program proposed changing their course requirements so that students will be required to take two core courses. The number of courses required for degree completion remains the same, so the number of electives courses that students can take will drop from 3 to 2. The second core course is intended to prepare students to undertake interdisciplinary research for their Major Research Paper. The program also reorganized their course listing into three categories to make it clearer for their students. The proposed change will be included in the next Graduate Calendar, effective September 2016.

   Health and Aging
   Changes to Calendar Copy (Ph.D.)
The program proposed a change to their calendar copy to clarify the total number required courses for students in the program and to clarify the process around any potential course exemptions. The proposed change will be included in the next Graduate Calendar, effective September 2016.
Comprehensive Examination Procedure (Ph.D.)
The program clarified the specifics of the comprehensive examination procedure of their relatively new Ph.D. programs. The program also proposed a minor change to their existing calendar copy related to this. The specifics of the approved comprehensive examination procedure will be included in the program handbook. The proposed change will be included in the next Graduate Calendar, effective September 2016.

6. New Scholarships

The Appleton Slavin Academic Grant in Social Work.
Established in 2015 by John Appleton, M.S.W (Class of ’99), and Mary Jane Slavin. To be awarded by the School of Graduate Studies to a full time graduate student in the School of Social Work who has a high academic average and demonstrates financial need.

CanChild Childhood Disability Education Fund
Established in 2015 by Peter Rosenbaum, Co-Founder of the CanChild Centre for Childhood Disability Research and inaugural recipient of Holland Bloorview’s Medal of Excellence in Childhood Disability. To be awarded by the Faculty of Health Sciences to graduate students or postdoctoral fellows at McMaster who demonstrate excellence and are working in the area of childhood disability at CanChild or with a CanChild scientist. Recipients to be selected by a committee comprised of the Director of CanChild, the Chair of the Department of Pediatrics and the Associate Dean of the School of Rehabilitation Science.

The Dr. Margaret Black Ontario Graduate Scholarship
Established in 2015 by retired nurse and Assistant Dean, Nursing Graduate Program, Dr. Margaret Black, to contribute funding of the Ontario Graduate Scholarship Program at McMaster University. To be awarded by the School of Graduate Studies to a graduate student in the Faculty of Health Sciences, with a preference for students enrolled in Nursing.

Zeller Family MBA Academic Grant
Established in 2015 by John Zeller, MBA (Class of ’84) and Karen Zeller in memory of his mother, Maria Horvath-Zeller. To be awarded to a student enrolled in the MBA program who has achieved notable academic standing and demonstrated financial need.
For Approval:

I Establishment of New Certificate and Diploma Programs

i) **Certificate in Canadian Payroll Management** (Attachment I)
   At its meeting of February 23, 2016, Undergraduate Council approved, for recommendation to Senate, the establishment of a **Certificate in Canadian Payroll Management** program. The proposed certificate will be offered in affiliation with the Canadian Payroll Association.

Undergraduate Council now recommends,

**that Senate approves the establishment of a Certificate in Canadian Payroll Management program, effective September 2016, as set out in Attachment I.**

ii) **Certificate in Digital Marketing** (Attachment II)
    At the same meeting, Undergraduate Council approved, for recommendation to Senate, the establishment of a **Certificate in Digital Marketing** program. The proposed certificate is an instructor-facilitated, on-line program that focuses on the theories, principles and practices of marketing in the digital space.

Undergraduate Council now recommends,

**that Senate approves the establishment of a Certificate in Digital Marketing program, effective September 2016, as set out in Attachment II.**

iii) **Diploma in Health Information Management Plus** (Attachment III)
    Also at the same meeting, Undergraduate Council reviewed a proposal for revisions to the Health Information Management programs. The revisions follow from recommendations from Canada’s Health Information Management Association (CHIMA). The original proposal outlined a change in name for the Certificate and Diploma in Health Information Management (to Health Information), and the introduction of a new Diploma program in Health Information Management. The proposed new diploma in Health Information Management, if accredited by CHIMA, would enable graduates of the program to sit for the Health Information Management (HIM) examination. Following discussion, it was determined that the existing program names (Certificate and Diploma in Health Information Management) should be maintained, and the proposed new program should be called Diploma in Health Information Management Plus. Approval of the proposed new program is conditional on receiving accreditation by CHIMA, if accreditation is
not achieved, the new proposed program will not go forward.

Undergraduate Council now recommends,

that Senate approves the establishment of a Diploma in Health Information Management Plus program, effective September 2016, conditional on accreditation from Canada’s Health Information Management Association (CHIMA), as set out in Attachment III.

For Information:

II Revisions to Certificate and Diploma Programs

i) Certificate and Diploma in Health Information Management
At its meeting of February 23, 2016, Undergraduate Council approved revisions to the Certificate and Diploma in Health Management programs as described above.

ii) McMaster English Language Development Diploma (MELD)
At the same meeting, Undergraduate Council approved proposed changes to the McMaster English Language Development Diploma (MELD) program. The revisions include minor changes to clarify the content of courses and the introduction of admission of in-course students under exceptional circumstances.

iii) Diploma in Music Performance
Also at the same meeting, the Undergraduate Council approved proposed changes to the Diploma in Music Performance program. The revisions include the introduction of a new course that will enable non-music students to register in the Diploma program.

iv) Diploma in Health Informatics
Also at the same meeting, Undergraduate Council approved proposed changes to the Diploma in Health Informatics program. The revisions follow from a recent review of the program and changes being made to the Health Information Management program.

III New Course in Business Essentials Program: ESS 820
At its meeting of February 23, 2016, Undergraduate Council approved a new course in the Business Essentials program: ESS 820 – Fostering Workplace Innovation.

IV New Elective for Marketing Diploma and Business Administration Diploma Programs
At the same meeting, Undergraduate Council approved a new elective for the Marketing Diploma and Business Administration Diploma programs. The course, Foundations in Digital Marketing, is a new course in the Digital Marketing Certificate program outlined above in Item I (ii).

V Terms of Award
At its meeting of February 23, 2016, Undergraduate Council approved: i) terms of award for four new awards; ii) changes to four terms of award; and iii) four new bursaries.

(i) Terms of Award for New Awards
The Fred and Barbara Hacker Scholarship
The KPMG Scholarship
The Robert and Donna West Family Academic Grant in Nursing
The Wong Family Academic Grant

(ii) Changes to Terms of Award
The James R. (Jamie) Greilich Memorial Academic Grant
The John D. McNie Achievement Award of Excellence
The Connie O'Shaughnessy Memorial Prize
The Dr. Andrew Szendrovits Memorial Scholarship

(iii) New Bursaries
The Accessibility Bursary
The Class of 1966, 50th Anniversary Bursary
The Social Justice Midwifery Bursary
The Wang MD Bursary for Newcomers

VI Revisions to General Terms and Conditions of Award
At the same meeting, Undergraduate Council approved revisions to the General Terms and Conditions of Award for inclusion in the 2016-2017 Undergraduate Calendar. Most changes are simple updates and clarifications, many following from the implementation of Mosaic. The more significant changes will increase the equity of the conditions of award and will allow for a potentially larger scholarship pool.

VII Award Name Changes
Also at the same meeting, Undergraduate Council received, for information, one award name change.

VIII Award Value Changes
Also at the same meeting, Undergraduate Council received, for information, one award value change.

IX Awards Removed from the Undergraduate Calendar
At its meeting of February 23, 2016, Undergraduate Council received, for information, three awards removed from the Undergraduate Calendar.

X Bursaries Added to the Undergraduate Calendar
At the same meeting, Undergraduate Council received, for information, one previously approved bursary to be added to the Undergraduate Calendar.

XI Bursary Name Changes
Also at the same meeting, Undergraduate Council received, for information, one bursary name change.

XII Bursary Name Changes
Also at the same meeting, Undergraduate Council received, for information, one bursary name change.

XIII Award Recipients by Faculty
At its meeting of February 23, 2016, Undergraduate Council received, for information, the 2014-2015 In-Course and Graduand Awards Recipients Report
XIV  Allocations of the H.L. Hooker and University Senate Scholarships
   At the same meeting, Undergraduate Council received, for information, the 2014-2015 H.L.
   Hooker and University Senate Allocations Report.

XV  Statistics for Awards by Application
   Also at the same meeting, Undergraduate Council received, for information, the 2014-2015
   Awards by Application Report.

XVI  Awards Not Allocated
   At its meeting of February 23, 2016, Undergraduate Council received, for information, the

XVII  2014 Summer Travel Awards and 2013-2014 Exchange Scholarship Reports
   At the same meeting, Undergraduate Council received, for information, Travel Reports from
   the 2014 Summer Travel Awards recipients and the 2013-2014 Exchange Scholarship
   Recipient Reports.

XVIII  Curriculum Revisions for Inclusion in the 2016-2017 Undergraduate Calendar
   At its meeting of February 23, 2016, Undergraduate Council approved curriculum revisions
   in the Faculty of Business and the Faculty of Health Sciences for inclusion in the 2016-2017
   Undergraduate Calendar.

Documents detailing items for information are available for review on the Undergraduate

Senate: March 9, 2016
Academic Assessment

Certificate in Canadian Payroll Management

Table of Contents

Statement of Academic Viability ........................................... 3
Program Details ........................................................................ 4
  Introduction and Background ................................................. 4
  Needs ............................................................................... 4
  Market ............................................................................. 5
  Overview of Program .......................................................... 5
  Learning Objectives of Program .......................................... 6
  Meeting Learning Objectives ............................................... 6
  Program Delivery Format .................................................... 6
  Learner Evaluation (Grading Process) ................................. 7
  Course Evaluation .............................................................. 7
  Course Instruction .............................................................. 7
  Program Admission Requirements ....................................... 7
  Program Pre-requisites ........................................................ 7
  Certificate in Canadian Payroll Management Completion Requirements .................................................. 8
  Advanced Standing for Students Entering Program ............... 8
  Advanced Standing Towards Degree .................................... 8
  Statement of Financial Viability ............................................ 8
  Statement of Administrative Responsibilities ....................... 9
Listing of Courses and Course Descriptions ......................... 9
  Core Courses ..................................................................... 9
  Course Descriptions .......................................................... 10
  Core Courses ..................................................................... 10
    Introduction to Payroll Management ................................... 10
    Organizational Behaviour ................................................. 10
    Introductory Management Accounting ............................... 11
    Business Finance and Accounting ..................................... 11
    Compensation .................................................................. 12
    Applied Payroll Management .......................................... 12

Submitted By:
Anne Dwoyer
McMaster University
Centre for Continuing Education
dwoyeram@mcmaster.ca
z23327
1.0. Statement of Academic Viability

Letter of Endorsement and Statement of Academic Merit

DATE: January 18, 2016
TO: Certificate and Diploma Committee of Undergraduate Council
FROM: Dr. Len Weissman, Dean, DeGroote School of Business
Dr. Emaad Mohammad, Associate Dean (Academic), DeGroote School of Business
RE: Certificate in Canadian Payroll Management

We have reviewed the submission to Undergraduate Council for a Certificate in Canadian Payroll Management presented by the Centre for Continuing Education in affiliation with the DeGroote School of Business. We have determined that the program meets the standards of academic rigor held by the DeGroote School of Business and that the program is comprehensive and appropriate.

Our support and endorsement of the proposed Certificate in Canadian Payroll Management is based on our assessment that the objectives of the program are viable. Additionally, the courses in it will fulfill these objectives.

We are delighted to work with the Centre for Continuing Education in mounting this Certificate program, and believe it will serve a growing market demand for continuing education that Certificate-based.

On behalf of the DeGroote School of Business, we are pleased to endorse this submission.

Dean, DeGroote School of Business
Associate Dean (Academic)
DeGroote School of Business

2.0. Program Details

Introduction & Background
Canada’s 1.5 million employers count on payroll professionals to annually pay $860 billion in wages, $268 billion in federal and provincial statutory remittances, and $94 billion in health and retirement benefits, in addition to producing 26 million T4s, 9 million T4As, and 7 million RL-1s - all while complying with over 190 regulatory requirements.

Payroll is a mission-critical process for successful organizations. Wages and benefits, in addition to being a major expense, also have legislative and statutory compliance requirements to be managed.

The Canadian Payroll Association (CPA) has been representing employers’ payroll interests since 1978. As the source of payroll education and advocacy, the Canadian Payroll Association delivers professional certification courses, professional development seminars, and products and services that enable payroll practitioners to enhance operations, comply with legislative requirements and utilize emerging technologies.

Two certifications are available to those in a payroll position:

- Payroll Compliance Practitioner (PCP) certification; and
- Certified Payroll Manager (CPM) certification.

Both programs are available online through the Canadian Payroll Association.
Payroll Compliance Practitioner (PCP) courses can also be completed through college programs. The curriculum of the Certified Payroll Manager (CPM) program is management level content and not suited for all learners. McMaster University’s Centre for Continuing Education (CCE) was approached and asked to offer specific payroll management course topics – Introduction to Payroll Management and Applied Payroll Management.

The proposed Certificate in Canadian Payroll Management, offered in affiliation with the Canadian Payroll Association, comprises the courses needed to qualify for certification as a payroll manager.
Specifically, the Certificate in Canadian Payroll Management (CPM) builds on compliance knowledge and develops payroll management skills to prepare seasoned professionals to manage a payroll department.

PCP and CPM Certification is gaining in recognition within the business community with an increasing number of jobs requiring payroll certification. The CPM is a distinctive differentiator for those that are managing payroll departments, which represents approximately 25% of payroll professionals in Canada according to recent research by the Canadian Payroll Association.

Needs
The Certificate in Canadian Payroll Management program addresses the educational and professional development needs of participants, the hiring needs of employers, the mission of the Canadian Payroll Association, and the Centre for Continuing Education’s (CCE) strategic vision by:
• Offering students the necessary knowledge and skills aligned with core competencies for payroll management;
• Offering graduates from the Payroll Compliance Practitioner (PCP) program a professional education program to complement their management-level certification;
• Providing employers with educational/professional upgrading opportunities for employees based on industry standard and competencies for payroll management;
• Providing participants with the opportunity to collaborate with colleagues in a shared learning environment which mirrors a collaborative environment for professionals: new, or currently, in the field;
• Complementing CCE’s current program offerings, such as Accounting, Business Administration and Human Resources Management.

Market
The Certificate in Canadian Payroll Management (CPM) will attract graduates of the Payroll Compliance Practitioner (PCP) program, students who have the career goal of being a payroll manager and those in the field seeking further education. Specifically, the Certificate in Canadian Payroll Management (CPM) has the following target audiences:

• The Canadian Payroll Association membership (currently 19,500 organizational and professional members representing over 40,000 practitioners);
• Organizations with payroll departments;
• Professional CPA members who hold a PCP certification; and
• Associate CPA members who are taking the payroll courses with a view to being certified.

Overview of Program
The Certificate in Canadian Payroll Management (CPM) program is designed to further develop and/or enhance the core competencies for professionals working in the payroll field with the aim of preparing payroll practitioners to manage the compliance requirements of an organization’s annual payroll cycle, deliver clear and reliable payroll information, and contribute a payroll perspective to organizational policy and strategy discussions.

Courses will use a combination of experiential learning activities (i.e., presentations, case studies, facilitated group discussions, group work) and traditional teaching methods to cover the fundamental concepts in payroll management. Emerging trends, theories, practices and core competencies will be discussed to aid in the learning process and ensure that course content is current and relevant. The program’s instructors will be practitioners in the field and will emphasize the use of experiential learning techniques. The Certificate in Canadian Payroll Management will be an open enrollment program (see “Program Admission Requirements” and “Program Pre-requisites” sections below).

Learners will be required to complete 5 core courses (15.0 units). Upon successful completion of the five content modules, participants will be awarded McMaster University’s Certificate in Canadian Payroll Management. Program courses will be available in both in-class and online formats.

Learning Objectives of Program
The Certificate in Canadian Payroll Management is designed to develop and/or enhance the knowledge and skills required for professionals to manage a payroll department.

Specifically, graduates will be able to:

• Demonstrate awareness of ethical practices and professional standards as applied to the payroll profession
• Demonstrate awareness of organizational structure and the role of payroll management practices within an organization
• Understand the role that strategic, operational, human resources and financial management play in an organization
• Recognize appropriate organizational, legal, and professional policies that regulate payroll professionals
• Analyze situations and apply the appropriate decision making processes
• Identify and apply the principles of project management in the payroll management process
• Use effective communication strategies
• Research, calculate, analyze and evaluate information appropriate to payroll contexts
• Propose creative and critical options and solutions that align with payroll practices
• Recognize the impact of current economic, political and professional rules and regulations on payroll practices
• Develop knowledge and skills applicable to the Canadian Payroll Association’s Payroll Management certification

Meeting Learning Objectives
The Certificate in Canadian Payroll Management uses a series of academic courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.

Program Delivery Formats
All program courses will be available in both in-class and online formats. The online payroll management courses are taken directly with the Canadian Payroll Association.

In-class offerings will include a mixture of lecture and experiential learning activities, such as case studies, presentations, individual and group work and are the preferred method of instruction for the payroll management courses.

Online delivery will use primarily asynchronous activities designed to present the fundamental concepts and theories in payroll management and promote the application to the workplace and professional practice. Course activities will include instructor video lecture/presentations, discussion board topics, web-based learning activities, as well as, experiential learning activities (i.e. case studies, group discussions, projects).
Learner Evaluation (Grading Process)
Each course will include an evaluation component. The evaluation will consist of assignments, case studies, presentations, individual or group projects, participation and a final examination or a combination thereof. Where appropriate, evaluations will be structured to evaluate students' level of competency in achieving overall learning objectives.

Course Evaluation
For each course, learners will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.

Course Instruction
Instructors for courses will be selected from a pool of qualified applicants. In compliance with McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas, selection will be based on academic background and/or experience within the field. Instructors will have the equivalency of a Master's Degree or significant professional and teaching experience within the field. Instructors for introduction to payroll management and applied payroll management courses must have the CPM certification, in addition to at least 5 years of payroll management experience.

Program Admission Requirements:
The Certificate in Canadian Payroll Management program will be an open enrolment program. Potential learners will not be required to apply to the program for admission; however, in order to comply with the Certificates and Diplomas, admission policy from Undergraduate Council, as well as the Canadian Payroll Association's program entrance requirements, students who wish to enter the program must

- Have an Ontario Secondary School Diploma, or equivalent
- Be a mature student as defined in the Undergraduate Calendar of McMaster University; or
- Be deemed an exceptional case by the Centre for Continuing Education; and
- Be a certified Canadian Payroll Compliance Practitioner (CPP); and
- Have the Canadian Payroll Association's payroll experience entrance requirements.

Program Admission Requirements:
As mentioned under Program Admission Requirements, learners who wish to enter the Certificate in Canadian Payroll Management must have their Payroll Compliance Practitioner Certification, as awarded through the Canadian Payroll Association, and payroll experience.

In order to ensure that students have the basic capabilities necessary to be successful in the program's academic courses, learners are required to have the following pre-requisite knowledge and/or skills:

- Knowledge and skills with general computer applications, such as keyboarding, file management, spreadsheets and word processing;
- Familiarity with internet browsers and web surfing;
- English Language Proficiency requirements: Completion of TOEFL exam with minimum acceptable score of 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years.

Certificate in Canadian Payroll Management Completion Requirements
Students must complete all 5 core courses (15 units).

Advanced Standing for Students Entering the Program

Option A:
Learners entering the Certificate in Canadian Payroll Management, who have completed Introduction to Payroll Management and/or Applied Payroll Management, through the Canadian Payroll Association, may be eligible to apply both courses to the Certificate in Canadian Payroll Management for a maximum of two transfer credits (6 units).

Option B:
Learners who have completed equivalent coursework in introductory management accounting, business finance and accounting, compensation or organizational behaviour may be eligible to apply for a maximum of one transfer credit (3 units).

Approved transfer credit will be approved by the Program Manager based on the following criteria:

- courses must have an 80% overlap in content/curricula and a similar number of classroom or contact hours;
- courses must have been taken within the last five years;
- courses must have been taken from an accredited academic institution and listed on an official transcript with a grade of "C" or better.

NOTE: Learners may apply and qualify for only one of the above options.

Advanced Standing towards Degree Studies
Learners, who have successfully completed the Certificate in Canadian Payroll Management, and wish to pursue degree studies at McMaster University, may be eligible to receive up to 15 units of academic credit, at the discretion of the Faculty to which they are applying.

The learner must be accepted into the Faculty in question before advanced standing will be granted.

Statement of Financial Viability
"I have reviewed the business case and financial projections, which includes enrollment projections and costs. Sources of revenue for this program include tuition, as well as supplementary fees (MAPS) and other fees (transfer credit fees and deferred exam fees). Initial startup costs are minimal, since 3 of the 5 courses are currently offered under existing CCE programs. Expenses are typical and include marketing costs, as well as typical ongoing delivery costs (such as instructor honoraria, materials, advertising and administration)".

Lorraine Carter, Director, Centre for Continuing Education
Statement of Administrative Responsibility
The human and systems infrastructure to support the following functions already exists within CCE.
Costs will be fully covered by tuition.
Responsibilities for the Certificate in Canadian Payroll Management are as follows:

Centre for Continuing Education
All management and administration of the program including:
• Budget development and monetary responsibilities
• Program and Course Development
• Course Registrations/Administration
• Marketing and Promotions

The DeGroote School of Business
The DeGroote School of Business will act as academic liaison and is charged with the responsibility of on-going academic review and assessment of curriculum. In return for services rendered, the DeGroote School of Business will receive an annual stipend at the end of each fiscal year during which the program records a surplus.

3.0. Listing of Courses and Course Descriptions

Certificate Program
15.0 units in total based on completion of all 5 program courses.

<table>
<thead>
<tr>
<th>Core Courses (15.0 units):</th>
<th>Instructional/Content Hours</th>
<th>Unit Value</th>
<th>Course Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Payroll Management</td>
<td>39 hours</td>
<td>3 units</td>
<td>13 weeks Start: Fall 2016</td>
</tr>
<tr>
<td>Organizational Behaviour</td>
<td>39 hours</td>
<td>3 units</td>
<td>13 weeks Start: currently offered</td>
</tr>
<tr>
<td>Introductory Management Accounting or Business Finance and Accounting</td>
<td>42 hours</td>
<td>3 units</td>
<td>13 weeks Start: currently offered</td>
</tr>
<tr>
<td>Compensation (Compensation Management)</td>
<td>39 hours</td>
<td>3 units</td>
<td>13 weeks Start: currently offered</td>
</tr>
<tr>
<td>Applied Payroll Management</td>
<td>39 hours</td>
<td>3 units</td>
<td>13 weeks Start: Winter 2017</td>
</tr>
</tbody>
</table>

Course Descriptions:

Course 1: Introduction to Payroll Management
Introduction to Payroll Management (IPM) prepares professionals to manage a payroll department by introducing them to core management subjects most applicable to managing a payroll department. Based on market research, the course provides the management content and tools required to be a successful manager, such as decision making and project management. It builds on the foundation of a Payroll Compliance Practitioner’s experience, knowledge and application of legislative monitoring and effective communication of payroll programs and policies.
(Pre-requisites: Payroll Compliance Practitioner Certification and 2 years Payroll experience)

Overview of Topics to be covered in the course:
• The Role of Management:
• Monitoring Legislation:
• Communication:
• Decision Making:
• Total Quality Management and Risk Management:
• Project Management:
• Change Management:
• Privacy and Business Ethics:

Course 2: Organizational Behaviour
This course provides an overview of the structure and function of human behaviour in organizations. Students will study the behavioural influences that affect productivity, organizational effectiveness, and efficiency. Topics to be discussed include perception, motivation, communication, job and organizational design, decision-making, organizational politics, and leadership. Individual and group exercises and the analysis of case material along with sharing experiences among the students from different backgrounds, will be used to enhance a practical understanding of theoretical concepts.

Overview of Topics to be covered in the course:
• Introduction to OB
• Individual Behaviour, Personality & Values
• Perceiving Ourselves & Others in Organizations
• Workplace Emotions, Attitudes & Stress
• Foundation of Employee Motivation
• Applied Performance Practices
• Decision-making & Creativity
• Team Dynamics
• Communication in Teams & Organizations
• Power & Influence in the Workplace
• Conflict & Negotiation in the Workplace
• Leadership in Organizational Setting
• Designing Organizational Structures
• Organizational Culture
• Organizational Change
Course 3 (option 1): Introductory Management Accounting

This course introduces a variety of product and function costing systems used in both manufacturing and service industries in the determination of income. Concepts and methods of allocating indirect costs in various costing environments will be examined and applied from a management perspective.

(Prerequisites: ACC 925 equivalency as completed via Payroll Compliance Practitioner Certification and Payroll experience)

Overview of topics to be covered in the course:
- Cost Accounting Fundamentals
- Cost Terms and Purposes
- Job Costing of Services and Goods
- Activity Based Costing – ABC
- Spillage
  - As related to job costing
  - As related to process costing
- (as related to job costing)
- Cost Allocation
- Absorption vs Variable Costing
- Process Costing Systems
  - Weighted Average method
  - FIFO method

Course 3 (option 2): Business Finance and Accounting

This course is designed for professionals working toward their Certified Human Resources Professional (CHRP) designation or similar non-financial management areas. The course covers the basic concepts and applications in Financial Accounting, Managerial Accounting and Corporate Finance.

An understanding of business finance and accounting is essential for all managers. As part of the management team, all managers need to contribute, towards overall corporate vision, mission and value proposition and exercise their fiscal responsibility towards overall corporate results and governance.

Non-financial managers, as key members of the management team, need to appreciate how an understanding of finance can greatly add value in their roles as organizational strategic partners and decision makers. They are accountable for the planning, execution, evaluation and control of their area of influence towards corporate objectives - Profitability, Sustainability and Growth of an organization.

Overview of topics to be covered in the course:
- Financial Information & Cost Measurement Requirements
- Financial Accounting Statements
- Management Accounting
- Planning for Profit & Cost Allocation
- Job Costing
- Relevant Decisions
  - Marketing
  - Production
- Capital Budgeting
- Master Budgets
- Management Control Systems

Course 4: Compensation

To provide an understanding of the process, issues and techniques involved in developing and administering a compensation system. The course should enable the student to gain knowledge of (a) both the theoretical and applied aspects of the compensation function, (b) the linkage between the compensation function and the organizational management process and (c) the compensation system design necessary to attract, retain and motivate the required workforce.

Overview of topics to be covered in the course:
- A roadmap to effective compensation
- Frameworks for Compensation
  - Strategic
  - Behavioral
- Components of a Compensation Package
- Performance Pay Choices
- Formulating the Reward and Compensation Strategy
- Job Evaluation Process
- The Point Method of Job Evaluation
- Evaluating the Market
- Evaluating Individuals
- Designing Performance Pay Plans
- Designing Indirect Pay Plans

Course 5: Applied Payroll Management

Applied Payroll Management (APM) provides professionals with the opportunity to apply relevant management processes in a payroll department context. Benchmarking, best practices development and human resources skills - such as monitoring, motivating, assessing and supervising personnel - are utilized to enable the payroll professional to achieve organizational and career goals.

(Prerequisites: Program courses 1, 2, 3, and 4)

Overview of topics to be covered in the course:
- Payroll Management
- Payroll in the Organizational Structure
- Benchmarking and Best Practices
- Payroll Systems
- Motivation and Job Satisfaction
- Employee Development
- Monitoring and Appraising Performance
- Career Management

11
**Certificate in Digital Marketing**

**Academic Assessment**

---

**Table of Contents**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of Academic Viability</td>
<td>3</td>
</tr>
<tr>
<td>Program Details</td>
<td>4</td>
</tr>
<tr>
<td>Overview of Program</td>
<td>4</td>
</tr>
<tr>
<td>Needs</td>
<td>4</td>
</tr>
<tr>
<td>Learning Objectives of Program</td>
<td>5</td>
</tr>
<tr>
<td>Meeting Learning Objectives</td>
<td>5</td>
</tr>
<tr>
<td>Program Delivery Format</td>
<td>5</td>
</tr>
<tr>
<td>Learner Evaluation (Grading Process)</td>
<td>6</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>6</td>
</tr>
<tr>
<td>Course Instruction</td>
<td>6</td>
</tr>
<tr>
<td>Program Admission Requirements</td>
<td>6</td>
</tr>
<tr>
<td>Program Pre-requisites</td>
<td>6</td>
</tr>
<tr>
<td>Certificate in Digital Marketing Completion Requirements</td>
<td>7</td>
</tr>
<tr>
<td>Advanced Standing for Students Entering the Program</td>
<td>7</td>
</tr>
<tr>
<td>Advanced Standing Toward Degree Studies</td>
<td>7</td>
</tr>
<tr>
<td>Statement of Financial Viability</td>
<td>7</td>
</tr>
<tr>
<td>Statement of Administrative Responsibilities</td>
<td>7</td>
</tr>
<tr>
<td>Listing of Courses and Course Descriptions</td>
<td>8</td>
</tr>
<tr>
<td>Course Descriptions &amp; Topics</td>
<td>8</td>
</tr>
<tr>
<td>Core Courses</td>
<td>8</td>
</tr>
<tr>
<td>Fundamentals of Digital Marketing</td>
<td>9</td>
</tr>
<tr>
<td>Digital Marketing Strategy</td>
<td>9</td>
</tr>
<tr>
<td>Search Engine Optimization, Search Engine Marketing, &amp; Digital Advertising</td>
<td>10</td>
</tr>
<tr>
<td>Content Management</td>
<td>10</td>
</tr>
<tr>
<td>Data Management</td>
<td>11</td>
</tr>
</tbody>
</table>

---

Submitted By: Nick Durie  
McMaster University  
Centre for Continuing Education  
durien@mcmaster.ca  
x24009
3.0 Statement of Academic Viability

Letter of Endorsement and Statement of Academic Merit

DATE: January 18, 2018

TO: Certificate and Diploma Committee of Undergraduate Council

FROM: Dr. Leo Waweremz, Dean, DeGroote School of Business
     Dr. Emil Mohammadi, Associate Dean (Academic), DeGroote School of Business

RE: Certificate in Digital Marketing

We have reviewed the submission to Undergraduate Council for a Certificate in Digital Marketing presented by the Centre for Continuing Education in affiliation with the DeGroote School of Business. We have determined that the program meets the standards of academic rigour held by the DeGroote School of Business and that the program is comprehensive and appropriate.

Our support and endorsement of the proposed Certificate in Digital Marketing is based on our assessment that the objectives of the program are viable. Additionally, the courses in it will fulfill these objectives.

We are delighted to work with the Centre for Continuing Education in mounting this Certificate program, and believe it will serve a growing market demand for continuing education that Certificate-based.

On behalf of the DeGroote School of Business, we are pleased to endorse this submission.

Dean, DeGroote School of Business

Associate Dean (Academic),
DeGroote School of Business

2.0 Program Details

Overview of Program

The Digital Marketing program will consist of five, 3-unit, 36 hour courses. Program content is based on common areas of knowledge and skills for digital marketing as identified by professional associations and organizations, employers, and marketers currently working in the field. Upon successful completion of the five content modules, participants will receive McMaster University’s Certificate in Digital Marketing. In addition, upon Faculty approval, successful program participants will be eligible to receive advanced standing up to 15 units to an appropriate McMaster University undergraduate degree program.

The program will be delivered online in order to reach the Canadian market for Digital Marketing. Instructors will facilitate the online program, as it will not be a self-study model of delivery. Content delivery may include independent activities, small group work, asynchronous and synchronous learning activities; all of which will be finalized with the subject matter expert and instructor upon course development. Program curriculum and design will be developed in order for multiple instructors to facilitate for multiple scheduled offerings.

The focus of the Digital Marketing Certificate is to educate learners on the theory, principles and practices of marketing in the digital space. Therefore, each course will use a combination of experiential learning (i.e. case studies, facilitated group discussions) and traditional teaching methods to cover the fundamental concepts in Digital Marketing. Courses will present concepts as they relate to marketing theory and digital application. In addition to developing students’ knowledge and skill in digital marketing, professional development/entrepreneurial skills will be threaded throughout each course, such as project management, business writing (i.e. proposal writing), and career advancement strategies. Emerging trends, theories, practices, platforms and core competencies will be discussed to add to the learning process and ensure that course content is current and relevant. The program instructors will be practitioners in the field and will emphasize the use of experiential learning techniques.

Needs

The Certificate in Digital Marketing program addresses the educational and professional development needs of participants, the hiring needs of employers, and the Centre for Continuing Education’s (CCE) strategic vision by:

- Offering students the necessary knowledge and skills aligned with core competencies for digital marketing;
- Offering graduates from Marketing programs a professional education program to complement their marketing certification;
• Providing employers with educational/professional upgrading opportunities for employees based on competencies specific to digital marketing;
• Providing participants with the opportunity to collaborate with colleagues in a shared learning environment which mirrors a collaborative environment for professionals: new, or currently, in the field;
• Complementing CCE’s current program offerings, such as Marketing, Accounting, Business Administration, Web Design, and Web Analytics.

Learning Objectives of Program

The Digital Marketing program provides an educational and professional development opportunity for individuals seeking to develop and/or enhance their knowledge and skills required for the field of marketing and related sectors. Specifically, graduates will be able to:
• Integrate traditional marketing theories and principles with technological skills using basic and advanced web tools and technologies
• Develop best practices for e-commerce, social media, mobile, email marketing, and online advertising
• Understand concepts, theories, and practices around search engine marketing, and search engine optimization
• Understand theories and practices around content management
• Research and propose creative and critical solutions that align with the professional roles of a digital marketer
• Apply ethical, legal and professional standards and conduct applicable to the field of digital marketing
• Understand the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills.
• Employ professional visual, written and oral communication skills in a variety of mediums

Meeting Learning Objectives

The Certificate in Digital Marketing is a series of academic courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.

Program Delivery Formats

All courses will be delivered online using McMaster University’s learning management system.

Online delivery will use primarily asynchronous activities designed to present the fundamental concepts and theories in digital marketing and promote the application to the workplace and professional practice. Course activities will include instructor video lecture/presentations, discussion board topics, web-based learning activities, as well as, experiential learning activities (i.e. case studies, group discussions, projects).

Learner Evaluation (Grading Process)

Each course will include an evaluation component. The evaluation will consist of assignments, case studies, presentations, individual or group projects, participation and a final examination or a combination thereof. Where appropriate, evaluations will be structured to evaluate students’ level of competency in achieving overall learning objectives.

Course Evaluation

For each course, learners will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.

Course Instruction

Instructors for courses will be selected from a pool of qualified applicants. In compliance with McMaster’s Senate and Undergraduate Council Guidelines for Certificates and Diplomas, selection will be based on academic background and/or experience within the field. Instructors will have the equivalency of a Master’s Degree or significant professional and teaching experience within the field.

Program Admission Requirements:

The Certificate in Digital Marketing program will be an open enrolment program. Potential learners will not be required to apply to the program for admission; however, in order to comply with the Certificates and Diploma, and admission policy from Undergraduate Council, students who wish to enter the program must:
• Have an Ontario Secondary School Diploma, or equivalent
• Be a mature student as defined in the Undergraduate Calendar of McMaster University; or
• Be deemed an exceptional case by the Centre for Continuing Education

Program Pre-requisites:

In order to ensure that students have the basic capabilities necessary to be successful in the program’s academic courses, it is recommended that students have the following pre-requisite knowledge, skills, or course completion:
• Knowledge and skills with introductory level courses in computer applications, such as word processing and spreadsheets
• Knowledge in skills in basic business communication, both written and verbal
• Familiarity with internet browsers and web surfing
• Knowledge and skills in basic business administration and marketing principles
• English Language Proficiency requirements: Completion of the TOEFL exam with minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years

Certificate in Digital Marketing Completion Requirements
Participants will be required to complete all five courses (15 units), to receive the McMaster University Certificate in Digital Marketing.

Advanced Standing for Students Entering the Program
Learners who have completed relevant coursework may be eligible to apply for a maximum of one transfer credit (3 units).

Approved transfer credit will be approved by the Program Manager based on the following criteria:
• courses must have an 80% overlap in content/curricula and a similar number of classroom or contact hours;
• courses must have been taken within the last five years;
• courses must have been taken from an accredited academic institution and listed on an official transcript with a grade of "C-" or better.

Advanced Standing towards Degree Studies
Learners, who have successfully completed the Certificate in Digital Marketing, and wish to pursue undergraduate degree studies at McMaster University, may be eligible to receive up to 15 units of academic credit, at the discretion of the Faculty to which they are applying.

The learner must be accepted into the Faculty in question before advanced standing will be granted.

Statement of Financial Viability
"I have reviewed the business case and financial projections, which includes enrollment and costs. Sources of revenue for this program include tuition, as well as supplementary fees (MAPS) and other fees (transfer credit fees and deferred exam fees). Expenses are typical and include marketing costs, as well as typical ongoing delivery costs (such as instructor honoraria, materials, advertising and administration)".  
Lorraine Carter, Director, Centre for Continuing Education

Statement of Administrative Responsibility
The human and systems infrastructure to support the following functions already exists within CCE. Costs will be fully covered by tuition.

Responsibilities for the Certificate in Digital Marketing are as follows:
Centre for Continuing Education
All management and administration of the program including:
• Budget development and monetary responsibilities
• Program and Course Development
• Course Registrations/Administration
• Marketing and Promotions

The DeGroote School of Business
The DeGroote School of Business will act as academic liaison and is charged with the responsibility of on-going academic review and assessment of curriculum. In return for services rendered, the DeGroote School of Business will receive an annual stipend at the end of each fiscal year during which the program records a surplus.

3.0 Listing of Courses and Course Descriptions
Certificate Program
15.0 units in total based on completion of all 5 program courses.
Core Courses (15.0 units):

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Instructional/Content Hours</th>
<th>Unit Value</th>
<th>Course Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Digital Marketing</td>
<td>36 hours</td>
<td>3 units</td>
<td>13 weeks Start: Fall 2016 or Winter 2017</td>
</tr>
<tr>
<td>Digital Marketing Strategy</td>
<td>36 hours</td>
<td>3 units</td>
<td>13 weeks Start: Fall 2016 or Winter 2017</td>
</tr>
<tr>
<td>Search Engine Optimization, Search Engine Marketing, &amp; Digital Advertising</td>
<td>36 hours</td>
<td>3 units</td>
<td>13 weeks Start: Winter 2017</td>
</tr>
<tr>
<td>Content Management</td>
<td>36 hours</td>
<td>3 units</td>
<td>13 weeks Start: Winter 2017</td>
</tr>
<tr>
<td>Data Management</td>
<td>36 hours</td>
<td>3 units</td>
<td>13 weeks Start: Winter 2017</td>
</tr>
</tbody>
</table>
Course Description & Topics:

Course 1: Fundamentals of Digital Marketing
This course incorporates the foundational principles of marketing, with the best practices, theories and experiential activities relevant to the digital space. These principles form the basis for knowledge and skills threaded through program courses. The importance of strategic digital marketing, including social media and mobile practices, email marketing, analytics, search engine marketing and search engine optimization, and content management will be examined through the components of visual and text communications. Application activities involving digital marketing tools, such as Google Analytics, platforms such as Facebook & Twitter, PPC samples, and a focus on optimizing all digital platforms will form the basis of this course. (Required course; pre-requisite for remaining courses in the program)

Overview of Topics to be covered in the course
- Digital Strategy & Planning
- SEM, SEO
- Web Design & Web Analytics
- Social Media Platforms and Practices
- Email Marketing
- Digital Platforms
- Content Management
- Mobile Marketing
- Online PR Management
- Data Management
- Blending Traditional Marketing concepts in the Digital Age

Course 2: Digital Marketing Strategy
This course will focus on the strategic planning and execution of digital marketing as introduced in the Fundamentals of Digital Marketing course. An exploration and study into the development of strategic analysis, e-Commerce, management of CRM, basic analytics practices, and managing public relations online will occur through experiential learning practices. Exercises are designed for students to critique different web sites and campaigns in order to understand the connection between design, strategy, accessibility, operations, maintenance and results.

Overview of Topics to be covered in the course:
- Strategic Analysis
- e-Commerce
- Internet business models and strategies
- CRM
- Customer experience management
- Mobile Marketing
- Location-based marketing/Geo-targeting
- E-mail marketing
- Digital Analytics & Reporting
- Analyze ROI
- Clicks vs Conversions
- Online Marketing Research
- Crowdsourcing
- Branding and Marketing in the Digital Age
- User-generated Content for Advertising and New Product Development
- PR in the Digital Age
- B2B Marketing
- Defining the best channels of distribution
- Disintermediation of distribution channels/direct marketing

Course 3: Search Engine Optimization, Search Engine Marketing, and Digital Advertising
From the foundations of digital marketing presented in the program’s first course, this course will delve further into specific tools, standards and practices in conjunction with application activities and project to build effective campaigns involving search engine marketing. Specific topics will build upon the fundamentals of Google algorithm, measurement, search engine optimization analysis, and PPC.

Overview of topics to be covered in the course:
- SEM fundamentals, including keywords and competitive research.
- SEM & Measurement
- Search engine algorithm
- Programmatic advertising
- Advertising technology/targeted advertising
- Analytics
- Search engine ranking
- Content creation
- Semantic page markup, micro-formatting and URL strategies
- SEO analysis
- Pay-per-click Advertising

Course 4: Content Management
Building on the Digital Marketing I course contents, this course will present advanced practices of content management for marketing online. Activities allow students to expand on their knowledge and skills in writing for the web, video and image marketing, writing press releases, channel distribution, and managing and evaluating the performance of your content. Examining
the interaction of new media with marketing practices will be presented in terms of developing
the student's awareness of emerging trends that will affect the role of the digital marketer.

Overview of topics to be covered in the course:
- Digital Storytelling
- Identifying Prospects
- Writing Messages and Creating Content
- Getting Your Message into the Media
- Measuring the Results of Content Marketing
- User interface Design
- User Experience
- Content Marketing
- Native Advertising
- Video Marketing
- Image Marketing
- Articles/Press Release Marketing
- Email Marketing
- Event Marketing
- Social Media
- Viral Marketing
- Brand identity
- From creation to distribution to archiving, identify how to manage your content and
  evaluate its performance.

Course 5: Data Management
The expansion of e-commerce, web analytics and business analysis drives the need to stay current
and relevant on theories and principles of the management of digital data. This course will
examine not only technologies in data management, but also processes around data management
and analysis for decision making. Theories and examples of predictive analytics and Big Data
and the impact on business, business intelligence systems, and strategies for employing data to
digital marketing will be covered. May include a summary project incorporating skills and
knowledge from previous four courses.

Overview of topics to be covered in the course:
- Predictive Analytics and Big Data
- Measurement
- Emerging Platforms
- Business intelligence systems: technologies, implementation, data warehouses, success
  factors
- Ethical and legal standards
- Knowledge summary project
January 22, 2016

To: Certificate and Diploma Committee, Undergraduate Council and Senate

From: Dr. Alan Neville, Associate Dean, Education, Faculty of Health Sciences

RE: Program revisions for Health Information, Health Information Management and Health Informatics

I have reviewed the Certificate & Diploma in Health Information, the Diploma in Health Information Management and the Diploma in Health Informatics program submission presented by the Centre for Continuing Education. I have determined that it meets all the criteria set out by the Undergraduate Council in its guidelines for certificates and diplomas and we, therefore, endorse this submission with the support of McMaster’s Faculty of Health Sciences.

I have had the proposal reviewed by Dr. Lynn Martin, Associate & Teaching Professor, Faculty of Health Sciences. Her conclusion is that the objectives of the proposed programs are viable, that the courses included in it will fulfill the stated objectives and meet Undergraduate Council’s criteria for the designation of "Certificate" and "Diploma". I concur with this assessment.

The Faculty of Health Sciences is pleased to have these program offerings to meet the needs of people wanting to work in these fields. We support this CCE program as their academic affiliates, providing both the initial submission review and overview of ongoing curriculum issues.

Yours sincerely,

Dr. Alan J. Neville BMed Biol  
(Paib), MBChB, MEd, FRCP  
(Lond), FRCP(C)  Professor,  
Department of Oncology  
Associate Dean, Health Professional Education  
Faculty of Health Sciences  
McMaster University

Submitted By:  
Nancy McQuigge  
McMaster University  
Centre for Continuing Education  
mcquigg@mcmaster.ca  
x24250
Table of Contents

Program Learning Objectives ................................. 4
   Introduction and Background .............................. 4
   Needs .................................................... 5
   Market ................................................. 5
   Overview of Program .................................... 5
   Program Admission Requirements ....................... 6
   Program Pre-requisites .................................. 6
   Certificate Program Completion Requirements ........ 7
   Diploma in Health Information Management Completion Requirements ........................................ 7
   Learning Objectives of Program ......................... 7
   Meeting Learning Objectives ............................. 7
   Program Delivery Format ................................ 8
   Student Evaluation (Grading Process) ................ 8
   Course Evaluation ...................................... 8
   Course Instruction ...................................... 8
   Credit Towards Degree Studies ........................... 9
   Advanced Standing for Diploma ........................... 9
   Statement of Financial Viability ......................... 9
   Statement of Administrative Responsibilities .......... 9

Listing of Courses ............................................ 10
   Program Pre-Requisite Courses ......................... 10
   Core/Required and Elective Courses ................. 10

Course Descriptions ........................................ 12
   Program Pre-Requisite Courses ......................... 12
   Core/Required and Elective Courses ................... 13

1.0 Program Learning Objectives

Introduction and Background

This academic submission document serves the purpose of revising the existing Health Information Management Certificate and Diploma programs established by McMaster University’s Centre for Continuing Education (CCE) in 2011. Since the development of the Health Information Management programs, Canada’s Health Information Management Association (CHIMA) has reviewed the course curriculum as a part of its program accreditation process. Based on the recommendations by CHIMA and CCE’s commitment to deliver programs to meet adult learners’ education and professional development, CCE proposes revision to the existing Health Information Management program offerings.

Summary of Proposed Changes:
- Certificate in Health Information Management change to Certificate in Health Information targeted for individuals seeking health information management courses for personal and professional development;
- Creation of a new Diploma in Health Information targeted for individuals who are not pursuing accreditation with CHIMA but wish to pursue a diploma program for personal and professional development;
- Creation of a new Diploma in Health Information Management targeted for individuals interested in pursuing accreditation with CHIMA.

The Health Information Manager credential as a requirement for employment has increased since the program’s inception. The professional association, CHIMA, facilitates a credentialing process for interested professionals. The credential exam assesses an individual’s knowledge of the core competencies identified for the Health Information Management (HIM) field. The credentialing process assesses a person’s education, years of work experience, and results of the exam. In order to provide a direct path for graduates to sit for the HIM exam, an academic program must be approved by CHIMA. This is a goal for the program and CCE to obtain this accreditation for the Diploma in Health Information Management.

A number of individuals in the current program who do not intend to pursue the HIM credential; rather, they seek education to supplement their previous studies and employment experience. Often, they are unemployed and their role has changed to include areas of health information management, health information privacy and security, health initiatives, and health systems implementation projects. For this group of students, their interest is to obtain an academic certificate or diploma to fill in their knowledge/skill gaps. For these students, CCE will offer the Certificate or Diploma in Health Information.

All three programs will be post-degree/diploma programs of which an application is required. All courses will be delivered online.
Needs
The Certificate and Diploma in Health Information and the Diploma in Health Information Management addresses the education needs of students, the hiring needs of employers and the Centre for Continuing Education’s (CCE) strategic vision by:

- Offering students the necessary knowledge and skills aligned with core competencies for health information professionals;
- Offering students the necessary knowledge and skills aligned with core competencies for Health Information Management professionals as identified by the professional association;
- Offering graduates from health, and related disciplines a professional education program to complement their degree;
- Providing employers with educational/professional upgrading opportunities for employees based on emerging theories, models, skills and practices of health information;
- Providing students with the opportunity to collaborate with colleagues in a shared learning environment which mirrors the interprofessional collaboration between Health Information Managers and Health Informaticians in the workplace;
- Complementing CCE’s current program offerings, such as Project Management, Business Analysis, Certified Clinical Research Associates, Business Administration and Case Management.

Market
The Health Information and Health Information Management programs have the following target audience:

- Health care professionals with a degree or a diploma from an accredited academic program (i.e. nursing, health sciences, physiotherapy, occupational therapy, or related discipline, etc) seeking a second career, or new career pathways;
- Individuals with related study, or background in computer science, IT, currently employed, or seeking employment in the field of health information (records, e-health, health informatics, health information management);
- Health Information Managers looking for opportunities to upgrade previous education background;
- Members of the professional associations (i.e. CHIMA, COACH) seeking continuing education units as part of membership and credential maintenance;
- Internationally trained professionals seeking Canadian education in health information management.

Overview of Program
The Health Information and Health Information Management programs are designed to develop and/or enhance the core competencies for professionals working in the fields of health information management. CHIMA’s (2010) Learning Outcomes for Health Information Management document specifically identifies these competencies for degree and diploma programs. Based on this document, employer and instructor consultation, program courses will use a combination of experiential learning (i.e. case studies, facilitated group discussions) and traditional teaching methods to cover the fundamental concepts in health information management. Emerging trends, theories, practices and core competencies will be discussed to aid in the learning process and ensure that course content is current and relevant. The programs’ instructors will be practitioners in the field and will emphasize the use of experiential learning techniques. The program is a post degree/post diploma program; therefore, an application will be required (see “Admission Requirement” section below).

Students will be required to complete 5 core courses (15.0 units) for the Health Information Certificate. To receive a Diploma in Health Information, students will be required to complete 5 core courses (15 units) plus 3 (9 units) of electives. Students are required to complete 13 required courses (39 units) plus a series of Coding and Classification courses. The coding and classification courses are existing courses offered by two distance Health Information Management programs of which CCE and the institutions have agreed to facilitate CCE’s student enrollment in the courses.

Some of the course offerings are shared with the Diploma in Health Informatics. These courses have a number of shared topics beneficial for students in both programs and it establishes the principles of interprofessional collaboration necessary in both fields. All program courses will be delivered online using McMaster University’s learning management system (see Program Delivery Format).

A pre-requisite course will be offered for individuals without recognized academic course(s) in the area of the Canadian Healthcare System, Medical Terminology, or Anatomy/Physiology. This pre-requisite course will be increased from 2-units to 3-units in value and it will be open for enrollment for students interested in applying for the Health Informatics and Health Information Management programs.

Pending university approvals, the revised programs will accept applications for a September 2016 start. Current students in the Health Information Management Diploma program may switch to the revised program upon request to the Program Manager.

Program Admission Requirements:
In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the Certificate/Diploma in Health Information, or the Diploma in Health Information Management must have one of the following:

1. An undergraduate degree, diploma, or equivalent, from an accredited University or College;
2. Submission of an application form indicating the preferred program of study; a letter of Intent; an updated resume; submission of official transcripts from the granting university/college; English Language Proficiency requirements;
3. Be a mature student as defined in the Undergraduate Calendar of McMaster University; or
4. Be deemed an exceptional case by the Centre for Continuing Education

Program Pre-requisites:
In order to ensure that students have the basic capabilities necessary to be successful in the program's academic courses, it is recommended that students have the following pre-requisite knowledge, skills, or course completion:
- Knowledge and skills with introductory level courses in computer applications, such as spreadsheets and word processing;
- Database knowledge;
- Knowledge and skills in statistics, and mathematical literacy;
- Successful completion of a Healthcare Systems of Canada course, or equivalent professional experience in the healthcare industry;
- Successful completion of an anatomy/physiology course, or equivalent;
- Successful completion of a medical terminology course, or equivalent;
- English Language Proficiency requirements: Completion of TOEFL exam with minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years.

Certificate in Health Information Program Completion Requirements
- Students must complete all core courses (15 units).

Diploma in Health Information Completion Requirements
- Students must complete all five core courses plus three elective courses (24 units)

Diploma in Health Information Management Completion Requirements
- Students must complete all 13 program courses plus 6 units of coding and classification coursework as approved by the Program Manager (45 units)

Learning Objectives of Program
The Certificate/Diploma in Health Information and the Diploma in Health Information Management are designed to develop and/or enhance the knowledge and skills required for professionals working in the field of health information management and related sectors. Specifically, graduates will be able to:
- Identify the types of health information and analyze the information systems used to collect, store, assess, distribute and protect health records and information;
- Integrate policies, procedures and professional standards to the management of health information;
- Apply health information and record management principles and practices within a healthcare organization
- Analyze the relationship (interprofessional roles and responsibilities) between healthcare systems, health information management and health informatics and its impact on the decision-making process and risk management of personal health information;
- Research and propose creative and critical solutions that align with the professional roles of health information management;
- Demonstrate awareness of ethical practices applicable to the healthcare system and Health Information Management;
- Recognize the skills, attitudes and behaviors required to work and collaborate with people and develop personal management skills.

Meeting Learning Objectives
The programs use a series of academic courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.

Program Delivery Format
All program courses will use a combination of synchronous and asynchronous activities designed to present the fundamental concepts and theories in health information management and promote the application to the workplace and professional practice. Course activities will include instructor video lecture/presentations, discussion board topics, web-based learning activities, as well as, experiential learning activities (i.e. case studies, group discussions, projects). The program curriculum will be delivered primarily online via McMaster University's learning management system. Courses will be offered on a part-time, cohort model, with courses scheduled in a 9 or 12-week duration.

Student Evaluation (Grading Process)
Each course will include an evaluation component. The evaluation will consist of assignments, case studies, presentations, individual or group projects, online class participation, attendance or a combination thereof. Where appropriate, evaluations will be structured to evaluate students' level of competency in achieving overall learning objectives.

Course Evaluation
For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.

Course Instruction
Instructors for courses will be selected from a pool of qualified external consultants. In compliance with McMaster's Senate and Undergraduate Council Guidelines for Certificates and
Diplomas, selection will be based on academic background and/or experience within the field. Instructors must have a Master’s Degree (or equivalent) and significant professional experience and teaching within the field.

**Credit Towards Degree Programme Studies**
The Academic Credit Courses included in a diploma programme can be used for credit towards degree programme studies in accordance with the normal academic rules specified by the Faculty offering the degree.

**Program Advanced Standing:**
*Certificate in Health Information:* Transfer credits will not be permitted for the 15 units of this program.
*Diploma in Health Information:* Upon admission, a student may receive up to a maximum of 9 units of advanced credit. The courses used for such credit must be equivalent to the McMaster courses that they replace.
*Diploma in Health Information Management:* Upon admission, a student may receive up to a maximum of 15 units of advanced credit. The courses used for such credit must be equivalent to the McMaster courses that they replace.

**Statement of Financial Viability**
"I have reviewed the business case and financial projections, which includes enrolment projections and costs. Sources of revenue for this program include tuition, as well as supplementary fees (MAPS) and other (such as transfer of credit fees, deferred exam fees and application fees). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as instructor honoraria, materials, advertising and administration)."

*Lorraine Carter, Director, Centre for Continuing Education*

**Statement of Administrative Responsibility**
The administrative responsibilities for the revised program have not changed from the original program submission. The human and systems infrastructure to support the following functions exists within CCE. Costs will be fully covered by tuition, with the exception of the first year of the program, when the start-up will be subsidized by CCE.

Responsibilities for the programs are as follows:
- Budget development and monetary responsibilities
- Program and Course Development
- Course Registration/Administration
- Supervision of Instructors to ensure University policies and practices are adhered to; course are taught according to program requirements and standards
- Marketing and Promotions

**The Faculty of Health Sciences**
The Faculty of Health Sciences will act as academic liaison and is charged with the responsibility of on-going academic review and assessment of curriculum. In return for services rendered, the Faculty of Health Sciences will receive an annual stipend at the end of each fiscal year during which the program records a surplus.

**2.0 Listing of Courses**

**Certificate in Health Information**
15.0 units in total based on completion of all 5 core courses.

**Diploma in Health Information**
24.0 units (15.0 Core + 9.0 Health Information Management Electives)

**Diploma in Health Information Management**
45.0 units (39.0 Required Courses + 6.0 units of Coding and Classification coursework)

**I. Program Pre-Requisite Courses:**
Open enrolment; Refer to Admission Requirement Section
*Indicates new course development

<table>
<thead>
<tr>
<th>Courses</th>
<th>Academic Units</th>
<th>Instructional Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the Canadian Healthcare System</td>
<td>3.0 Units 36 hours</td>
<td>Distance (online)</td>
</tr>
<tr>
<td>Medical Terminology*</td>
<td>3.0 Units 42 hours</td>
<td>Distance (online)</td>
</tr>
<tr>
<td>Anatomy/Physiology*</td>
<td>3.0 Units 42 hours</td>
<td>Distance (online)</td>
</tr>
</tbody>
</table>

**II. Core, Required and Elective Courses:**
All courses will be taught online.
*Indicates new course for development.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Academic Units</th>
<th>Program Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Information Management I (Core course)</td>
<td>3.0 Units 42 hours</td>
<td>Required for: Certificate in Health Information Diploma in Health Information Diploma in Health Information Management</td>
</tr>
<tr>
<td>Health Information Management II (Core course)</td>
<td>3.0 Units 42 hours</td>
<td>Required for: Certificate in Health Information Diploma in Health Information Diploma in Health Information Management</td>
</tr>
</tbody>
</table>
Course Descriptions:

Program Pre-Requisite Courses

I) HTH 100: Understanding the Canadian Healthcare System

Course Description:
This course presents an overview of the Canadian healthcare system in terms of its history, health care governance and related provincial and federal regulations and legislation. The course will examine how Canada’s healthcare system is organized, regulated, and managed. The course will present the different levels of care found in the health care system, and discuss how information is used and shared within the different levels. Application activities will provide students with the opportunity to analyze the various components of the health care system, and develop an understanding how the role of a Health Information Manager and Health Informatics professionals fits within this large and complex system. This course is geared towards individuals with no previous health education, or professional experience within the Canadian health care sector.

Course content will cover:
- Historical and legal foundations of the Canadian Health Care system
- Health care governance in Canada (federal, provincial, territorial, regional, municipal and First Nations)
- Regulation and legislation of health care organizations operation pertinent to HIM and HI professionals
- Regulations and legislation of the provincially regulated Health Professions Act, and individual health professional organizations
- Basic concepts of health economics including provincial versus federal responsibilities, transfer payments, global funding, fee schedules, and care costing
- Other national agencies involved in health care and health information related fields
- International agencies and organizations influencing Canadian health care
- Level of care and the exchange of health information between the levels
- Structure of the continuum of care and the exchange of health information between the entities
- Current health care issues and trends
- Health care systems as a complex and adaptive system

II) Medical Terminology

Course Description:
This course is designed to familiarize the student with the relevant clinical terminology to work successfully as part of the health care team. By completion of this course, the student will gain the requisite knowledge of medical terminology commonly used in the health care environment. Specific topics of focus include the origins and composition of medical words (roots, prefixes, suffixes, abbreviations) as they relate to major body systems, common disease terms, diagnostic tests and clinical procedures. This course is geared towards individuals with no previous health

| Professionalism, Ethics and Professional Standards | 3.0 Units 36 hours | Required for Diploma in Health Information Management |
| Privacy, Confidentiality and Security (Core course) | 3.0 Units 36 hours | Required for: Certificate in Health Information Diploma in Health Information Diploma in Health Information Management |
| Records Management* (Core course) | 3.0 Units 42 hours | Required for: Certificate in Health Information Diploma in Health Information Diploma in Health Information Management |
| Information Systems and Technology (Core course) | 3.0 Units 36 hours | Required for: Certificate in Health Information Diploma in Health Information Diploma in Health Information Management |
| Managing Health Privacy and Security | 3.0 Units 36 hours | Required for Diploma in Health Information Management Elective for Diploma in Health Information |
| Organizational Behaviour for the Health Sector | 3.0 Units 36 hours | Required for Diploma in Health Information Management Elective for Diploma in Health Information |
| Information Analysis | 3.0 Units 42 hours | Required for Diploma in Health Information Management Elective for Diploma in Health Information |
| Project Management for the Health Sector (shared with Health Informatics) | 3.0 Units 36 hours | Elective for Diploma in Health Information |
| Pathophysiology I* | 3.0 Units 42 hours | Required for Diploma in Health Information Management |
| Pathophysiology II* | 3.0 Units 42 hours | Required for Diploma in Health Information Management |
| Biomedical Sciences* | 3.0 Units 36 hours | Required for Diploma in Health Information Management |
| Health Information Management Practical Experience | 3.0 Units 300 hours | Required for Diploma in Health Information Management |
education, or professional experience within the Canadian health care sector. This course is
designed for individuals with limited, or no, educational background in the healthcare sector, or
study of anatomy, physiology and pathology.

III) Anatomy & Physiology
Course Description:
This comprehensive course provides students with an understanding of the anatomy and
physiology of the human body. Topics include an overview of the human body in health and
disease, Skeletal System, Muscular System, Cardiovascular System, Lymphatic and Immune
System, Respiratory System, Digestive System, Urinary System, Nervous System, Special
Senses, Inegumentary System, Endocrine System, Reproductive System. This course is
designed for individuals with limited, or no, educational background in anatomy, physiology
and pathology.

Required and Elective Courses:
1) HTH 101: Health Information Management I
Course Description:
The course covers fundamental theories and principles of health information management
including data types, data acquisition, data standards, data quality and data users and users.
Learners will develop an appreciation of how data is collected, processed and used in healthcare
settings and the role that data plays in decision-making (including an understanding of the
complexities involved in transforming data into information and knowledge). The course will
introduce learners to the roles and responsibilities of the HIM professional in the storage, use,
retention and destruction of health records in both paper and electronic record systems and the
central role of health information management in quality assurance and performance
improvement, planning and management of resources, risk management, research and education.
Pre -requirements: Understanding Canadian Health Care System.
Course Content will address:
• What is a health record
• Uses of the health record
• Users of the health record
• Data → Information → Knowledge continuum
• Data collection and grouping
• Data quality
• Data (and information) standards
• Records management
• Health data and information repositories
• Data interrelationships and dependencies within health systems
• Risk Management – both for the health record (privacy, confidentiality & security) and
for the facility (including quality assurance)

• Introduction of research methods for health information and health informatics
professionals

II) HTH 102: Health Information Management II
Course Description:
Improvements and increased efficiencies in the health care system depend upon the collection
and coding and classification of health data. Once captured in a standard format, health data can
be used to support management, planning and delivery of health services, research and
education. The principles of data quality and the ICD-10-CA classification system, the current
standard within Canadian hospitals and health facilities will be examined.
Pre-requisite: Health Information Management I, Understanding the Canadian Healthcare
System
Course content will address:
• Terminology, nomenclature, classification, abstraction, encoding, and coding systems
• Key data attributes and limitations within contexts of intended use
• Different classification and data abstraction systems in Canada including acute care,
rehab, primary care, and community care (e.g. rehabilitation (FIM-FRGis), mental health
(DSM IV TR or V), home care, cancer care (ICD-O), international classification of
functioning, disability and health (ICF), and primary care (ICPC 2)
• Classification systems implementation (e.g., training, standards, minimum data set
(MDS), cost, technology, care level, non-mandated implementation considerations)
• Canadian coding standards (CIHI coding standards)
• Overview of ICD-10-CA and CCI classification systems
• Abstract data
• Grouping and case weighting methodologies used in Canada and how diagnosis and
intervention coded data are used within these systems - Case Mix Groups (CMG),
Resource Intensity Weight (RIW), Day Procedure Groups (DPG), and Comprehensive
Ambulatory Classification System (CACS)
• Uses and purpose of SNOMED CT (e.g., direct patient care, decision support, statistical
reporting, outcomes measurement, public health surveillance, health research, and cost
analysis) in the Canadian context
• SNOMED CT hierarchies, axis and the levels of granularity
• Risk management principles

II) HTH 103: Professionalism, Ethics and Professional Standards
Course Description:
This course will present the professional, ethical and legal standards expected of the Health
Information Manager and Health Informatics professional. Learners will understand the
guidelines and codes of conduct established by the professional associations for each field
(CHIMA, COACH).A review of provincial, national and international HIM and HI organizations
and their professional standards and code of ethics will be conducted to demonstrate the inter-related nature of the professional expectations for Health Information Managers and Health Informaticians. Course activities will encourage students to investigate the parameters of their legal and ethical duties as HIM and HI professionals, as they work collaboratively, to understand the importance of ethics and professional standards for the protection of personal health information. Pre-requisites: Health Information Management I, Understanding the Canadian Healthcare System

Course content will cover:
- Health care governance in Canada
- Legislation of health care organization and operations as related to HIM and HI practice
- Structure and role of CHIMA, CCHIM and COACH
- Credentialing and certification process for HIM professionals and HI professionals
- Role of HIM and HI professionals within the Canadian Health Care systems
- CHIMA code of ethics and practice guidelines
- COACH ethical standards and practice guidelines
- HIM professional as consumer advocate
- CHIMA professional briefs and practice guidelines
- COACH core competencies for HI professional
- HIM professional as a valuable contributor to the health care team
- HIM and HI organizations (Provincial, National, International)

IV) HTH 104: Privacy, Confidentiality and Security

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

Pre-requisite: Understanding the Canadian Healthcare System, Health Information I

Course Content will address:
- Regulations and legislation of health care organizations and operations (public, private) pertinent to HIM and HI
- Regulations and legislation of provincial regulated health professionals acts (or equivalencies) and individual health organizations
- Privacy rights of individuals and groups and the basis for those rights

V) Records Management

Course Description:
The course will examine the principles and practices of health record management as it pertains to the collection, maintenance, storage, retrieval, retention and destruction of records. Records management practices are presented in relation to the legal and regulatory requirements. Policy development processes for various technological systems are explored and analyzed as a function of the HIM professional.

Pre-requisite: Health Information Management I, Health Information Management II, Privacy, Confidentiality and Security

Course content will include:
- Health information flow through healthcare organizations
- Data collection practices
- Access and use of the health record
- Record management systems
- Storage and retention of health data
- Processes for the destruction of health data
- Risk management
- The role of the HIM professional in records management

VI) HTH 105: Information Systems and Technology

Course Description:
This course is designed to develop the learner's understanding of the different types of information systems used in the health care sector, and how these systems interact with one another for the safe and secure exchange of personal health information. The course will
present the key technology and information system concepts and components used throughout
the information life cycle. Learners will examine the relationships between health information
stakeholders in terms of how health records are collected, stored, accessed, shared, maintained,
and secured in health information systems.

Pre-requisites: Health Information Management I, Foundations of Health Informatics

Courses content will address:
- Concepts of database management including design, maintenance, capabilities
- Systems development life cycle
- General systems theory
- IT procurement process
- Systems implementation
- Systems evaluation
- Systems maintenance
- Concepts of EHR, PHR, EMR, ERP
- EHR conceptual architecture
- Transition to EHR
- Definitions and differences between interfaces, integration and interoperability
- Systems communication and integration
- Hardware, software and networking concepts and terminologies
- Types of health care information systems and information flow between them
- Work flow analysis techniques
- Common administrative, technical and physical control methods for security of personal
  health information

VII) HTH 106: Managing Health Privacy and Security

Course Description:
This course is a continuation of the Privacy, Confidentiality and Security course. The course
will explore the various aspects of managing health privacy issues, confidentiality and access to
health information. In particular, the course will examine the tools used to manage, control and
disclose health information within organizations, taught within the framework of risk
management. Students will engage in activities to highlight the collaborative nature of the roles,
responsibilities and professional standards between Health Information Managers and Health
Informaticians. Emphasis will be placed on the learner’s ability to evaluate, analyze and apply
concepts from this course, and the Privacy, Confidentiality and Security course, in order to
promote their knowledge and skills at the local, organizational level as well as the overall health
care system.

Pre-requisites: Privacy, Confidentiality and Security

Course content will address:
- The application of privacy, security and confidentiality principles in health information
  practice

- Tools used to support and operationalize the standards; manage privacy in the health care
  setting (paper, electronic, physical environments)
- Tools used to assess and manage privacy risks
- Tools used to control and monitor access to systems that hold personal health information
- Tools used to give effect to an individuals’ wishes respecting access to his/her
  information by others, and release/disclosure of his/her information to others.
- Obligations and procedures related to an individual’s right to access his/her own
  information and to request changes or corrections to his/her personal health information
- The definition and management of differing levels of information
- Obligations and practices related to the management of privacy and security breaches
- Policies, practices and tools used to manage the disclosure/release of information for
  secondary purposes
- Manual and electronic system to log and track access and disclosure of health
  information
- Individual health information rights and pertinent privacy policies and processes

VIII) HTH 107: Organizational Behaviour for the Health Sector

Course Description:
This course provides an overview of the theories, structures and functions found within the
various components of a healthcare organization. The course will examine how business
characteristics apply to the healthcare setting, specifically, the management functions of
planning, leading, organizing and controlling. Topics to be discussed include planning and
decision-making, strategic planning, developing high performance teams, managing operations,
leadership, managing innovation and change, organization culture, motivating and rewarding
employees, and effective communication. Individual and group exercises and the analysis of
case material relevant to the healthcare setting, and specific issues for HIM and HI professionals,
will be used to enhance a practical understanding of theoretical concepts.

Pre-requisite: Health Information Management I

Course content will address:
- Organizational structure including organizational charts, bylaws and human resources
- Organizational culture of healthcare systems
- Strategic planning and how to develop a strategic plan
- Health information management services alignment with the strategic plan of an
  organization
- Performance indicators, standards and benchmarks
- Program management and evaluation
- Principles of leadership theories
- Human relations – interpersonal relations, psychology, psychosocial principles in
  managing within healthcare environment
IX) HTH 108: Information Analysis
Course Description:
This course incorporates the analysis of information and the extraction of data within the health information sector. The course will examine the processes for the selection and presentation of data by health information management professionals based on the needs of various stakeholders. The course will present information for the selection and organization of data in terms of supporting decisions made at different levels of the healthcare sector, and how HIM professionals assess and meet stakeholder demands. Learners will apply statistical knowledge and applications to the analysis and reporting of health information. Finally, the role of the health information professional within research studies, and in support of research, will be discussed.
Pre-Requisites: Health Information Management I, Health Information Management II, Information Systems and Technology
Course Content will address:
- Relevant sources of demographic, clinical and financial data/evidence across the continuum of care
- Information and data integration
- Data mining
- Graphical and tabular presentation of health care data to facilitate decision making
- Business intelligence tools to locate, share, retrieve, analyze and present data and information from multiple sources
- Impact analysis
- Statistical terminology and proper use of statistics
- Descriptive statistical theory for continuous and categorical health care data
- Inferential statistical theory to health care data
- Correlation and regression analysis of health care data
- Representations of statistical analysis results
- Research design and methodology
- Data collection tools
- Use of data systems in quality assurance and research

X) HTH 111: Project Management for the Health Sector
Course Description:
This course focuses on the key components of effective project management applied in healthcare environments. Students will learn the fundamentals of project management, including project life cycle, stakeholder engagement, initiating a project, and planning, executing, and closing a project. These project management essentials will be explored further as learners apply the project life cycle within the context of Health Informatics as issues of outsourcing, quality standards, cost and risk management will be discussed. Course activities will provide the opportunity for Health Informatics professionals to learn, analyze and apply project management principles to their professional field.
Pre-requisite: Foundations of Health Informatics, Health Information Management I
Course content will address:
- Essentials of Project Management (project lifecycles, project initiation, project planning and project execution)
- Managing resources for Health Informatics projects
- Fundamentals of Project Management in Healthcare Environments
- Lifecycle of Health IT projects
- Stakeholder management and Communications
- Managing Health IT projects
- Managing costs for Health IT projects
- Managing risks for Health IT projects
- Reporting and closing Health IT projects

XI) Pathophysiology I
Course Description:
This course provides an overview of disease processes and the effect on different body systems. The etiology, clinical manifestations, diagnostic tests and therapeutic interventions for various disorders are studied. The course builds on students' experience with anatomy and physiology.
Pre-requisite: Anatomy & Physiology
Course content will address:
- Introduction to pathophysiology
- Body systems for study: Cellular Changes; Inflammation and Healing; Immunity and Abnormal Responses; Infection; Neoplasms, Electrolyte and Acid-Base Imbalances; Skin Disorders; Cardiovascular Disorders; Blood and Lymphatic Disorders; Musculoskeletal Disorders
- Normal and abnormal results of the more common diagnostic tests (i.e., laboratory tests, EEG reporting, etc.)
- Role of risk factors in health and disease
- Types of interventions
- Connections to epidemiology for disease prevention and health promotion
XII) Pathophysiology II

*Course Description:*
A continuation of Pathophysiology I course, the course provides an overview of disease processes and the effect on different body systems. The etiology, clinical manifestations, diagnostic tests and therapeutic interventions for various disorders are studied. The course builds on students' experience with anatomy and physiology.

*Pre-requisite: Anatomy & Physiology, Pathophysiology II*

- Body systems for study: Neurological Disorders; Disorders of the Eye and Ear; Digestive System Disorders; Respiratory Diseases; The Influence of Stress; Endocrine, Urinary, Congenital & Genetic, and Reproductive System Disorders
- Normal and abnormal results of the more common diagnostic interventions (i.e. laboratory tests, EEG reporting, etc.)
- Role of risk factors in health and disease
- Types of interventions
- Connections to epidemiology for disease prevention and health promotion

XIII) Biomedical Sciences

*Course Description:*
The course examines how the health information professional develops an understanding of how biomedical concepts and models change, and this affects the manner in which information is collected, analyzed, stored and shared among health care professionals. Incorporating learning from the pathophysiology, anatomy and medical terminology, students will examine the connections between clinical information, documented health records, and clinical decision-making.

*Pre-requisite: Medical Terminology, Anatomy/Physiology, Pathophysiology I & II, Health Information Management I*

*Course content will cover:*
- Biomedical terms typically encountered in health care documentation
- Review of medical abbreviations and acronyms found in health care documentation with respect to their general medical meaning
- Consistency or inconsistency between the health care professional’s diagnosis and the content of the complete health record
- Introduction of the HIM professional in epidemiology and public health research

XIV) HTH 113: Health Information Management Practical Experience

*Course Description:*
This elective course is designed to integrate the theory learned in the Health Information Management program with practical experience of a hospital or healthcare setting. Students have the opportunity to observe and practice a wide range of skills outlined in the academic course, thereby facilitating a transfer directly to the workplace. Students must have completed all diploma course requirements prior to starting the practical experience course. The Canadian Health Information Management Association (CHIMA) has an established set of learning objectives students should meet as part of a practical experience course. As well, students develop a set of personal learning objectives and in conjunction with the agency and course instructor, agree on a learning plan.

Students are required to secure their own placement opportunity with an appropriate healthcare facility, agency or service provider in their local area. The Program Manager must approve the location before a student begins any practical experience hours.

*Pre-requisite: Approval of Program Manager*

*Learning Objectives:*
1. Apply problem solving and critical thinking skills to health information manager’s workplace challenges
2. Develop, monitor and assess a learning plan, as approved by the agency of their choice.
3. Experience the daily activities of a health information management professional.
4. Critically examine how concepts and theories learned in the program are applied in practice.
5. Explore the inter-professional collaborations between health information management professionals and other professionals of the health care team.
6. Apply professional standards, ethics and practices to all activities of the practical elective.
7. Synthesize and consolidate learning from the Diploma program to a special project or activity appropriate for the professional field, or host agency.
Proposal to Establish the Michael G. DeGroote Cochrane Canada Centre at McMaster*

At its meeting of February 24, 2016, the University Planning Committee approved a proposal to establish the Michael G. DeGroote Cochrane Canada Centre at McMaster. The proposed Centre will lead research on improving the systematic review process and the methodology of integrating different types of evidence and knowledge for optimal knowledge translation to health care and policy.

The University Planning Committee now recommends,

that Senate approve, for recommendation to the Board of Governors, the establishment of the Michael G. DeGroote Cochrane Canada Centre at McMaster, effective April 1, 2016, as set out in the attached.

* Name of the proposed Centre is subject to approval by the Board of Governors at its meeting on March 10, 2016.

Senate: March 9, 2016
1. Official Name

Michael G. DeGroote Cochrane Canada Centre at McMaster

2. Objectives / Proposed Activities

The Michael G. DeGroote Cochrane Canada Centre at McMaster will lead research on improving the systematic review process and the methodology of integrating different types of evidence and knowledge for optimal knowledge translation to health care and policy.

Specifically, as one of 14 Cochrane Regional Centres worldwide, the Michael G. DeGroote Cochrane Canada Centre at McMaster will promote evidence-based health care by:

- Acting as the central point of contact for Cochrane within Canada
- Promoting awareness, access and use of its main product, Cochrane Reviews
- Developing working relationships with relevant organizations, both governmental and non-governmental, in Canada to promote evidence-based health care
- Coordinating training activities across Canada on how to use and write systematic reviews
- Supporting Cochrane Review Groups located in Canada, and
- Implementing the findings of systematic reviews
- Leading research on integrating different types of evidence in evidence syntheses

The Michael G. DeGroote Cochrane Canada Centre at McMaster will support various Cochrane Review Groups, Fields, and Methods Groups elsewhere in Canada, each primarily responsible for synthesizing the best evidence in their topic areas for dissemination worldwide. Depending on funding and current clusters of expertise in Canada, these groups could include:

- Back Review Group
- Hypertension Review group
- Inflammatory Bowel Disease/Functional Bowel Disorders Review Group
- Musculoskeletal Review Group
- Child Health Field
- Prognosis Methods Group
- Policy Liaison Office (McMaster)
- Cochrane GRADEing Methods Group (McMaster)
- Equity Methods Group
- Upper Gastrointestinal and Pancreatic Diseases Group (McMaster)

The Michael G. DeGroote Cochrane Canada Centre at McMaster will primarily support the Upper Gastrointestinal and Pancreatic Diseases Group, the Cochrane GRADEing Methods Group (formerly the Cochrane Applicability and Recommendations Methods Group), and the Cochrane Policy Liaison Office, all three of which are recognized Cochrane entities and already based at McMaster.
The Upper Gastrointestinal and Pancreatic Diseases Group aims to use evidence from randomised controlled trials to answer practical questions on the prevention, treatment and rehabilitation of benign and malignant upper gastrointestinal and pancreatic diseases. These include disorders of the oesophagus, stomach, duodenum and pancreas. The responsible faculty are Dr. Paul Moayyedi and Dr. Grigoris Leonadids.

The Cochrane GRADEing Methods Group is now based at McMaster and facilitate the assessment, presentation and use of evidence in health care decision making and clinical practice guidelines based on systematic reviews. They are the liaison between Cochrane, guideline developers and health care decision makers and contribute to the development of innovative IT solutions for better health (www.gradepro.org). The current leads are Dr. Holger Schünemann and Dr. Gordon Guyatt.

McMaster’s existing strengths in knowledge translation, which include a dramatically enhanced new version of Health Systems Evidence (www.healthsystems-evidence.org) and a range of knowledge-brokering activities, will continue to be led by Cochrane Canada’s Policy Liaison Office, housed in the McMaster Health Forum. The lead is Dr. John Lavis.

With regards to research, the Michael G. DeGroote Cochrane Canada Centre at McMaster will have three new areas of research focus:

1. “Bench to bedside to policy” evidence synthesis and integration (of different lines of evidence)
2. Decision support for individuals to populations through bedside decision support, electronic medical record decision support integration and health care guidelines, and
3. Health research methods innovation (education and methods output) in the two areas described above, including addressing issues that inform judgments about the certainty in the evidence.

Exemplar reviews will focus on two new areas of concentration: perioperative care and infectious disease, areas that will likely appeal to CIHR and a wide range of stakeholder groups. These cross-cutting areas are already strong and still growing at McMaster; their potential for meaningful impact on health care worldwide is attracting much attention and resources. Cochrane Canada’s contributions will help ground this research on reliable, high-quality, and up-to-date scientific evidence. The Centre will also focus on individual patient data meta-analysis in selected, high-impact areas.

The McMaster Michael G. DeGroote Cochrane Canada Centre will continue its core activities in education and training, communications, knowledge brokering, and research methods development serving the Canadian Community. Cochrane Canada is affiliated with national health care professional and patient/consumer organizations and universities across Canada. In partnership, it will continue to develop tools and summaries of evidence that are distributed to organizational members to promote and facilitate the use of evidence in health care decision making for better health outcomes. The expertise of contributors at McMaster, probably unique in the world, will ensure a strong programme of research for the conduct of systematic reviews from basic science through to clinical topics and application in practice and policy.
3. **Rationale**

Cochrane Canada is the Canadian arm of Cochrane, an independent global network of 36,000 healthcare practitioners, researchers, patient advocates, and others from 136 countries. Cochrane works to turn the evidence generated through research into useful information for making everyday decisions about health. It is a non-profit organization promoting evidence-based decision-making in healthcare by producing high-quality systematic reviews free from commercial sponsorship. Cochrane continually invests in new ways to make its products relevant and accessible to its users. Moreover, new technology is reducing the time it takes to produce systematic reviews and products that help implementing them.

"Cochrane Reviews" are systematic reviews of primary research in human health care and health policy, and are internationally recognised as the highest standard in evidence-based health care. Cochrane's contributors are affiliated to the organization not only through Regional Centres like Cochrane Canada but through healthcare subject-related Review Groups, and groups concerned with the methodology of systematic reviews. The need for Cochrane's work is even greater than it was when it started over 20 years ago. As access to health evidence increases, so do the risks of misinterpreting complex content; meanwhile the likelihood of any one person getting a complete and balanced picture decreases. Cochrane’s mission to provide accessible, credible information to support informed decision-making has never been more important or useful for improving global health.

McMaster has a large and renowned cluster of KT expertise and KT initiatives that would both support and benefit from co-existence with Cochrane Canada. Its faculty members are leaders in Cochrane Canada and in Cochrane internationally, participating in executive roles, as review group leaders, and as virtual contributors to systematic reviews in many groups and fields. The Faculty of Health Sciences boasts over 380 current Cochrane Authors drawn from its many departments and schools. These leaders and authors come with an existing robust network connected to other leaders and organizations regionally, nationally, and internationally that opens up a broad new range of potential funding sources, partners, and collaborators.

In October 2015, the Cochrane Steering Group approved the possible transfer of the Michael G. DeGroote Cochrane Canada Centre to McMaster University, effective April 1, 2016.

4. **Participants**

*Criteria for Membership*

Faculty members at McMaster University with academic interests in systematic reviews, health technology assessment, public health, health systems, translation science, health policy, and evidence synthesis are eligible for membership in the Michael G. DeGroote Cochrane Canada Centre at McMaster. All members will have appointments in academic Departments along with the teaching, administration and research expectations of these appointments. The term of Full and Associate members is five years
renewable. Membership in the Centre will be made on recommendation of the Director to the Governing Board.

**Full membership**

Full membership in the Michael G. DeGroote Cochrane Canada Centre at McMaster requires an active scholarly research program with peer-reviewed funding in an area relevant to the goals of the Centre. Full members will actively participate in the tasks of the Michael G. DeGroote Cochrane Canada Centre. They will also contribute to securing collaborative research grants and contracts.

**Associate Membership**

Associate membership in the Michael G. DeGroote Cochrane Canada Centre at McMaster is appropriate for faculty members collaborating with Full members on projects of relevance to the scope of the Centre, or for new members with less than two years of peer-reviewed funding in a relevant area. Associate members are willing to devote time to attend Michael G. DeGroote Cochrane Canada Centre meetings, retreats and planning activities. They will promote CCC through reports, publications and presentations if projects are collaborative with the Michael G. DeGroote Cochrane Canada Centre.

**Current Members**

Membership of the following faculty members has been confirmed.

**Full members**

Holger Schünemann (inaugural Director)
John Lavis (Associate Director)
Nancy Santesso (Deputy Director)
Kathryn Bennett
Joseph Beyene
Jan Brozek
Maureen Dobbins
Gordon Guyatt
Grigoris Leontiadis
Alfonso Iorio
Paul Moayyedi
Lehana Thabane
Feng Xie

**Associate members**

Rebecca Anglin
Karen Dearness
Phillip J Devereaux
Brian Haynes
Brad Johnson
Shanil Ibrahim
Lawrence Mbuagbaw
Fiona Smail
Yuhong (Cathy) Yuan
John Marshall
Frances Tse
Mohammad Yaghoobi

Trainees (2015):
Binod Neupane  post-doctoral fellow
Rebecca Morgan  PhD
Juan Jose Nepes  PhD
Veena Manja  PhD
Carlos Cuello  PhD
Gian Paolo Morgano  PhD
Ray Zhang  PhD
Reed Seminuk  PhD
Nigar Sekercioglu  PhD
Benham Sadeghirad  PhD
Yaping Chang  PhD
Nathan Evanview  PhD
Shelley McLeod  PhD
Ashley Bonner  PhD
Taddele Kibret  PhD
Regina Kampo  PhD
Zelalem Firisa  PhD

5. Financial Resources

The Associate Dean of Research in the Faculty of Health Sciences and the Department of Clinical Epidemiology & Biostatistics have made substantial and long-term commitments to operate the Michael G. DeGroote Cochrane Canada Centre at McMaster over its first five years. These will ensure an efficient academic/management/administration team will run the Centre and coordinate Cochrane Canada activities (education, training, communications, promotion, knowledge brokering, and so on) not just for the Centre but for the benefit of all Cochrane Canada Groups and participants across the country.

The McMaster Michael G. DeGroote Cochrane Canada Centre will cost about $590,000 to run annually (appendix 1). The Department of Clinical Epidemiology and Biostatistics is contributing through allocation of faculty salary support to senior positions in the Centre (approximately $285,000). The Deanery of the Faculty of Health Sciences will support Cochrane activities at McMaster University with $250,000 annually for the initial budget period of 5 years. Other sources of support include the McMaster GRADE center. The Population Health Research Institute (PHRI) is offering substantial support over five years (total of $170,000) signifying its backing for the work of the Michael G. DeGroote Cochrane Canada Centre at McMaster in particular. Cochrane Canada will transfer $350,000 in one-time residual funds from Ottawa to McMaster to facilitate the transition and start-up. Revenue will also be generated through Cochrane educational activities for non-McMaster affiliates. Sufficient funding is secured for the initial five-year budget period for Center activity. Surplus will be reinvested in the research groups.
Additional potential sources of funding to be secured over the first two years:

- Hamilton Health Sciences expressed interest in collaborating and supporting the Centre
- The Ontario government will be asked for operating support
- Revenue-generating partnerships with the Pan American Health Organization, the World Health Organization central headquarters in Geneva, and guideline developers are planned
- The Cochrane Canada current and future leadership (Drs. Jeremy Grimshaw and Holger Schünemann) are strategically and systematically approaching the private sector for funding, possibly as a match to new CIHR funding or as a replacement of lapsed funding.

The three existing Cochrane groups at McMaster (policy, gastrointestinal and pancreatic disease, and implementation methods/GRADEing) will require up to an additional $500,000. The Cochrane Canada Policy Liaison Office is integrated with the McMaster Health Forum; the MHF has budgeted about $100,000 financial support from its own external revenues plus a large in-kind donation to maintain and enhance its relationship with Cochrane Canada as well as the international Cochrane organization. The Upper Gastrointestinal and Pancreatic Diseases Group and the Cochrane GRADEing Methods Group are based at McMaster already and are important research units affiliated with the Michael G. DeGroote Cochrane Canada Centre at McMaster. These two groups have initially budgeted about $140,000 and $160,000 per year, respectively, and have secured about $150,000 between them. Although the Centre will allocate some resources to them, they are more reliant on external grants and contracts to add value to their Cochrane Canada roles, and their funding projections are typically shorter term. While there is existing funding and a high likelihood for external funding, if funding is not secured for the existing Cochrane groups at McMaster these activities will be reduced. Fortunately, the Centre’s operation is not dependent on but enhanced by these associated Cochrane groups and their activities are scalable according to how their funding varies.

6. Physical Resources

Most of the work of Cochrane Canada is carried out in virtual space by faculty members at McMaster linked to fellow experts across Canada and the world. Leadership/management functions and support staff for the Centre at McMaster will require four new offices: one each for the Managing Director, new clinical faculty researcher, and the Centre’s Administrative Coordinator, and the equivalent of a third of an office each for the three part-time positions. The Director will be based in his/her current Faculty-assigned office space. Existing space of the Department of Clinical Epidemiology and Biostatistics will be utilized and additional space has been requested from the FHS.

The Michael G. DeGroote Cochrane Canada Centre at McMaster will have access to meeting-room space in the Department of Clinical Epidemiology and Biostatistics, e.g., Health Sciences Centre room 2C6 for meetings of up to eight people, and a meeting room in the CRL building for larger gatherings.
The McMaster Health Forum will continue to host the Cochrane Canada Policy Liaison Office and contribute in-kind office space. The Upper Gastrointestinal and Pancreatic Diseases Group and the Cochrane GRADEing Methods Group likewise operate in space contributed in-kind to the Michael G. DeGroote Cochrane Canada Centre by the Faculty of Health Sciences and the Department of Clinical Epidemiology & Biostatistics, respectively.

7. Staff Resources

The initial five new staff members and one new faculty member of the Michael G. DeGroote Cochrane Canada Centre will be the responsibility of the Department of Clinical Epidemiology and Biostatistics (CE&B). The human resources team in CE&B will create and fill the five management and staff positions. CE&B will create a new faculty position dedicated to the Michael G. DeGroote Cochrane Canada Centre and recruit to it following the policies and procedures of the University.

The Managing Director (1.0 FTE) is a highly ranked management position that provides leadership and direction to the development of Cochrane Canada, and works closely with the Director and staff to ensure effective and efficient day-to-day operation and maintenance of many national and international linkages. Essential functions include governance, fundraising, strategic and business planning, education, research, staff supervision, administration, communications and public relations.

The Education Coordinator (staff, 0.15 FTE), plans, develops, implements, coordinates, and evaluates the education and training program of the Michael G. DeGroote Cochrane Canada Centre.

The Communication Specialist (staff, 0.25 FTE) is responsible for raising the profile and awareness of The Michael G. DeGroote Cochrane Canada Centre and Cochrane systematic reviews, in support of its knowledge translation and relationship building activities; the incumbent will develop and put in place effective communications plans, including plans designed to engage and involve the public, the media and a broad range of stakeholders.

The Centre’s Knowledge Broker (staff, 0.5 FTE) will initiate, develop and implement knowledge translation strategies to make research evidence from Cochrane reviews available and accessible for decision making by healthcare consumers and clinicians. The Knowledge Broker will build relationships and collaborative networks with stakeholder groups to enhance and support their use of research evidence.

The Clinician Researcher (1.0 FTE) will be a faculty member in CE&B and will develop and lead a research program around the three research foci mentioned above:

- evidence synthesis and integration of different lines of evidence
- decision support, and
- Health research methods innovation
The faculty member will be a recognized expert in infectious diseases or perioperative medicine, or both.

The Administrative Coordinator (staff, 1.0 FTE) will carry out all administrative functions of the Centre: finances (operating and research), human resources, supplies and services, event planning, and scheduling. She/he will provide logistical support for the Governing Board, Advisory Committee, and the Stakeholder Group as well as the education, comm