



School of Graduate Studies

1280 Main Street West
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Phone 905.525.9140
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To : Members of Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

The next meeting of Graduate Council will be held on **Tuesday September 20th at 9:30 am in Council Chambers (GH-111)**

Listed below are the agenda items for discussion.

Please email cbryce@mcmaster.ca if you are unable to attend the meeting.

A G E N D A

- I. Minutes of the meeting of May 17th, 2016**
- II. Business arising**
- III. Report from the Associate Vice-President and Dean of Graduate Studies**
- IV. Report from the Graduate Associate Deans**
- V. Report from the Associate Registrar and Graduate Secretary**
- VI. Report from the Assistant Dean, Graduate Student Life and Research Training**
- VII. Academic Accommodations for Students with Disabilities policy**
- VIII. Final Assessment Reports: Business Ph.D. and Computational Science and Engineering**
- IX. Scholarships Committee of Graduate Council**



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Graduate Council
May 17th, 9:30 am
GH 111

Present: Dr. D. Welch, Ms. S. Baschiera, Ms. C. Bryce, Dr. N. Agarwal, Dr. C. Hayward, Dr. P. Swett, Dr. T. Porter, Dr. M. Thompson, Dr. B. Gupta, Mr. P. Self, Ms. B. Gordon, Dr. A. Dean, Dr. E. Badone, Dr. A. Roddick, Dr. A. Holloway, Mr. R. Morton, Dr. M. Verma, Ms. V. Lewis, Dr. G. McClelland, Mr. P. DeMaio, Dr. J. Richardson

Regrets: Dr. M. Verma, Dr. A. Deza, Dr. A. Roddick, Dr. A. Fudge Schormans

By invitation: Dr. E. Allard, Ms. I. Piatek,

A G E N D A

I. Minutes of the meeting of April 26th, 2016

The minutes of the meeting of April 26th were approved on a motion by Dr. Hayward, seconded by Dr. Thompson.

II. Business arising

There was no business arising.

III. Report from the Associate Vice-President and Dean of Graduate Studies

Dr. Welch noted that the third and final scholarship pay had taken place. By all reports it was timely and successful. Out of 2500 recipients there were 71 who were students who had not registered for the term and didn't get paid as a result. Programs had been informed ahead of time about those students. He reported that there had been as before a number of student who were wondering if they got paid correctly and directed folks to the Graduate Studies website. He also noted that assistance is available for anyone who is still confused. This uncertainty will be eliminated this coming fall when the gross amount is provided with each pay. This will be individualized and easy to check if numbers match. He thanked everyone involved.

Dr. Welch reported that after the last Graduate Council meeting the Graduate Student Association (GSA) had held their referendum. There was quite a good turnout and both items on the agenda were voted down, although the votes were quite close. The discussion around the issues in question has concluded for now and information has been sent out to all graduate students to clarify the situation.

He noted that they're in a phase of Mosaic now where they're starting to see some of the benefits of the system. He highlighted graduate student advisement as one of these benefits. It is a way of communicating on an individual student basis what requirements have been met for that particular program and what ones haven't. He noted that there had been relatively few situations where the student and/or supervisor had not understood the requirements for the degree but that each of these cases had proven to be a big challenge. The message has always been to go to the graduate calendar and figure it out but reading it can be challenging. What the student advisement report does (coded by folks in the School of Graduate Studies) is codify requirements for a given program and when a student runs the report it will show what requirements have been met as well as those that haven't. Students from September 2015 admit onwards will be able to use it. Once 5 or 6 years have passed everyone will be on the system. The plan is to release it this summer after some additional testing in the programs. It is a very positive step forward. He noted that SGS is also moving forward with the automated forms project this summer which will provide significant benefits in a number of areas.

IV. Report from the Graduate Associate Deans

Dr. Bhagwati Gupta, the new acting Associate Dean of Science introduced himself. He noted that the Faculty of Science is looking at graduate funding and reviewing TA placements, to see how departments and units are recruiting and allocating TAs. The other update is an attempt to organize science-wide event connecting alumni to students to highlight pathways after graduation and to facilitate networking. Dr. Swett reported that the Faculty of Humanities and Faculty of Social Sciences had recently hosted the President of SHERC and held events related to the visit throughout the day. One of the highlights was an attempt to expand the MITACS program to make it much more possible for Humanities and Social Sciences graduate students to participate in the program. The Faculty is also sending two graduate students to a conference at Carleton about the future of the Ph.D. in Humanities, taking place this week. Dr. Swett will report on this at the next meeting of Graduate Council. Dr. Porter reported that the Faculty of Social Sciences had held a graduate, Masters-level career day last week, organized by administrators within the Faculty and Catherine Maybrey from SGS. Dr. Hayward noted that following the discussion regarding comprehensive exams at the previous meeting of Graduate council she had discussed the issue with program heads at the last Faculty program executive meeting. She said that there had been unanimous support to have more flexibility around the comprehensive exam and more program autonomy in making decisions about these. She noted that there was a great deal of open-mindedness and that they acknowledge that comprehensive knowledge can be tested in a number of ways.

V. Report from the Associate Registrar and Graduate Secretary

There was no report.

VI. Report from the Assistant Dean, Graduate Student Life and Research Training

Mr. Self reported on the Thesis Writing Bootcamp taking place, noting that this event provided an opportunity for students who are ready to be finished to spend concentrated time working on writing up their work. The library allows them to use the entire learning commons. Students sit there and just get down to writing. There is a facilitator there that helps them move along. These events are being held three times a year as student demand is high. A council member asked about how the information was disseminated to graduate students, noting they hadn't seen it. Mr. Self responded that they have tried to focus on students close to graduation but if someone wants to come and write a paper, anyone is welcome. The information is included in the graduate student mailer. A council member asked when the next one was taking place. Mr. Self responded that they were working to set one up in July.

Mr. Self reported that Catherine Maybrey did a 'Zero to Hero' career prep five day workshop. 22 students attended and the workshop included mock interviews and job search tips.

Mr. Self also reported that he and Andrea Cole had met with a representative who works for the city of Hamilton and helps support new immigrants to the city. His team has been engaged with this group because of international graduate students who want to stay after they complete their degree. He noted that the rules have changed and it is now more difficult for international students to gain permanent resident status.

VII. Revision to MIETL Teaching and Learning Certificate of Completion Courses

Dr. Welch noted that normally changes to course wouldn't come to Graduate Council but in the case of the MIETL courses associated with the certificate of completion, Graduate Council is the one place where it's really sensible to come for discussion/approval. Dr. Allard explained that the two courses in question were part of the offerings associated with the certificate. For the course numbered 650 the proposal was to change the number of teaching experiences and the course description associated with the course as a result. For 760 – Self-directed Study the title and course descriptions were changed to show there is a research and applied option, allowing them to provide students with flexibility.

Dr. Agarwal moved and Dr. Swett seconded, 'that Graduate Council approve the course changes as described in the documents.'

The motion was carried.

VIII. Faculty of Business Graduate Curriculum and Policy Committee Report

Dr. Agarwal explained that the MBA program was reviewed as part of IQAP three years ago and that review highlighted the need for some major overhaul of the year one curriculum. The recommendations that came out of that review called for integrated and flexible curriculum with updated pedagogy and community and

theme-based learning approaches. Over the past two years or so the MBA program has made some changes. Now up for consideration is the complete package overhaul of the year one curriculum. Following the IQAP review the faculty itself engaged in a number of other exercises to get a handle on what kind of curriculum changes were in order, including conducting a survey of competing programs and focus groups with employers and students and faculty. He noted that they were asking Graduate Council to consider the proposal prior to the formal faculty approval because of the meeting schedules. He assured Graduate Council that the faculty had been very involved in the redesign and there have been two faculty retreats and a number of task forces consisting of faculty and staff. At the last faculty meeting a broad framework was approved in principle. He highlighted the key changes proposed: currently year one consists of ten courses and all ten are required, the proposed curriculum does away with all of those courses and starts with four modules, cohort based, followed by five required courses in term one. Term two starts with another integrated foundation module, followed by two required courses and then three required courses can be chosen from a set of five. This allows students more flexibility than there had been in the past. Term two ends with an integrated project that students have to complete. The changes accommodate and operationalize the key issues that IQAP highlighted and the information that the faculty collected.

He noted that in the past it was possible to consider applicants for transfer credit, under the new system the curriculum is so different that it would be difficult to find equivalent courses. So the second recommendation is to do away with this. Waivers are still possible. He noted that rep from MBA was in attendance to answer any questions.

Dr. Gupta asked a question about how the transfer credit works. Dr. Agarwal responded that they currently have a ten course program which is accelerated MBA program. Students who have completed an undergraduate degree in business would go straight into the accelerated program. For others there was a policy of granting them up to six transfer credits for any of the first year 600-level courses for which students may have already had the appropriate training. No waivers ever granted for 700. MBA program takes students from non-business background, 600 level courses are to prepare them.

Dr. Gupta asked about the student survey, whether it was done before or after the IQAP review. Dr. Agarwal responded that it was both, during the IQAP review and after to get concrete information on what they need.

Dr. Welch noted that the changes the MBA program was bringing forward, in relation to recommendations from their IQAP review was exactly what the whole business of what program enhancement is about.

Dr. Swett moved and Dr. Agarwal seconded 'that Graduate Council approve the changes proposed as described in the documents, subject to approval by the Faculty of Business.'

The motion was carried.

IX. Faculty of Engineering Graduate Curriculum and Policy Committee Report

Dr. Thompson reported that the course change is just a change to the title. The program mistakenly changed the title from what the 400 course was. The change brought forward for approval is from the Materials Science & Engineering, who are requesting a change to their course requirements which would allow one of the required courses for students to be a non-technical course.

Dr. Gupta asked if it would change the breadth of knowledge if students are taking a non-technical course instead of a technical course. Dr. Thompson responded that, particularly in the Ph.D., the supervisory committee can require the student to take any courses where there is a deficiency. More than ever they're seeing the pressing need to broaden the knowledge base beyond the technical.

A council member asked if this would allow students to take one of the courses offered by MIETL. Dr. Thompson responded that all they're asking is to allow the option. The graduate associate chair would approve the non-technical course and ensure they're appropriate.

Council members discussed EDUCATION 750 and how it is used in different programs and relates to program requirements. Dr. Thompson noted that in the case of this program, that in the current scenario when the student takes the course, they can't count it as part of their degree requirements and have asked students to take another course on top of it.

Dr. Welch noted that SGS had anticipated this discussion in the academic advisement report.

Dr. Swett moved and Dr. Porter seconded, 'that Graduate Council approve the changes proposed by the Faculty of Engineering as described in the documents.'

The motion was carried.

X. Faculty of Health Sciences Graduate Policy and Curriculum Committee Report

Dr. Hayward noted that Health Policy has had one of the most complex requirements for courses and they propose to reduce the number of methodology courses from 4 to 3. From the Medical Sciences program the change is not to the number of courses required but the area the student may take the course in. The change proposed would allow more flexibility in recognition that students are pursuing projects that can be considered interdisciplinary. The Committee can approve taking courses in a non-technical area. The final change was to the comprehensive examination in Rehabilitation Sciences. The program had previously has a three-part comprehensive. The issue of how complex their comprehensive exam was brought up during IQAP, highlighting the issues students were have completing on time as a result. The program proposed dropping the KT component but will maintain the two other components. The for-information items involved various course changes.

Dr. Holloway moved and Dr. Gupta seconded, 'that Graduate Council approve the changes proposed as described in the documents, subject to approval by the Faculty of Health Sciences Executive.'

The motion was approved.

XI. Faculty of Social Sciences Graduate Curriculum and Policy Committee Report

Dr. Porter had three items to report. The first was the addition of a new stream in Social Psychology to the Sociology Masters program. He noted that the Honours Bachelors in social psychology has been very popular. New social psychology courses had been created previously and the addition of the stream will highlight the items available to students. Sociology also proposed the elimination of the part-time admission option in their Ph.D. program, noting that it was a carry-over from a time when it was required but don't actually admit anyone part-time. The program also proposed the addition of the methodology requirement to the Master's thesis option which would bring it in line with other Master's degree requirements within the program.

Dr. Agarwal moved and Dr. Thompson seconded, 'that Graduate Council approve the changes proposed as described in the documents, subject to approval by the Faculty of Social Sciences.'

The motion was carried.

XII. Revised Supervisory Committee Report Form

Dr. Welch noted that feedback had been incorporated into the new draft after it had been taken to various groups for their input. He noted that one of the questions that graduate administrators get a lot is from students who enter at a non-standard time, so the form now includes an attempt to clarify this. It is noted that part-time students also require annual reports. Normal deadlines apply for students that are off-campus, being off-campus doesn't mean a student doesn't have these meetings but alternative methods of attendance are an option. He highlighted different changes in the document, noting that more space was available for comment and clarification provided on who was to be commenting in what area as well as a change in the rubric to clarify what an 'excellent' means.

A council member was quite concerned about tying the rating of Excellent to time to completion. Humanities completion times are very different. Her students are currently getting E ratings and they would be bumped down to G based on this one stipulation. She also noted that sometimes these reports are turned to for dissertation awards. It could also raise equity issues. Time to completion is a different question from the quality of the students work. Dr. Welch responded that the document is intended to be a moving evaluation, and it isn't something that normally appears on a transcript or is considered for student awards.

Another council member responded that they agreed with the concern. Even though it doesn't appear on a transcript it can have an important psychological effect on a student which can be detrimental to completion time. She would like to disconnect the issue of time to completion to 'Excellent'.

Dr. Hayward noted that this also brought some strong responses from programs in FHS and suggested an 'E' and 'E' overtime.

Dr. Welch proposed a modification to that to remove the last clause in 'E'. A council member responded that she thought 'Excellent' should include timeliness. Another council member responded that this is still a confusion between time to completion and quality of work. She suggested that two measures might be required, time to completion and quality of work.

Dr. Welch said that the committee and document are already are measuring research and academic progress. There is a built in measurement of whether the progress is at an acceptable rate or not. He was concerned about a contradictory message and suggested that one modification might be to apply it to over time but not out of time students.

A council member responded that the question is what is being assessed: quality of work or time to completion and noted that there are different averages for time to completion between programs. It might force programs to change academic approach to program to student to ensure they are complete. She saw time to completion as an entirely different section.

Dr. Porter noted that this is a tricky issue - speed of publication is related to quality. If someone has twice as long and produces a lot of material, it's not the same. He said that one option is to alter the wording to 'considering time to completion can be an important element of this evaluation.' He thought it was good to have this kind of benchmarking. He also said that if it ended up changing program requirements it might not be a bad thing, in light of funding requirements.

Dr. Swett said that 'and who are normally on track to complete on time' reminds us to get them out while they're still funded.

A council member noted that under anticipated date of completion there could be a check box to note whether the student is in time/overtime/out of time.

Dr. Welch noted that going forward the academic advisement report will go along with this. That will provide the information about the student's status in completing their degree requirements.

Dr. Welch proposed a friendly amendment to delete 'and who is clearly on track to complete in four years' and the section under 'good' that starts with 'overtime students'. He didn't want to introduce an additional set of ratings right now. Dr. Hayward asked if they might modify 'E' to say 'given to student who is making expected timely progress'. Dr. Welch responded that it already says that in a way at that at the beginning of the section. He noted that it is explicitly stated that this is not a cumulative report, but a snapshot of a particular time.

Dr. Hayward moved and Mr. Morton seconded, 'that Graduate Council approve the revised Ph.D. supervisory committee form, to be used exclusively come September 2016 and optionally before that time at the discretion of the program.'

The motion was carried.

XIII. Comprehensive Exam Discussion

Dr. Welch noted that they had begun to have a discussion on this issue previously. He highlighted the collection of information in the comprehensive examination chart provided. He expected that the Council will get to this in a more vigorous way in the fall in anticipation of change. He noted that Dr. Swett had looked into some of the competitors and how they deal with comp exam, including whether it's a requirement at the institutional level or not.

Dr. Swett reported that she had done a quick scan with own thoughts about who competitor institutions are. She found that there were five universities that did not require a comprehensive examination at the university level. She was sure that many programs do have a comprehensive at the program level but there was no university policy, these institutions included the University of Toronto, York, McGill, Waterloo and Carleton. There were four others that did require the comprehensive examination including, the University of Ottawa, Queens and Alberta. She noted that Alberta only requires oral. The University of Ottawa refers to exam or equivalent. The only other thing that she'd add is that Queens seems to be under discussion at the moment as they are holding an associate deans/graduate advisor retreat to hold a discussion around the comprehensive examination.

Dr. Welch said that Dr. Thompson is on the CAGS committee that will be considering comprehensive exams nationally this fall. This will be timely for input on how McMaster changes things moving forward. He said he thought there were many good reasons to hold a comprehensive but the way he will be approaching this discussion is determining whether the program should be in charge of it or whether the university will be requiring it. The issue is worth examination and discussion over the coming year

Dr. Hayward said that the Faculty of Health Sciences is very supportive of having increased flexibility for programs to be thinking about how they're comprehensively assessing knowledge. Some of the ideas that had come up in the discussion within her Faculty included staged phases of comprehensive testing.

Dr. Agarwal noted that there is already a lot of variation on how the requirement is operationalized and that there are two issues: whether it should have be mandatory or not and second, whether there should be flexibility if the first is yes.

XIV. Spring 2016 Graduands

Dr. Novog moved and Dr. Dean seconded, 'that Graduate Council approve the list of the 2016 Spring Graduands, with amendments/corrections to be made as necessary by the Associate Graduate Registrar.'

The motion was carried.

XV. Report on Faculty of Health Sciences Initiatives

Dr. Hayward reported on a number of initiatives from within FHS to give council members a sense of what the Faculty has been working on with the assistant deans and program directors within and affiliated to FHS. She recognized the team effort behind all of the work that had been accomplished.

She noted that the 2016 Research Plenary poster session was coming up and wanted to point out that this was to assist with graduate students being recognized for quality of work, noting a lack between the undergraduate world and graduate world in this respect.

The Faculty held a retreat in response to the request that they work on promoting doctoral student enrollment. Now each month the Graduate Program Executive meets to discuss initiatives, including student life and application data. This provides programs the opportunity to tell other programs about their success stories.

After the retreat the Faculty worked on a number of projects. Starting this September they will pilot initiative to create Michael G. Degroote scholarships for excellence. There is a four year commitment to recruiting students with these awards and they have implemented a rapid process to go from identifying a candidate to putting forward a proposal. The hope is that this will make programs very nimble at attracting top individuals that are likely to become top students. She noted that this was an exciting opportunity with the possibility of offering 30+ scholarships over 4 years.

Another initiative was the development of program-specific endowment awards to alleviate funding pressures. She noted that this is something that has to be an ongoing effort at the university and that she was happy to work with others to create merit-based endowed awards to help programs be more competitive.

The Faculty has conducted alumni surveys to collect career-related information and to identify transferable skills students that need.

Another successful initiative was the FHS student ambassadors program, where students were identified by program for one year term, potentially renewable. The Faculty also worked on program awareness at a collaborative event. FHS Student ambassadors participated. Undergraduate students flocked to ambassadors to find out about their programs. The event was very successful in responding to the need to put a student face on programs.

They have worked to develop a quick guide to graduate programs - each program has a short summary, including pertinent information and link to programs website. The Faculty office has also worked with programs

on a website evaluation. They wanted to ensure that the material available there was student centric and feedback received was shared with programs.

The Faculty has collaboratively worked on graduate course and instructor evaluation. They have been able to do this online and it allows for analysis data across programs as well as specific program information. Instructors and Chairs receive the results. For this upcoming fall term 56 courses will be evaluated this way.

There have now been two years of reviewing program handbooks and this year as a quality improvement initiative they have recruited a graduate student to review, not just ensuring policy and procedures are included but also that student's needs are being met.

They have held a couple of faculty-wide events on how to make an effective presentation. Sandy Raha facilitated to demonstrate how to present excellent poster/oral presentation. There have also been annual CIHR application sessions that are open to anyone who wants to come. Karen Beattie delivered the talk this year and they have turned out to be really helpful to show students how to prepare high-quality scholarship applications.

Dr. Welch asked the University Librarian, Vivian Lewis to report on any library items. Ms. Vivian Lewis reported on one item. She noted that construction is going to begin on a Makers Space in the lower level of Thode library. This space will allow students to explore making and innovation. To make it happen they are moving four thousand books into storage. All items in question have never circulated once in the history of the circulation system. They'll be in storage and will still be accessible. She acknowledged there can be sensitivity around this.

Complete Policy Title:
**Academic Accommodations of Students
with Disabilities**

Policy Number (if applicable):

Approved by:

Date of Most Recent Approval:

Date of Original Approval(s):

Supersedes/Amends Policy dated:

Responsible Executive:

Enquiries:
[University Secretariat](#)

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

DRAFT

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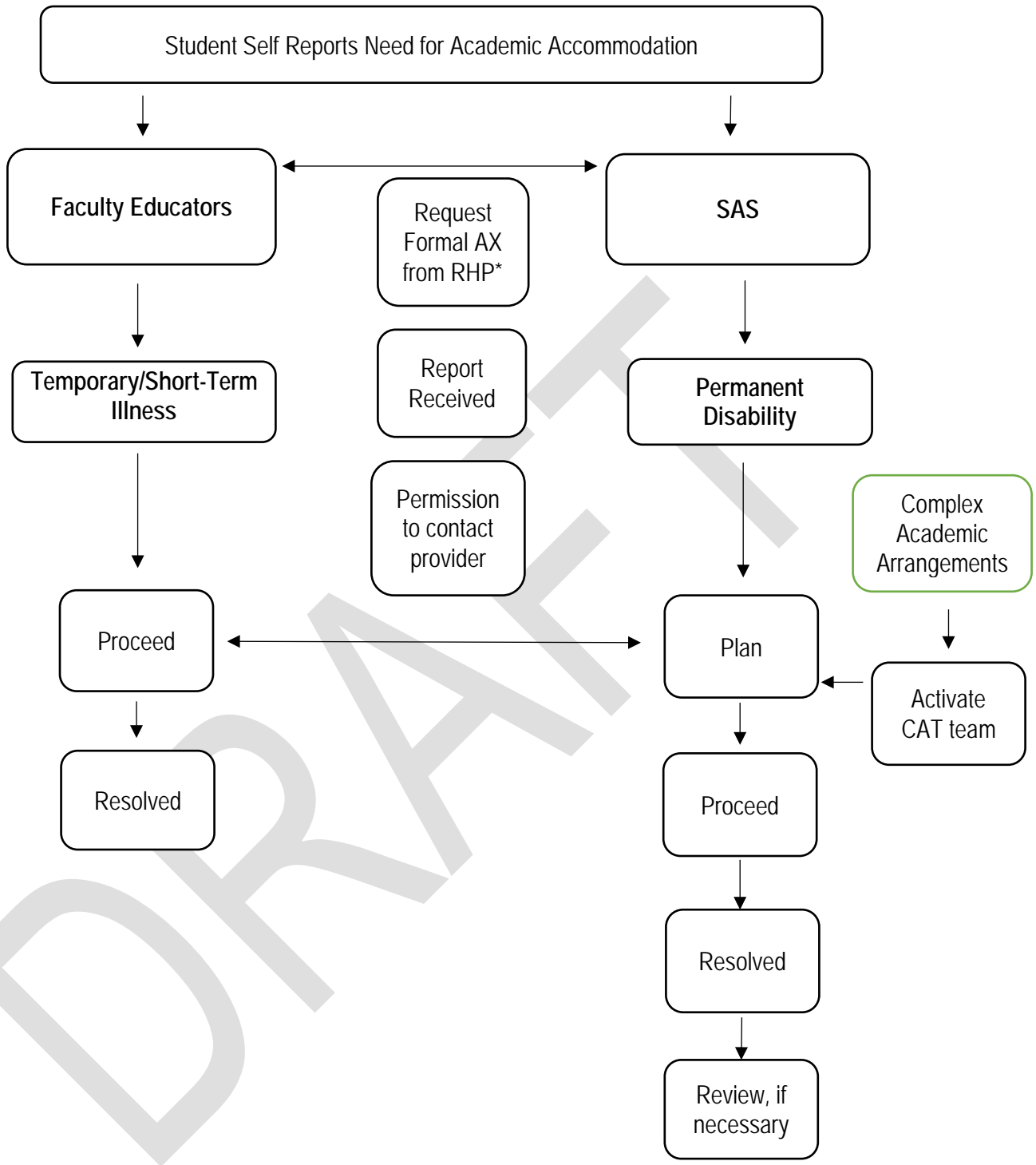
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DRAFT

Academic Accommodations of Students with Disabilities



Legend
 AX – documentation from Regulated Health Professional
 RHP* – Regulated Health Professional, including University Officials, e.g. Sexual Assault Response Coordinator
 SAS- Student Accessibility Services



SECTION I: INTRODUCTION

PREAMBLE

1. McMaster University is committed to excellence in teaching and learning. We strive to ensure every student is afforded an academic environment that is dedicated to the advancement of learning and is based on the principles of equitable access and individual dignity. Educating for capability is to nurture a sense of discovery in students, faculty and staff so that they will continue to grow, think critically, adapt to a constantly changing world and develop an approach to life-long learning, professionally and personally.
2. At McMaster we nurture and support a culture of acceptance, inclusion and celebration of diversity. Creating a learning environment that is accessible to all students is a value embedded within the University's fabric as well as our policies, services and practices. One way of achieving this goal is through the implementation of policies that focus on equity and accessibility. The Academic Accommodation policy has been created as part of a set of policies and procedures that respond to accommodation, accessibility and accessibility needs.

RELATED POLICIES AND LEGISLATION

3. This Policy is to be read in conjunction with the following policies and statements. Any question concerning the application of this Policy or related policies shall be determined by the Provost and Vice-President (Academic) or the Vice-President (Administration) as appropriate, and in conjunction with the administrator of the other policy or policies. The University reserves the right to amend or add to the University's policies and statements from time to time (this is not a comprehensive list):
 - Academic Freedom, Statement on http://www.mcmaster.ca/policy/faculty/Conduct/SPS_E1-Statement_on_Academic_Freedom.pdf
 - Academic Accommodation for Religious, Indigenous and Spiritual Observances (RISO) <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-Observances.pdf>
 - Academic Integrity Policy: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>
 - Academic regulations requirements in OP/PT and medicine for physical for competency Accessibility Policy <http://www.mcmaster.ca/policy/General/HR/Accessibility.pdf>
 - Code of Student Rights and Responsibilities http://www.mcmaster.ca/policy/Students-AcademicStudies/Code_of_Student_Rights_and_Responsibilities.pdf
 - Discrimination, Harassment and Sexual Harassment: Prevention and Response Policy http://www.mcmaster.ca/policy/General/HR/Discrimination_Harassment_Sexual_Harassment-Prevention&Response.pdf
 - Freedom of Information and Protection of Privacy Act http://www.mcmaster.ca/policy/General/HR/Discrimination_Harassment_Sexual_Harassment-Prevention&Response.pdf
 - Graduate Course Outlines <http://www.mcmaster.ca/policy/faculty/Teaching/GraduateCourseOutlines.pdf>
 - McMaster Student Absence Form (MSAF) <http://www.mcmaster.ca/msaf/>
 - Ontario Human Rights Code <https://www.ontario.ca/laws/statute/90h19>

- Personal Health Information Protection Act <https://www.ontario.ca/laws/statute/04p03>
- Petitions for Special Consideration – see the [Undergraduate Calendar](#) / [Graduate Calendar](#)
- Professional Behaviour Code of Conduct for Graduate Learners – Faculty of Health Sciences <http://www.mcmaster.ca/policy/Students-AcademicStudies/Professional%20Code-Graduate.pdf>
- Policy on Workplace Accommodation
<http://www.mcmaster.ca/policy/Employee/WorkplaceAccommodationPolicy-2015.pdf>
and <http://www.mcmaster.ca/policy/Employee/WorkplaceAccommodationGuide-Procedures-2015.pdf>
- Professional Behaviour Code of Conduct for Undergraduate Learners – Faculty of Health Sciences <http://www.mcmaster.ca/policy/Students-AcademicStudies/Professional%20Code-Undergraduate.pdf>
- Petitions for Special Consideration – see the [Undergraduate Calendar](#) / [Graduate Calendar](#)
- Religious, Indigenous and Spiritual Observance Policy <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-Observances.pdf>
- Research Integrity Policy
<http://www.mcmaster.ca/policy/faculty/Research/Research%20Integrity%20Policy.pdf>
- Sexual Violence Response Protocol <http://svrp.mcmaster.ca/>
- Statement on Building an Inclusive Community with a Shared Purpose
<https://equity.mcmaster.ca/documents/inclusive-community-with-a-shared-purpose.pdf>
- Statement and Guidelines on Inclusive Communications
<http://www.mcmaster.ca/policy/General/HR/Statement%20on%20Inclusive%20Communications.pdf>
- Student Appeal Procedures <http://www.mcmaster.ca/policy/Students-AcademicStudies/StudentAppeal.pdf>
- Undergraduate course management policy covers course outline etc.
<http://www.mcmaster.ca/policy/Students-AcademicStudies/UGCourseMgmt.pdf>

SCOPE

4. This Policy applies to all members of the University community. "Members of the University community" includes, but is not limited to, faculty, staff, postdoctoral fellows, medical residents¹, students (graduate, undergraduate, and continuing education), adjunct professors, librarians, visiting professors, volunteers, visitors, observers and institutional administrators and officials representing McMaster University.

GUIDING PRINCIPLES

5. Accommodation is not a courtesy or a favour, neither is it a lowering of standards. Rather, accommodation is recognition that individuals may require adjustments in order to support their performance in a practice-based context or in the classroom. Accommodations are intended to provide access for students with disabilities; they do not guarantee or predict outcomes. Accommodations are based only on functional limitations, not on individual preferences.

¹ Except where the medical resident's employment relationship takes precedence.

6. The provision of an accommodation is based on 3 principles²:
- Dignity
 - Individualization
 - Inclusion

Dignity:

Students with disabilities have the right to receive educational services in a manner that is respectful of their dignity. Human dignity encompasses individual self-respect and self-worth. It is concerned with physical and psychological integrity and empowerment. Dignity is harmed when individuals are marginalized, stigmatized, ignored or devalued.

Inclusion and full participation:

Inclusion is exemplified by policies, programs, services and activities designed inclusively with the needs of all students in mind. Inclusivity in design emphasizes equal participation and recognizes that all students have varying abilities and needs.

Individualization:

Each student's needs are unique. At all times, the emphasis must be on the individual student and not on the category of disability. Two students with the same disability may have very different needs; for example, while some students with visual impairments read Braille, many do not. Different effects of a disability and different learning styles will or may call for different approaches

DEFINITIONS

Student

7. A student is any individual recorded by the University Registrar as enrolled in an educational course of study recognised by the Senate and for whom the University maintains education records (graduate, undergraduate, post-doctoral fellows and continuing education students).

University Applicants

8. University applicants are those who have submitted paperwork requesting consideration for admission to a program of study offered through McMaster University. McMaster encourages applications from students with disabilities.

Academic Program Head

9. A person who leads the educational program; the role may be described in other ways, depending on undergraduate or graduate programs (e.g. Assistant Dean, Associate Dean, Director, Chair)

Essential Requirements

² Ontario Human Rights Commission. (2000). Policy and Guidelines on Disability and the Duty to Accommodate. Retrieved from: <http://www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate>

10. In a university setting, the essential requirements of a course/program may include, but are not limited to, the knowledge, skills and abilities which must be acquired or demonstrated in order for a student to successfully meet the learning objectives of the course/program. (See Appendix A: Essential Requirements Guidelines)
11. Professional programs have distinct essential requirements which will include expectations for functioning as a performing professional in the career which is the normal outcome for students in that program. Such requirements are illustrated within entry level competencies that are central expectations for program graduation.

Disability

12. Disability is a concept that includes varied definitions including medical, socio-cultural and social definitions. Up to the present, the system at large including McMaster University, has relied on the definition of disability provided in the Policy and Guidelines on Disability and the Duty to Accommodate (2000), from the Ontario Human Rights Commission's [OHRC]. This approach is built upon a medical model of understanding disability. An alternate view is that of a social disability model, exemplified within the definition of disability articulated by the World Health Association. This definition fits closely with the values and philosophy inherent within *Forward with Integrity*, the seminal document that provides guidance and direction to the McMaster community for meeting future challenges. It is our institutional aspiration to work towards a campus community that adopts the social definition of disability, responding with the creation of accessible classrooms through the use of universal design for instruction; and the need for on-going consultation with people with lived experience with disability to guide the design of buildings and instructional resources. However, this Policy acknowledges, upholds and aligns itself with the medical definition of disability to be in accordance with the Ontario Human Rights Commission's definition of disability and accompanying policies and statements.

According to the Ontario Human Rights Commission, disability includes: ³

- a. any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- b. a condition of mental impairment or a developmental disability,
- c. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- d. a mental disorder (illness), or an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

Accessibility

13. The degree to which individuals with and without disabilities, can access goods, services, programs, and the environment without incurring barriers. Accessibility requires proactive measures to identify, remove and prevent barriers that prohibit full participation.³
14. McMaster University is committed to accessibility as expressed in the Accessibility for Ontarians with Disabilities Act (hereinafter referred to as the AODA), which places a legal obligation on organizations to achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025.
15. McMaster recognizes that barriers to participation exist and that adjustments to policies and practices of University are required. This is accomplished through the prevention, identification and removal of barriers within the University systems, structures and policies. It is understood that where this Policy refers to “barriers” it is referring to barriers such as a physical barrier, an architectural barrier, and information or communication barrier, an attitudinal barrier, a technological barrier, or a policy or practice.

Academic Accommodation

16. The definition of an academic accommodation is an individual arrangement that reduces or removes barriers that limit the ability of students with disabilities to participate in formal post- secondary education. Academic accommodations are developed based on the functional limitation of the student as it relates to the academic environment. For example, a student may have a functional limitation that affects their ability to maintain focused attention for prolonged periods⁴.
17. Accommodation will be considered appropriate if it will result in equitable opportunity to attain the same level of performance; or, to enjoy the same level of benefits and privileges experienced by others; or, if it is proposed or adopted for the purpose of achieving equitable opportunity, and meets the individual's disability-related needs.
18. An academic accommodation is to provide equitable opportunity for students with a disability to meet the essential requirements of a course, a placement, or other work, related to their course of study. Essential requirements of courses/programs are outlined by the program/course being accessed. The University calendar should be reviewed in order to identify the necessary contact information.
19. There is an expectation that the student will engage in the accommodation process in partnership with faculty and specialized student services as appropriate. Accommodations can only succeed when part of a mutual conversation.
20. Once the accommodation has been provided, the student has the opportunity to meet the essential requirements of the course.

³ McMaster Accessibility Council. (n.d.) Glossary of Terms: Accessibility. Retrieved from <http://accessibility.mcmaster.ca/glossary-of-terms/glossary-of-terms#accessibility>

⁴ Post-Secondary Students with Mental Health Disabilities. (2015). A Guide to Academic Accommodations and Managing your Mental Health while on Campus. Retrieved from: http://stlawrencecollege.ca/~media/Files/Documents/About/Mental%20Health%20research/English_Print_Guide_Accommodating%20Students%20Handbook_August%207%202015.pdf

21. Academic accommodations extend to off-campus course work such as fieldwork, placement, internship and out-of-the-classroom learning experiences.

Interim Academic Accommodation

22. An interim academic accommodation can be enacted on behalf of a student requesting an academic accommodation and implemented 'in good faith' pending receipt of supporting documentation. (For more information refer to: Roles & Responsibilities, section 58)

Retroactive Academic Accommodation

23. An academic accommodation is considered a retroactive consideration after an academic deadline has passed. If an assignment, test or exam deadline for a program or course is missed, or completed but not performed well, because of issues related to an undiagnosed disability (which is subsequently diagnosed) it may be possible to receive a retroactive academic accommodation. Refer to Appendix C for Guidelines for Retroactive Academic Accommodation.

Short Term Illness or Temporary Disability

24. Although this policy primarily focuses on providing guidance for students with a permanent disability, the University also recognizes that students may experience a short term illness or temporary disability and may benefit from an academic accommodation in the interim.
25. Students can be accommodated informally within their Faculty, in 'good faith' for a temporary disability occurring within one academic term or less. A short term illness or temporary disability is considered: temporary (e.g. sickness); short term-multiple weeks (e.g. injury); episodic (e.g. mental illness); unexpected life circumstance (death in a family; personal crisis). In these circumstances, students are encouraged to meet with their instructors and/or the Academic Advisor of their Faculty. The following policies may be applicable: Petition for Special Consideration (see Faculty for Petition for Special Consideration); Religious Accommodation RISO <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-Observances.pdf>; McMaster Student Absence Form (<https://www.mcmaster.ca/msaf/>) 0
26. Documentation may be requested if necessary (without disclosing a medical diagnosis). Instructors must be able to provide a rationale for requesting documentation.

SECTION II: ROLES & RESPONSIBILITIES

27. Implementing an academic accommodation is a shared responsibility. It is a highly collaborative process requiring engagement and full participation of multiple stakeholders, each playing a vital role in shaping a student's academic accommodation.
28. The provision of accommodations for students with disabilities will require that students, instructors and administrative staff all exercise creativity and flexibility in crafting solutions that both meet the needs of the students, and preserve the essential academic requirements of the University's courses/programs.

29. Academic Accommodations Working Group (A²): Membership on the Academic Accommodations (A²) Working Group (WG) includes representation from all campus resources that are accountable and responsible for the provision of academic accommodations (see Appendix C for graphic representation of A² and the communication processes). Oversight is provided through the Office of the Provost, in collaboration with AVP Faculty, AVP Teaching and Learning, AVP Students & Learning, Dean of Students.
30. This WG is an inter-departmental, multidisciplinary committee that will provide guidance and recommendations about the overall academic accommodations process to the leadership of McMaster University, as well as to focus on matters related to accommodations trends and needs for accommodation requests, provide guidance on the development of services, resource allocation and support for the implementation of the academic accommodations process across the campus.
31. Campus Accommodation Teams/Resources [CAT]: The Campus Accommodation Teams/Resources are individuals or small working groups across the campus composed of educators and other professionals with differing areas of expertise who are accountable and responsible for coordinating and enabling accommodations within each individual program, school or Faculty (Refer to Appendix D). The collective of these groups will provide mutual support and expertise; plan, develop and operationalize strategies for successful accommodations, review outlined course/program essential requirements, and engage with the oversight committee, A², as required.
32. The faculty/college/school CAT shall consist of the staff appointed by the Dean/Director or designate: One or more representatives from the faculty/college/school who have expertise and responsibilities in the area of student academic progress; a faculty/college/school academic staff person who can offer insight into the essential requirements of a course/program; and the SAS staff person assigned to faculty/college/school as member of the team. The CAT may consult with or add individuals to meetings as needed e.g., an academic staff member with content or assessment expertise in a particular field of knowledge.
33. Faculties, colleges and schools are encouraged to develop documents according to these guidelines so that internal processes are established regarding their respective CAT team. These internal documents should be reviewed and approved by faculty/college/school council and are not required to be approved by Senate.
34. Roles and Responsibilities of the CAT include:
 - (a) meet monthly and/or as required
 - (b) work on the provision [of non-standard or complex] accommodations
 - (c) review non-standard accommodation recommendations made by Student Accessibility Services (SAS) to facilitate the implementation of non-standard accommodations;
 - (d) ensure that established processes and procedures are understood and are being followed;
 - (e) review student academic accommodations plans that are not agreeable to students or accepted by the instructor;
 - (f) at least annually provide a report to the A².
35. The CAT and A² work in close collaboration to ensure this policy is applied appropriately, evaluated, reviewed and supported across campus. These two groups are responsible for ensuring the dissemination of information and education across campus.

Administration

36. The term "Administration", as used in this Policy, refers to individuals and groups responsible for the University's academic programs. They include: Department Chairs, Directors of Schools and Programs, Associate and Assistant Deans, Deans, the Associate Vice-President (Student), the Associate Vice-President (Faculty), the Provost and the Senate.
37. Roles and Responsibilities of Administrators include:
- (a) Ensuring all instructors are made aware of this policy,
 - (b) Ensuring the delivery of academic accommodations are implemented and consistent with this policy,
 - (c) Ensuring departments and instructors receive the University resources necessary to implement any academic accommodation plan.

Faculties

38. There is a mutually collaborative relationship expected by all Faculties within the University, including Schools and Programs with the appropriate student support services (e.g. Student Accessibility Services) for the purpose of creating an accessible learning environment and to accommodate a student with a disability. Faculty and sessional instructors will consider the essential requirements for their course and, if applicable, their program, and will identify and outline their unique essential requirements in a manner that is easily accessed by students. The essential requirements need to be customized and added to the course calendar as each course and/or program is unique.

39. Deans

- (a) ensuring that Departments receive the University resources necessary to implement any accommodation plan.
- (b) supporting the Associate Dean and/or Program Chair in the identification of member(s) within their Faculty that will participate on the Campus Accommodation Team (CAT) and (A²).

40. Academic Program Head

[Member of the Campus Accommodation Team, CAT - or delegate assigned]

- (a) support the department Chairs or equivalent to ensure that all instructors are made aware of this policy and that the practices associated with the delivery of accommodation services are consistent with this policy;
- (b) consult with students and Student Accessibility Services (SAS), upon request, when students have first identified their need for accommodation.
- (c) participate, as appropriate, in structuring a suitable accommodation plan that meets the needs of the student and satisfies the essential requirements of the respective course/program;

Instructors

41. The essential requirements and the acceptance of the school's (programs') overall pedagogical approach to teaching, as well as the university's approach to universal design (UDI) and academic accommodation must be accepted by the instructor engaged in a teaching role within the campus.
42. When teaching a course, the instructor must consider instructional elements of the program (e.g. lecture, independent inquiry, etc.) in order to ensure fit with learner needs.
43. Evaluation is an integral part of the learning experience; various methods of evaluation need to be included in the overall appraisal of program/course fit that are congruent with the pedagogical delivery methods utilized.
44. Instructors will consider the essential requirements for their course and, as applicable, their program, will identify and outline unique essential requirements in a manner easily accessed by students. The essential requirements need to be customized as each course and/or program is unique (Refer to Appendix A for Guidelines for Essential Requirements).
45. Once a student identifies the need (or the need is identified elsewhere) for academic accommodation, the onus is upon the student to: contact the appropriate student support services; to discuss academic accommodations; design a plan; letter drafted outlining the academic accommodation to be disseminated to program of study; the academic program, SAS and the student meet to confirm academic accommodations

It is the SAS and Program of Study's responsibility to work with the student to provide necessary information and resources concerning the program, courses, and essential requirements being undertaken.

46. To help facilitate a student's academic success and maintain the University's academic standards for the benefit of all students, instructors shall:
 - (a) refer all students who identify to the Instructor with a disability and requests for accommodation to SAS; any requests that are unclear, the instructor shall notify the Assistant Dean or Chair. Instructors cannot ask about the nature of the disability (e.g. diagnosis).
 - (b) identify, upon request, and with the assistance of the academic department, the essential requirements of a course;
 - (c) assist students and SAS in determining the manner and extent to which a student's needs can and should be accommodated;
 - (d) participate, as appropriate, in structuring a suitable accommodation plan that meets the needs of the student and satisfies the essential requirements of the respective course/program;
 - (e) notify the student and SAS if a proposed accommodation plan is not acceptable on the basis that the student, even if reasonably accommodated, as proposed, will not be able to fulfill the essential requirements of the course/program; continue to work with the student and SAS to explore alternative forms of accommodation which might be acceptable; if unsuccessful, involve the Program Academic Head (e.g. Associate/Assistant Dean, or equivalent) in the situation to facilitate a resolution.
 - (f) implement the terms of any agreed accommodation plan relying, as required, on the support and resources within the university community (e.g. SAS, Faculty members; Student Financial Aid, MIIETL).

- (g) seek resources from the University, e.g. SAS, MIETL, and the Student Financial Aid and Scholarships Office to support necessary accommodations;
- (h) Academic Programs must accept academic accommodation requests from SAS.

Equity and Inclusion Office (EIO)

[Member of the Campus Accommodation Team, CAT]

- 47. EIO is responsible for the Discrimination, Harassment and Sexual Harassment: Prevention and Response Policy. This policy protects all University members from discrimination on the basis of disability. EIO is one of three Intake Offices responsible for receiving concerns and complaints related to the McMaster Policy on Discrimination, Harassment and Sexual Harassment: Prevention and Response Policy. This policy provides resources for staff, students and faculty, who have experienced discrimination or harassment of disability and other prohibited grounds. EIO is responsible for the Accessibility Policy and provides subject matter expertise to the McMaster Accessibility Council (MAC) on the implementation of the Accessibility for Ontarians with Disabilities Act (AODA) (2005).
- 48. EIO receives complaints from staff, students and faculty related to harassment and discrimination based on one of more of the prohibited grounds of discrimination including disability. When there has been a failure to accommodate, a failure to accommodate reasonably, or a failure to consider a retroactive accommodation, staff work with complainants to identify appropriate avenues of recourse as per the guidelines in the Policy: http://www.mcmaster.ca/policy/General/HR/Discrimination_Harassment_Sexual_Harassment-Prevention&Response.pdf
- 49. Accessibility consultations are provided to staff, students and faculty on how to proactively eliminate barriers to the full participation of persons with disabilities on campus. Systemic barriers are addressed through its work with MAC.
- 50. Provide education and training on the duty to accommodate, accessibility and broader human rights, equity and inclusion matters for staff, students and faculty.

Library & Campus Store

- 51. The Library and the Bookstore are responsible for accessing required learning resources in formats appropriate to individual student need. The Library and Bookstore shall make every reasonable effort to provide students registered through Student Accessibility Services equal access to information,
- 52. **Library**
 - (a) Obtain e-versions of required texts directly from publishers, which are then converted to the format of a student's choosing, including but not limited to ePub, pdf, word, MP3, Braille
 - (b) Convert course pack materials into the format of a student's learning needs.
 - (c) Arrange for supplementary materials (non-required texts, library holdings, journal articles) used to support a student's coursework to be converted into the format of a student's choosing

- (d) Convert content posted to course websites, A2L, handouts, etc. which are not made available in an accessible format
- (e) Facilitate the captioning of media being used in both in-person classrooms and online courses
- (f) Assist students with navigating through the various services offered by the library, including retrieval of materials from the stacks, photocopying of materials for students who cannot use self-service devices, assisting with the renewal of library materials, providing help with developing research strategies related to coursework, and the training and use of assistive technology available through the library

53. Campus Store

- (a) Provides publisher information to SAS for students who may require textbooks in a different format (e.g. audio, braille, large print etc.).

McMaster Institute for Innovation and Excellence in Teaching and Learning [MIETL]

54. MIETL is a service that can provide assistance and advice to faculty members related to universal instructional design, delivery and evaluation methods that may facilitate the academic success of students with disabilities.

- (a) MIETL is responsible for providing educational opportunities, resources and support for instructors that encourage application of pedagogical methods that are responsive to defined accommodations and encourage overall accessibility, e.g. universal design as an institutional mandate.
- (b) identifies and circulates teaching and learning information/resources related to the provision of academic accommodation for students with disabilities
- (c) plans and coordinates disability/accommodation orientation and education offerings for the university community;

Registrar's Office

55. The Office of the Registrar provides information on enrolment, convocation ceremonies and schedules important dates and events throughout the year, including scheduling final exams and assists with the coordination of accommodated examinations.

- (a) provide a standard for all university admissions policies and procedures, using inclusive language to facilitate equal access opportunities for students with disabilities.
- (b) with student's consent, the Registrar's Office will forward any accommodation requests and documentation provided by a student, before or at the time of registration, to Student Accessibility Services (SAS).
- (c) co-ordinate, with support from Student Accessibility Services, all aspects of accommodations required for individual students with disabilities scheduled to write Registrar administered examinations. These include, but are not restricted to, such accommodations as: extra time on exams, separate locations for writing, enlarged exams, provision of a scribe, etc. Ensure that measures taken to ensure Academic Integrity standards are met for such examinations and are equivalent to those provided for all other Registrar administered exams; these responsibilities are

predicated on the availability of resources to achieve these demands: space, invigilators, mutual commitment to respecting accommodations provided between students and SAS.

- (d) provide assistance, in consultation with SAS, implementing other accommodations where the requirements fall within the jurisdiction of the Registrar's Office, for example the provision of special timetabling or classroom use.
- (e) respond (with advanced notice) from the student and SAS, in making special arrangements for convocation ceremonies.

Shared Institutional Programs (e.g. Mohawk-McMaster combined programs)

- 56. If the student is registered as a McMaster student, within combined programs (e.g. Mohawk or Conestoga Colleges), the student and the Instructors of the Program, are obliged to uphold the expectations for providing Academic Accommodations for students with a disability as outlined in this policy.

Student Accessibility Services (SAS)

[Member of Campus Accommodation Team and A2]

- 57. Student Accessibility Services is a supportive service that is dedicated to providing academic accommodations for students with disabilities. It is the responsibility of SAS to gather information about the student's functional limitation for the purpose of assessing whether the university has a duty to accommodate within the learning environment. It is the responsibility of SAS to: work in partnership with the Faculty to learn about the essential requirements of course(s) in order to determine an appropriate accommodation; and, participate as a key player in developing resources to educate about academic accommodations.
- 58. The purpose of this office is to assist students, instructors, administrators and the McMaster University community with student accommodation issues. Responsibilities include:
 - (a) Coordinate the requests for, and assist in the provision of, accommodations. While documentation by a health professional is being gathered in relation to a student with a disability, SAS will create an academic accommodation plan 'in good faith' based upon the description of the functional limitation, in the interim (typically for one semester only).
 - (b) Receive and verify a student's supporting documentation. Documentation to be provided by an approved regulated health professional and to be recent and relevant. SAS may inquire about additional documentation from a health professional if more details are required;
 - (c) Consult with each individual student to determine if they qualify for services;
 - (d) Store all documentation relating to student accommodations in an appropriate and confidential manner;
 - (e) Coordinate requests for accommodations and assist in their provision;
 - (f) Be a member of the Accommodations Team, including providing consultation to the team and/or the Associate Dean(s);
 - (g) Coordinate requests for accommodations and assist in their provision;
 - (h) Review documentation and consult with each individual student to determine if they qualify for services;
 - (i) Inform and consult with other individuals and services, as required, and in accordance with the process provisions of this policy;

- (j) Provide information to instructors and program administrators as needed, to enable the successful application of accommodations;
 - (k) Develop and advocate for proposed accommodation plans based on qualified student's needs (as determined by SAS after consultation with the student), and any available course/program information and requirements;
 - (l) Provide the proposed accommodation plan to the faculty within which the student is enrolled, to enable the plan to be put into place;
 - (m) Co-ordinate and enable through collaboration with the Registrar's Office all aspects of accommodations required for individual students with disabilities scheduled to write Registrar administered examinations.
59. Privacy: All personal information, including supporting documentation (e.g. personal health information) requested by the university to facilitate the academic accommodation process, shall be kept confidential in accordance with The Freedom of Information and Protection of Privacy Act (Ontario) and The Personal Health Information Act (Ontario) and shall be maintained within the Student Accessibility Services Office.

Students

60. The University recognizes the importance of a student's experience and knowledge with respect to their disability and its impact on learning. It is imperative that the student with the disability participates fully in determining the appropriate accommodations. At times, students may not fully understand what is necessary to engage successfully in a course or program and in such instances it is appropriate for the university (instructor, academic advisor, or other university representative) to outline expectations and resources available to students on/off campus.
61. The student will work in collaboration with health professionals and university officers (e.g. Student Accessibility Services) (see Appendix C) to demonstrate that there is a barrier preventing them from benefitting equally from their education.
62. When a student is engaged in the Academic Accommodation process, it is the student's responsibility to participate fully, including meeting with the appropriate student support service to determine appropriate Academic Accommodations, and to communicate if there are any changes that may impact the accommodation once implemented.
63. It is the responsibility of the student to reflect upon the fit between what they know about themselves, to reflect upon their own unique capacity and their commitment to engage fully in the program of choice. In order to engage fully in the program of choice, requires that the student understands fully the expectations outlined within the course description and appreciates the different ways of teaching that are used within the program.

Roles and Responsibilities of Students

64. All students are expected to meet the university and program/degree requirements, including attendance at classes, labs, clinical or practicum placements, etc. Attendance is only one of the requirements of the students to satisfy program or degree requirements.
65. In addition to the abovementioned responsibility, students needing an accommodation shall:
- (a) access SAS regarding accommodations which may need to be put in place before the start of classes and academic work;
 - (b) recognize their responsibility to provide information to support the request for accommodation, that is sufficient to enable the University to determine appropriate accommodation measures (and explore reasonable alternatives);
 - (c) Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work;

SECTION III: PROCEDURAL GUIDELINES

Procedures for University Applicants

66. In accordance with general admission procedures, McMaster will accept academically qualified candidates for admission to undergraduate and graduate programs by examining each applicant's academic record and the impact of any extenuating circumstances. All applicants are encouraged to select programs that are appropriate for their skills, abilities, and career goals.
67. In the event questions arise during the application process pertaining to the applicant's ability to fulfill the essential requirements of a program even if reasonably accommodated, the issue will be discussed with SAS. The Academic Program Head shall review the essential requirements of the program and work with the applicant and SAS to determine what, if any accommodation might be reasonable to enable the applicant to meet the requirements. In the event the Associate Dean determines accommodation is not possible, the applicant shall be so informed and other options shall be discussed. Failure of the Associate Dean to raise any objection, should not be interpreted as a guarantee of success in any way, that the applicant will, in fact, be able to meet the essential requirements of the program or any specific course at any time in the future.
68. In the event questions arise during the application process pertaining to the University's ability to reasonably accommodate the applicant, the issue will be discussed with the Provost. In the event that the Provost determines that reasonable accommodation is not possible the applicant shall be so informed.
69. All personal supporting documentation shall be forwarded to SAS, and kept confidential. Program administration may request information to make decisions relating to admission.
70. SAS and EIO are available throughout the admission process to assist, support and counsel students with disabilities, as well as faculty and administrative staff.
71. Future students (applicants who have been accepted) are strongly encouraged to request accommodations and seek assistance in selecting their courses/programs from SAS and their prospective Department or Faculty as soon as possible.

Procedures for Students

72. Students who need academic accommodations for a long term disability should contact SAS. Those students who require accommodation for temporary, interim or short-term disabilities should contact their Academic Program Head.
73. **Essential Requirements:** Prior to registering in a course/program, the student should consider discussing concerns they may have whether or not they would be able to meet the essential requirements. Resources to approach are: Student Accessibility Service (SAS), and/or the student's Program Head (Director, Graduate Chair, Assistant Dean or equivalent).
74. **Provision of Documentation to Support the Request for an Academic Accommodation:** Students have a responsibility to provide information to support the request for academic accommodation, and the information must be sufficient to allow the University to determine appropriate accommodation measures (and explore reasonable alternatives). The student is required to produce only relevant documentation related to the nature of their disability or medical condition, functional limitations and types of accommodation being requested to their academic limitations. [For example, supporting medical documentation could include identified functional limitations as they relate to their learning environment, medical restrictions, and prognosis; but should not include information about an individual's specific diagnosis].
75. **Documentation:** will only be considered if completed and signed by a registered and regulated health professional (e.g. medical doctor, registered psychologist, registered occupational therapist, registered speech and language pathologist, etc.) or a recognized and credible expert (e.g. Sexual Assault Response Coordinator). Students should communicate the needs and resultant restrictions in sufficient detail in order for the University to determine the appropriate accommodations;
76. Students are not required to provide private medical information (e.g. diagnosis) or seek accommodation directly from, their professors, instructors, teaching assistants, etc.
77. The University has a reciprocal responsibility to make inquiries to obtain any degree of documentation, as may be determined, to confirm need for and/or type of academic accommodation required for the student. The University could initiate a detailed request for supportive documented information, tailored to the particular accommodation request. Relevant documentation must be requested, if not already provided, before the University determines how to respond to a particular accommodation request. In some cases, it may be advisable to ask the student to provide additional information or clarification from his/her regulated health professional.
78. The University assumes all costs for reserving the right to seek an additional assessment or opinion about the nature of the academic impairment as it relates to the student's disability.
79. **Duty to Participate:** the student has a reciprocal duty to participate in the process and to support required accommodation with supportive documentation provided by a regulated health profession, as deemed necessary by the University. For example, the student will be expected to work with SAS and others (e.g. Academic Advisors, Academic Program Heads, Library staff etc.) to develop an appropriate accommodation plan and will be expected to follow the procedures outlined in this policy when an

accommodation is implemented, plus comply with SAS's instructions relating to the implementation of any specific accommodation;

If the student does not participate or denies any need for accommodation, the University reserves the right to document the conversation with the student and/or be asked to sign a written record as an acknowledgement from the student that the question was asked re accommodation plus a statement of his/her rejection. Failure to follow through with organized accommodations without advising SAS and/or the Faculty/school in a timely manner may result in the university being unable to fulfill the academic accommodation requirement for that particular situation. .

80. **Request for Retroactive Accommodation:** An academic accommodation is considered retroactive accommodation after a deadline has passed. If an assignment, test or exam deadline for a program or course was missed or was completed with poor performance because of issues related to a disability, it may be possible to receive a retroactive accommodation. See Appendix B: Guidelines for a Retroactive Accommodation.

Faculty

The role of each Faculty is to facilitate a student's academic success and maintain the University's academic standards for the benefit of all students.

81. **Essential Requirements:** In a university setting, the essential requirements of a course/program may include, but are not limited to, the knowledge and skills that must be acquired or demonstrated in order for a student to meet the learning objectives of the course/program successfully.

Essential requirements are the expected learning outcomes of a program or course and involve the successful demonstration of specific knowledge, skills and abilities⁵. Although there may be variations in the language used to describe an essential requirement within each program or course, the objective of outlining the essential requirements is to help students understand what they must be able to demonstrate at the end of the course or program. Professional programs have distinct essential requirements outlined for undertaking the educational programs or curricula that will include expectations for functioning as a practicing professional in the career that is the planned outcome for students in that program⁶. Students may elect to complete the program if feasible but not to sit any certification examinations offered by the profession or to seek registration in regulatory bodies such as regulatory colleges.

82. Academic Program Head (or Delegate)

- (a) refer all students requesting an academic accommodation due to a disability to SAS; for disabilities that are temporary, short-term or unclear, the Academic Program Head (or Delegate) should collaborate to develop academic accommodation;
- (b) identify, upon request, and with the assistance of their academic department, the essential

⁵ Ontario Human Rights Commission. (n.d.) The opportunity to succeed: Achieving barrier free access to post-secondary education., retrieved from <http://www.ohrc.on.ca/en/opportunity-succeed-achieving-barrier-free-education-students-disabilities/post-secondary-education>

⁶ Oakley, b., Parsons, J., & Wideman, M. (2012). Identifying essential requirements: A guide for university disability service professionals; Accommodating graduate student with disabilities. Retrieved from http://broku.ca/webfm_send/3129

- requirements of a course;
- (c) participate, as appropriate, in structuring a suitable accommodation plan that meets the needs of the student and satisfies the essential requirements of the respective course/program;
 - (d) refer any proposed accommodation plan that has substantial financial implications to the Dean of the Faculty, who will review the request with the Provost;
 - (e) discuss with Academic Program Head if difficulty is noted in meeting accommodation needs and/or if there are concerns that the student will not be able to fulfill the essential requirements of the course/program; continue to work with the faculty lead (or Accommodation Team), student and SAS to explore alternative forms of accommodation which might be acceptable;
 - (f) implement the terms of any agreed accommodation plan relying, as required, on the support and resources available from the Department Chair, SAS, and others, as appropriate;
 - (g) an accommodation plan approved by the Campus Accommodation Team (CAT) may not be rejected.

Assessment of Academic Accommodation Requests and Preparation of an Accommodation Plan

- 83. The following process for determination and activation of academic accommodations as described herein are basic.
- 84. The vastness of academic programs, degrees of study and post-graduate programs is too extensive to easily detail in one procedure. Therefore, specific program or degree procedures are subject to change from time to time and are then appended to this policy so that they may be updated from time to time.
- 85. Regardless of the nature of the program or degree the following process will apply to all students and all request for accommodations:
 - (a) students meet with an SAS program coordinator to review documentation, academic program information, need for accommodation and other supports and review process for activation of academic accommodations
 - (b) 'in good faith' and/or where appropriate SAS may implement immediately academic accommodations
 - (c) where necessary SAS may need to consult with the Faculty, academic program and/or the Accommodation Team prior to the implementation of an accommodation
 - (d) where necessary SAS may request additional documentation or the ability to consult with a student's health care provider to seek further information in order to make a determination as to the most appropriate academic accommodation.
 - (e) in some cases, SAS may need to seek independent consultation prior to activation of an academic accommodation
 - (f) notice to instructors of program is then facilitated by or provided directly from SAS to a course instructor or academic department dependent upon the student's program or degree of study (it is noted that there may be variations to the specific procedures for some programs – see appendices;
 - (g) Where need for accommodation review is warranted a review can occur at any time. Any such review may require a review of documentation and request for an updated assessment. Where no review of accommodation is warranted academic accommodations shall be deemed as applicable for the entirety of a student's degree or program;

- (h) where academic accommodations relate to a course of study and notice to an instructor has been facilitated by either SAS or the academic program or department, the student is encouraged to consult with the instructor (or designate) on the specific components related to the full implementation or activation of an accommodation;
- (i) all other supports related to facilitating the academic accommodation (but not specifically an academic accommodation), for example library text book assistance, housing, time table assistance, text/exam administration, etc. must be initiated by the student with the appropriate department resource.

Delivery and Acceptance of Proposed Accommodation Plan

- 86. The letter outlining the accommodation plan will be sent by SAS (copy student) to the Academic Program Head that will ensure the dissemination of the accommodation plan.

Timing of Accommodation Requests

- 87. Required timelines must be followed to ensure that SAS has adequate time to review requests and coordinate needed arrangements. Some accommodations take longer to arrange than others (e.g. sign language interpreters and transcriptions), and students with these types of requests should be particularly cognizant of the timing of their requests. Failure to make a request or supply the required medical/health documentation in a timely manner may delay or prevent the implementation of the requested accommodation.
- 88. Once an accommodation has been approved, the accommodation plan remains active and does not need to be renewed during the student's university stay. However, if circumstances change requiring more or less accommodations while the student is still at McMaster University, the approval process is repeated and an accommodation plan is developed to meet the changed situation and current needs.

The following guidelines may be used by students in submitting any required materials:

- 89. New students and transfer students are encouraged to contact SAS and provide the required information as soon as possible after they receive their offers of admission, or by August 1st of the academic year, whichever comes first.
- 90. Returning students are encouraged to contact SAS and provide any new information as soon as possible following completion of registration.
- 91. Students whose circumstances change or who develop difficulties after the aforementioned dates should contact SAS and their Associate Dean's Office or the School of Graduate Studies immediately.
- 92. Notification for in-class tests: All special arrangements for in-class tests should be confirmed with the instructor
- 93. Notification for examinations: a minimum of 10 working days is necessary to make special arrangements for examinations;

SECTION IV: APPEALS AND REMEDIES

Informal Resolution: Review of Accommodation Plan if Not Accepted

94. Throughout the development process of an accommodation plan, all parties should review the accommodation plan and are encouraged to discuss openly the needs and special considerations necessary in order to prepare for and implement a plan. Should, through the review process, there be questions/concerns raised about the academic accommodation plan, all efforts will be made to resolve the matter informally.
95. **Chair, Associate Dean:** If, at any time during the review of an academic accommodation plan, the Chair, the Associate Dean/Faculty Dean decide that there are substantial financial implications to granting the requested accommodation, the accommodation plan should be forwarded directly to the Provost. The Provost shall review the plan and if, upon review of the matter, the Provost determines that the plan will not result in undue hardship to the University, the matter shall be returned to the appropriate Faculty. If the Provost (or delegate) determines that the plan cannot be implemented without undue hardship to the University, the Provost (or delegate) will notify SAS in writing, that the accommodation shall not be granted. The student may appeal the decision of the Provost (or delegate) through the Appeals Procedures [<http://www.mcmaster.ca/policy/Students-AcademicStudies/StudentAppeal.pdf>] and/or the Discrimination, Harassment and Sexual Harassment Policy [http://www.mcmaster.ca/policy/General/HR/Discrimination_Harassment_Sexual_Harassment-Prevention&Response.pdf]
96. If there are concerns about the implementation of the accommodation plan, outside of financial hardship (as outlined above), the instructor of the course shall notify the Chair of the department. The Chair shall advise SAS and the student of the concerns raised and will convene the Campus Accommodation Team. The Campus Accommodation Team will convene to review the academic accommodation plan for the purpose of review and to recommend a resolution. If all parties agree with the proposed or revised accommodation plan, the accommodation will be granted and the coordination for the implementation of the plan commence as quickly as possible.
97. **Student:** The student may appeal the academic accommodation plan created by submitting, in writing an explanation as to why the plan is not adequate to the Director of SAS. The Director of SAS, upon receipt of the document, will notify the Campus Accommodation Team. CAT will convene of being notified with the purpose of reviewing the academic accommodation plan; the explanation submitted by the student; and, a review of the essential requirements of the course and/or program to make a recommendation for next steps related to an accommodation plan.
98. If the proposed resolution is not agreed upon by the Academic Program Head, they will notify SAS in writing that the accommodation shall not be granted with reasoning for the decisions. A copy of this letter shall be sent to the student, appropriate instructor(s), and the Chair of the student's Faculty.
99. The student may appeal the revised accommodation plan and/or the decision made by the Associate Dean within 3 weeks of receipt thereof, to either the Senate Board (policy) or by the DISH policy.

Formal Resolution: Appeal, Refusal of the Accommodation Plan

100. The student may appeal the decision of the Campus Accommodation Team, the Student Accessibility Services, Associate Dean, the Dean (including Dean of Graduate Studies), or the Provost to either: a) the Senate Board for Student Appeals as outlined in the Student Appeal Procedures[<http://www.mcmaster.ca/policy/Students-AcademicStudies/StudentAppeal.pdf>] and/or b) the Discrimination, Harassment and Sexual Harassment Policy [http://www.mcmaster.ca/policy/General/HR/Discrimination_Harassment_Sexual_Harassment-Prevention&Response.pdf]

Accommodation Pending Review or Appeal

101. The university recognizes that decisions involving accommodations must be made expeditiously to assist students in their ongoing courses. Once an accommodation plan is approved, it shall be implemented promptly. In the event that a request from accommodation is denied and an appeal is pending, the instructor, the Academic Program Head, SAS and the CAT (if deemed appropriate) shall determine what portion, if any, of the plan is reasonable to implement immediately. Any such accommodations shall remain in place until there is a final disposition of all appeals.
102. Where a student has been accommodated pending the final disposition of all appeals, and such disposition is that the accommodation should not be granted, an alternative means of fairly determining the student's course mark(s) shall be determined and communicated to the student.

APPENDIX A: GLOSSARY OF TERMS

Academic Accommodation: An individual arrangement that reduces or removes barriers that limit the ability of students with disabilities to participate in formal post- secondary education. Academic accommodations are developed based on the functional limitation of the student as it relates to the academic environment. For example, a student may have a functional limitation that affects their ability to maintain focused attention for prolonged periods⁷.

Academic Program Head: A person who leads the educational program; the role may be described in other ways, depending on undergraduate or graduate programs (e.g. Assistant Dean, Associate Dean, Director, Chair)

Accessibility: The degree to which individuals with and without disabilities, can access goods, services, programs, and the environment without incurring barriers. Accessibility requires proactive measures to identify, remove and prevent barriers that prohibit full participation.⁸

Disability: a concept that includes varied definitions including medical, socio-cultural and social definitions. Up to the present, the system at large including McMaster University, has relied on the definition of disability provided in the Policy and Guidelines on Disability and the Duty to Accommodate (2000), from the Ontario Human Rights Commission's [OHRC]. According to the Ontario Human Rights Commission, disability includes:³

- a. any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- b. a condition of mental impairment or a developmental disability,
- c. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,

⁷ Post-Secondary Students with Mental Health Disabilities. (2015). A Guide to Academic Accommodations and Managing your Mental Health while on Campus. Retrieved from:

http://stlawrencecollege.ca/~media/Files/Documents/About/Mental%20Health%20research/English_Print_Guide_Accommodating%20Students%20Handbook_August%207%202015.pdf

⁸ McMaster Accessibility Council. (n.d.) Glossary of Terms: Accessibility. Retrieved from <http://accessibility.mcmaster.ca/glossary-of-terms/glossary-of-terms#accessibility>

- d. a mental disorder (illness), or an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

Essential Requirements: In a university setting, the essential requirements of a course/program may include, but are not limited to, the knowledge, skills and abilities which must be acquired or demonstrated in order for a student to successfully meet the learning objectives of the course/program.

Interim Academic Accommodation: An interim academic accommodation can be enacted on behalf of a student requesting an academic accommodation and implemented 'in good faith' pending receipt of supporting documentation.

In-Good Faith: An interim academic accommodation can be enacted on behalf of a student requesting an academic accommodation and implemented 'in good faith' pending receipt of supporting documentation.

Retroactive Academic Accommodation An academic accommodation is considered a retroactive consideration after an academic deadline has passed. If an assignment, test or exam deadline for a program or course is missed, or completed but not performed well, because of issues related to an undiagnosed disability (which is subsequently diagnosed) it may be possible to receive a retroactive consideration.

Short Term Illness or Temporary Disability: Temporary illness (e.g. sickness); short term-multiple week illness/disability (e.g. injury); episodic illness (e.g. mental illness); unexpected life circumstance (e.g. death in a family; personal crisis).

Student: A student is any individual recorded by the University Registrar as enrolled in an educational course of study recognised by the Senate and for whom the University maintains education records (graduate, undergraduate, post-doctoral fellows and continuing education students).

University Applicants: University applicants are those who have submitted paperwork requesting consideration for admission to a program of study offered through McMaster University. McMaster encourages applications from students with disabilities.

APPENDIX B: GUIDELINES FOR ESSENTIAL REQUIREMENTS

In their report, "The Opportunity To Succeed: Achieving a Barrier-Free Education for Students with Disabilities", the Ontario Human Rights Commission has noted that while courts and tribunals have provided little guidance on the definition or nature of essential requirements, terms that have been used include indispensable, vital and very important⁹. "For example, it may likely be an essential requirement that a student master core aspects of a course or curriculum. It is much less likely that it will be an essential requirement to demonstrate that mastery in a particular format, unless mastery of that format (for example oral communication) is also a vital requirement of the program. Educators must provide accommodation, up to the point of undue hardship, to enable students to meet these essential requirements".¹⁰

As Oakley et al have reported, essential requirements can be defined by 2 factors: 1) a skill that must be necessarily demonstrated in order to meet the objectives of the course and 2) a skill that must be demonstrated in a prescribed manner.¹¹ The Ontario Human Rights Commission has noted, however "that the onus is on the education provider to show that a student is incapable of performing the essential requirements for the educational services even with accommodation. Conclusions about inability to perform essential requirements must not be reached without actually testing the ability of the student. It is not enough for an education provider to assume that a student cannot perform an essential requirement, rather there must be an objective determination of that fact."¹²

A particular challenge arises with managing accommodations for students in professional programs because of the need to separate the educational elements of the university curriculum from the perceived professional competencies of the practicing clinician. Again, as Oakley et al. have reported, education is deemed a service under Human Rights Legislation even when students are participating in off-campus training programs in the clinical setting or in field placements.¹³ In these settings, students are entitled to the same type of accommodations as they would receive in the classroom.

Clearly, however, some accommodations that are appropriate for the classroom will be inappropriate or inadequate in the clinical or practicum situation. In this situation, SAS would liaise with the relevant faculty campus accommodation team to consider how the particular profession would normally accommodate individuals with such disabilities. In this way, the essential requirements related to the clinical tasks in the placement can be considered along with the academic requirements. While the threshold for undue hardship is high for denying accommodation for an essential requirement, there may be occasions, particularly in a professional program where an accommodation contradicts an essential requirement. For example, providing extra time for a learner in a particular clinical setting might in fact impact on patient/client safety. However, it is incumbent upon the university to conduct a thorough task analysis of an

⁹ Ontario Human Rights Commission (2003). The Opportunity to Succeed: Barrier-free Education for Students with Disabilities. Pages 61-62 Available at www.ohrc.on.ca

¹⁰ Ibid

¹¹ Oakley B et. al. (2012) Identifying Essential Requirements: A Guide for University Disability Service Professionals. <http://queensu.ca/studentaffairs/sites/webpublish.queensu.ca.vpsawww/files/files/idiaguide.pdf>

¹² Ontario Human Rights Commission (2004). Guidelines on accessible education. Pages 23-25. Available online at www.ohrc.on.ca

¹³ Oakley et al.

essential requirement before developing an accommodation plan or denying an accommodation on the basis that the accommodation breaches the academic integrity of the education program.

Increasing application of the principles of universal design in educational programs may allow more students to meet the essential requirements of the learning environment without accommodation, although for some students differential treatment may still be required to allow equal opportunity to enjoy the same level of benefits and privileges of success in the educational program.

Summary:

Continuing advances in technology both in the classroom and in the clinical and practicum setting in professional programs necessitate close cooperation and liaison between SAS and faculty campus accommodation teams and resources in order to optimize accessibility of students to meet the essential requirements of courses and educational programs.

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APPENDIX C: PROCESS AND GUIDELINES FOR OFF-SITE PLACEMENT

In order to engage in the academic accommodation process as it applies to the experiential learning setting, multiple stakeholders may need to be involved, including the fieldwork coordinator (the faculty member who organizes fieldwork), the on-site supervisor, the preceptor (University or clinical supervisor who oversees individual fieldwork experiences) and Student Accessibility Services.

The University's duty to accommodate exists independently from the placement entity. Ideally, all parties would collaborate on the development of an appropriate accommodation plan that meets the student's needs - but in the event of a disagreement or misalignment of expectations (or where there is some conflicting third party policy etc.), we could not force or impose a particular accommodation measure on a third party, without some contractual mechanism. Ultimately, in the circumstance where all parties cannot agree, the only appropriate accommodation that satisfies McMaster's duty may be to explore another placement. Academic accommodation extends to off-campus coursework such as fieldwork, placement, internship and out of the classroom learning experiences.

In order to engage in the academic accommodation process as it applies to the experiential learning setting, multiple stakeholders may need to be involved, including the fieldwork coordinator (the faculty member who organizes fieldwork), the on-site supervisor, the preceptor (University or clinical supervisor who oversees individual fieldwork experiences) and Student Accessibility Services.

The University's duty to accommodate exists independently from the placement entity. Ideally, all parties would collaborate on the development of an appropriate accommodation plan that meets the student's needs - but in the event of a disagreement or misalignment of expectations (or where there is some conflicting third party policy etc.), we could not force or impose a particular accommodation measure on a third party, without some contractual mechanism. Ultimately, in the circumstance where all parties cannot agree, the only appropriate accommodation that satisfies McMaster's duty may be to explore another placement.

Notification for placement, fieldwork and practicum: is flexible according to individual student circumstances.

The following procedures apply when arranging an accommodation for a placement:

103. The following process for determination and activation of academic accommodations as described herein are basic. The vastness of placement/fieldwork and practicum settings and academic requirements for such activities is too extensive to easily detail in one procedure.
104. a) Regardless of the nature of the program or degree the following process will apply to all students and all request for academic accommodations within a placement/fieldwork or practicum setting:
 - (a) students meet with an SAS program coordinator to review documentation, academic program information, placement evaluation criteria, need for accommodation and other supports for

- the learning environment and review process for activation of academic accommodations
- (b) SAS may need to consult with the Faculty, academic program and/or the Campus Accommodation Team prior to the implementation of an accommodation
 - (c) where necessary SAS may request additional documentation or the ability to consult with a student's health care provider to seek further information in order to make a determination as to the most appropriate academic accommodation.
 - (d) in some cases, SAS may need to seek independent consultation prior to activation of an academic accommodation
 - (e) notice to Academic Program Head (or designate of Program) is then facilitated by or provided directly from SAS outlining the accommodation for the off-site learning environment;
 - (f) the accommodation request is shared with the off-site learning placement location. The placement may or may not be able to accept the accommodation request on their site. If the accommodation plan is not accepted, the University will explore other off-site learning opportunities, within reason.
 - (g) Where need for accommodation review is warranted a review can occur at any time. Any such review may require a review of documentation and request for an updated assessment. Where no review of accommodation is warranted academic accommodations shall be deemed as applicable for the entirety of a student's degree or program;

APENDIX D: GUIDELINES FOR RETROACTIVE ACADEMIC ACCOMMODATION

An academic accommodation is considered retroactive accommodation after a deadline has passed. If an assignment, test or exam deadline for a program or course is missed or completed but performed poorly because of issues related to a health disability, it may be possible to receive a retroactive accommodation. Outcomes for a retroactive consideration could include: re-weighting coursework already completed; cancellation of coursework.

Due to administrative complexities, the university will generally not grant retroactive accommodation requests that apply to incidents that occurred more than a year prior to the request. Where there are extenuating circumstances that justify exceptional consideration, the university may grant retroactive accommodation requests applicable to an incident that occurred more than a year prior to the request.

Requests for a retroactive consideration can be requested through the SAS office, who will receive a student's request for a retroactive consideration and triage the application for consideration, along with handling the supporting medical documentation.

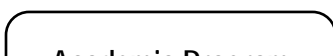
The student has a duty to provide supporting documentation from a regulated health professional to support the request for retroactive academic accommodation, and the information must be sufficient to allow the university to determine appropriate accommodation measures (and explore reasonable alternatives). The student is required to produce only relevant medical information (e.g. functional limitations at the time of assignment, test, or other related coursework) and is not required to, for example, provide a diagnosis.

SAS will then inform the Faculty (Associate or Assistant Dean) of the request for a retroactive accommodation. Decisions will be made on a case by case basis. Factors such as timeliness of the request, validity of the reason provided, and amount of course work completed during the term will all be considered by SAS (in consultation with the student's Faculty and/or the Campus Accommodation Team) when considering the request.

If a retroactive accommodation request is granted, the Faculty, Program or School may request further medical documentation that enables them to determine the student's readiness to return as a student and/or if academic accommodations would be necessary in order to assist with return to studies. There may be circumstances when the university has a reciprocal duty to make inquiries to obtain medical documents if adequate medical information is not provided by the student on his/her own initiative, including situations where the student is in denial or is unaware of an addiction or disability and the university has some reason to believe that a medical accommodation may be required. The university should initiate a detailed request for the medical information, tailored to the particular retroactive accommodation request. Relevant medical information should be requested, if not already provided, before the university determines how to respond to a particular retroactive accommodation request. In some cases, it is advisable to ask the student to provide additional medical information or clarification from his/her health professional. In the event a retroactive accommodation fails to ameliorate the situation, a determination is needed regarding the student's current capacity to resume studies and other strategies may be employed, such as an independent medical examination.

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Student Self Reports Need for Retroactive Academic Accommodation

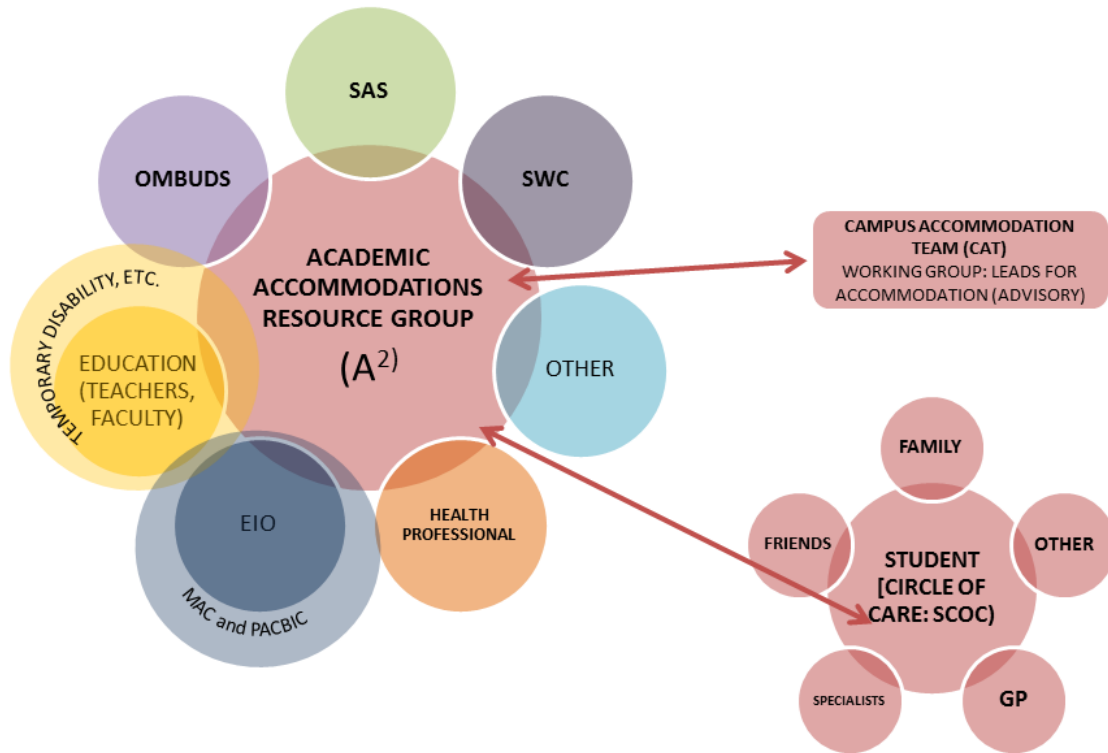


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APPENDIX E: A2 AND CAMPUS ACCOMMODATION TEAM (CAT)

McMaster University

Overall Communication Structure: Accommodations Policy



This particular graphic represents the structures to be developed plus the relationships between them. Details of the roles and responsibilities of any of the structures delineated within this graphic will be determined by the Chair (A²) in consultation with selected others.

The Academic Accommodations Resource Group (A²) comprise the oversight committee responsible for the management of the Academic Accommodations policy, together with attendance to problems arising and decision making relative to complex accommodation situations. Membership includes: EIO, SAS, Ombuds, faculty educators, Student Wellness, health professionals and others as deemed appropriate by the Chair.

This policy has been written to provide an overarching context that can be generalized across campus. The content is designed to link with specific procedures and processes that individual educational units have in place that reflect their own specific cultures and systems. Therefore, it will be essential that each educational unit (faculty, school, program) identify their own resource to manage the accommodations at a local level. How this is achieved will depend upon many indicators. For example, several smaller units may choose to work together to enable a combined management approach; larger units may determine a need for a specific resource person or a small group of people to be accountable for accommodations. There is no specific expectation of how much time is required; this is yet another indicator that will need to be decided locally given what is known about the demands on time related to managing accommodations in a specific program over the recent past.

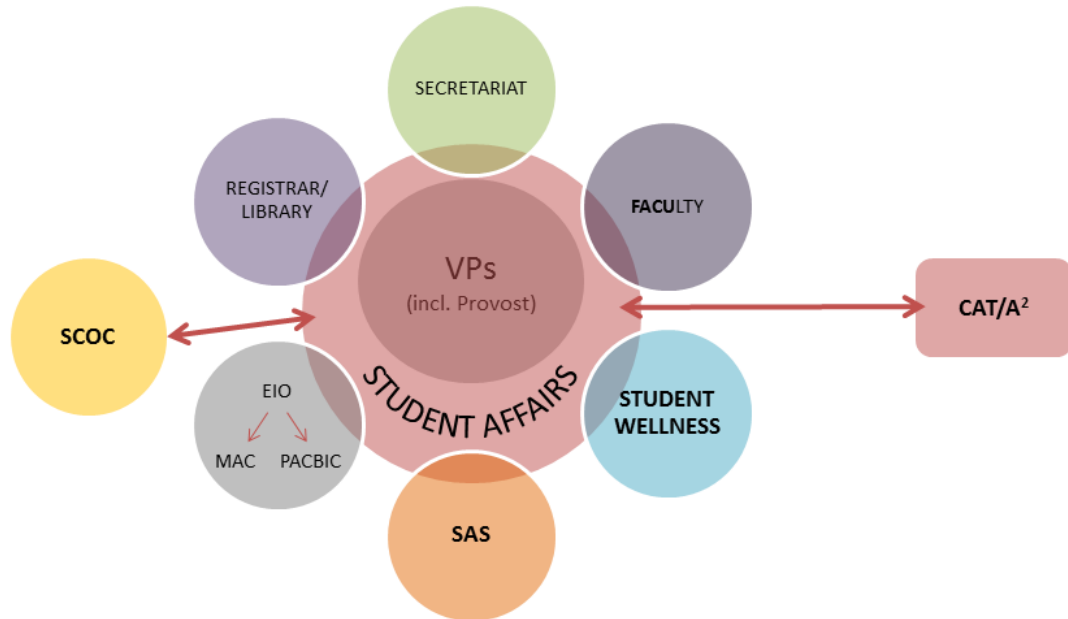
Those accommodations resource people from across the overall University will be part of the Campus Accommodation Team (CAT). Chairmanship of this group will be determined between the A² Chair and members, and CAT membership. This Team will provide support to each other, advise members where

requested and act as a repository of knowledge, skill and understanding that relates to accommodations. Their role will include being the bridge between the individual education units and the overall campus; Smooth transitions will be assisted and supported by this collective group between where the University Policy ends and where the separate educational units assume the responsibilities for accommodations management.

The third structure in this graphic is entitled the Student Circle of Care (SCOC) and is representative and respectful of the personal system with which the student enters the university. The student him/herself is central to this group, with its other members determined by each student's unique circumstance. Certain categories of a support system have been named specifically and include: family members, friends, specialists within the health services of which the student is part, the family physician and others as appropriate. Communication between the three structures go both ways between all elements, although the form of communication between each will differ depending on the question, task or decision at hand.

APPENDIX F: COMMUNICATION AND POLICY MANAGEMENT PROCESSES

McMaster University
Communication & Policy
Management Processes



Within this complex system, the leadership of A² in managing the policy itself is not in question. However, as with any high level committee, delegation will remain within the purview of the Chair. A² will facilitate policy interpretation to everyone involved in the overall system within the SCOC and CAT. Other members of A² in these situations will include representation from the Secretariat and Registrar. The manner in which the Academic Accommodations policy is embedded within a suite of other policies should remain a first consideration.

Overview of the Policy Review for the Development of the Proposed 'Academic Accommodations of Students with Disabilities Policy'

In May 2015, the Academic Accommodations Working Group (AAWG) was struck. Reporting to the AVP Students & Learning, Dean of Students, AAWG's objective has included conducting a landscape scan, a review of the University's current practices and to examine and propose ways by which the University's policies, procedures and practices reflect: (a) the changes in the law; (b) adequately respond to the needs of students with disability on our campus (e.g. mental health disability is the primary disability being accommodated on our campus; whereas in previous years it was physical disabilities), and; (c) adapt to the highly varied ways in which education is occurring (e.g. experiential learning).

The Working Group did not review specific situations, but rather examined university policies, procedures and practices as they relate to providing accommodations to students with disabilities on our campus, in both an academic and experiential learning setting.

Membership of the Academic Accommodations Working Group (AAWG) included:

Committee Members:

Sue Baptiste, Chair

McMaster Students Union, VP Education

Graduate Students Union, VP Student Services

Allison Drew-Hassling, Student Affairs

Raihana Khalfan, Human Rights & Equity Services

Alan Neville, Health Science

Bruce Newbold, Graduate Studies

Greg Rombough, School of Business

Tim Nolan, Student Accessibility Services

Greg Rombough, School of Business

Geraldine Voros, Social Science

Jan Young, Student Wellness Centre

Key Consultants:

Experiential Learning

Ombuds Office

FHS, Professionalism Office

Graduate Studies

University Secretariat Office

McMaster Accessibility Council

McMaster Association of Part Time Students

Registrar's Office

Academic Integrity Office

Over the course of 17 months, AAWG:

- 1) During the development of the policy, special consideration included a review of:
 - a) A landscape review to incorporate accepted 'best practices' into both policy development and overall recommendations.

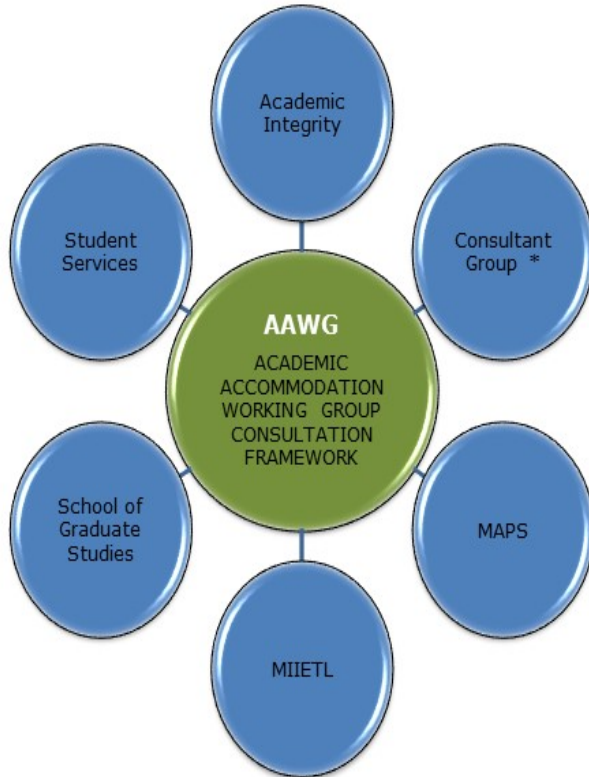
- b) How to balance the University's legal obligation to offer reasonable accommodations to students with disabilities while protecting academic standards.
 - c) The types of accommodations that may be offered, without compromising academic standards.
 - d) The types of accommodations that may be offered in a clinical or experiential setting, without compromising academic, professional and community partner standards.
 - e) Accommodations for Students with a Mental Health Disability: In 2015 best practice guidelines were disseminated across Ontario through a funded project by the Ministry of Training Colleges and Universities, now called Advanced Education and Skills Development: the 'Student Guide for Accommodating Students with Mental Health Disabilities' (http://campusmentalhealth.ca/wp-content/uploads/2015/11/Student-Guide_Accommodating-Students-Handbook_August-7-2015.pdf).
 - f) As part of the process, the Working Group shall invite written and oral submissions from experts on McMaster's Policy for Accommodations of Students with Disabilities.
 - g) A review of legal issues surrounding reasonable accommodations and the universities obligations under the Ontario Human Rights Code, The Charter of Human Rights and Freedoms, the Freedom of Information and Protection of Privacy Act and the Personal Health Information Protection Act.
- 2) The consultation process included:
- a) **Community Consultation:** AAWG identified key stakeholders that would be essential to consult with during the development of the policy (See Appendix A: Consultation Group). Members of the Consultation Group were asked to provide feedback on different drafts of the policy. As well, members of the Consultation Group were invited to provide their feedback during the Think Tank meeting that occurred in May 2016.
 - b) **Secretariat Review of Policy:** The Secretariat Office has provided helpful guidance and input to three draft versions of the policy to date.
 - c) **Think Tank:** AAWG identified several areas of policy content that required thoughtful consideration before putting into the narrative of the policy. The Think Tank offered an open space to discuss key topics, seeking guidance from a range of perspectives across the campus community. (See Appendix B: Think Tank Overview).
- 3) During the development of the policy, the landscape of Academic Accommodations within Post-Secondary settings changes considerably, with a letter from the Ontario Human Rights Commission. On March 15th, 2016 Ontario Universities received communication from the Ontario Human Rights Commission re: Medical Documentation Guidelines and Accommodation. This letter clearly outlined expectations for all universities to align their approaches to medical documentation and accommodation in line with the Ontario Human Rights Code and their Policy on Preventing Discrimination Based on Mental Health Disabilities and Addictions (Mental Health Policy: http://www.ohrc.on.ca/sites/default/files/Policy%20on%20Preventing%20discrimination%20based%20on%20mental%20health%20disabilities%20and%20addictions_ENGLISH_accessible.pdf).

Further to this, the letter from the Commission included a checklist for all Universities to comply with by September 2016. The 6 expectations include:

- a) Do not require students to disclose their mental health disability diagnosis to register with Student Accessibility Services, or receive accommodations or supports

- b) Make it clear that students may request interim accommodations for mental health disabilities pending receipt of medical documentation;
 - c) Make it clear that both temporary and permanent mental health disabilities will be accommodated. All disabilities that give rise to functional limitations that impair academic functioning should be accommodated;
 - d) Do not state or imply that request for accommodation after a deadline, test or course completion (i.e. retroactive accommodation) will not be considered. Establish a process to meaningfully consider requests for retroactive accommodation, or if a process already exists, provide clear information to students, faculty and staff about that process.
 - e) Do not require students to reveal their private medical information to, or seek accommodation directly from, their professors, instructors, teaching assistants, etc. Students should not be requested to deliver accommodation letters directly to professors, instructors or teaching assistants. Offices, such as SAS, should communicate with professors, instructors and teaching assistants about academic accommodations; and,
 - f) Communicate to students, faculty and staff about the documentation guidelines, forms and procedures (e.g. include information about academic accommodations on all course syllabi distributed to students).
- 4) Overview of notable changes to the policy include:
- a) The creation of the Campus Accommodation Team(s) and A²
 - b) The concept of 'in good faith'
 - c) Guidelines for Essential Requirements
 - d) Guidelines for Retroactive Accommodations
 - e) Guidelines for Students with Disabilities in Experiential Learning Settings

ACADEMIC ACCOMMODATION WORKING GROUP CONSULTATION FRAMEWORK FINAL VERSION



Appendix B: AAWG Think Tank Agenda

The Think Tank invitation was distributed to members of AAWG and the Consultation Group. Each recipient of the invitation was encouraged to invite other colleagues to also participate in the Think Tank discussion. The Think Tank occurred on May 10th, 2016 from 8:30-12:30.

Attendees Included: Alan Neville (FHS); Allison Drew-Hassling (Student Affairs); Joseph Ameil (Social Work); Anne Niec (FHS); Bernadette Belan; Blake Oliver (MSU); Bruce Newbold (Geography, AAWG); Cathy Oudshoorn (FHS); Finola Foley (Student Wellness Centre); Geraldine Voros (Social Science); Helen Ayre (Secretariat Office); Henriette Silman (SAS); Janice Young (Student Wellness Centre); Lori Letts (Rehab Science); Mark Castrodale (MIETL); Mary Fletcher (Student Wellness Centre); Meaghan Ross (EIO); Mei-Ju Shih (SAS); Michelle Bennett, (Secretariat Office); John Miller (FHS); Tim Nolan (SAS); Vilma Rossi (EIO); Mile Komlen (EIO); Raihanna Khalfan (EIO)

Purpose: During our recent AAWG meetings, several areas of policy content have been identified as needing thoughtful consideration before putting into the narrative of the policy. This Think Tank is being held in order that these highlighted topics and concepts can be the foci of a modified Open Space process. There will be small cluster groups set up for attendees to join for 45 minute time periods at which the discussion will be facilitated by the AAWG member (topic champion) for whom the topic is of particular importance.

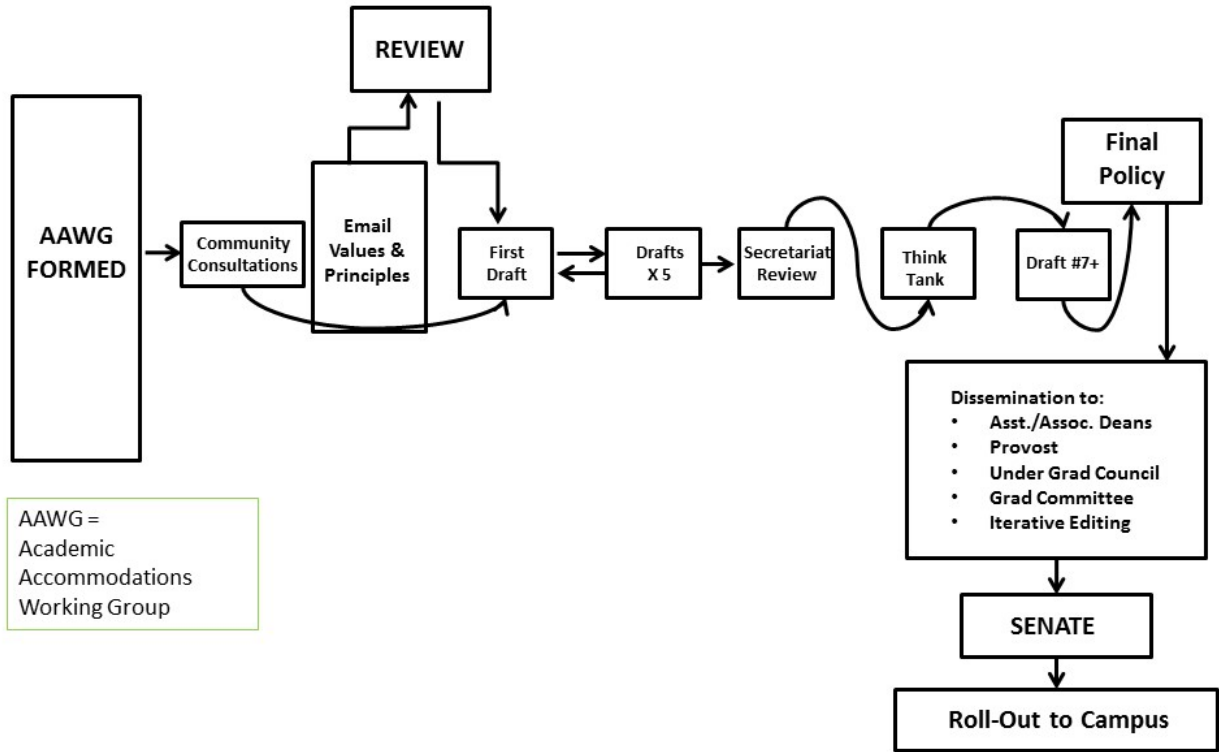
Topics Included:

- Linkages between other policies and the incoming Accommodations policy
- The continuum from “Fit to Study” to “Too Sick to be in School”
- Transition between the Medical and Social models of health and disability
- Documentation
- Temporary/Short Term accommodations
- Informal accommodations
- Routes for developing accommodations in addition to SAS?
- Communication pathways
- Accountability/responsibility in off-site learning experiences

Following the Think Tank, the recommendations and feedback obtained during the various group discussions was compiled and distributed to the participants. The recommendations was also considered for the further development of the policy.

Appendix C: Policy Development Process

Review & Development Process

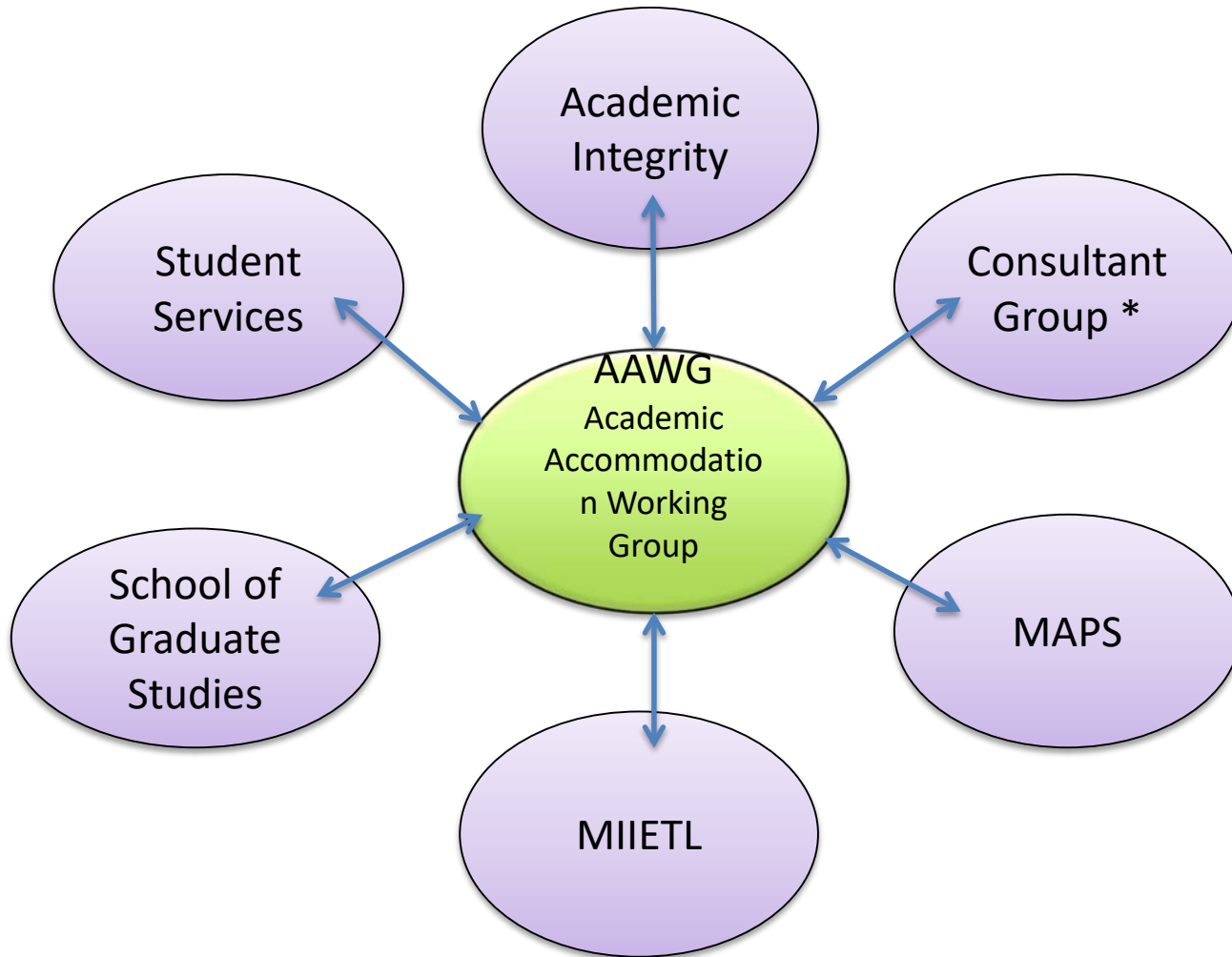


DRAFT

AAWG GRAPHICS

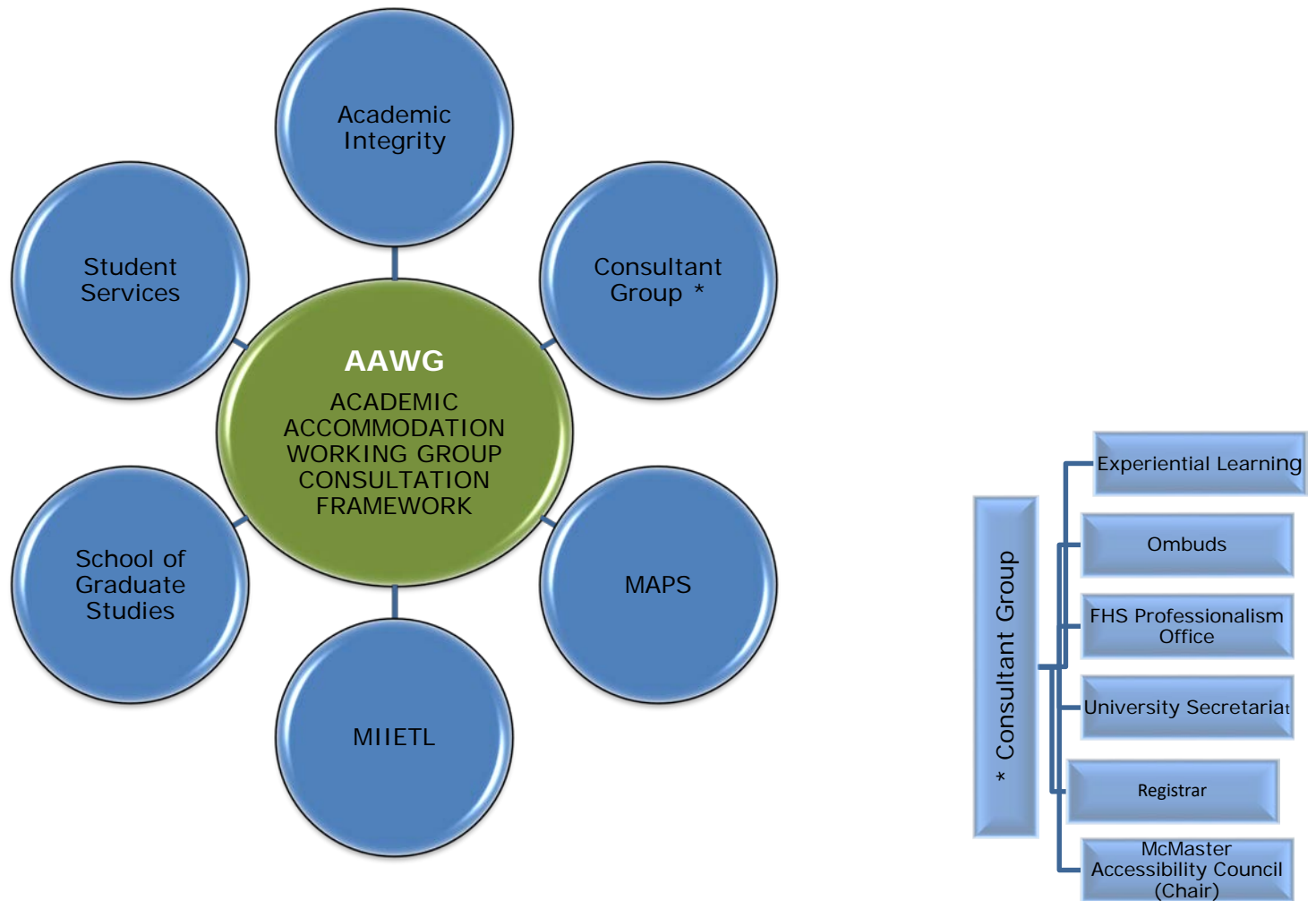
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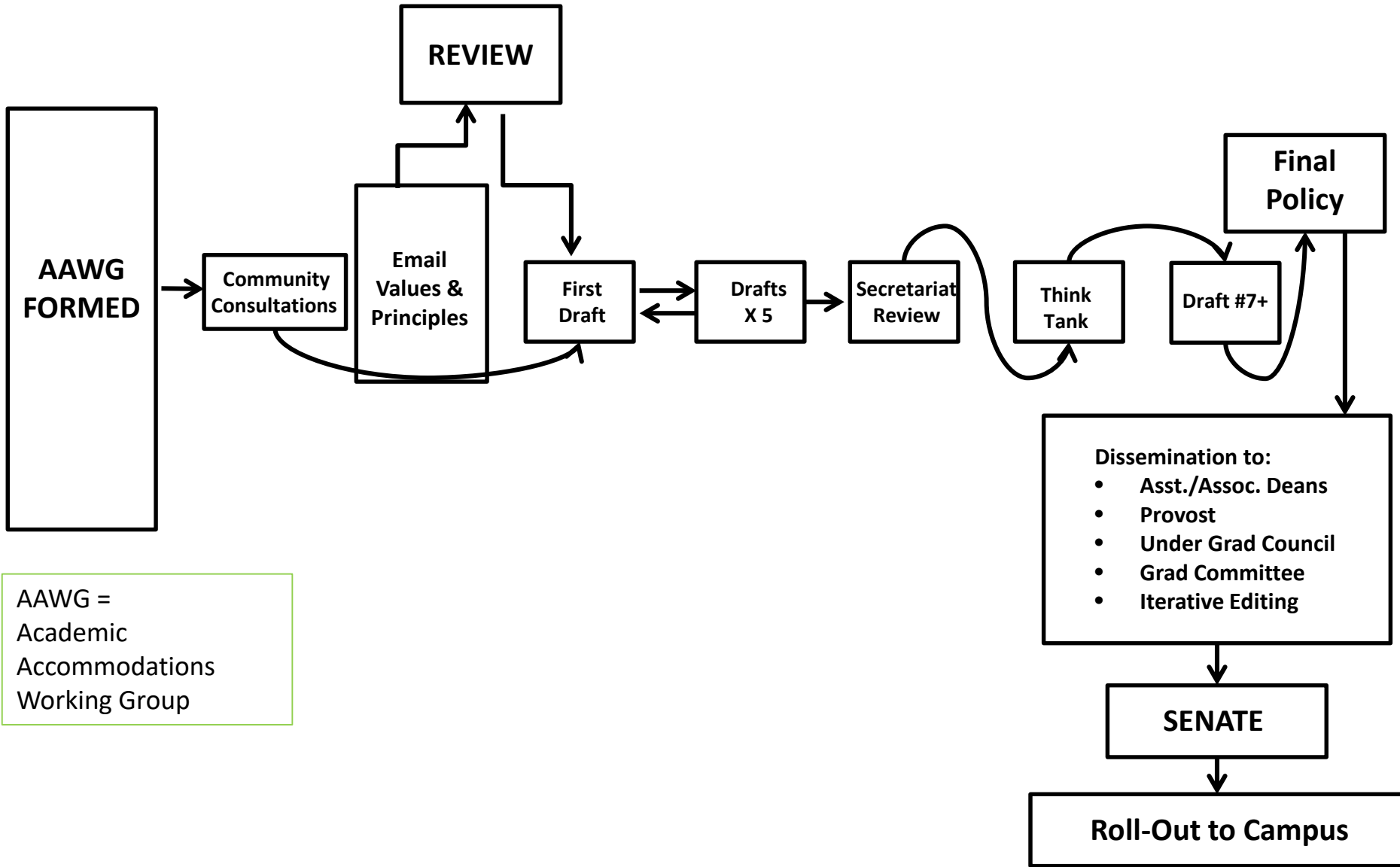


INITIAL ACADEMIC ACCOMMODATION WORKING
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CONSULTATION FRAMEWORK

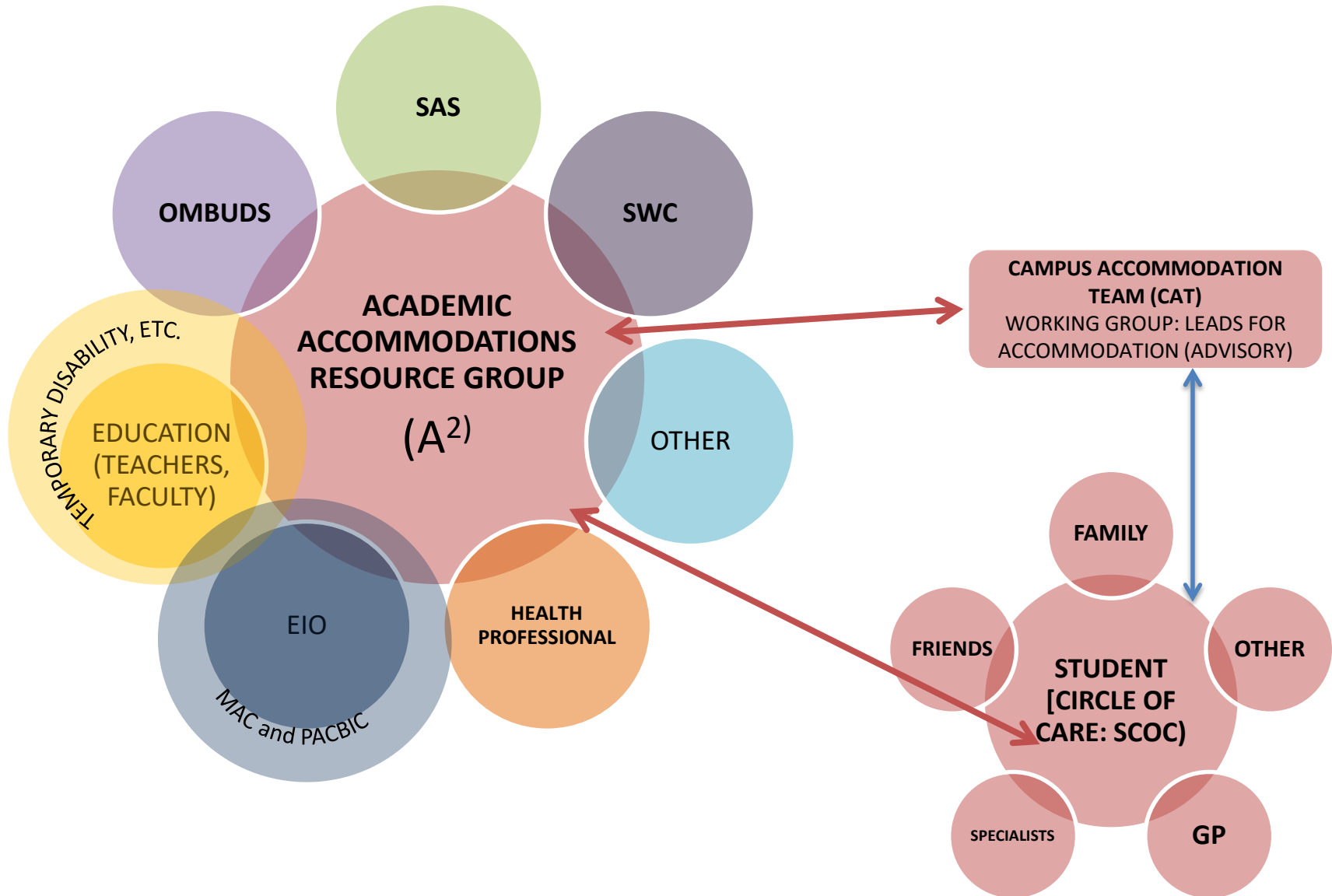
ACADEMIC ACCOMMODATION WORKING GROUP CONSULTATION FRAMEWORK FINAL VERSION



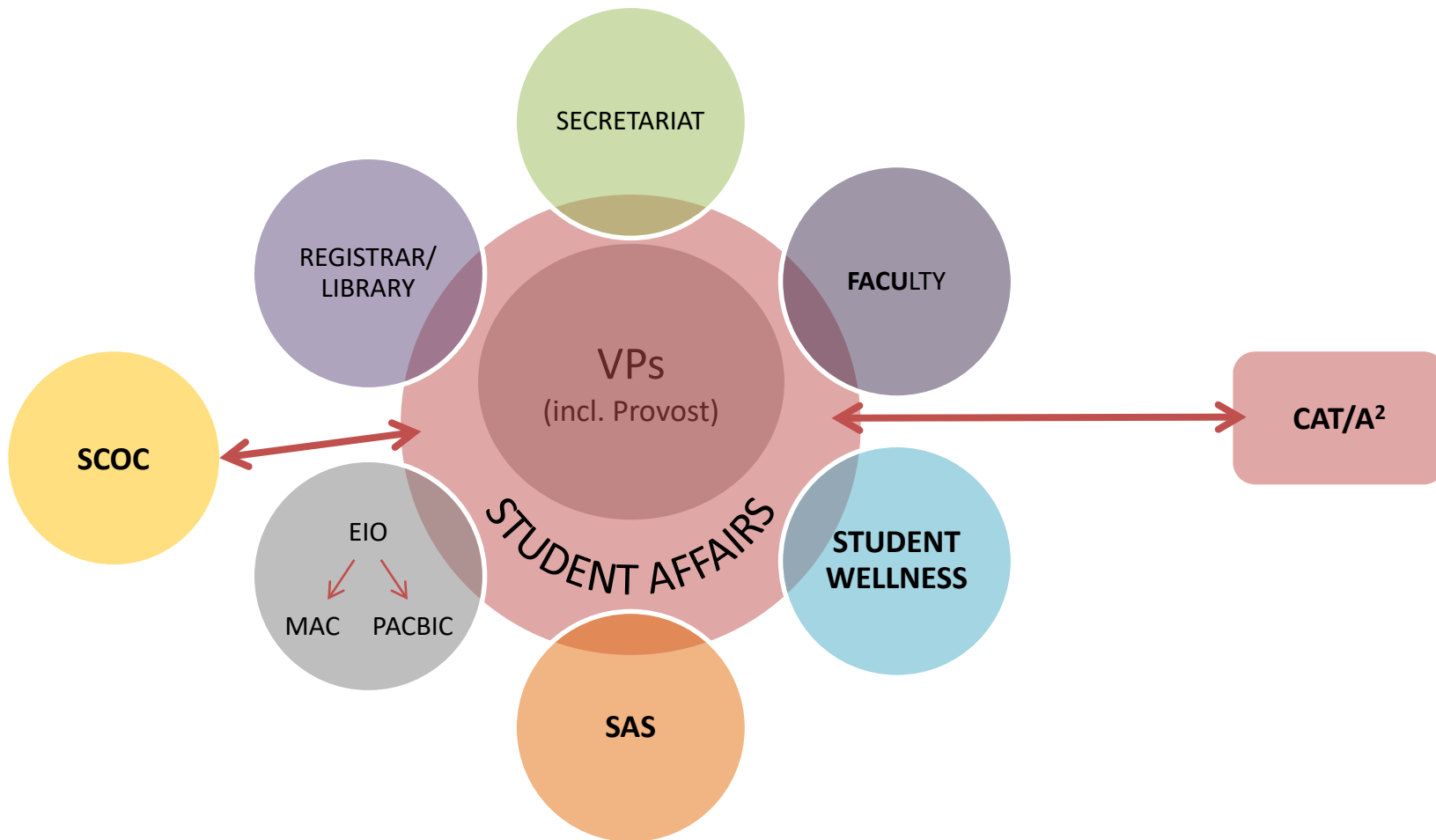
Review & Development Process

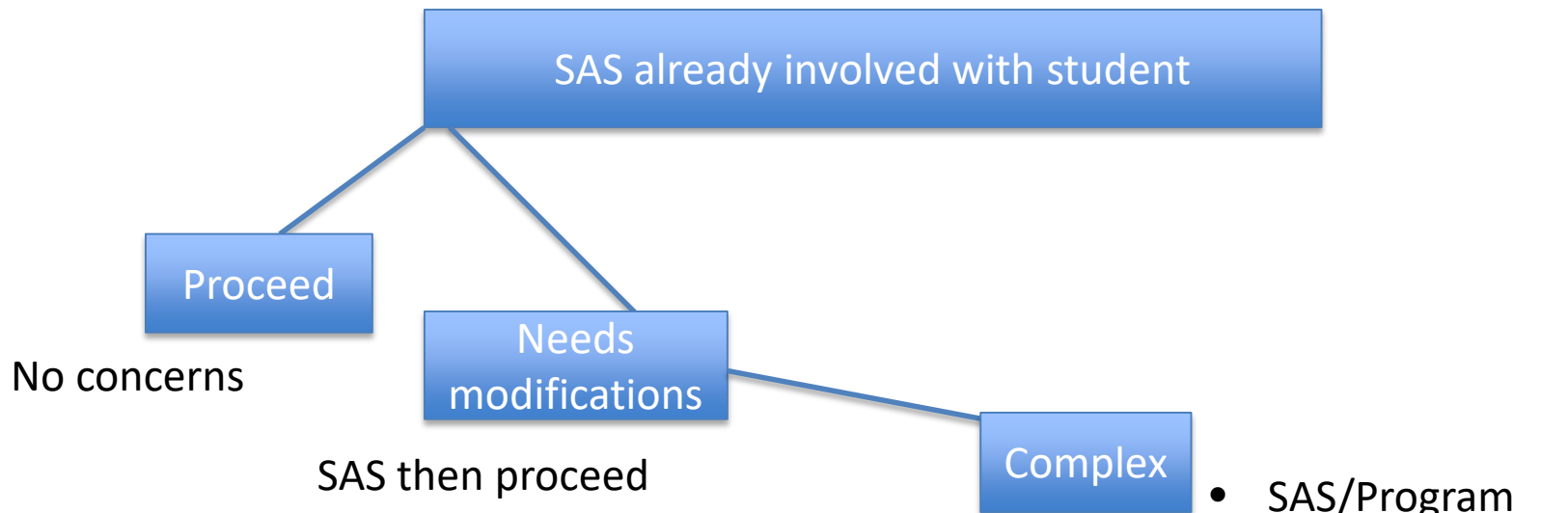


Overall Communication Structure: Accommodations Policy

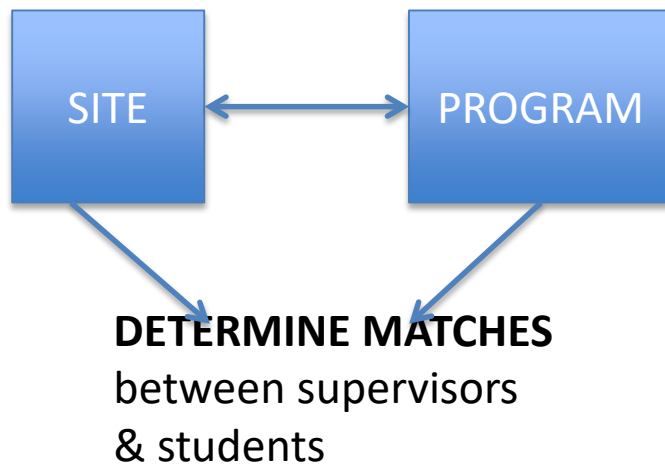


Communication & Policy Management: if concerns arise





On-site partnership



Off-site Placement Process

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Business Ph.D.

Date of Review: May 11 and 12, 2015

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate programs delivered by the **Business Ph.D. program**. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

This Final Assessment Report includes an Implementation Plan that identifies who will be responsible leading the follow up for the proposed recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Business Ph.D. Cyclical Program Review

The **Business Ph.D. program** submitted a self-study in April 2015. The self-study presented the program descriptions and learning outcomes, an analytical assessment of the program, and program data including the data collected from a student survey along with the standard data package prepared by the Office of Institutional Research and Analysis. Appended were the course outlines for all courses in the program and the CVs for each full-time faculty member in the Department.

Two external reviewers and one internal reviewer examined the materials and completed a site visit in May 2015. The visit included interviews with the Provost and Vice-President (Academic); Dean of the Faculty of Business; Dean of School of Graduate Studies; Associate Dean of Graduate Studies for the Faculty of business, Area Chairs from the Ph.D. fields of study, and meetings with groups of current students, full-time and part-time faculty and support staff.

The reviewers noted that overall their assessment of the program was very positive and noted no major problems.

The following program strengths and areas for enhancement/improvement were also noted:

- **Strengths**

(Excerpted from the review report)

- The PhD Program in Business Administration is very highly aligned with the mission, academic plans, and Strategic Mandate Agreement (SMA) of McMaster.

- The program has a very thorough academic curriculum focused on learning goals requiring knowledge and the ability to use theory, current research, and research methods in each of six fields of study: Accounting, Finance, Management of Organizational Behavior and Human Resources, Information Systems, Management Science, and Marketing.
- A high proportion of faculty in the program are nationally and internationally known scholars with productive research programs and funding from national funding agencies. Faculty and students collaborate on many peer-reviewed scholarly publications and conference presentations.
- Knowledge acquisition and dissemination are clearly the goals of the PhD Program and there is much evidence that these goals are being achieved, through the prolific publications in peer reviewed sources by faculty and students, consistent with the academic plan of McMaster.
- The PhD Program is well supported financially by the DeGroote School of Business and the School of Graduate Studies which in combination provide the financial resources for the program. Students receive a guaranteed minimum \$20,000 per year in funding for four years. With other sources of funding (e.g., scholarships, awards, and faculty stipends from research grants), the actual average total funding per student has risen from \$21,786 to \$31,943 in the last seven years. There are also funds available for conference travel and dissertation expenses. This is generous funding for PhD students and consistent with other high quality PhD programs with which we are familiar.
- The quality and availability of graduate supervision is excellent and wholly appropriate to the program requirements. There is considerable evidence for this. As previously discussed, faculty members involved with the PhD Program are prolific researchers and are very well funded by the major funding agencies..... Faculty members consistently publish in high quality peer reviewed journals and many hold endowed chairs, including two Canada Research Chairs. Faculty hold many honors and awards too numerous to mention except to say that overall, the quality of the faculty is without question excellent. The faculty are also clearly dedicated to mentoring and developing their doctoral students.
- All faculty, student, and program indicators are very well aligned with McMaster's PhD Degree Level Expectations. A very strong indicator that supports the quality of the program is that the PhD Program as well as the entire DeGroote Business School is fully accredited by AACSB. This accreditation process is very demanding and thorough, and DeGroote's accreditation indicates that the PhD Program (as well as all their programs) meets the exacting standards of this international accreditation body with respect to curriculum content and quality, faculty sufficiency and qualifications, administrative support and processes, student quality, and learning outcomes.

- **Areas for Enhancement/Improvement**

The reviewers offered some suggestions for further enhancing the quality of the program. These include reducing the course load of PhD students by allowing course waivers based on prior

degree work and development of an MSc program in Business, developing a more detailed curriculum map that includes learning outcomes at the course and field levels, and adding teaching competencies to the learning goals of the PhD Program and offering opportunities to develop these competencies. These suggestions are discussed in more detail below.

Summary of the Reviewers' Recommendations with the Department's and Dean's Responses

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
<p>1. Admission Requirements:</p> <p><i>1a. We support the current administrative procedure in the program to use a two stage admission process where weaker or un-matching students are filtered out at the first stage. This is an efficient process and will be useful as the program grows</i></p>	<p>The two-stage application process will be continued.</p> <p>No follow-up is required.</p>		
<p>2. Curriculum:</p> <p><i>2a. Consideration could be given to waiving select courses for those students coming from academically oriented Master's programs in a discipline matched with their field of study in the PhD Program.</i></p>	<p>Such consideration is already given in the PhD Program.</p> <p>The Business Administration PhD Program is governed by the policies and procedures as outlined in the School of Graduate Studies Calendar. Section 2.3 of the Calendar: Advance Credit and Determination of Course Equivalency allows for up to 50% of the course degree</p>		

	<p>requirements to be waived based on prior degree work.</p> <p>A Course Selection Form is used in the PhD Program to establish course requirements for each student and includes the following instruction: "If a student is exempt from a course due to proven prior knowledge, please mark that course as "EXEMPT" and provide a written explanation for the exemption (e.g. which course from a previous degree is equal to the required course".</p> <p>No follow-up is required.</p>		
<p>2. Curriculum:</p> <p><i>2b. We strongly support the proposed plan to develop and provide a Master's degree in Business Administration which would significantly benefit the PhD Program and students by decreasing the number of courses required in the PhD Program thus facilitating its primary research focus, and enabling students to obtain an additional year of funding.</i></p>	<p>This initiative is already underway in the School. A proposal to offer an MSc program with five fields of specialization is being developed, and if successful, the new program would be offered effective September 2017.</p> <p>No separate follow-up action is needed, as the reviewers have expressed support for this initiative.</p>		
2. Curriculum:			

<p><i>2c. The PhD Program should consider developing a more detailed curriculum map that includes learning outcomes at the course and field of study levels.</i></p>	<p>The curriculum map provided in the self-study was developed in accordance with the McMaster IQAP process guidelines and the AACSB Accreditation Standards.</p> <p>The review team had an opportunity to discuss their recommendation with Ms. Lori Goff, Manager of Program Enhancement, McMaster Institute for Innovation & Excellence in Teaching & Learning (MIETL). The program will consult with Ms. Goff to determine if any changes were needed in the program curriculum map and develop an implementation plan if necessary.</p>	<p>Associate Dean for Graduate Studies and Research for the School of Business</p>	<p>July 2016</p>
<p>3. Teaching and Assessment:</p> <p><i>3a. As mentioned previously, we believe the program should consider developing field of study specific and even course specific learning outcomes to enhance understanding of the program curriculum requirements.</i></p>	<p>See response provided to Recommendation 2c above.</p>		
<p>3. Teaching and Assessment:</p> <p><i>3b. To make this exercise as useful and effective as possible, the activity/opportunity and assessment/evidence related</i></p>	<p>See response provided to Recommendation 2c above.</p>		

<p><i>to each field of study as well as the program as a whole needs to be more precise to be operationally effective.</i></p>			
<p>4. Resources:</p> <p><i>4a. The PhD Program should consider additional administrative resources be made available as enrolments increase and the Master's Program is implemented.</i></p>	<p>Additional administrative resources were provided when new fields of specialization were added to the program.</p> <p>An assessment of staffing requirements for the MSc Program will be made as part of the development of the program proposal. The School will provide a budget to fund the needed staffing resources at the time program is implemented.</p> <p>No further follow-up is needed in this regard.</p>		
<p>5. Quality Indicators:</p> <p><i>5a. The growth in student enrollment should be managed carefully keeping in mind the limited supervisory capacity of some faculty; in addition, an effort should be made to distribute supervisory load uniformly across the faculty avoiding supervisory polarization.</i></p>	<p>Annual enrolment targets for new students entering individual PhD fields are established taking into account the available supervisory capacity.</p> <p>Supervisory arrangements are considered and proposed as part of the admission process and are finalized within six months of student's arrival. The key</p>		

	<p>factors guiding supervisor selection are matching of the research interests of the student and the faculty and their mutual willingness to work together. This voluntary and collaborative selection process has produced highly effective and satisfying supervisor-supervisee relationships.</p> <p>No follow-up is needed.</p>		
<p>5. Quality Indicators:</p> <p><i>5b. An additional support staff should be considered to be added to the support staff pool, but dedicated primarily to support an increasing administrative load caused by adding two more areas and overall significant growth of the program.</i></p>	<p>See response provided to Recommendation 4a above.</p>		
<p>5. Quality Indicators:</p> <p><i>5c. Once again, we reiterate our support for DeGroot to launch a new research based Master's degree program which will allow the School to admit many of the potential PhD students at the Master's level and have them complete one year of course workload while earning BIUs prior to transferring them to PhD program with full credit.</i></p>	<p>See response provided to Recommendation 2b above.</p>		
<p>6. Quality Enhancement:</p>	<p>Post-comp students have a number of opportunities</p>		

<p><i>6a. Rather than holding just one annual event for students to present their research, the program may consider a bi-weekly seminar series where all post-comp students present their work-in-progress and all students are encouraged to attend. Additionally, a bi-weekly or monthly research seminar where faculty, visiting faculty, invited external researchers, and post-docs present on their research could be considered, and all PhD students would be encouraged to attend. Such seminars/presentations need not be field of study specific which encourages interdisciplinary thinking and collaboration. Attendance at these seminars could become part of their Annual Progress Report.</i></p>	<p>to present their work-in-progress. The annual event called Research Day is organized by the DeGrootte Doctoral Students Association (DDSA); it was extended from one-day to two-day duration last year.</p> <p>In addition, students are expected to present their dissertation research proposals in Year III, and these presentations are open to all faculty and students. Students are also encouraged to present their papers resulting from their on-going research at learned conferences in their field. A large number of students in fact do so with conference funding support from the School.</p> <p>There are also events organized at the university level by the School of Graduate Studies and the Graduate Students Association which provide further opportunities to PhD students to present their research.</p> <p>The Areas with PhD fields regularly organize seminars at which in-house faculty and visiting faculty and research scholars from other</p>		
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	<p>institutions present research on key emerging trends and issues in the field. PhD students are expected to attend these seminars. Often, visiting faculty may hold special presentations and discussion sessions exclusively for PhD students.</p> <p>The Areas with PhD fields appear satisfied with the existing level of opportunities for PhD to present their own research and participate in seminars offered by in-house and external faculty and researchers.</p> <p>No further follow-up is planned.</p>		
<p>6. Quality Enhancement:</p> <p><i>6b. Currently, many students work on a variety of research projects, write articles with their supervisor and other faculty and fellow students, and present them in good conferences. As the program grows, it will be important to continue to encourage and support these activities.</i></p>	<p>The PhD Program will continue to encourage and support the variety of research engagement activities for all PhD students in the program.</p>		
<p>7. Graduate Program Requirements:</p> <p><i>7a. Due to the planned increase in enrollments and the lack of experience</i></p>	<p>The existing monitoring and management</p>		

<p><i>supervising doctoral students among faculty in fields that have just recently begun their PhD Program, it will be important to maintain the monitoring and management systems currently in place to assess student progress and ensure timely completion of the program.</i></p>	<p>systems to assess student progress and ensure timely completion of the program will be maintained.</p>		
<p>7. Graduate Program Requirements:</p> <p><i>7b. The PhD Program should consider ways to support the non-academic career aspirations of some students, perhaps through short programs, seminars, and/or guest speakers. Students should be encouraged to investigate related courses provided by McMaster and participate as appropriate.</i></p>	<p>Many of the skills and competencies acquired in Business PhD studies are transferable to non-academic career settings. Some of these include the ability to present and organize large amounts of information in a clear and concise manner, analysis of complex data, ability to plan a project and deliver it on agreed timelines, ability to interact with colleagues from diverse backgrounds, and ability to make effective presentations to a variety of audiences.</p> <p>The School of Graduate Studies (SGS) employs a Graduate Career Strategist to assist with the career aspirations of graduate students. Although the position supports both Master's and PhD students, the School has prioritized workshops and seminars specifically for</p>		

	<p>PhD students, as they have more unique needs than Master's students. Much of the career programming offered is focused on non-academic careers, in recognition of the fact that an increasing number of PhD graduates may work in these settings.</p> <p>The career programming offered through the SGS is being actively promoted to McMaster's graduate student population, including Business PhD students, through a weekly direct email, twitter, Facebook, Google+ and the SGS website.</p>		
<p>8. System of Governance:</p> <p><i>8a. The School should begin to consider a succession plan to fill the position of Associate Dean of the Graduate Studies which is currently filled by a highly respected and competent Professor Emeritus.</i></p>	<p>The present incumbent was appointed to the position of Associate Dean of Graduate Studies and Research for the School of Business when it was established three years ago. The current appointment was set to expire on June 30, 2015. There is no immediate need to develop a succession plan, as the incumbent has been re-appointed for an additional two years.</p>		
<p>8. System of Governance:</p> <p><i>8b. The School should</i></p>			

<p><i>consider gender equity issues that may particularly impact the PhD Program. Currently, there is a gender inequity in terms of the number of female students admitted, the number of female faculty available to supervise students, and the number of female faculty appointed to PhD committees dealing with the admission, administration, and progress of the student population. The School may consider striking a Gender Equity Committee to examine these issues.</i></p>	<p>There are no <i>systemic barriers</i> that prevent female students to enter the PhD Program and progress through the course of studies to graduation. Applications for admission and the annual performance reports submitted by in-course students are evaluated purely on academic merit and without any reference to gender of the student under review.</p> <p>The size of the female student population in the program is essentially dependent on the number of females who apply for admission to the program. For example, female students comprised an average of 26.3% of the entering cohort of students over the past 5 years. In contrast, 66.7% of the cohort of students entering the program in September 2015 will be female. Thus, the gender composition of the incoming student class can fluctuate widely from one year to the next depending upon the gender composition of the applicant pool. The PhD Program has very little ability to influence the gender composition of the applicant pool, but it is</p>		
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	<p>very conscious of the need to ensure that all its processes for evaluating and supporting students are free from bias against students belonging to any designated group members under the Canadian Charter of Rights including women.</p> <p>Similar contextual factors can help explain the lack of gender equity in faculty participation in the supervision and formal governance processes of the PhD Program. The School of Business has a general pool of faculty from which all its academic programs draw their faculty for their academic and governance activities.</p> <p>The faculty pool from which the PhD Program can draw its faculty consists of 48 tenured/tenure-track faculty located in the 6 Areas that offer doctoral fields of study. This pool includes 8 female faculty members, all of whom are actively involved in supervising and supporting PhD students except two who are part of the recently established fields of study.</p>		
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	<p>It is true that that no female faculty currently serve on either of the two PhD program level committees. The Committee of Area Chairs with PhD Fields had female representation in the past and will have it again in the coming academic year, as a female faculty has been appointed as an Area Chair. The absence of female faculty on the Ad Hoc PhD Operating Advisory Committee can be explained by the fact that two eligible female faculty members hold other major administrative roles, namely, the MBA Program Director and the Graduate Diploma in Professional Accountancy Program Director. Two other eligible female faculty hold research chair appointments that tend to carry lower teaching and administrative loads.</p> <p>The issue of gender equity in faculty complement cannot be addressed at the program level. The PhD Program's ability to engage female faculty in its academic and governance activities is constrained by the relatively small number of eligible female faculty in the overall School faculty pool.</p>		
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	<p>Diversity issues including gender balance in the workforce can best be addressed at the institutional level.</p> <p>McMaster University is committed to the goal of building an inclusive community with a shared purpose and has developed policy initiatives to achieve this goal. Within this overarching goal, the issue of gender equity in faculty population has received particular attention. In November 2012, Provost and Vice President Academic appointed a task force “to inquire into the status of women faculty and what, if any barriers existed to women’s advancement and inclusion at McMaster University”.</p> <p>The task force submitted its report in January 2014 and recommended a number of proactive measures to achieve equity between men and women faculty. Implementation of the task force’s recommendations is underway.</p> <p>No follow up is needed at the program level.</p>		
9. Areas for Enhancements:			

<p><i>9a. It would be very valuable to add teaching competencies to the learning goals of the PhD Program. Having successfully taught at least one course-section at the undergraduate level would be the assessment/evidence for this learning outcome. It is recognized that to implement this recommendation, there are some significant barriers to overcome, including i) determining if it is possible to give PhD students priority over sessional instructors for teaching assignments, ii) mitigating the impact of teaching a course on the progress of students' dissertation, and iii) accommodating students with special circumstances (e.g. students with poor English skills or other limitation) in a way that this requirement may be met by an alternative means.</i></p>	<p>Teaching competencies are already included in the following learning goal of the PhD Program: Upon graduation, our PhD students will “demonstrate effective presentation or teaching skills”. These will be re-affirmed as part of the upcoming AACSB Accreditation Maintenance Review in Fall 2015.</p> <p>PhD students are encouraged to take Education 750: Principles and Practices of University Teaching in the post-com years.</p> <p>In addition, a significant number of PhD students are also able to gain opportunities to teach as a sessional instructor in the School's undergraduate programs. This will be further facilitated by a provision in the collective agreement for sessional faculty which becomes effective in September 2015. This allows up to 11% of the total number of course sections held by bargaining unit members in a Faculty to be offered to PhD students without posting. Under this provision, 15 such part-time teaching appointments will be</p>		
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	<p>available to Business PhD students in 2015-16.</p> <p>No further follow-up is needed at the program level.</p>		
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Faculty Response:

Dean Waverman noted that no major problems were identified and that Associate Dean Naresh Agarwal had adequately addressed the recommendations, only one of which required follow-up

Dr. Waverman addressed two of the recommendations directly:

2b) The reviewers strongly support the development of a M.Sc. program. We will develop this program for submission to the Province for a projected 2017 start.

8b) Gender equity Ph.D. students and Faculty. Dr. Waverman noted that the reviewers had highlighted two gender equity issues: the limited number of female Ph.D. students and the very limited number of Ph.D. female faculty. The Dean agreed that these are serious concerns that the Faculty needs to address. For the first issue, Dr. Waverman says that they will add materials to their website and marketing materials to ensure that the program is seen, as they are, as welcoming to female graduate students. The Dean also confirmed that the poor representation of women in the tenure stream faculty needs to be seriously address and noted that they will ensure that in all future hiring the DeGroote School of Business attracts capable women.

Quality Assurance Committee Recommendations

McMaster’s Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommended that the program should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review. The progress report should provide an update on specific measures that have been taken to address the gender equity issues identified by the reviewers. This response should address the implementation recommendations of the University Equity Task Force in the case of women faculty members, but it should also address matters of equity and inclusion for women students in the program. In the report, the Program Director should take a more reflective approach, so that the feedback provided through the IQAP process can be used to improve the quality of the Program.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Computational Science and Engineering

Date of Review: March 2nd and 3rd 2015

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the graduate programs delivered by the Computational Science and Engineering program. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

This Final Assessment Report includes an Implementation Plan that identifies who will be responsible leading the follow up for the proposed recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Computational Science and Engineering Cyclical Program Review

The Computational Science and Engineering Program submitted a self-study to **the School of Graduate Studies** February 2015. The self-study presented the program descriptions and learning outcomes, an analytical assessment of the graduate programs offered, and program data including the data collected from a student survey along with the standard data package prepared by the Office of Institutional Research and Analysis. Appended were the CVs for each full-time faculty member in the Department.

Two external reviewers and one internal reviewer examined the materials and completed a site visit in March 2015. The visit included interviews with the Provost and Vice-President (Academic); Deans of the Faculty of Science and of Engineering; Dean of School of Graduate Studies; Chair of the Department, and meetings with groups of current students, full-time and part-time faculty and support staff.

The reviewers praised a number of aspects of the Computational Science and Engineering program, including its uniquely broad and interdisciplinary character, efficient use of available resources and students' academic achievements. They did also identify a number of opportunities for improvement and enhancement, especially concerning administrative matters and how the program should evolve in future.

The following program strengths and areas for enhancement/improvement were also noted:

- **Strengths**

- McMaster's CSE Program was recognized as pioneering in Canada where it is distinguished by its breadth (spanning the Faculties of Science and Engineering, with participation of the School of Business and the Faculty of Health Sciences)
- the Program was found to be well aligned with the University's mission, especially as regards promotion of interdisciplinary education and scholarship
- the solutions offered by the Program in regard to research environment, coursework and comprehensive examination, which bridge different academic cultures and traditions, are well designed and based on good models; as such are appreciated by its key stakeholders
- the Program has a well-developed sequence of High-Performance Computing (HPC) courses taught by SHARCNET staff
- the Program's operation is efficient in terms of its use of both human and financial resources

- **Areas for Enhancement/Improvement**

- Lack of a memorandum of understanding between the Faculties of Science and Engineering unambiguously specifying their responsibilities with respect to the Program
- core courses (CSE 700, 701 and 702) taught by sessional instructors rather than by full-time faculty
- lack of transparency in regard to funding offered to students supervised by faculty from different departments
- lack of common space available to students in the Program
- vacant position of Associate Program Director (who should come from a faculty other than the Program Director)

Summary of the Reviewers' Recommendations with the Department's and Dean's Responses

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Full-time faculty to teach core courses (CSE 700, 701, 702)	Faculties of Science and Engineering each assign one teaching slot to teach these courses	Deans of Science and Engineering	Academic Year 2016-17
Guaranteed minimum support available to all students admitted to the Program	Introduce more transparency regarding access to financial resources (TAships, bursaries,	Program Director and Program Administrator	Academic Year 2015-16

	etc.) for both in-program and incoming students		
Availability of common space to students	Stipulation in the Memorandum of Understanding	Deans of Science and Engineering	Academic Year 2015-16
Access to office space and other facilities in the supervisor's home department	Stipulation in the Memorandum of Understanding	Deans of Science and Engineering	Academic Year 2015-16
Create an "Avenue to Learn" shell for students in the Program	Direct implementation	Program Director	Summer 2015
Orientation meeting involving students' supervisors and administrative staff	Direct implementation	Program Director	September 2015
Establish SIAM Chapter	Direct implementation	Program Director and selected CSE students	Fall 2015
Escape clause for core courses (allowing students who can demonstrate adequate training to replace a core course with a different course)	Propose a change to Program requirements	Program Director, School of Graduate Studies	Academic Year 2015-16
Reinstate the position of the Associate Program Director	Stipulation in the Memorandum of Understanding; initiate search for a suitable candidate	Deans of Science and Engineering	Academic Year 2015-16
Discontinue the currently inactive coursework-only Master's program	Propose a change to Program description	Program Director, School of Graduate Studies	Academic Year 2015-16
Ensure CSE-affiliated faculty receive full credit for their contributions to the Program	Stipulation in the Memorandum of Understanding	Deans of Science and Engineering, Chairs of participating departments	Academic Year 2015-16
Improve Program's visibility through better advertising	Prepare a new advertising brochure, improve website and overall web presence	Program Director, School of Graduate Studies	Ongoing effort
Create a new stream	Expand the Program's	Program Director,	Academic Year 2016-

focused on “data science and big data” (this initiative will allow us to probe the demand for a professional-degree program mentioned below)	curriculum in areas related to data science	CSE-affiliated statistics faculty, School of Graduate Studies	17
Support the creation of an undergraduate Program focused on scientific computing	Support creation of a “task-force” with suitable mandate	Dean of Science	???
Consider creation of a professional Master’s program in “Computational and Data Science”	Support creation of a “task-force” with suitable mandate	Dean of Science, School of Graduate Studies	???

Dean’s Response:

Engineering -

The Faculty of Engineering will endeavour to work with the home faculty of Science and CSE to develop a MOU that addresses the points of teaching/credit, TAs and space; the faculty is building collaborative space in ITB which would be accessible to the students in CSE. The matter regarding minimum funding level brought up in the report is readily addressed within CSE itself and the program has full authority to make such a change. The suggested appointment of an Associate Program Director will be reviewed with CSE based on need and fiscal constraints. The only part of the report which the Faculty of Engineering challenges is the need to develop an undergraduate program for CSE, as there exists a well-established Computing and Software program in Engineering that already provides education in computer science and software development. Instead, it would be beneficial for these undergraduate and graduate programs to develop interactions that might result in higher domestic admissions into CSE and better offer that feeling of integration sought in the reviewers’ comments.

Science –

Some of these suggestions fall under the direct control of the program director, and the Dean is pleased to see that they are currently being implemented or are planned for the near future. In particular, the issue of cohort-building through an orientation meeting and an Avenue to Learn course shall will be addressed for the next incoming class, and the professional development of the students through creation of a local SIAM chapter should also be in place this academic year. The program has also outlined a plan to help even out the funding discrepancies for students across the program. The Dean of Science has asked the Associate Dean for Graduate Studies to work with the Program Director to help with recruitment activities and to investigate the idea of a possible Professional MSc program connected with Big Data. Some of the other

suggestions, such as more flexibility in the core courses and the removal of the coursework MSc option will be addressed during this fall's curriculum cycle.

Since this is an interdisciplinary program, many of the staffing and governance issues must be addressed through a Memorandum of Understanding with the Faculty of Engineering. Such an MOU is currently under discussion, and the Dean of Engineering and the Dean of Science do not foresee any difficulties. The MOU will address the financial and other resource issues, including the teaching of core courses, common room space, and appropriate administrative support.

While it will be very important to not duplicate existing Computer Science programs, the Faculty of Science supports the consideration of an enhanced undergraduate experience in computational science. The Faculty's recent academic planning process brought to light the need for guided projects in computational biophysics, biochemistry, psychology, etc. to meet the needs of UG students from a diverse array of programs. The Faculty is also interested in the development of courses on the use and analysis of database archives or large data sets in genomics, climate, astrophysics, etc. Whether such an experience could form the basis of a new, stand-alone undergraduate degree program in CS&E would need to be investigated with the help of the Associate Deans (Academic) from both faculties.

Quality Assurance Committee Recommendations

- The review team was very impressed with the programs: **“the McMaster CSE program has succeeded remarkably in establishing a well-functioning and sustainable interfaculty program that scores very highly in terms of the metrics of graduate education and research”**
- The team commented that the program is strong, the admission standards are appropriate and aligned with similar programs at the university, the curriculum is creative and in line with leading edge programs in this area, the administration of the program is efficient and effective, and the graduates are successful and positive about the program
- Recommendations:
 - to enhance the success of the program and permit it to reach its full potential, an MOU should be established between the Faculty of Science and the Faculty of Engineering. The IQAP committee feels that once in place a well documented MOU will address many of the minor areas of improvement
 - core courses should be taught by tenure-stream faculty
 - establish minimum support packages for students
 - provide a common room for students
- Other Areas for Improvement
 - Better inclusion of students – provide desks and include on distributions lists for academic and social activities
 - Avenue 2 Learn provided for students to communicate and network
 - Enhanced intake meeting for incoming students to provide a plan
 - Encourage students to start a SIAM chapter at McMaster
 - Escape clause for core courses (if have covered material previously)
 - Re-instate Associate Program Director from the opposite faculty of Program Director
 - Discontinue the current coursework master's program due to lack of interest and recruitment

- Provide full academic credit for faculty supervisors
 - Increase recruitment of domestic students
- Areas for Enhancement
 - expand aspects of the curriculum related to data science, including algorithms for computational statistics, large-scale optimization, and high-end parallel and distributed computing for big data problems
 - create a professional master's (the reviewers were informed that a new undergraduate program had already been considered, but was not an option at this time)

Quality Assurance Committee Recommendations

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommended that the program should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.

2016-17 Scholarship C

Engineering

Dr. Cheryl Quenneville	Biomedical Engineering
Dr. Ponnambalam Selvaganapthy	Biomedical Engineering
Dr. Shiping Zhu	Chemical Engineering
Dr. Kim Jones	Chemical Engineering
Dr. Lydell Wiebe	Civil Engineering
Dr. Tracy Becker	Civil Engineering
Dr. Borzoo Bonakdarpour	Computing and Software
Dr. Alan Wassying	Computing and Software
Dr. Nicola Nicolici	Electrical and Computer Engineering
Dr. Xun Li	Electrical and Computer Engineering
Dr. Adriaan Buijs	Engineering Physics
Dr. Chang-Qing Xu	Engineering Physics
Dr. Joey Kish	Materials Science and Engineering
Dr. Nabil Bassim	Materials Science and Engineering
Dr. Mukesh Jain	Mechanical Engineering
Dr. Stephen Tullis	Mechanical Engineering
Dr. Dieter Stolle	Civil Engineering
Kevin Boyd	Engineering Physics
Shooka Mahboubi	Materials Science and Engineering

Social Sciences

Dr. Andrew Roddick	Anthropology
Dr. Kee Howe Yong	Anthropology
Dr. Paul Contoyannis	Economics
Dr. Svetlana Demidova	Economics
Dr. Gavin Andrews	Health, Aging and Society
Dr. Stephanie Ross	Labour Studies
Dr. Alina Sajed	Political Science
Dr. Robert O'Brien	Political Science
Dr. Inder Marwah	Political Science
Dr. Mark Rowe	Religious Studies
Dr. Ellen Badone	Religious Studies
Dr. Jim Gladstone	Social Work
Dr. Billy Shaffir	Sociology
Dr. John Fox	Sociology
Dr. Art Budros	Sociology

Humanities

Paul Emiljanowicz	History
Jitka Bartosova,	Cognitive Science of Language
Dr. Magda Stroinska	Cognitive Science of Language

Dr. Paula Gardner	Communication Studies and Multimedia
Dr. David Harris Smith	Communication Studies and Multimedia
Dr. Liss Platt	Communication Studies and Multimedia
Dr. Diane Enns	Philosophy
Dr. Ivona Kucerova	Cognitive Science of Language
Dr. David Clark	English and Cultural Studies
Dr. Daniel Coleman	English and Cultural Studies
Dr. Nicholas Serruys	French
Dr. Michael Gauvreau	History
Dr. Martin Horn	History
Dr. Spencer Pope	Classics
Dr. Lili Service	Cognitive Science of Language
Dr. Sarah Brophy	English and Cultural Studies
Dr. Michael Egan	History
Dr. Richard Arthur	Philosophy

Business

Dr. Catherine Connelly	Business
Dr. Ron Balvers	Business
Dr. Kai Huang	Business
Dr. Scott Paquette	Business
Dr. Ashish Pujari	Business
Dr. Peter Miu	Business
Dr. an Mulvale	Business
Kamran Eshghi	Business
Mohammad Tajvarpour	Business

Science

Dr. J.P. Xu	Biology
Dr. Xu-Dong Zhu	Biology
Dr. Suleiman Igdoura	Biology
Dr. Jonathan Dushoff	Biology
Dr. Marie Elliot	Biology
Dr. Joanna Wilson	Biology
Dr. Allison Williams	Geography
Dr. Eduard Reinhardt	Geography
Dr. Niko Yiannakoulis	Geography
Dr. Joe Boyce	Geography
Dr. Alan Chen	Physics
Dr. David Chettle	Physics
Dr. An-Chang Shi	Physics
Dr. Cliff Burgess	Physics
Dr. Vlad Ljubicic	Kinesiology
Jessica Cappelletto	Kinesiology
Dr. Fiona McNeill	Medical Sciences
Dr. Megumi Harada	Math & Stat
Dr. Paul McNicholas	Math & Stat
Dr. Adam Van Tuyl	Math & Stat

Dr. Mel Rutherford	Psychology
Dr. Reuven Dukas	Psychology
Dr. Steven Brown	Psychology
Dr. Ned Nedialkov	CSE
Dr. Jose Moran Mirabal	Chemical Biology
Dr. Ryan Wylie	Chemical Biology
Dr. Peter Kruse	Chemistry
Dr. Jim McNulty	Chemistry
Dr. Gary Schrobilgen	Chemistry
Ashley Bernardo	MiNDS

Health Sciences

Dr. Joaquin Ortega	Biocemistry
Dr. Rad Gupta	Biocemistry
Dr. Russ Bishop	Biocemistry
Dr. Deb Sloboda	Biocemistry
Dr. Dan Yang	Biocemistry
Dr. Dino Trigatti	Biocemistry
Dr. Lesley MacNeil	Biocemistry
Dr. Mitchell Levine	HRM
Dr. David Meyre	HRM
Dr. Julia Abelson	HRM
Dr. Amiram Gafni	HRM
Dr. Ilana Bayer	Medical Sciences
Dr. Darren Bridgewater	Medical Sciences
Dr. Vian Mohialdin	Medical Sciences
Dr. Ari Shali	Medical Sciences
Dr. Patricia Liaw	Medical Sciences
Dr. Ask Kjetil	Medical Sciences
Dr. Darryl Leong	Medical Sciences
Dr Constantine Samaan	Medical Sciences
Dr. Michael Amlung	Medical Sciences
Dr. Ram Mishra	Medical Sciences
Dr. Noori Akhtar- Danesh	Nursing
Dr Jeanette LeGris	Nursing
Dr. Sandra Moll	Rehabilitation Science
Dr. Ryan Van Lieshout	Neuroscience
Dr. Elizabeth Alvarez	HRM
Dr. Jennifer Stearns	Medical Sciences
Kate Kennedy	Biochemistry
William Gwynne	Medical Sciences

Committee Members

Student
Student

Student
Student

Term 1
Term 2

Student
Student

has agreed to serve only if less than 4 from Biology are available
will withdraw if selected for NSERC grant review panel
Not available in Term 2 (busy)

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