McMaster University

SENATE MINUTES

Wednesday, February 8, 2017 at 3:30 p.m.
In the Council Room (111), Gilmour Hall

PRESENT: Dr. Patrick Deane (Chair), Dr. Vishwanath Baba, Mr. Jacob Bailey, Dr. Robert Baker, Dr. Sigal Balshine, Mr. Jack Boshart, Dr. Lorraine Carter, Dr. Philippa Carter, Mr. Roger Couldrey, Dr. Ken Cruikshank, Dr. David Earn, Dr. Michele George, Dr. Meridith Griffin, Mr. Mitchell Hajnal, Dr. Sheila Harms, Dr. Janice Hladki, Dr. Alison Holloway, Dr. Jerry Hurley, Dr. Violetta Igneski, Ms Rebecca Jamieson, Ms Katelyn Laslo, Dr. Graeme Luke, Ms Beth Manganelli Staite, Dr. John Medcof (Acting Dean of Business), Dr. Bruce Milliken, Dr. Paul O’Byrne, Mr. Sid Nath, Mr. Alexander Nielsen, Prof. Bridget O’Shaughnessy, Dr. Dorothy Pawluch, Dr. Christine Quail, Dr. Petra Rethmann, Dr. Susan Searls Giroux, Dr. Spencer Smith, Ms Moira Taylor, Dr. Lehana Thabane, Mr. Peter Tice, Mr. Philip Tominac, Dr. Matt Valeriote, Dr. Brenda Vrklijan, Dr. Patricia Wakefield, Dr. Doug Welch, Dr. David Wilkinson, Ms Mary Williams, Ms Helen Ayre (Secretary of the Senate), Susan Welstead (Assistant University Secretary)

OBSERVERS: Ms Esme Davies, Ms Andrea Farquhar, Dr. Martin Horn, Dr. Jacy Lee, Ms Melissa Pool, Ms Alex Recio-Greenwell, Mr. Sean Van Koughnett, Dr. Jean Wilson

REGRETS RECEIVED: Dr. Catherine Anderson, Dr. Lee Beach, Dr. David Clark, Mr. Gary Collins, Dr. Susan Denburg, Dr. Carlos Filipe, Dr. Shafiqul Huque, Dr. Suzanne Labarge, Mr. Luke Little, Dr. Colleen McKey, Dr. Ishwar Puri, Dr. Ravi Selvaganapathy, Ms Veronica van der Vliet, Dr. Len Waverman, Dr. J.P. Xu

A. OPEN SESSION

OPENING REMARKS

Dr. Deane noted that there had been a proliferation of statements on the travel ban recently imposed by the United States. McMaster was standing together with universities across Canada in opposition to the ban and to the targeting of individuals based on nationality or religion, and in support of the fundamental principles of diversity, inclusivity and respect. The University had issued a number of statements over the previous week, and would continue to monitor the situation. McMaster was also supporting the work of Universities Canada, which was working with partner institutions in the U.S., and with Immigration, Refugees and Citizenship Canada, to provide assistance to any stranded students or faculty members.

Dr. Deane said such events underline the need to maintain, and even increase, the University’s focus on building an inclusive community where people of all races, nationalities, religions and backgrounds can be welcomed, supported and find a home.
In that vein, Dr. Deane would draw Senators’ attention to the next event in the McMaster Seminar Canada@150 series, a panel discussion hosted by Drs. Gary Warner and Daniel Coleman, titled “The Role of the Academy in Building Cultural Abundance in a Diverse Nation” on February 13. Dr. Deane said he anticipated that, in addition to reflecting on the role of the University in promoting and safeguarding diversity and cultural abundance, the panelists will take the opportunity to address recent events in their remarks.

He then turned to the progress of the funding formula. McMaster would be meeting with Dr. Bonnie Patterson, the lead negotiator for the university sector through the next phase of the Strategic Mandate Agreement exercise, later in February.

The draft template for the SMA had been received, and appeared to be based on the template used previously, with a number of updates. Universities would have the opportunity to update the strategic areas of program strength and program growth from the previous SMA and also to outline institutional initiatives in research excellence and impact; innovation in teaching and learning excellence; student experience; access and equity; and innovation, economic development and community engagement.

In anticipation of the upcoming negotiations with government, the Provost’s Office arranged an Open Forum on the topic for February 16. All were welcome and encouraged to attend.

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 February 8, 2017 and that items II and III be approved or received by Consent.”

The motion was carried.

CONSENT

II

MINUTES

Motion:

that the minutes of the Open Session portion of the meeting held on January 11, 2017 be approved with the following amendments: a correction to the date on the first page, and a revision to the sentence at the bottom of the second page (p. 36), so that it reads: “the percentage of McMaster graduate students who were international was 20.4% in 2015-16.”
Approved by Consent

III BUSINESS ARISING

a. Report From the University Planning Committee re Proposal to Close the Honours Bachelor of Science in Medical Physics Program (Appendix A)

Senate received for information, by Consent, a report from the University Planning Committee correcting the program names mentioned in its report to Senate in January.

REGULAR

IV BUSINESS ARISING

There was no business arising for Open Session.

V ENQUIRIES

There were no enquiries.

VI COMMUNICATIONS

There were no communications received since the last meeting that were not dealt with elsewhere on the agenda.

VII REPORTS FROM COUNCILS

a. Graduate Council (Appendix B)

i. Proposal to Establish a Dual Degree Option in the School of Rehabilitation Science

Dr. Welch explained that Graduate Council was seeking approval of a proposal to offer the doctoral program in Rehabilitation Science in conjunction with either one of their existing professional programs, the M.Sc. (Occupational Therapy) or the M.Sc. (Physiotherapy). The dual-degree option would take five years to complete, with the first two years used for PhD course work and the comprehensive exam.

In the following two years, the student would complete the professional program and spend the fifth year completing and defending the thesis. This option was intended to provide an opportunity to train clinician-scientists who can link research and evidence investigation to clinical applications of new approaches in the treatment of health problems.

It was duly moved and seconded,
“that the Senate approve the establishment of a Dual Degree Option (either Occupational Therapy / PhD or Physiotherapy / PhD) in the School of Rehabilitation Science, effective September 2017, as outlined in Appendix B.”

A member expressed surprise that the program was budgeting only one year’s worth of research for a PhD.

Dr. Welch said it was clear in the longer proposal document that students would have opportunities to conduct more research in the second and third years.

The motion was then voted on and carried.

ii. **New Graduate Scholarships**

Senate received the report on new graduate scholarships for information.

b. **Undergraduate Council** (Appendix C)

i. Sessional Dates

ii. **Major Modifications to the Honours Bachelor Science in Life Sciences**

iii. **Suspension of Admission to Medical Radiation Sciences - Radiation Therapy Specialization**

iv. **Curriculum Revisions for Inclusion in the 2017-18 Undergraduate Calendar**

Senate received the above-listed reports for information.

**VIII REPORT FROM THE EXECUTIVE COMMITTEE** (Appendix D)

a. **Recommendation to Formally Adopt the Okanagan Charter**

Dr. Deane explained that the Okanagan Charter, “An International Charter for Health Promoting Universities and Colleges,” was established in 2015 by the Canadian Health Promoting Universities and Colleges Network. It was developed in collaboration with researchers, practitioners, administrators, students and policy makers from 45 countries, including representatives from the World Health Organization, the Pan American Health Organization, and the United Nations Educational Scientific and Cultural Organization. The Charter sets out a vision, two calls to action, and a number of guiding principles, all of which were intended to promote health and well-being, and to contribute to the well-being of people, places and the planet.

Given the close alignment of the Charter with McMaster's focus on advancing human and societal health and well-being, Dr. Deane said he would like to recommend that McMaster formally adopt the Charter and commit to an enhanced focus on health and well-being within the University’s campus and local communities, through the integration and promotion of
health-focused teaching, learning and research, and in institutional planning processes and policies.

It was duly moved and seconded,

"that the Senate approve that McMaster University formally adopt the Okanagan Charter and affirm our institutional commitment to the vision and calls to action contained therein, and request that the Board of Governors also take this action."

Several members spoke strongly in favour of adopting the Charter.

The motion was **carried**.

IX REPORT FROM THE DISCRIMINATION, HARASSMENT AND SEXUAL HARASSMENT: PREVENTION AND RESPONSE POLICY REVIEW PANEL (Appendix E)

a. **Proposed Interim Measure**

Dr. Deane explained that the panel charged with reviewing the Discrimination / Harassment Policy and bringing it into alignment with the new Sexual Violence Policy was requesting that Senate and the Board of Governors suspend the sexual harassment provisions of the older policy so that any issues related to sexual harassment could be processed through the Sexual Violence Policy.

The most recent definition of “sexual violence” provided by the Provincial Government included sexual harassment, so the Sexual Violence Policy was now the most appropriate policy for dealing with such matters.

The panel was concerned that having two separate policies in place that address the same issue may lead to confusion, and hoped that those provisions in the Discrimination / Harassment Policy that duplicate the Sexual Violence Policy could be suspended until the Discrimination / Harassment Policy was revised to remove them entirely.

If Senate approved this change, any member of the community bringing forward a complaint related to sexual harassment will be advised to use the provisions of the Sexual Violence Policy.

It was duly moved and seconded,

"that the Senate agree to suspend those provisions in the “Discrimination, Harassment and Sexual Harassment: Prevention and Response” policy that address issues of sexual harassment in favour of the relevant provisions of the Policy on Sexual Violence, and request the Board of Governors to enact a similar resolution."

A member commented that, despite the Provincial Government’s definition of sexual harassment, most people would not equate sexual violence and sexual harassment.

Another member asked what would happen if someone experienced both kinds of harassment -- would they have to file two separate complaints, or would a decision-maker decide on what provisions from which policy would be followed?

Dr. Deane said the review panel was aware that this could be an issue and was working on ways to address this in the future.

The motion was then voted on and carried.

X OTHER BUSINESS

There was no other business in Open Session.

In Closed Session, Senate:

a. approved the Closed Session portion of the minutes of the meeting of January 11, 2017;

b. received from the Committee on Appointments decisions made with respect to recommendations for promotion to Professor and to Associate Professor from the six Faculties, and nominated, through the President to the Board of Governors, those candidates for whom promotion had been approved by the Appointments Committee;

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

- the Associate Dean (Research and External Relations), Faculty of Science, for a five-year term, effective July 1, 2017;
- an Acting Chair of the Department of Engineering Physics when the permanent Chair is absent for medical reasons during the period January 1 to December 31, 2017;
- an Acting Director of the McMaster Indigenous Research Institute for the period January 1 to June 30, 2017;
- an Acting Director of the Peace Studies Program for the period March 1 to June 30, 2017;
- an extension of the appointment of the Acting Director of the McMaster Institute for Transportation and Logistics for the period January 1 to April 30, 2017;
- the Centre for Health Economics and Policy Analysis / Ministry of Health and Long-Term Care Chair in Health Equity for a further two-year term, effective July 1, 2017; and
- the Jack Laidlaw Chair in Patient-Centred Health Care for a five-year term, effective July 1, 2017;
d. nominated, through the President to the Board of Governors, the appointment of a Professor with continuing appointment without annual review in the Department of Psychiatry and Behavioural Neurosciences, effective March 1, 2017;

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

   • an Associate Director of the Gilbrean Centre for Studies in Aging for a five-year term, effective July 1, 2016; and
   • an Associate Chair (Graduate) in the Department of Biology for the period January 1, 2017 to June 30, 2018;

f. approved, on recommendation of the Committee on Appointments, the composition of a selection committee for an Associate Dean of Humanities (Graduate Studies and Research) as follows:

   Dr. Ken Cruikshank (Chair)  Dean of Humanities
   Dr. Doug Welch            Acting Associate Vice-President and Dean, Graduate Studies
   Dr. Christina Baade       Communication Studies and Multimedia
   Dr. John Connolly         Linguistics and Languages
   Dr. Claude Eilers         Classics
   Dr. Elisabeth Gedge       Philosophy
   Dr. Elzbieta Grodek       French
   Dr. Janice Hladki         Gender Studies and Feminist Research
   Dr. Tracy McDonald        History
   Dr. Susie O'Brien         English and Cultural Studies
   Dr. Mike Schutz           School of the Arts
   Dr. Andrew McKendry       Post-Doctoral Fellow, English and Cultural Studies
   Ms Mica Jorgenson         PhD candidate, History
   Ms Louise Savocchia       Administrative Assistant, Classics;

g. appointed two scrutineers to oversee the counting of ballots for the Faculty elections to Senate;

h. received, for information, a report from an ad hoc Faculty Appeal Tribunal and nominated, through the President to the Board of Governors, a candidate for whom promotion was deemed to be warranted;

i. received, for information, a list of acceptances from candidates who had been offered honorary degrees; and

j. approved two requests for early graduation.
REPORT TO SENATE
FROM THE
UNIVERSITY PLANNING COMMITTEE

i. Re Proposal to Close the Honours Bachelor of Science in Medical Physics Program

At the January 11, 2017 meeting of Senate, an error was noted in the report from the University Planning Committee regarding the closure of the Honours Bachelor of Science in Medical Physics program. The program is being closed and will be effectively merged with an existing program offered by the Department of Physics and Astronomy. The name of that existing program was misidentified as “Honours Medical Physics and Biophysics.” The existing program is called Honours Biophysics. As part of the merger of the two programs, the existing Honours Bachelor of Science in Biophysics program, and its associated Co-op program, will be modified and the name will be changed to Honours Bachelor of Science in Medical and Biological Physics to better reflect the content of the program. The error has been corrected in the report from the University Planning Committee.

This same error was also in the report to Senate from Undergraduate Council and that report will also be corrected.

Senate: For Information
February 8, 2017
At its meetings on January 17th Graduate Council approved the following for recommendation to Senate:

For Approval:

1. Faculty of Health Sciences
   Rehabilitation Sciences
   Dual Degree Option (O.T./P.T./Ph.D.)
   The School proposed that their existing Doctoral program in Rehabilitation Science be offered in conjunction with one of either of the existing professional programs - the Masters of Science (Occupational Therapy) or the Masters of Science (Physiotherapy). This dual degree option will be five years in length, the first two years the student will enter the Ph.D. program and complete their course work and sit the comprehensive exam and will develop the plan for their thesis. The next two years will be spent in the selected professional program and during the fifth and final year the student will complete their doctoral research and undertake their Ph.D. Defence. This option will utilize the established curricula from the existing two professional programs and the Ph.D. program in Rehabilitation Science and is intended to provide the opportunity for the training of clinician-scientists who will play an important role in linking research and evidence investigation to clinical applications of new approaches in the treatment of health problems. This change will be included in the next Graduate Calendar, effective September 2017.

For Information:

2. New Scholarships
   NAME OF FUND:  E.J. Rankin Bursary
   TERMS OF REFERENCE FOR FUND:
   Established in 2016 from the Estate of Eleanor Jean Rankin (Class of ‘83). To be granted to full time undergraduate and graduate students enrolled in the School of Nursing who demonstrate financial need. Funding allocation to undergraduate and graduate students to be recommended by the Associate Dean, Nursing.
NAME OF FUND: Firestone Institute for Respiratory Health Ontario Graduate Scholarship in Fibrotic Lung Disease

TERMS OF REFERENCE FOR FUND:
Established in 2016 by faculty members within the Firestone Institute for Respiratory Health in collaboration with the Canadian Pulmonary Fibrosis Foundation to contribute funding of the Ontario Graduate Scholarship programs in support of graduate students. To be awarded annually by the School of Graduate Studies, to an outstanding full time M.Sc. or Ph.D. candidate. First preference will be given to an applicant in the fibrotic lung disease field. Second preference will be given to an applicant in the respiratory health field.

NAME OF FUND: Firestone Institute for Respiratory Health Ontario Graduate Scholarship

TERMS OF REFERENCE FOR FUND:
Established in 2016 by faculty members within the Firestone Institute for Respiratory Health at St. Joseph’s Healthcare Hamilton to contribute funding of the Ontario Graduate Scholarship programs in support of graduate students. To be awarded annually by the School of Graduate Studies, to an outstanding full time M.Sc. or Ph.D. candidate. First preference will be given to a candidate supervised by a graduate faculty supervisor from the Firestone Institute for Respiratory Health. Second preference will be given to an applicant in the respiratory health field.
REPORT TO SENATE
FROM
UNDERGRADUATE COUNCIL

For Information:

I  Sessional Dates (Attachment I)

At its meeting of January 31, 2017, Undergraduate Council approved revisions to the 2017-18 Sessional Dates, as set out in Attachment I.

II  Major Modifications to the Honours Bachelor of Science in Life Sciences Program

At the same meeting, Undergraduate Council approved revisions to the *Honours Bachelor of Science in Life Sciences* of program, including the introduction of two new specializations: *Honours Life Sciences – Sensory Motor Systems Specialization* and *Honours Life Sciences – Origins of Disease Specialization*. These two specializations will give Life Sciences students an option for to focus their studies in greater depth and will provide the opportunity for students to write a thesis.

III  Suspension of Admission into Medical Radiation Sciences – Radiation Therapy Specialization

Also at the same meeting, Undergraduate Council approved the suspension of admission into Level II of the *Medical Radiation Sciences – Radiation Therapy Specialization* program, effective September 2018. Employment opportunities in the field are in decline. The Program Steering Committee has reviewed the options and has determined that intake should be suspended and the situation will be reviewed annually for a period of three years. A permanent decision about the future of the program will be made no later than September 2020.

IV  Curriculum Revisions for Inclusion in the 2017-18 Undergraduate Calendar

At the same meeting, Undergraduate Council approved curriculum revisions in the Faculty of Health Sciences, the Faculty of Humanities, and the Faculty of Science, for inclusion in the *2017-2018 Undergraduate Calendar*.

Documents detailing items for information are available for review on the Undergraduate Council Meeting Materials Page [http://www.mcmaster.ca/univsec/agendas/agendaUGC.cfm](http://www.mcmaster.ca/univsec/agendas/agendaUGC.cfm)

Senate: February 8, 2017
# McMaster University: Sessional Dates 2017-2018

## Fall and Winter Terms 2017-2018

<table>
<thead>
<tr>
<th>Event</th>
<th>Fall Term (62 days)</th>
<th>Winter Term (62 days)</th>
<th>Courses Spanning both Terms (124 days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration begins</td>
<td>To be announced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes begin</td>
<td>Tuesday, September 5</td>
<td>Thursday, January 4*</td>
<td>Tuesday, September 5</td>
</tr>
<tr>
<td>Last day for registration and changes in registration</td>
<td>Wednesday, September 13</td>
<td>Friday, January 12</td>
<td>Wednesday, September 13</td>
</tr>
<tr>
<td>Mid-Term Recess(es)</td>
<td>Monday, October 9 to Sunday, October 15</td>
<td>Monday, February 19 to Sunday, February 25</td>
<td>Monday, October 9 to Sunday, October 15 and, Monday, February 19 to Sunday, February 25</td>
</tr>
<tr>
<td>Last day for cancelling courses without failure by default</td>
<td>Friday, November 10</td>
<td>Friday, March 16</td>
<td>Friday, March 16</td>
</tr>
<tr>
<td>Good Friday: No classes or examinations</td>
<td>--</td>
<td>Friday, March 30</td>
<td>Friday, March 30</td>
</tr>
<tr>
<td>Assessment Ban (See Undergraduate Course Management Policies)</td>
<td>Thursday, November 30 to Thursday, December 7</td>
<td>Tuesday, April 3 to Tuesday, April 10</td>
<td>Tuesday, April 3 to Tuesday, April 10</td>
</tr>
<tr>
<td>Classes end</td>
<td>Wednesday, December 6</td>
<td>Monday, April 9</td>
<td>Monday, April 9</td>
</tr>
<tr>
<td>Mid-Term Tests Level (I)</td>
<td>--</td>
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<td>Friday, December 8 to Thursday, December 21</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>Friday, December 8 to Thursday, December 21</td>
<td>Wednesday, April 11 to Thursday, April 26</td>
<td>Wednesday, April 11 to Thursday, April 26</td>
</tr>
<tr>
<td>Deferred examinations</td>
<td>Tuesday, February 20 to Friday, February 23</td>
<td>Monday June 18 to Thursday June 21</td>
<td>Monday June 18 to Thursday June 21</td>
</tr>
</tbody>
</table>

*The University re-opens on Tuesday, January 2, 2018 after the December holidays; classes begin January 4.*
## 2018 Spring/Summer Term

<table>
<thead>
<tr>
<th>Event</th>
<th>Spring Session (34 days)</th>
<th>Summer Session (34 days)</th>
<th>Full-Term Courses (68 days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>Monday, April 30</td>
<td>Monday, June 18</td>
<td>Monday, April 30</td>
</tr>
<tr>
<td>Last day for registration and changes in registration</td>
<td>Monday, May 7</td>
<td>Monday, June 25</td>
<td>Monday, May 7</td>
</tr>
<tr>
<td>Victoria Day: No classes</td>
<td>Monday, May 21</td>
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<td>Monday, May 21</td>
</tr>
<tr>
<td>Canada Day Observation: No classes</td>
<td>--</td>
<td>Monday, July 2</td>
<td>Monday, July 2</td>
</tr>
<tr>
<td>Last day for cancelling courses without failure by default</td>
<td>Wednesday, May 30</td>
<td>Wednesday, July 18</td>
<td>Wednesday, July 18</td>
</tr>
<tr>
<td>Civic Holiday: No classes</td>
<td>--</td>
<td>Monday, August 6</td>
<td>Monday, August 6</td>
</tr>
<tr>
<td>Classes end</td>
<td>Friday, June 15</td>
<td>Friday, August 3</td>
<td>Friday, August 3</td>
</tr>
<tr>
<td>Final Examinations</td>
<td></td>
<td>As arranged by instructor in class time</td>
<td></td>
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<tr>
<td>Deferred Examinations</td>
<td></td>
<td>2018 Fall Mid-Term Recess Period</td>
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REPORT TO SENATE

FROM THE

EXECUTIVE COMMITTEE

Open Session

At its January 25, 2017 meeting, the Executive Committee unanimously endorsed a recommendation to formally adopt the Okanagan Charter and now recommends to Senate that it approve formal adoption of the Charter.

The Executive Committee recommends:

“that the Senate approve, for recommendation to the Board of Governors, that McMaster University formally adopt the Okanagan Charter and affirm our institutional commitment to the vision and calls to action contained therein.”

Senate: For Approval
February 8, 2017
January 16, 2017

TO: Senate Executive Committee

FROM: Patrick Deane, President and Vice-Chancellor

RE: OKANAGAN CHARTER

I enclose a copy of the Okanagan Charter: An International Charter for Health Promoting Universities and Colleges, which was established in 2015 by the Canadian Health Promoting Universities and Colleges Network. The Charter was developed in collaboration with researchers, practitioners, administrators, students and policy makers from 45 countries, including representatives from the World Health Organization, Pan American Health Organization, and United Nations Educational Scientific and Cultural Organization (UNESCO). It sets out a vision, two calls to action and a number of guiding principles, all of which are intended to promote health and well-being, and contribute to the well-being of people, places and the planet.

The calls to action require universities and colleges adopting the Charter to do the following:

1. **Embed human and environmental well-being into campus administration, culture, academics and operations; and**

2. **Lead human and environmental well-being promotion action locally and globally.**

Given the close alignment of the Charter with McMaster’s focus on advancing human and societal health and well-being, I would like to recommend that McMaster formally adopt the Charter and commit to an enhanced focus on health and well-being within our campus and local communities, through the integration and promotion of health-focused teaching, learning and research, and in our institutional planning processes and policies.

The University currently has a range of initiatives in place that support the commitments of the Charter, including the Workplace Wellness campaign led by Human Resources Services; the Student Mental Health and Well-Being Strategy; the work of the Student Wellness Centre and Athletics and Recreation; the community-focused healthcare, education and research offered through the David Braley Health Sciences Centre; the ongoing focus on sustainability, energy management and education led by Facility Services and the Office of Sustainability; and the stewardship and preservation efforts related to the University’s natural lands and surrounding
areas, in partnership with the RBG and other conservation partners, and I hope that becoming a signatory of the Charter will provide further impetus for us to focus on and expand these efforts.

In order to adopt the Charter and be recognized as a signatory, we are required to complete the attached Statement of Adoption, setting out our commitment as an institution to the vision, calls to action and guiding principles. We are also asked to provide details of McMaster specific commitments to the Charter, and I would suggest the following statements:

1. McMaster commits to support the inclusion of health and well-being in the University’s strategic planning processes and to seek to embed considerations of health, wellness and sustainability in our institutional policies and decision-making processes.
2. McMaster strives to nurture and support our students, faculty and staff to be as healthy as they can be and to create an inclusive, supportive and healthy educational environment and workplace.
3. McMaster commits to support a thriving community, both within and beyond the borders of our campus, and strives to engage with and be a proactive, responsive and collaborative partner in our local and broader communities.
4. McMaster commits to support the integration of educational initiatives and opportunities related to health and well-being across multiple disciplines, to foster an understanding of and commitment to health and wellness throughout the campus community.
5. McMaster strives to advance research, education and training to promote and support health and well-being on a global scale, and commits to nurturing partnerships and collaborations, locally, nationally and internationally, to develop and mobilize such knowledge in support of a healthier planet.

Once adopted, I regard it as important that we are able to report on concrete steps taken in support of the aims of the Charter, and am accordingly discussing with the Vice-Presidents specific initiatives that we might put in place to promote and support these commitments.

I accordingly request that the Senate Executive approve, for recommendation to the Senate, that McMaster University formally adopt the Okanagan Charter and affirm our institutional commitment to the vision and calls to action contained therein.

Attachments:
Okanagan Charter: An International charter for Health Promoting Universities and Colleges
Statement of Adoption
OKANAGAN CHARTER
AN INTERNATIONAL CHARTER FOR HEALTH PROMOTING UNIVERSITIES & COLLEGES
An outcome of the 2015 International Conference on Health Promoting Universities and Colleges / VII International Congress
Kelowna, British Columbia, Canada
ACKNOWLEDGEMENT

We acknowledge this Charter was developed on the territory of the Okanagan Nation.

This land doesn’t belong to us. This land belongs to seven generations down the road. I pray that the water that we drink, the water that we swim in, will be there for our great great great grandchildren. As well as all over the world. I pray that the land that we walk on, the trees that we enjoy, will be there for our generations to come. These things, they all come together with health. Health of humans. Health of the animals. And health of the Mother Earth.

- Closing Prayer by Okanagan Nation Elder, Grouse Barnes, at the 2015 International Conference on Health Promoting Universities and Colleges

This Charter should be cited as:

Photos in this document represent the Charter values about people, places and planet (mentally and physically active people, "green" buildings, biodiversity), and also, the university and valley where the conference was hosted.
A TRANSFORMATIVE VISION FOR HEALTH PROMOTING UNIVERSITIES & COLLEGES

Health promoting universities and colleges' transform the health and sustainability of our current and future societies, strengthen communities and contribute to the well-being of people, places and the planet.

SHARED ASPIRATIONS

Health promoting universities and colleges infuse health into everyday operations, business practices and academic mandates. By doing so, health promoting universities and colleges enhance the success of our institutions; create campus cultures of compassion, well-being, equity and social justice; improve the health of the people who live, learn, work, play and love on our campuses; and strengthen the ecological, social and economic sustainability of our communities and wider society.

1. This Charter includes universities, colleges, institutes and so forth, that is, all organizations that comprise the higher education or post-secondary sector. It is important to note that terminology for health promotion in higher education varies depending on regional context. In South America and Europe, Health Promoting Universities is the common phrase; in the United Kingdom and Spain, Healthy Universities; and in North America, Healthy Campuses or Healthy Campus Communities.
PURPOSE OF THE OKANAGAN CHARTER

The purpose of the Charter is threefold:

1. Guide and inspire action by providing a framework that reflects the latest concepts, processes and principles relevant to the Health Promoting Universities and Colleges movement, building upon advances since the 2005 Edmonton Charter.
2. Generate dialogue and research that expands local, regional, national and international networks and accelerates action on, off and between campuses.
3. Mobilize international, cross-sector action for the integration of health in all policies and practices, thus advancing the continued development of health promoting universities and colleges.

TWO CALLS TO ACTION

The Charter has two Calls to Action for higher education institutions:

1. Embed health into all aspects of campus culture, across the administration, operations and academic mandates.
2. Lead health promotion action and collaboration locally and globally.

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2. Edmonton Charter for Health Promoting Universities and Institutions of Higher Education.
3. We acknowledge that the terms local, regional, national, international and global are used differently in different contexts around the world. For brevity, the terms local and global will be used throughout this document, but understood to include regions and nations.
HEALTH PROMOTION

Health promotion action builds upon the Ottawa Charter for Health Promotion, which emphasizes the interconnectedness between individuals and their environments, and recognizes that "health is created and lived by people within the settings of their everyday life: where they learn, work, play and love." Health is viewed holistically, reflecting "physical, mental and social well-being and not merely the absence of disease or infirmity." Health promotion requires a positive, proactive approach, moving "beyond a focus on individual behaviour towards a wide range of social and environmental interventions" that create and enhance health in settings, organizations and systems, and address health determinants. As such, health promotion is not just the responsibility of the health sector, but must engage all sectors to take an explicit stance in favour of health, equity, social justice and sustainability for all, while recognizing that the well-being of people, places and the planet are interdependent.

Health is understood as an expanding concept defined through an emergent conversation around health, well-being and wellness.

Health promotion is understood as "the process of enabling people to increase control over their health and its determinants, and thereby improve their health." Health of people depends on the life supporting ecosystems of the planet "made possible by biodiversity and the products and services derived" such as oxygen, clean water, food, habitable climate, aesthetic and spiritual experience, livelihoods and recreation.

4. World Health Organization (WHO), 1986 Ottawa Charter for Health Promotion
5. WHO, 1946 One health definition example is the understanding of health (salud) as living life with autonomy, solidarity and pleasure.
7. WHO, 2005 Bangkok Charter for Health Promotion in a Globalized World
THE UNIQUE ROLE FOR HIGHER EDUCATION

Higher education plays a central role in all aspects of the development of individuals, communities, societies and cultures – locally and globally.

Higher education has a unique opportunity and responsibility to provide transformative education, engage the student voice, develop new knowledge and understanding, lead by example and advocate to decision-makers for the benefit of society. In the emergent knowledge society, higher education institutions are positioned to generate, share and implement knowledge and research findings to enhance health of citizens and communities both now and in the future.

A University or College is, by its very nature, an essential part of any systemic health promotion strategy, working collaboratively in trans-disciplinary and cross-sector ways. This Charter calls upon higher education institutions to incorporate health promotion values and principles into their mission, vision and strategic plans, and model and test approaches for the wider community and society.
The following opportunities exist on campuses:

- Advance the core mandate of higher education by improving human and environmental health and well-being, which are determinants of learning, productivity and engagement.
- Lead and influence by embedding health in knowledge production, student development, institutional policies and campus cultures, thus benefiting competencies of campus communities and setting an example for health promoting settings more broadly.
- Align with global agendas such as World Health Organization's Cross Sector Action and Health in All Policies and United Nations' Post-2015 Development Agenda, thus addressing social, environmental and economic determinants of health and improving equity, mental and physical well-being, social justice, respect for diversity, sustainability and food security.
- Provide transformational teaching and learning environments that enable and inspire students, faculty and staff to become healthy and engaged citizens and leaders locally and globally.

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9. Members of campus communities are described in various ways around the world (e.g., the term staff may or may not include faculty and administrators). In this document, the term campus community is inclusive of everyone on campus. However, occasionally students, faculty, staff, administrators and others will be emphasized for clarity.
AN ACTION FRAMEWORK FOR HIGHER EDUCATION

The following framework provides two Calls to Action with key action areas and overall principles that together guide the development of Health Promoting Universities and Colleges.

Call to Action 1: Embed health into all aspects of campus culture, across the administration, operations and academic mandates

1.1 Embed health in all campus policies. Review, create and coordinate campus policies and practices with attention to health, well-being and sustainability, so that all planning and decision-making takes account of and supports the flourishing of people, campuses, communities and our planet.

1.2 Create supportive campus environments. Enhance the campus environment as a living laboratory, identifying opportunities to study and support health and well-being, as well as sustainability and resilience in the built, natural, social, economic, cultural, academic, organizational and learning environments.

1.3 Generate thriving communities and a culture of well-being. Be proactive and intentional in creating empowered, connected and resilient campus communities that foster an ethic of care, compassion, collaboration and community action.

1.4 Support personal development. Develop and create opportunities to build student, staff and faculty resilience, competence, personal capacity and life enhancing skills – and so support them to thrive and achieve their full potential and become engaged local and global citizens while respecting the environment.

1.5 Create or re-orient campus services. Coordinate and design campus services to support equitable access, enhance health and well-being, optimize human and ecosystem potential and promote a supportive organizational culture.
Call to Action 2: Lead health promotion action and collaboration locally and globally

2.1 Integrate health, well-being and sustainability in multiple disciplines to develop change agents. Use cross-cutting approaches to embed an understanding and commitment to health, well-being and sustainability across all disciplines and curricula, thus ensuring the development of future citizens with the capacity to act as agents for health promoting change beyond campuses.

2.2 Advance research, teaching and training for health promotion knowledge and action. Contribute to health promoting knowledge production, application, standard setting and evaluation that advance multi-disciplinary and trans-disciplinary research agendas relevant to real world outcomes, and also, ensure training, learning, teaching and knowledge exchange that will benefit the future well-being of our communities, societies and planet.

2.3 Lead and partner towards local and global action for health promotion. Build and support inspiring and effective relationships and collaborations on and off campus to develop, harness and mobilize knowledge and action for health promotion locally and globally.
KEY PRINCIPLES FOR ACTION

The following are guiding principles for how to mobilize systemic and whole campus action.10

- **Use settings and whole system approaches**
  Use holistic settings and systems as the foci for inquiry and intervention, effectively drawing attention to the opportunities to create conditions for health in higher education. Set an example for health promotion action in other settings.

- **Ensure comprehensive and campus-wide approaches**
  Develop and implement multiple interconnected strategies that focus on everyone in the campus community.

- **Use participatory approaches and engage the voice of students and others**
  Set ambitious goals and allow for solutions and strategies to emerge through use of participatory approaches to engage broad, meaningful involvement from all stakeholders, including students, staff, faculty, administrators and other decision makers. Set priorities and build multilevel commitments to action.

- **Develop trans-disciplinary collaborations and cross-sector partnerships**
  Develop collaborations and partnerships across disciplines and sectors, both within the campus community and with local and global partners, to support the development of whole campus action for health and the creation of knowledge and action for health promotion in communities more broadly.

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10. Higher education settings and contexts differ greatly around the world. These principles can and should be tailored accordingly.
- **Promote research, innovation and evidence-informed action**
  Ensure that research and innovation contribute evidence to guide the formulation of health enhancing policies and practices, thereby strengthening health and sustainability in campus communities and wider society. Based on evidence, revise action over time.

- **Build on strengths**
  Use an asset-based and salutogenic approach to recognize strengths, understand problems, celebrate successes and share lessons learned, creating opportunities for the continual enhancement of health and well-being on campus.

- **Value local and indigenous communities' contexts and priorities**
  Advance health promotion through engagement and an informed understanding of local and indigenous communities' contexts and priorities, and consideration of vulnerable and transitioning\(^{11}\) populations' perspectives and experiences.

- **Act on an existing universal responsibility**
  Act on the "right to health" enshrined in the Universal Declaration of Human Rights to ensure health promotion action embodies principles of social justice, equity, dignity and respect for diversity while recognizing the interconnectedness between people's health and health determinants, including social and economic systems and global ecological change.

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\(^{11}\) Transitioning populations refers to the local and global movement of people, including immigrants and refugees of war, political oppression, environmental changes and disasters.
ABOUT THE DEVELOPMENT OF THE OKANAGAN CHARTER

This international Charter was an outcome of the 2015 International Conference on Health Promoting Universities and Colleges\textsuperscript{12}\textsuperscript{12} held on the University of British Columbia's Okanagan campus in Kelowna, Canada on June 22-25. The Charter development process engaged researchers, practitioners, administrators, students and policy makers from 45 countries.\textsuperscript{13} The first draft of the Charter was based on input from 225 people through a pre-conference survey and expert interviews as well as a review of existing Charters and Declarations.

At the Conference, with the support of a writing team, 380 delegates critiqued and refined the Charter in a design lab and development sessions. Delegates were invited to bring forward into the Charter development, ideas from the multiple plenaries and concurrent sessions that comprised the scientific program.\textsuperscript{14} On the final Conference day, higher education leaders and delegates, including network and organization representatives, signed a Pledge to bring the Charter back to their settings to inspire and catalyze further action towards the creation of health promoting universities and colleges. Representatives from the World Health Organization, Pan American Health Organization and the United Nations Educational, Scientific and Cultural Organization joined in the Pledge.

Through dissemination and use of the Charter in higher education, network building and future conferences, our hope is that health promotion will be advanced internationally.

\textsuperscript{12} The idea for the conference originated with colleagues from the University of British Columbia, Simon Fraser University, the University of Victoria and the Canadian Mental Health Association (a national non-governmental organization).

\textsuperscript{13} Andorra, Argentina, Australia, Austria, Barbados, Bolivia, Brazil, Canada, Central African Republic, Chile, China, Columbia, Costa Rica, Cuba, Denmark, Ecuador, Finland, France, Germany, Hungary, Italy, Lebanon, Lithuania, Malta, Mexico, New Zealand, Nicaragua, Nigeria, Norway, Panama, Peru, Philippines, Portugal, Puerto Rico, Qatar, Republic of Ireland, Spain, Switzerland, Thailand, The Netherlands, United Kingdom (England, Scotland), United States, Uruguay, Venezuela

\textsuperscript{14} Documents and videos about the Okanagan Charter development and Conference, including videos of plenaries, are available at: https://open.library.ubc.ca/cIRcle/collections/53926
STATEMENT OF ADOPTION

for

Okanagan Charter: An International Charter for Health Promoting Universities and Colleges

A Transformative Vision

Health and well-being promoting universities and colleges transform the health and sustainability of our current and future societies, strengthen communities and contribute to the well-being of people, places and the planet.

Statement of Adoption

University leaders recognize that promoting health and well-being is essential to achieving our full potential in teaching and learning, research, and engagement.

Evidence demonstrates that people who are well are more productive, are more able to engage in deeper learning, are more likely to be retained, and have a stronger sense of community.

By adopting the Okanagan Charter, we commit to sharing in the Vision, implementing the two Calls to Action for Higher Education institutions, and following the Guiding Principles as the means for translating the Charter into action.

We further agree to participate in National and International university networks to activate the Charter to inform and support each other’s efforts.

Okanagan Charter Signatory

Signature from Chancellor, University President, Rector, or Provost

Name

Title

Institution

Date
January 30, 2017

TO: Senate

FROM: Panel to Review the Policy Discrimination, Harassment and Sexual Harassment: Prevention and Response

RE: Proposed Interim Measure

One of the first items of business for the Panel to Review the Policy Discrimination, Harassment and Sexual Harassment: Prevention and Response (DSHS Policy) was a discussion of how best to deal with the overlap in scope of the current policy and the new Sexual Violence Policy. Both policies have been designed to deal with issues of sexual harassment, however, the most recent definition of sexual violence provided by the provincial government places sexual harassment firmly within the realm of sexual violence.

Given this, the Review Panel is of the view that clear guidance should to provided to the community regarding the most appropriate avenue through which to seek redress when sexual harassment is the issue. To that end, the Review Panel is asking that Senate and the Board of Governors suspend the sexual harassment provisions of the DSHS Policy in favour of those contained in the Sexual Violence Policy.

Recommendation:

that the Senate agree to suspend those provisions in the Policy, Discrimination, Harassment and Sexual Harassment: Prevention and Response that address issues of sexual harassment in favour of the relevant provisions of the Policy on Sexual Violence, and request the Board of Governors to enact a similar resolution

Senate: FOR APPROVAL
February 8, 2017