Teaching & Learning at McMaster

Teaching and learning are essential elements of the McMaster vision and major components of the faculty member's work. With this in mind, this handbook has been created to support instructors new to McMaster in all aspects of their teaching. It seeks to answer a variety of questions you might have about teaching at this University, and to assemble in one place several practical resources that could prove useful to you throughout your career as a university educator. Topics addressed range from designing and refining courses and selecting appropriate pedagogical strategies, to assessing and documenting your teaching for career development decisions. A collection of 'Quick Info Sheets,' which answer some of the most commonly asked questions about teaching-related departments and services on campus, is also provided.

We welcome your feedback on this handbook at any time. Comments and suggestions about *Teaching & Learning at McMaster* should be forwarded to Beth Marquis (**marquie@mcmaster.ca**).

McMaster University

CENTRE FOR LEADERSHIP IN LEARNING

Contents

Teaching & Learning at McMaster

The McMaster Mission

McMaster is known for its commitment to innovation and excellence in both teaching and research. As defined in the University Mission Statement, "our purpose is the discovery, communication, and preservation of knowledge. In our teaching, research, and scholarship, we are committed to creativity, innovation, and excellence. We value integrity, quality, and teamwork in everything we do. We inspire critical thinking, personal growth, and a passion for learning. We serve the social, cultural, and economic needs of our community and our society."

As this statement suggests, teaching and learning are central components of McMaster's mission and identity. With this in mind, this handbook is intended to support faculty members new to the University as they work to create the engaging learning experiences that we desire for our students.

Excellence in Teaching and Learning
According to *Refining Directions*, McMaster's most recent strategic planning document, "a McMaster education should enable students to develop sets of life and learning skills that promote a continuing ability and desire to learn, and a set of technical and professional skills that permit a range of career choices." Several factors contribute to our ability to meet these educational objectives. A selection of these elements, excerpted from a 2008 report by the Provost's Task Force on Teaching and Learning, follows.

Problem-based learning and Inquiry:
These innovative approaches to learning, widely known as McMaster's signature pedagogies, afford students an opportunity to learn disciplinary content in the context of meaningful research, and encourage the development of skills essential to lifelong learning.

A range of additional teaching approaches:
McMaster instructors also make use of several effective pedagogical methods outside of inquiry and problem-based learning, such as active learning, experiential education, simulation, collaborative learning, and distance and blended learning.

A wide variety of learning environments:
McMaster students are given opportunities to learn in numerous and varied contexts, including traditional lectures, labs and tutorials, field settings, clinical learning environments, and industry and community placements.

High quality educational programs.
McMaster is home to a number of innovative degree programs. Many of these are highly acclaimed (e.g. Arts & Science, Bachelor of Health Sciences), and several involve desirable components such as interdisciplinary study, small group learning, and undergraduate thesis requirements.

Instructors wishing to learn more about any of these strategies or programs can contact the Centre for Leadership in Learning for additional information (905-525-9140, ext. 24540), or view some of the resources on our website: **cll.mcmaster.ca**.

To read what McMaster University President Dr. Patrick Deane has to say about undergraduate education, Click Here.

McMaster Students

An essential part of teaching well is knowing the students you teach. The following statistics, from the 2010-11 academic year, offer a broad overview of the McMaster student community in the hopes of helping you begin this process of understanding.

Undergraduate Students:
- 21,168 full time, 3,352 part time
- 23,125 Domestic, 1,395 (5.7%) International
- 11,187 Male, 13,333 (54.4%) Female. Females outnumbered males in every Faculty except Business & Engineering.

Graduate Students:
- 3,268 full time, 694 part time
- 3,395 Domestic, 567 (14.3%) International
- 2,048 Male, 1,914 (48.3%) Female. Males outnumbered females in Business, Engineering & Science.

Students with Disabilities:
- 1,073 students (undergrad and grad) registered with Disability Services
- 169 of these students received services and support for multiple disabilities
- The most commonly reported disabilities were Psychiatric (520 students) and Learning Disabilities (309 students)

Many departments and units on campus provide support for your students. Information about some of these departments, and the services they provide, can be found in this handbook, beginning on page 27.

Geographic Distribution of Undergraduate Students (10/11)

92%

- Ontario
- International
- Outside Ontario
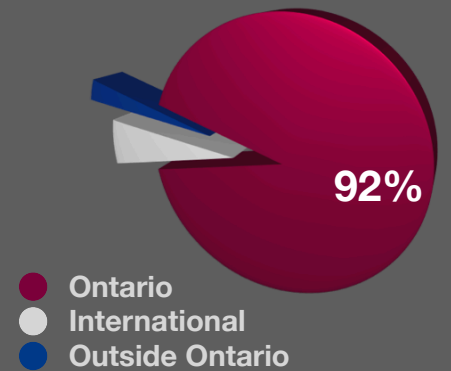
Useful Resources: Thinking About Teaching & Learning

1. "Seven Principles for Good Practice in Undergraduate Education"

"Seven Principles for Good Practice in Undergraduate Education" first appeared in the American Association for Higher Education (AAHE) Bulletin in 1987. In this brief article, Arthur Chickering and Zelda Gamson describe a set of pedagogical standards derived from decades of educational research, and designed to improve the quality of teaching and learning in colleges and universities. In particular, Chickering & Gamson state that good practice in undergraduate teaching:

1. Encourages student-faculty contact;
2. Encourages cooperation among students;
3. Encourages active learning;
4. Gives prompt feedback;
5. Emphasizes time on task;
6. Communicates high expectations; and
7. Respects diverse talents and ways of learning.

These principles have had an enormous impact on university teaching, influencing educational research, faculty development initiatives and instructional assessment systems across North America and beyond. They remain influential to this day.

Read the full article **here**.

Chickering, A.W. and Gamson, Z.F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*. Online at: **http://www.aahea.org/bulletins/articles/sevenprinciples1987.htm**

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2. "Taking Learning Seriously"

In this piece, former Carnegie Foundation for the Advancement of Teaching President Lee S. Shulman reflects on the challenges of improving university education. He describes a model of learning that views the process as a complex interaction between knowledge the student already possesses and the new concepts, ideas and information to be learned. He also describes some common "pathologies" of learning, including failures of memory, failures of understanding and failures of application, and discusses ways in which these issues might be addressed and overcome. Ultimately, Shulman argues for a scholarship of teaching; each university instructor, he posits, must commit to making his/her teaching public, open to scrutiny and available for others to build on and develop. By making teaching scholarly in this manner, Shulman believes, we might begin to combat the pathologies of learning afflicting so many university students today.

Read the full article **here**.

Shulman, L.S. (1999). Taking learning seriously. *Change 31(4),* pp.10-17.Online at: **http://www.carnegiefoundation.org/elibrary/taking-learning-seriously**

3. "Applying the Science of Learning to the University and Beyond: Teaching for Long-term Retention and Transfer"

At its core, university education is fueled by the notions of retention and transfer. We teach in the hopes that our students will be able to use the knowledge and skills they are acquiring in our classes not only to pass the next test or assignment, but also to survive and succeed in their lives beyond the university. With this in mind, Diane F. Halpern and Milton D. Hakel point out that cognitive psychologists and other learning scientists have amassed a huge body of research that might help university educators to meet these goals.

Given that this literature is largely unknown to, or overlooked by, instructors, Halpern and Hakel seek in this article to present some of the key findings from learning science research that might be used to enhance teaching and learning in university settings.

In order to promote long-term transfer and retrieval, Halpern & Hakel suggest that our teaching must adhere to the following evidence-based guidelines:

1. Provide students with plenty of opportunities to practice retrieval.
2. Construct a variety of conditions in which learning might take place.
3. Require students to 'translate' and 're-present' material in a format other than that in which it was taught.
4. Uncover and assess students' prior knowledge about the material.
5. Discover and respond to students' beliefs about the nature of learning.
6. Provide systematic feedback on learning that might allow students to correct errors deriving from experience alone.
7. Provide learning experiences that ask students to interpret and to actively engage with the material (even within the context of a large lecture).
8. Construct tests and assignments that measure understanding as well as recall, and that focus on key pieces of information rather than on relatively insignificant details. Administer these assessments at a relatively long interval after the material was learned.
9. Beware of information overload; focus on detailed understanding of less content rather than surface coverage of a breadth of material.
10. Allow students to learn by doing.

Read the full article **here**.

(You may need to log in using your MacID and password)

Halpern, D.F, & Hakel, M.D. (2003). Applying the science of learning to the university and beyond: teaching for long-term retention & transfer. *Change 35(4),* pp.36-41. Available online via JSTOR.

Preparing to Teach

Successful teaching rests on a base of solid preparation. The resources in this section have been selected to support faculty in some of the key areas of course planning, including instructional design & syllabus construction.

1. "Integrated Course Design"

This brief idea paper by L. Dee Fink outlines the main components of his Integrated Course Design model. It provides a step-by-step breakdown of procedures to follow and factors to consider when constructing a well-structured and learning-centred course, in which goals, teaching and learning activities, and assessment strategies are tightly aligned.

Read the article **here**.

Fink, L.D. (2005). Integrated course design. *IDEA Paper No. 42.* Online at: **http://www.theideacenter.org/sites/default/files/Idea_Paper_42.pdf**

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2. "Aligning Teaching for Constructing Learning"

A short article by John Biggs, which offers a description of 'Constructive Alignment' – a curriculum design approach understood to foster high-level learning. This piece offers particularly useful advice about constructing intended learning outcomes (ILOs).

Read the article **here**

Biggs, J. (2003). Aligning teaching for constructing learning. Online at: **http://www.heacademy.ac.uk/** .

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3. "Universal Design of Instruction (UDI): Definitions, Principles, Guidelines & Examples."

Universal Design of Instruction is a design framework conceived to increase the accessibility of education for all learners. This article, written by Sheryl Burgstahler, provides a strong introduction to the UDI model, indicating the ways in which a proactive approach to accessibility can improve learning for the entire student population.

Read the article **here**

Burgstahler, S. (2009). Universal design of instruction (UDI): Definitions, principles, guidelines & examples. Online at: **http://www.washington.edu/doit/Brochures/Academics/instruction.html**
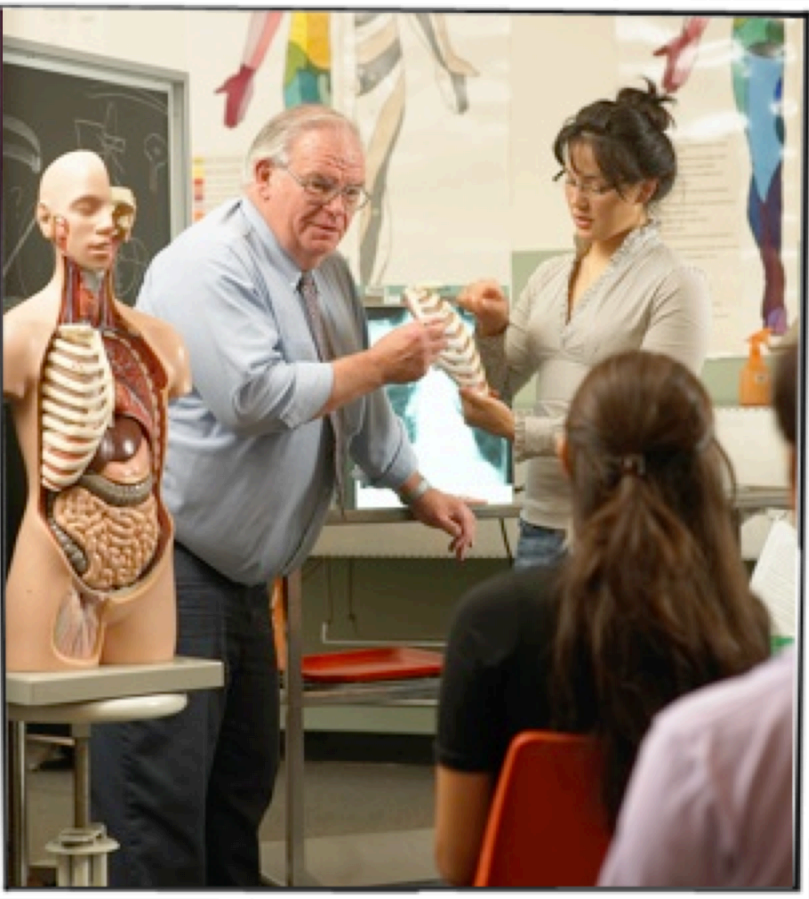
4. "Preparing an Effective Syllabus"

A brief discussion of the common functions and components of the syllabus, written by Jeanne M. Slattery and Janet F. Carlson.

Read the article **here**

Slattery, J.M. & Carlson, J.F.. (2005). Preparing an effective syllabus. Current best practices. *College Teaching 53(4),* pp.159-164. Available online via Academic OneFile.

5. Undergraduate Course Management Policies

The official policy statement for several matters related to undergraduate courses at McMaster. In addition to information about assessment bans, feedback requirements, and the use of Turnitin.com, this policy contains extensive guidelines about course syllabi, including a description of what elements should be included.

Read the policy **here**

Note: Senate policies can change. The version linked to here is current as of August 2011.

6. Course Syllabus Checklist

The following is a collection of items that instructors have included in their class syllabi. They are included here as a list of potential options for your own course outlines.

Basic Information:
• Course number
• Course name
• Term, Year
• Prerequisites
• Location
• Day & Time

Instructor Information:
• Name
• Title
• Office location
• When accessible
• Office phone
• Email
• URL
• Office hours
• Mailbox

Goals/Methods:
• Course objectives
• Course catalogue description

• Other description
• Teaching methods
• Rationale
• Teaching philosophy
• Department mission
• University mission

Assignments:
• Required text(s)
• Supplementary readings
• Reading schedule
• Materials
• Assignment descriptions
• Assignment due dates
• Exam dates
• Exam content
• Description of class participation

Policies:
• Student expectations
• Instructor expectations

• Academic integrity
• Accessibility/accommodations
• Inclusivity
• Attendance
• Class participation
• Missed tests/exams
• Missed/late assignments
• Individual/group work
• Late work consequences
• Grading criteria
• Weighting of final grade
• Use of online components
• Use of Turnitin.com
• Subject to change caveat

Services:
• Student Accessibility Services
• Student Wellness Centre
• Student Success Centre
• Other

7. Other Practical Questions

Preparing to teach also involves considering a range of practicalities. The following list sets out some of the most common and pressing issues to keep in mind.

Basic Information:
- Does your course have a teaching budget? How much? Acceptable use policy?
- When does your department require a course outline?
- Do you know the names of the academic advisors for your department?
- Does your department provide support for copying or for the preparation of teaching materials?

Classroom
- Visit the classroom in which you will be teaching. Is the classroom appropriate in terms of class size, physical arrangement, and A/V equipment?
- Is another classroom required? If so, contact the Registrar.

Learning Technologies
- Do you need to book equipment in addition to what is already available in the classroom?
- Will you need to contact Audio Visual for instruction on using equipment?
- Do you know the necessary codes to access equipment in the classroom?
- Do you wish to set up a course web page or Avenue to Learn site?

Library
- Have arrangements been made to put course materials on reserve?
- Does the library have the materials your students need for the learning projects assigned?
- Do you or your students need training/orientation to access library services and resources?

Bookstore
- Have arrangements been made to order textbooks and/or custom courseware for your class?

Course Countdown
- Have you made enough copies of the course outline for your students?
- What tone do you wish to establish in the first class?
- How will you handle students who wish to drop or add your course?
- Have you checked with the bookstore and library about the availability of materials previously ordered/reserved?
- Have you considered how you will collect feedback from your students regarding your teaching, your students' learning, and the course in general?
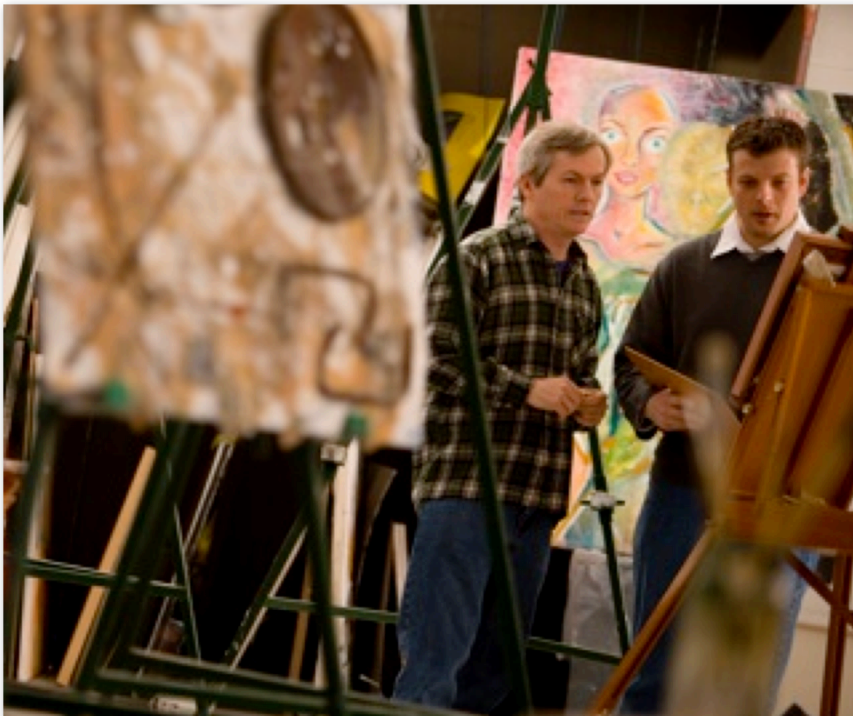
Adapted from Preparing to teach. Teaching Support Services, University of Guelph, 2000. **http://www.tss.uoguelph.ca/**

The First Day of Class

1. "The First Day of Class"

This section from Barbara Gross Davis' *Tools for Teaching* offers an extensive set of practical tips for the first day of class, including ideas about how to handle administrative tasks, how to create a positive environment, and how to communicate course expectations.

Read the full chapter **here**.

Gross Davis, B. (1993). *Tools for Teaching.* San Francisco: Jossey Bass. Online at: **http://teaching.berkeley.edu/bgd/firstday.html**

2. "Making the Most of the First Day of Class"

In this piece, Mary C. Clement offers some answers to common questions about the first class session, what it should accomplish, and how it relates to the rest of the semester.

Read the full article **here**.

Kelly, R. (2010). Making the most of the first day of class. *Faculty Focus*. Online at: **http://www.facultyfocus.com/?p=10551**

Teaching Strategies

It is an oft-repeated maxim that many university educators teach in the manner that they were taught as undergraduates. The resources in this section are designed to support an alternate approach, describing an array of common pedagogical methods from which instructors might choose based on their content and teaching goals. While many of the cited articles point to connections between the strategies discussed and improved learning outcomes, Maryellen Weimer (in the first article below) reminds us that there is no singular set of best practices that applies to all teaching situations. Given the fact that this point is often overlooked, Weimer's article is reprinted here in full.

1. "Finding the Best Method"
Maryellen Weimer

"All too often in education, pundits, and some researchers for that matter, seem to believe that they have found the method which all teachers should use." So writes Noel Entwistle, a noted scholar with a career of research on teaching and learning in higher education to his credit. He (and others) are concerned about the pressure that educational researchers feel to discover "what works." He notes that 50 years of educational research has failed to find that definitive set of best practices.

Searching for the best way to teach assumes a kind of simplicity about teaching and learning that just plain does not exist. Start with the fact that teaching is used to accomplish a variety of different educational aims. It is used to help learners acquire knowledge of a vast panoply of subject matters and is aimed at students from all sorts of backgrounds, with varying degrees of cognitive ability and at different levels of intellectual maturity. Those who do the teaching share a wide diversity of backgrounds and have experiences that cross the continuum from novice to expert. The host of factors that influence teaching makes clear the preposterousness of imagining that there could be one or even several best methods, approaches, styles, or practices.

However, a tentative approach to pedagogical methods feels counterintuitive. Once a teacher finds something that works with her content, her students, and her style of teaching, it is natural for her to want to recommend that way to others. And making those recommendations is not inappropriate so long as they are presented as something a colleague may want to try—not as the answer that will fill the colleague's instructional needs. Becoming an advocate for a particular method is difficult to resist when research offers evidence of that method's positive impact.

Research may verify that a method works under a certain set of conditions; if it's good research, its findings may apply to other teachers—but never to all others. So, one can advocate for certain methods just as long as that advocacy does not definitively exclude other methods. A particular method may gain "best practice" status as more and more faculty jump on the bandwagon after having used the approach and found it successful. As more and more faculty adopt a method, it can become faddish. Across the years, the popularity of various instructional methods has waxed and waned.

But does this mean that all educational practices are equal, that there are no general principles that might guide individual faculty or those working together on a curriculum who want to pursue what promotes more and better learning for their students? Entwistle's answer is intriguing: "In the end, 'best practice' is whatever helps students to engage more deeply with the subject and to become more actively responsible for their own learning."

So, all educational methods are not equal. No method is ruled out so long as it engages students and makes them responsible for learning. But some methods accomplish those goals less frequently than others.
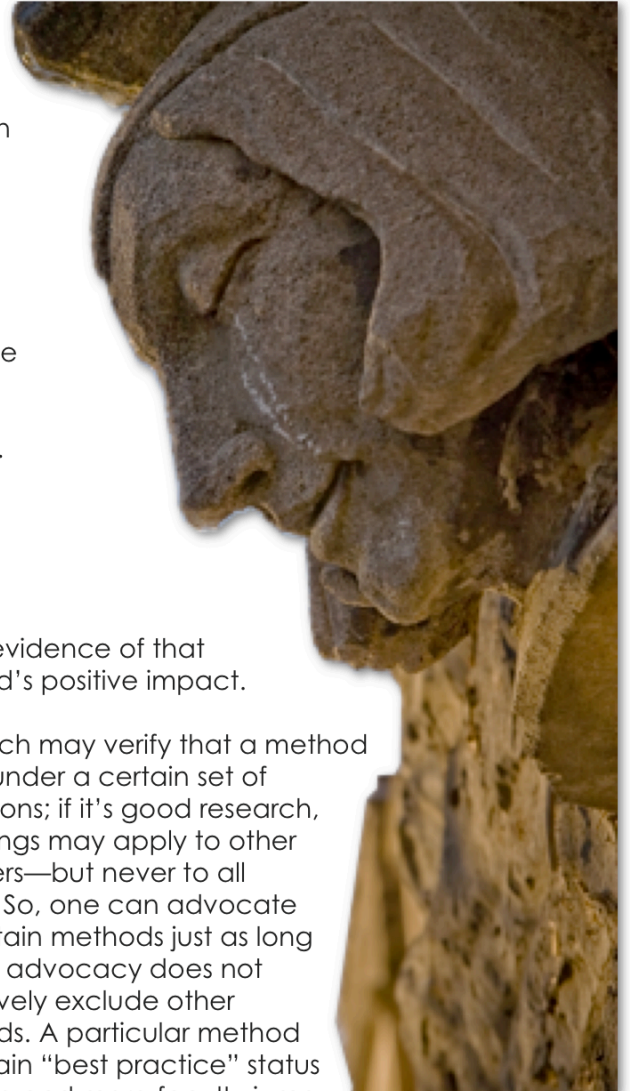
Take lectures, for example. They can be highly successful at involving and engaging students. Most faculty can attest to that power firsthand. However, in practice, most lectures do not engage students or motivate them to take responsibility for what and how they learn. Lectures tend to encourage passivity and make students dependent on the teacher. As a result, faculty are rightly encouraged to rely less on lectures and to explore other methods. But that advice results from the way lectures are used, not from their inherent inability to promote significant learning.

It would be lovely if a box of best practices could be handed out to new faculty members as their careers commence. Even mid-career faculty might queue up for the box. If only teaching and learning were that straightforward; but they are not. On the other hand, their complexity and variability provide enough intellectual challenge to keep even the brightest faculty member engaged. It can take a career just to figure how the learning of a particular kind of content is promoted, given a particular blend of students.

Note: The Entwistle quotes come from a paper prepared for an international symposium called "Teaching and Learning Research in Higher Education," held April 25-26, 2008, in Guelph, Ontario, Canada.

Weimer, M (n.d). Finding the best method. In Weimer, M. (ed.) *Effective Strategies for Improving College Teaching and Learning. Faculty Focus Special Report.* Madison: Magna Publications, pp.11-12. Reprinted with permission. Available online at: **http://www.FacultyFocus.com** (Sign up to download the free report and subscribe to the e-newsletter)
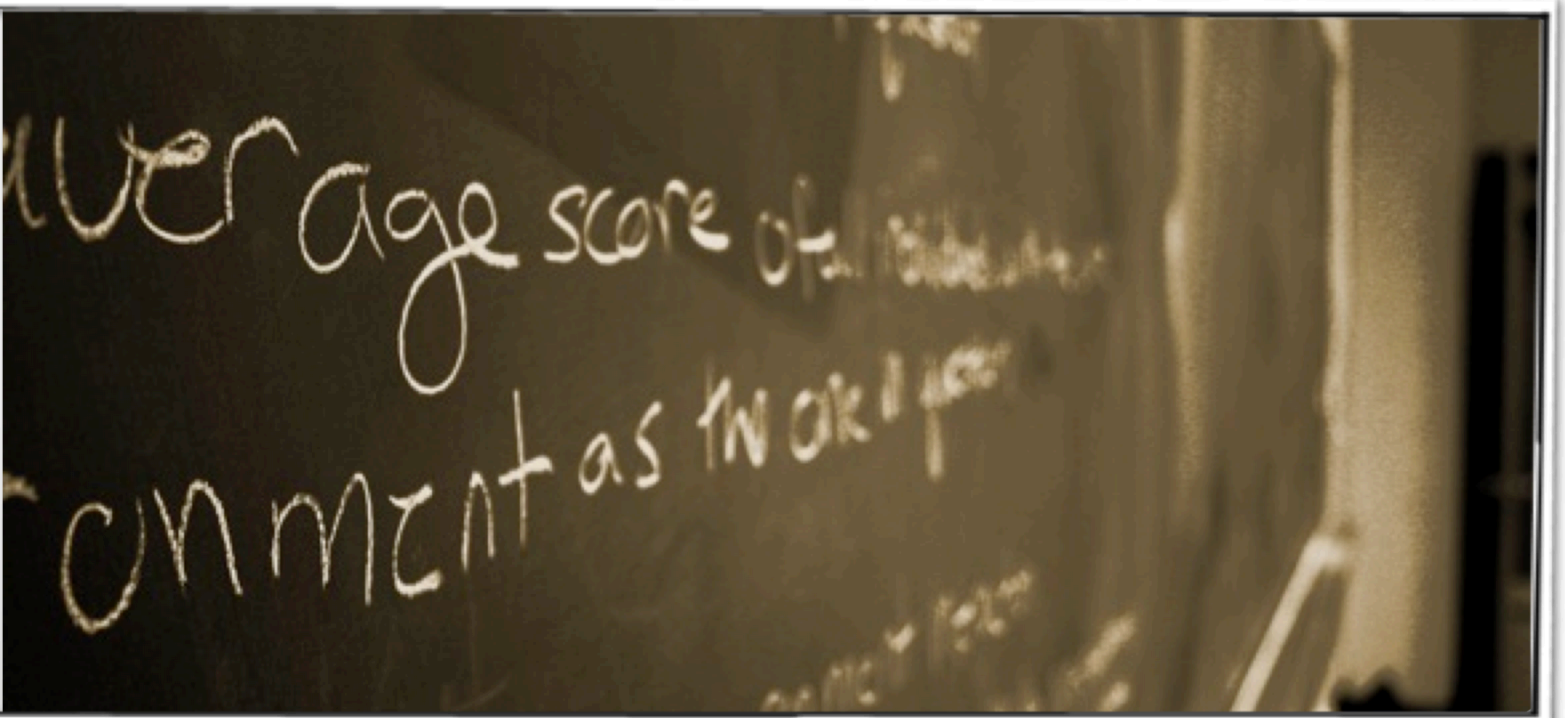

2. "Improving Lectures"

Lectures are the most common teaching strategy employed in universities, despite numerous critical evaluations of their ability to promote student learning. This brief article, by Maryellen Weimer, summarizes ten key ways in which to increase the pedagogical value of this most common teaching tool.

Read the full article **here**.

Weimer, M. (2008) Improving lectures. *Faculty Focus*. Online at: **http://www.facultyfocus.com/?p=637**

3. "Lecturing for Learning"

In this chapter, Jennifer Horgan offers a more extended discussion of the lecture, expanding on some of the points raised in the Weimer article above and also outlining several additional means of enhancing the lecture's efficacy.
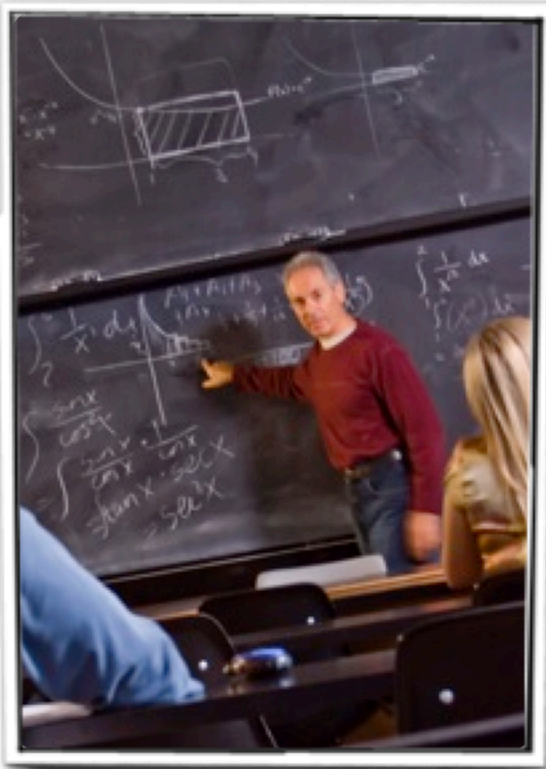
Read the chapter **here**.

Horgan, J. (2002). Lecturing for learning. In H. Fry., S. Ketteridge, & S. Marshall (Eds.) *A Handbook for Teaching & Learning in Higher Education. Enhancing Academic Practice* (2nd ed.) London: Kogan Page, pp. 66-79. Online at: **http://libaccess.mcmaster.ca/login?url=http://site.ebrary.com/lib/oculmcmaster/Doc?id=10166130**

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4. "Six Keys to More Effective Class Discussions"

Like lecturing, in-class discussion is a pedagogical tool called on by numerous university instructors. In "Six keys to more effective class discussions," Maryellen Weimer provides a synopsis of work by Sautter (2007), which outlines a set of suggestions for improving the structure and success of classroom interchange.

Read the full article **here**.

Weimer, M. (2010) Six keys to more effective class discussions. *Faculty Focus*. Online at: **http://www.facultyfocus.com/?p=12336**

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5. "What Questions Engage Students?"

A one-page document that offers advice on asking questions that are likely to encourage student participation in classroom discussion. Adapted from an earlier article by Ray V. Rasmussen.

Read the tip sheet **here**.

Adapted from Rasmussen, R.V. (1984). Practical discussion techniques for instructors. *AACE Journal 12(2)*, pp. 38-47.

6. "Formed 'Teams' or 'Discussion Groups' to Facilitate Learning"

This 'Idea Item' by Todd Zakrajsek offers a rationale for using group work as a teaching strategy, and provides several hints about how to make this process successful.

Read the article **here**.

Zakrajsek, T. (2005). Formed 'teams' or 'discussion groups' to facilitate learning. *POD-IDEA Center Notes on Instruction, IDEA Item 5*. Online at: **http://www.theideacenter.org/sites/default/files/Item5Formatted.pdf**

7. "Teaching Practices that Promote Student Learning: Five Experiential Approaches"

In this article, Scott Wurdinger and Jennifer Bezon describe several common, evidence-informed alternatives to the lecture method, including Project-based learning, Problem-based learning (PBL), Service learning, Place-based learning and Active learning.

Read the full article **here**.

Wurdinger, S.D. & Bezon, J.L. (2009). Teaching practices that promote student learning: Five experiential approaches. *Journal of Teaching & Learning 6(1)*. Online at: **http://ojs.uwindsor.ca/ojs/leddy/index.php/JTL/article/view/505/725**

8. "Varying Your Teaching Activities: Nine Alternatives to Lecturing"

A practically-minded tip sheet from the Centre for Teaching Excellence at the University of Waterloo, which sets out a range of active learning strategies that can be used within or in place of lectures.

Read the tip sheet **here**.

Centre for Teaching Excellence, University of Waterloo (n.d.). Varying your teaching activities: Nine alternatives to lecturing. *CTE Teaching Tips*. Online at: **http://cte.uwaterloo.ca/teaching_resources/tips/varying_your_teaching_activities.html**

Classroom Management

The resources in this section describe ideas and techniques for establishing and maintaining a welcoming, civil, and respectful classroom environment in which learning can flourish.

1. "The Thin Line Between Civility and Incivility"

The issue of classroom civility has been a topic of increasing attention in recent years. In this piece, Zopito Marini draws upon bullying research to develop a model of classroom incivility that offers insight into ways in which this phenomenon might be prevented.

Marini, Z. (2009). The thin line between civility and incivility: Fostering reflection and self-awareness to create a civil learning community. *Collected Essays on Learning and Teaching 2,* pp. 61-67. Online at: **http://apps.medialab.uwindsor.ca/ctl/CELT/ celtvol2.html**

Read the full article **here**.

To view a presentation on this topic, which Marini offered for CLL in 2010, click **here.**

2. "Managing Hot Moments in the Classroom"

A tip sheet produced by the Derek Bok Center for Teaching and Learning at Harvard University, which sets out some practical strategies for transforming charged and potentially uncomfortable moments in the classroom into rich learning experiences.

Warren, L. (2006) Managing hot moments in the classroom. *Derek Bok Center for Teaching and Learning Tip-Sheets.* Online at: **http:// isites.harvard.edu/fs/html/icb.topic58474/ hotmoments.html**

Read the full tip sheet **here**.

Assessing Student Learning

1. "Assessment for Learning"

In this paper, Sally Brown argues that assessment can and should be used to help students learn, rather than simply providing the means by which we arrive at student grades. She urges instructors to think carefully about the why, the who and the when of assessment, in addition to the what and the how, and to focus on more than the short-term regurgitation of content.

Read the full article **here**.

Brown, S. (2004-05). Assessment for learning. *Learning and Teaching in Higher Education 1,* pp. 81-89. Online at: **http://resources.glos.ac.uk/tli/lets/journals/lathe/issue1/**

"Giving Tests and Projects that Cover the Most Important Points of the Course"

This brief paper by Barbara Walvoord provides a set of step-by-step instructions for creating and administering assignments that align with – and help students to meet – the learning objectives for your course.

Read the idea paper **here**.

Walvoord, B. (2005). Giving tests and projects that cover the most important points of the course. *POD-IDEA Center Notes on Instruction, IDEA Item 12.* Online at: **http://www.theideacenter.org/sites/default/files/Item12Formatted.pdf**

3. "Making the Most of Multiple-Choice Questions"

Multiple Choice Tests are one of the most common forms of assessment in university settings, particularly when classes are large. This essay by David DiBattista describes ways in which instructors might construct multiple choice questions that test more than simple recall, asking students to demonstrate an understanding of content and/or an ability to apply, analyse or evaluate ideas.

Read the full article **here**.

DiBattista, D. (2008). Making the most of multiple-choice questions: Getting beyond remembering. *Collected Essays on Learning and Teaching 1,* pp. 119-122. Online at: **http://apps.medialab.uwindsor.ca/ctl/CELT/celtvol1.html**

3. "The Dos and Don'ts of Student-Oriented Grading"

Grading can be a frustrating experience for students and instructors alike. Students frequently seem surprised by the marks they receive, or confused about the criteria guiding the assessment process. Instructors, on the other hand, are often disappointed that students seem to ignore or object to the constructive feedback that has been offered. The following guidelines, authored by assessment scholar Robert Runte, outline ways in which university teachers might make their marking more student-oriented, and thereby avoid some of these unnecessary issues.

Do	**Do Not**
• Provide comments that link the grade received to the scoring criteria • Comment on **all** aspects of the assignment, not just subject-specific content • Provide a discipline-based rationale for scoring criteria • Focus on the 2 or 3 improvements which are the highest priority for this student • Provide typed feedback • Make as many positive comments as negative comments • Tell students what they are doing correctly • Build on student strengths • Check your marking for reliability and bias • Develop explicit scoring criteria • Include discipline-specific criteria in the scoring rubric • Provide direct instruction on the writing process as it relates to one's discipline • Keep scoring criteria flexible	• Cover the student's paper with red ink • Circle each spelling, grammatical, mechanical or formatting error • Allow discipline-based assumptions to become implicit scoring criteria _____ Each of these points is elaborated more fully in Runte's paper, which is available for consultation in the CLL. Runte has also built a website on this topic which can be accessed at: **http://people.uleth.ca/~runte/grading/**. Extracted, with permission, from Runte, R. (2000) Student-oriented grading. Paper presented at the _Society for Teaching and Learning in Higher Education Conference,_ Brock University, June, 2000.

Working with Grad Students & T.A.s

1. "Five Points to Address During a TA/Course Instructor Introductory Meeting"

This document outlines key areas to be discussed in a first meeting between teaching assistant(s) and instructor, including TA responsibilities, grading schemes and expectations, dealing with academic integrity issues, and the potential uses of scheduled course time.

Read the document **here**.

Brydges, S. Gammage, J. & Sinclair, C. Five points to address during a TA/Course Instructor introductory meeting. Online at: **http://cll.mcmaster.ca/programs/tas/five_points.html**

2. "Resources for Supervisors of T.A.s"

An extensive list of guidelines for faculty working with graduate teaching assistants, authored by members of Vanderbilt University's Center for Teaching. This resource covers everything from training TAs and evaluating their work, to helping grad students balance the multiple elements of their academic careers.

Read the guidelines **here**.

Center for Teaching, Vanderbilt University (n.d) Resources for supervisors of graduate students. Online at: **http://cft.vanderbilt.edu/teaching-guides/audiences/ta-supervisors/**.

3. "Supervising Graduate Students"

Notes from a 2006 CLL workshop about graduate student supervision at McMaster. This piece offers a summary of key points raised, as well as answers to questions asked by early-career faculty at the event.

Read the event summary **here**.

Notes captured from a 2006 workshop with Harold Haugen (Engineering Physics), Alison Sills (Physics & Astronomy), Michael Veall (Economics), Elizabeth Weretilnyk (Biology) & Lorraine York (English & Cultural Studies.) Online at: **http://cll.mcmaster.ca/programs/faculty_and_instructors/supervising_grad_students_2006.html**

4. "Supervisory Relationships"

This tip sheet from the University of Waterloo's Centre for Teaching Excellence outlines some key considerations for faculty undertaking supervisory roles. It summarizes many of the common problems experienced by graduate students, as well as some of the most frequently-reported criticisms of supervisors, in order that faculty might anticipate, address, and/or avoid these issues.

Read the tip sheet **here**.

Centre for Teaching Excellence, University of Waterloo (n.d.). Supervisory relationships. *CTE Teaching Tips*. Online at: **http://cte.uwaterloo.ca/teaching_resources/tips/supervisory_relationships.html**

Assessing & Documenting Your Teaching

1. "Making Sense of Student Written Comments"

While written comments on student evaluation forms can be a useful source of data about one's teaching, they often seem to offer little more than a collection of unclear and inconsistent observations. This article by Karron G. Lewis presents a framework for organizing and analyzing student feedback, thereby facilitating what can be a frustrating interpretive process.

Read the article **here**.

Lewis, K.G. (2001). Making sense of student written comments. *New Directions for Teaching and Learning 87*, pp. 25-32. Online at: **http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1002/tl.25**

2. "Using Midsemester Student Feedback and Responding to It"

A second article by Lewis, which outlines several strategies for soliciting and acting on feedback from students well before the traditional end of term evaluations. A case study, which demonstrates some of the benefits of this kind of assessment, is presented, and several sample feedback questionnaires are included as models.

Read the article **here**.

Lewis, K.G. (2001). Using midsemester student feedback and responding to it. *New Directions for Teaching and Learning 87*, pp. 33-44. Online at: **http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1002/tl.26**

3. "Reflective Practice"

Reflecting on one's teaching practice is an essential part of developing as an educator. This chapter, by Margot Brown, Heather Fry and Stephanie Marshall, describes several contexts for and methods of reflective practice. Teaching and learning styles are presented as factors worthy of special consideration.

Read the chapter **here**.

Brown, M, Fry, H. and Marshall, S. (2002). Reflective practice. In H. Fry., S. Ketteridge, & S. Marshall (Eds.) *A Handbook for Teaching & Learning in Higher Education. Enhancing Academic Practice* (2nd ed.) London: Kogan Page, pp. 190-199. Online at: **http://libaccess.mcmaster.ca/login?url=http://site.ebrary.com/lib/oculmcmaster/Doc?id=10166130**

4. CAUT Teaching Dossier

Teaching dossiers are perhaps the most common way in which instructional efficacy is documented and evaluated. They also figure increasingly in employment and career development decisions. This extensive guidebook developed by the Canadian Association of University Teachers (CAUT) outlines the central components of dossiers and provides guidelines for dossier development.

Read the guide **here.**

CAUT. (2007). *Teaching Dossier* (2nd ed.) Ottawa: Canadian Association of University Teachers. Online at: **http://www.caut.ca/uploads/teaching_dossier_en.pdf**

Note: See also the McMaster-specific policies in the subsequent section of this handbook

Teaching & Career Development

Teaching figures significantly in career progress decisions at McMaster. The resources that follow build on the ideas outlined in the previous section by offering faculty members specific information and advice about documenting teaching for tenure/permanence decisions at this university.

1. "Advice to New Faculty Members to Increase Your Chances of Getting Tenure"

This document from the McMaster University Faculty Association (MUFA) outlines numerous ways in which faculty members can improve their tenure/permanence cases, and includes a section on teaching.

Read the document **here**.

MUFA. (2011). Advice to new faculty members to increase your chances of getting tenure. Online at: **http://www.mcmaster.ca/mufa/ TenureAdviceJune2011.pdf**

2. McMaster Policy Statements

Academic Appointments, Tenure & Promotion
The official policy pertaining to academic appointment and career development at McMaster.

Read the policy **here**.

Dossiers for Tenure/Promotion
A supplementary policy statement that outlines the required components and expected formatting of tenure/permanence packages (including teaching-related components).

Read the policy **here**.

Encouragement of Teaching Excellence
A recently revised policy pertaining to the encouragement of teaching excellence. Contains information about student and peer evaluations of teaching, as well as additional guidelines for the development of teaching dossiers for tenure/ permanence decisions.

Read the policy **here**.

Note: Senate policies can change. The versions linked to here are current as of August 2011.

Advice for Early-Career Faculty

In *Advice for New Faculty Members,* Robert Boice lays out a set of 'rules' for early-career faculty. He advises beginning faculty members to work in short, regularly-scheduled sittings, for example, to avoid pessimistic thinking, and to seek help and support wherever possible.

The resources in this section likewise offer advice to academics near the beginning of their teaching careers. They are drawn from a collection of 'teaching mistakes,' in which experienced instructors share some of the early missteps they made as educators in the hope that others might avoid making similar errors.

Work Cited: Boice, R. (2000). *Advice for New Faculty Members: Nihil Nimus*. Boston: Allyn & Bacon.
Available in the CLL Library.

1. "The Things I Did Badly: Looking Back on my First Five Years of Teaching"
Graham Broad

Like birthdays, anniversaries are occasions for reflection, and as I approach the fifth anniversary of my teaching career, I find that my thoughts are drawn to the things that I did badly. Here's a list of five teaching mistakes I have made. I share them in the hope that they will cause others to reflect, and perhaps will help new professors avoid making these same mistakes.

Not taking advantage of research on pedagogy.
It's curious: as a graduate student in history, I was trained to maintain the highest evidentiary standards in my scholarship, to situate my research in a body of existing literature, and to scrutinize every claim I made for any possible error. And yet, when it came to teaching, I went entirely on instinct, teaching the way I was taught, assuming that was good enough. It wasn't. Nearly a year passed before it occurred to me that there might be scholars in the field of pedagogy, too, and that maybe they'd written useful material about how to teach! Was I in for a surprise. Keeping up with that field is a major scholarly undertaking. So I limit myself to two journals specific to teaching in my field, and over the years, I've attended workshops and compiled a modest collection of books on teaching. I'm glad to say that my instincts weren't entirely off, but I also know that I'm a much better professor now for having learned from the pedagogical literature.

Chastising the whole class.
We all get exasperated at times, and the temptation to let a whole class have it is sometimes hard to resist. In my third year as a

professor though, I had a "eureka" moment in the midst of bawling out a class for its poor attendance. It suddenly occurred to me, "I'm talking to the people who are here." I was making them resentful —and doing nothing to reach the people who were the source of the problem. Ever since then, I've dealt with problems on a one-on-one basis, except in cases where nearly everyone is doing something wrong.

Being defensive about student complaints.

Yes, there is something presumptuous about undergraduates, who often are still teenagers, griping about their professors. Have they taught? Studied pedagogy? Don't they realize how good they have it? More and more, however, I remind myself that, since I'm training them to critically assess every reading and, indeed, every truth claim placed before them, I can hardly object when students turn those very faculties of critical inquiry on me. Instead, I've moved toward greater transparency in my teaching methods. I also took the advice in Gerald Graff's book *Clueless in Academe* and made my own pedagogy part of the discussion.

Answering student e-mail at all hours.

I'm considered a student-friendly professor, one who is always willing to lend a hand. Last year, however, I inserted a passage in my course outlines stating that I would answer student e-mail during regular business hours only: Monday through Friday from 8:30 a.m. to 5 p.m. I think one of the damaging ideas conveyed by various inspirational books and movies about teachers who make a difference is that teachers are not entitled to private lives, that they must be on call for their students at

all times. If the purpose of education is, as the ancients believed, to help us lead "the good life," what kind of example am I setting if I live entirely to serve my students? A corollary: I no longer answer e-mails that ask me questions that students can answer for themselves using the course outline and other resources (e.g., "What is the final exam worth?"). Some students complain that I'm slow to respond to e-mail, but I remind them in a goodnatured way that students somehow muddled by for thousands of years without e-mail at all.

Egotism.

At some point in the past year, I decided that my initial beliefs that I could reach all students and that all teaching problems could be resolved through correct pedagogy weren't optimism, but rather egotism. Some students, I have come to understand, just aren't that into me. I give all students the same benefit of my time and experience, and I tell

those who are slipping that they can stand upright. But I realize that some of them choose not to, so I have decided to respect that choice, even if I believe that it's the wrong one. Above all, I have come to realize that the division between teacher and scholar is an artificial one. Over the past five years, my teaching has improved by leaps and bounds whenever I have applied the same standards of critical scrutiny to my pedagogy that I have always applied to my research. I can only assume that, in another five years, I'll be shaking my head at some of the methods I'm employing now.

Broad, G. (2010). The things I did badly: Looking back on my first five years of teaching. In Bart, M (Ed.) *Teaching Mistakes from the College Classroom. Faculty Focus Special Report.* Madison: Magna Publications, p. 4. Reprinted with permission. Available online at: **http://www.FacultyFocus.com** (Sign up to download the free report).

2. "Things My First Unhappy Student Taught Me"

Sherran Deems

My first year as an instructor was also my first grade appeal. As a beginning professor I thought I had covered everything clearly, was appropriately encouraging, and worked hard to meet the individual needs of my students.

As a graduate student I had taught painting and drawing to art majors but this was my first experience teaching non-arts majors. What a world of difference between the students. I thought I was doing the right thing by pointing out the strengths of the student's painting along with the areas for improvement. The student, however, only heard the "good" information and did not perceive the negative as having any impact on her grade. This was in sharp contrast to the two classes of art students I taught who heard the negative and had to be reminded of the positive.

In my initial conference with the student concerning her grade I discovered that the course had been taken for an easy A. The student operated under the idea that anyone could make art and that there were no clear criteria for determining good versus bad art. I had relied on several very short lectures and a couple of demonstrations, in addition to stating the minimum criteria for passing the course. What I had not anticipated was the student's need for something much more readily quantifiable and more defined. I had certainly not thought that anyone would take the course for a guaranteed A. And, I was shocked when I discovered she anticipated receiving an A because I had complimented her on sections of her paintings and had not been forceful enough in stating the negative.

Did I handle myself well in this first conference about grades with an unhappy student? In retrospect I would have to say 'No.' I know I became defensive and spent more time defending my position than listening to hers. I think, and this is embarrassing to admit, that I may have even resorted to sarcasm in our conference. I was so dismayed that someone would question my sincere efforts and I took the questions very personally.

But, what a valuable lesson to learn so early in my career! It taught me very early on to clarify instructions and to try and anticipate issues that might arise. Thanks to this student I developed a project survey that I continue to use each time I introduce a new project. Students are asked for their feedback on the clarity, value, and structure of the project, and projects are revised based on the feedback. Also, thanks to my first unhappy student, I began to develop clearer criteria and expectations with regard to grades. I now use a grading rubric, and have for the last 12 years, for every project and for the end of term portfolio review. This allows students to see how they were evaluated and gives us something concrete to discuss should a question about the grade arise.

I also learned about the necessity of documenting every conference with a student and keeping very accurate records. The end result is that I no longer am confronted with confusion and dismay —on both my part and the student's —since I can simply pull up their information and we can go over it. It also assists when I am contacted for a reference for either employment or graduate school.

Does my ego still get in the way sometimes in a conference with a student? Yes, it does, but I no longer look at myself as failing the student and have come to view, with a great deal of humor, the fallibility of being infallible.

Deems, S. (2010). Things my first unhappy student taught me. In Bart, M (Ed.) *Teaching Mistakes from the College Classroom. Faculty Focus Special Report.* Madison: Magna Publications, pp.11-12. Reprinted with permission. Available online at: **http://www.FacultyFocus.com** (Sign up to download the free report).

3. "If I Tell Them, They Will Learn"
Nancy Doiron-Maillet

Eighteen years ago, I began as a new teacher in the bachelor of nursing program. Preparing lectures seemed easy – I simply tried to cram everything I knew about the topic into a lesson and then impart all my wisdom upon my students within the 50 minute, 1.5 hour or three-hour classes that I taught. I was convinced that whatever I had to tell my students they would incorporate into their learning. "Tell them and they will learn." However, time after time while working with students in clinical practice, I found myself saying "but I just covered that in class!"

I have learned a lot about teaching and learning during the past 18 years, but I believe the most valuable lesson has been the realization that students need to engage with the content in order to truly enhance their understanding. "Telling" students information does not translate to learning. Opportunities to apply what they are learning are very significant in this process of building knowledge. I continue to lecture, but do so in much more confined periods of time. As a teacher, I think it is my responsibility to help students understand complex issues, to

break the more difficult ideas down into smaller, more palatable parts, and then give students a chance to chew on the information. Application is such a key component to learning, particularly in our profession of nursing (but true in many disciplines, I would think).

Importance of student engagement
So, what does "engage with the content" really mean? It begins with an understanding that students are not open funnels waiting for the information to be poured in. Students need to

actively involve themselves with the material that is being introduced in the classroom.

In doing so, I believe that they take greater responsibility for their own learning, increasing their motivation to learn and actually finding meaning in what they are learning.

We can help students engage or interact with the content in various ways. Having students come to class with a beginning understanding of the material is essential. Students have a responsibility to prepare for class. I fully believe that if teachers assign a reasonable amount of class preparation, then class time can be used much more effectively. An important point here, however, is "reasonable"preparation. All too often, teachers assign an astronomical amount of reading as preparation for class. If students perceive that the amount of reading or preparation is unreasonable or overwhelming, then they simply will not do it. Some may say, "that is their choice", which is true; however, if we believe in our role as teachers to facilitate students' learning, then helping them come to class prepared is very beneficial. Class preparation can be any number of activities. One activity

that I have found particularly helpful in facilitating students' engagement with the content is the "muddy water" question. I frequently assign readings from the students' textbook and then ask them to write two or three questions that they continue to struggle with related to what they have just read – 'what about the content remains unclear or muddy?' At the beginning of class, students hand in these questions for me to look over while they are working through a short activity. Inevitably, many of their questions will be covered in what I have already planned for the class, but there are always some areas that I had not planned on addressing. What is really important to the success of this activity is that I allow time to address their questions. If I do not follow through with this level of accountability, then the exercise is meaningless.

Interactive learning activities
There are a number of interactive activities online that I have found to be particularly beneficial. Wisconsin Online Repository for Teaching and Learning (**www.wisc-online.com**) is an excellent resource for online animation activities. The activities found on this website are very interactive and really foster students' engagement with the content. I assign activities from this website on a regular basis as it allows students opportunities to work with the content in a fun and interactive manner. Some students complete these interactive learning activities prior to coming to class; some students work with the activities after class; and some choose not to do them at all. It is their choice.

I have learned to appreciate the benefits of using games in my class. In particular, I find a crossword puzzle a great way to engage students with the content. I originally thought that this would take up too much of "my" time to lecture, but have since realized that I cover just as much, and

sometimes more, by having the students actually 'play' with the content in a game or a puzzle.

In addition, Jeopardy templates are available online and provide teachers with another fun and effective vehicle to cover a number of topical categories. I have developed a Jeopardy game to leave on my Blackboard component of a pharmacology course and students can play it at their leisure.

Students need opportunities to apply what they are learning while they are learning. Throughout class, I often have an application question or exercise for students to demonstrate their understanding. In nursing, providing students with 'real' patient situations to apply concepts discussed in class help to make it more meaningful. Use of Wordles, or word clouds, is a great way to summarize important points about complex concepts. If you have not used a Wordle yet, give it a try at **www.wordle.net** – you will be surprised at the effectiveness of this little visual aid.

Even after 18 years, there is no doubt that lessons about teaching and learning occur each and every time I step into the classroom. Being committed to this level of on-going growth is essential to my continued development as a teacher. It takes work, but it's also energizing. Facilitating students' ability to engage with the content is a valuable way to expend that energy.

Doiron-Maillet, N. (2010). If I tell them, they will learn. In Bart, M (Ed.) *Teaching Mistakes from the College Classroom. Faculty Focus Special Report.* Madison: Magna Publications, pp.10-11. Reprinted with permission. Available online at: **http://www.FacultyFocus.com** (Sign up to download the free report).

McMaster Policies Related to Teaching

The following are links to some McMaster policy statements of relevance to your teaching. To view additional policies, procedures and guidelines, visit: **http://www.mcmaster.ca/policy/index.html**

- **Academic Integrity**

- **Accommodation of Students with Disabilities**

- **Appointment, Tenure & Promotion**

- **Calculators in Examinations**

- **Dossiers for Tenure & Promotion**

- **Encouragement of Teaching Excellence by Evaluation of Teaching**

- **Graduate Course Outlines**

- **Implementation of Load Teaching, Guidelines**

- **Instructors at Examinations**

- **Petitions for Deferred Examinations**

- **Petitions for Relief for Missed Term Work**

- **PhD Supervision**

- **Public Release of Students' Ratings of Teaching Effectiveness**

- **Retention of Examination Papers and Other Graded Material**

- **Returning Marked Work and the Posting of Grades**

- **Student Appeals**

- **Undergraduate Course Management**

- **Undergraduate Student Access to Examinations**

Note: Senate policies can change. The versions linked to here are current as of August, 2011.
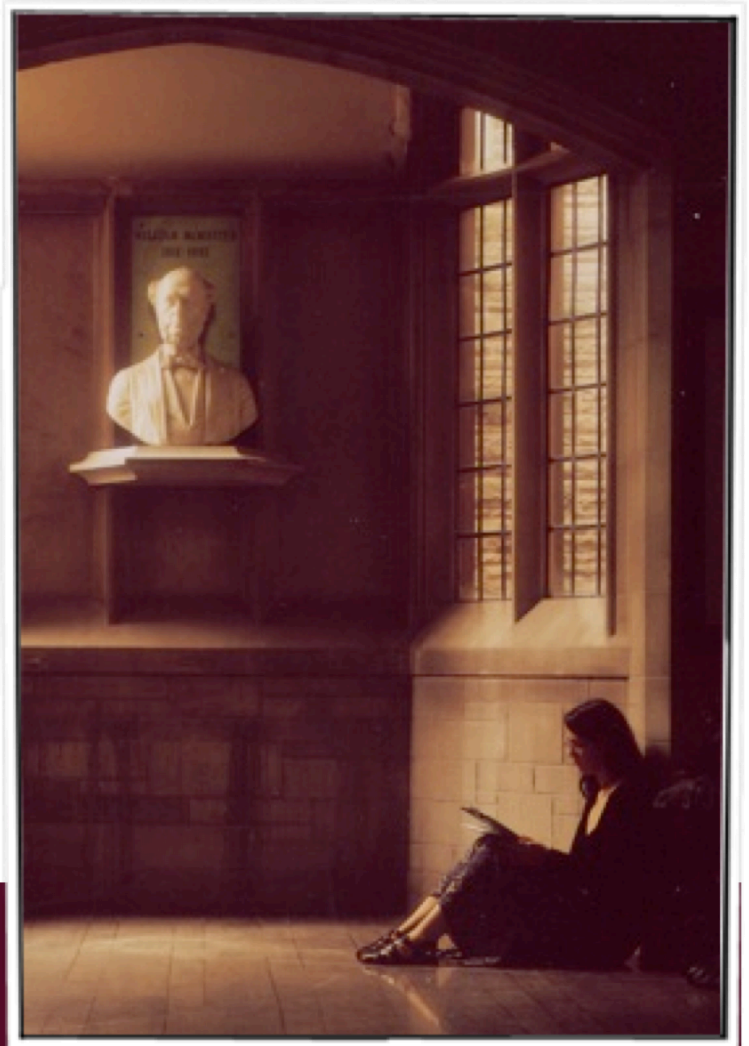
Quick Info Sheets for Teaching-Related Departments at McMaster

The remaining pages in this handbook bring together information about a number of departments and units across campus that provide support to McMaster faculty. A complete listing of included departments, along with the page number on which their 'Quick Info' sheet can be found, is provided below.

Quick Info: Centre for Leadership in Learning

What does the Centre for Leadership in Learning (CLL) do?

We provide programs and consultations on issues related to teaching and learning. We work with faculty, teaching assistants, staff, departments, Faculties, and administrators to improve teaching and learning at McMaster.

What services does the CLL provide?

The CLL offers a range of specific services designed to support the teaching and learning community at McMaster. These include:

- Access to resources pertaining to teaching (books, articles, journals, newsletters);
- Communities of practice;
- Consultation about any teaching issue (e.g. trying a new teaching strategy, dealing with large classes, handling difficult situations);
- Course design assistance;
- Course refinement facilitation;
- Curriculum design support;
- Multimedia teaching project work;
- Opportunities to connect with experienced teaching faculty on campus;
- Research on Teaching & Learning support;
- Support for and management of Avenue to Learn, the campus learning management system;
- Teaching and learning grants; and,
- Workshops, seminars & symposia.

What is the New Faculty Program?

The New Faculty Program is series of services designed to support instructors new to faculty positions at McMaster. The program varies according to faculty interest, but generally includes a meet and greet orientation event, seminars & panel discussions on a variety of teaching and learning topics, networking opportunities, support in the process of documenting teaching for tenure/permanence & promotion, and individual consultations.

Can the CLL connect me with books and articles about teaching and learning?

We maintain a library of over 3,500 journals, books and articles on teaching and learning. These can be searched online via the University Library catalogue, and are located in the Teaching Commons at Mills Library, Room 504.

How can I find out about good practices in teaching?

Our educational consultants are available to meet with you individually to help address your interests and needs. We also offer a series of teaching seminars, symposia, and workshops throughout the year. Watch for our monthly bulletin, which provides details about current offerings. This handbook also provides a range of information about teaching and learning topics, while additional resources can be found on our website.

What are Teaching and Learning Grants?

Grants are available in support of projects designed to improve the quality of student learning at McMaster. For more information, visit our website or call extension 24540.

I am interested in using technology in my course. How do I get started?

The CLL offers technical advice and assistance with teaching and learning technologies. We are eager to meet with faculty to answer questions and discuss specific needs. By working directly with individual faculty members regarding their instructional technology needs, we can provide the appropriate technical assistance and resource coordination.

I would like to develop online materials for my students, but I don't have time to do it myself. Can someone help me?

The CLL provides a wide range of high quality instructional media services to the McMaster teaching community. Our Multimedia group assists instructors in the development of multimedia teaching applications and course materials for use in the physical and virtual classroom. We provide the opportunity for you to creatively engage your students through digital video, audio, graphics and animation.

How do I get a video project started?

Please contact us for a consultation; we will work with you to create a production plan. The CLL staff can provide production experience on a variety of issues including lighting, sound and staging.

I understand there is a Learning Management System on campus. What is it?

Avenue to Learn (Avenue) is a web based Learning Management System produced by Desire2Learn and used for online learning and communication. Faculty can use the system in a variety of ways to engage students in the learning process, from providing course resources and lecture notes, to creating rich environments for student-student interaction, faculty-student interaction, self-study, and group assessment.

Some of the features of Avenue include:
- creation of guided learning modules;
- discussions for the entire class, or for small groups;
- easy file management for course resources;

- a group management tool that allows instructors to set up and administer small groups and group-based activities;

- online assignment delivery and marking;

- an online gradebook that allows for delivery of grades to students privately; and,

- quizzes that can be used in an invigilated environment, practice tests, self-tests, pre- and post-testing of knowledge.

I'd like to get started with Avenue to Learn. Where should I go next?

To access Avenue you need to make sure you have a MAC ID user ID and password. If you have a MAC ID you can log on and access the system at **http://avenue.mcmaster.ca**. if you aren't sure if you have a MAC ID or need assistance with setting one up, please visit the MAC ID page managed by University Technology Services.

For general information and questions about the system, please contact the CLL Avenue to Learn Support line at Ext. 22991, or visit the eSupport site: **http://avenue.mcmaster.ca/help/**.

Quick Info: Classroom Audio Visual Services

Useful Contact Information:

General inquiries
Chris Singer
ext.22761
singerc@mcmaster.ca

Manager
David Kidney
ext.22764
kidneyd@mcmaster.ca

Maintenance
Drew Thompson
ext.22762
dthompso@mcmaster.ca

What does Classroom Audio Visual Services (CAVS) do?

Classroom Audio Visual Services has a mandate to provide the teaching tools for classroom learning experiences across the McMaster community. As well as monitoring the equipment permanently installed in major classrooms, CAVS reserves, delivers and maintains portable A/V equipment for use across campus and throughout the Health Sciences Centre.

What services does CAVS provide?

We offer a full selection of up-to-date audio-visual equipment, from 35mm slide projectors and overheads, to VHS & DVD players and XGA data projectors. If you want to display a Powerpoint presentation, or to show the slides you took on your visit to Maui, call and ask about your requirements. We do **not** provide computers.

How do I arrange equipment for my class?

Call Chris Singer (ext.22761) if you have questions, or require personal assistance. If you know what you need simply send an e-mail to **equipbkg@mcmaster.ca**. If you are teaching in MDCL please call Rick Hayes (ext. 26687) to be familiarized with the system in those rooms.

I understand there is permanent equipment in some classrooms. How do I know which room has what?

Visit the Classroom Directory website for photographs and descriptions of each classroom on campus: **http://library.mcmaster.ca/cavs/class-dir/all**. This resource is updated regularly.

How do I access this permanent equipment?

It is important that you request the permanent equipment in the same way that you would order roll-about equipment. Sometimes we need to perform maintenance on the equipment, and sometimes thieves get to the permanent equipment before you do! If we know **when** you need it, we'll make sure that the equipment is there for you! The permanent equipment is controlled from a **locked box**. *The combinations for these boxes are changed at the beginning of each term!!!* When you order permanent equipment you will receive the combination by return e-mail. Or you can call 22761 and we'll give you the combination over the phone.

Do I have to pay for this service?

Equipment for teaching (undergraduate, graduate and certificate) is **no charge!** If you are organizing a conference, or any other **non-teaching event**, then you will be charged on a **fee-for-service** basis. We accept Visa, Mastercard, cash, personal cheque or McMaster account numbers.

How do I order a film or video to show in my class?

The film/video library is housed at the main service desk in Mills Library. You can use the form found at **http://library.mcmaster.ca/forms/reserve-video-film** to book a film or contact Chris Singer (22761) for further information.

Is there anything else I should know?

Mills Library L201 is home to a maintenance department to repair audio-visual equipment. Contact Drew Thompson (ext. 22762).

Quick Info: Health Sciences Library

About the Library:

In May 2007 we celebrated the reopening of the totally renovated Health Sciences Library. Our beautiful and comfortable new environment seats 760 library users and is totally wireless! Our new Learning Commons has over 60 public access computers. Please visit us.

Useful Contact Information:

To place materials on reserve for students:
If you wish to place material on reserve for a course, please contact your Library Liaison for details. **http://hsl.mcmaster.ca/research/liaisons/**.

Hours:
For current hours, see**: http://hsl.mcmaster.ca/about/hours/** or call: 905.525.9140, ext. 22323 at any time for a recorded message.

Library Catalogue:
Search the Library Catalogue (contains holdings of all four McMaster University Libraries): **http://mcmaster.sirsidynix.net/**. Always ask at the Information Desk if you don't find what you need in the catalogue.

Borrowing, Renewal and Recall Questions:
Renew your books online in the Library Catalogue at: **http://mcmaster.sirsidynix.net/** by clicking on "My Account", or bring your library card and the library material to the Circulation Desk in the Health Sciences Library. Questions? Call: 905.525.9140, ext. 22324

Online Resources:
The library offers a wide range of online resources including, e-books, journals and databases that can accessed from off campus. Please consult our homepage for details: **http://hsl.mcmaster.ca.**

Library Assistance for students with special needs:
Ask at the Information Desk, or call: 905.525.9140, ext. 22327.

How long can I keep borrowed books?

Most books from the stacks on the lower floor of Health Sciences Library circulate for 2 weeks, however, **SHORT TERM LOAN** books are available for only 7 days. The collection of high use items have a two-hour, 24-hours, or 3 days loan period.

How do I print in the library?

Printing from networked workstations is available in all libraries with your MAC ID. Pay Stations to add value to your account are available in all libraries.

Does the library run instructional sessions for students?

Yes. Faculty can contact their liaison librarian to arrange instruction sessions designed specifically for their students (**http://hsl.mcmaster.ca/research/liaisons/index.html**).

In addition, we provide group instruction for searching Medline, CINAHL, and other healthcare databases. We also offer group instruction for RefWorks and other sessions. The instruction schedule is available at the web: **http://hsl.mcmaster.ca/research/instruction/**. Registration in advance of a library-initiated session is **required**. We also offer online tutorials at: **http://hsl.mcmaster.ca/research/tutorials/**.

Quick Info: Human Research Ethics

How do I know if my research needs ethics review?

McMaster and its affiliated hospitals share a commitment to the promotion of responsible research. It is the policy of McMaster and its affiliated hospitals that **ALL** faculty, student (graduate and undergraduate) and staff research involving human participants, their private papers or their tissue, whether funded or not, will be reviewed by a Research Ethics Board (REB) before funds are released and research begins and will be in compliance with the *Tri-Council Policy Statement* (*TCPS*). In addition, McMaster has signed a Memorandum of Understanding (MOU) with the federal granting councils (CIHR, NSERC and SSHRC) to this effect. If you still aren't sure, contact the appropriate REB below to clarify.

Which Research Ethics Board should I use?

Hamilton Health Sciences/Faculty of Health Sciences Research Ethics Board:
If you are a faculty member, a staff member, or a student in the Faculty of Health Sciences, and/or you are conducting research at Hamilton Health Sciences &/or its affiliated sites and programmes, please go to the HHS/FHS website below.

McMaster University Research Ethics Board:
If you are a faculty member, a staff member, a student conducting research involving human participants, and are not in the Faculty of Health Science or McMaster affiliated hospitals, please go to the MREB website below.

St. Joseph's Healthcare Hamilton Research Ethics Board:
If you are a McMaster faculty, student or staff and conducting research at St. Joseph's Healthcare Hamilton, please go to SJHH website below.

Are there different forms and submission requirements for the REBs?

Yes, consult the websites below.

Where do I go to ask questions, get help with applications, and find forms, educational materials & policies?

Hamilton Health Sciences/Faculty of Health Sciences Research Ethics Board:
293 Wellington St. N Suite 102
Hamilton, ON L8L 8E7 (Near General Hosp.)

Ms. Karen Henderson
Research Ethics Officer
905-525-9140, ext. 22577
khender@mcmaster.ca

Ms. Deborah Mazzetti
HHS/FHS REB Coordinator
(905) 521-2100 ext. 42013
mazzedeb@hhsc.ca

HHS/FHS REB Website: **www.fhs.mcmaster.ca/healthresearch/reb/index.html**

McMaster University Research Ethics Board:
Research Office for Administration, Development & Support: Gilmour Hall, 305/H

Dr. Karen Szala-Meneok
Senior Ethics Advisor
(905) 525-9140 ext. 26117
szalak@mcmaster.ca

Mr. Michael Wilson
Research Ethics Officer,
(905) 525-9140 ext. 23142
mwilson@mcmaster.ca

MREB Website: **http://www.mcmaster.ca/ors/ethics/**

St. Joseph's Healthcare Hamilton Research Ethics Board:
St. Joseph's Healthcare: Room H308 – 50 Charlton Ave. E.
Hamilton, ON L8N 4A6

Ms. Leigh Mahan
REB Coordinator
(905) 522-1155 ext. 33099
lmahan@stjosham.on.ca

SJHH REB Website: **www.fhs.mcmaster.ca/healthresearch/sjhhreb/index.html**

How can I learn more about research ethics requirements? Are there workshops or tutorials?

The McMaster Research Ethics Board (MREB) offers a seminar called "Tips & Traps" on research ethics in the fall, and a "Nuts & Bolts: or how to fill in the application form" workshop in January. The MREB also has monthly ethics drop-ins, or you can set up an informal consultation by appointment. Contact the HHS/FHS REB for health research related educational events.

Check out these online research ethics tutorials:
- McMaster Research Ethics Board tutorial - **http://www.mcmaster.ca/ors/ethics/faculty_tutorial.htm**
- A tutorial on Canada's national policy - **http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/**
- HHS/FHS REB Chart Review Tutorial - **http://ethics.mcmaster.ca/chart/**

The Last Word…

Don't leave ethics until the last minute. Start early, ask for help, and submit to the appropriate REB using that REB's current forms. Remember… help is a phone call away.

About Human Rights & Equity Services (HRES):

The Office of Human Rights and Equity Services (HRES) envisions an inclusive and accessible McMaster community that reflects the principles of respect, diversity, accessibility and collaboration. We administer the University's Sexual Harassment Policy, Anti-Discrimination Policy and Accessibility Policy. We also work to ensure that all academic and employment programs and activities are in compliance with legislation including the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act (AODA).

HRES partners with diverse campus and community individuals, groups and offices to deliver a wide range of educational workshops, commemorative programs and community-building initiatives aimed at meeting the University's 3rd strategic goal of *"building an inclusive community with a shared purpose".*

Useful Contact Information:

You can contact us by telephone at 905-525-9140, Ext. 27581 or by sending an email to **hres@mcmaster.ca**. You can also visit us at our website: **http://mcmaster.ca/hres**.

What services does HRES provide?

The Office of Human Rights & Equity Services provides the following **confidential** services:

- **Consultation and Advice**
  We provide confidential consultations on human rights-related issues of all kinds. We'll listen to what you have to say, discuss your options with you, and intervene (in most cases) only if you wish us to intervene.

- **Awareness and Education**
  We raise awareness and provide education with regard to harassment, discrimination, accommodation (of religious beliefs and disabilities of all kinds) and other human rights-related issues. We will work with you or your group to design programs to address specific needs and situations.

- **Resolution of Complaints**
  We will meet with campus members who feel that they have been subjected to harassing or discriminatory behaviour. We offer guidance on the options available to address these concerns.

- **Positive Space Program**
  The **Positive Space Program** (**http://www.mcmaster.ca/hres/positive_space.html**) began as a student-led initiative. It is an educational program that identifies spaces that are safe and supportive for lesbian, gay, bisexual, transgender and queer (LGBTQ)-identified people on campus. In order to become a Positive Space Provider, you must attend a two hour orientation session and sign a pledge form. Participation in the Positive Space Program is completely voluntary. The program is open to all staff, students and faculty of McMaster University. Students who want to support the LGBTQ community but who do not want to become Positive Space Providers can check-out the Ally Program at the Queer Student Community Centre for another way to show support.

What happens when I contact HRES?

Initially, we provide a confidential, non-judgmental ear. We will not report what you tell us to anyone without your permission. There is only one exception to this rule. If the situation you bring to our attention involves immediate physical danger to you or to someone else, we will take action to ensure that everyone involved is safe.

Who can use the Office's services?

The Office's confidential services are available to McMaster University faculty members, students and employees as well as visitors to campus.

What can I do if I'm not sure if HRES can help me with my concern?

HRES sees itself as an entry point. If you're not sure about where to turn for assistance, please contact our Office. We are here to help and if we can't help you, we will redirect you to the appropriate place.

Quick Info: Lyons New Media Centre

About the Lyons New Media Centre:

The Lyons New Media Centre is a newly renovated space for the innovative use of new and traditional media in teaching, learning and research at McMaster. The space includes video and audio editing work stations, group viewing rooms, video-gaming stations, and a classroom. There is a green screen available for use. A help desk is available in the Centre providing assistance with the media software**.**

Hours of operation (during term): Monday–Thursday 9:30-9:30; Friday 9:30-5:30; Saturday 10:30-5:30; Sunday 12-8 pm.

Useful Contact Information:

Website: **http://library.mcmaster.ca/lyons**.

Help Desk
Ext. 20734
media@mcmaster.ca

Office (Kelly Penfold, Ed Sernie)
Ext. 26106

Rhonda Moore
Manager, Lyons New Media Centre
Ext. 21391
moorer@mcmaster.ca

What services does the Lyons New Media Centre provide?

Main Area
A wide variety of new media editing and creating tools are available on the 12 Mac Pros in the main area of the Centre. Software includes the iLife suite (iMovie, Garageband, etc.) and Adobe Creative Suite (Photoshop, Illustrator, In Design, etc.) This software is not available anywhere else in the library.

A Help Desk is located in the Centre, staffed by knowledgeable student assistants to help with any media related questions. For more in depth help, consultations can be set up with our Media Specialists (**media@mcmaster.ca**)

Media Classroom (L413)
A classroom setting with moveable tables/chairs and MacBook Pro laptops (12). The classroom has an Instructor's station (Mac Pro) which is hooked up to a portable smart board. The Instructor's station & laptops have iLife suite and Adobe Creative Suite available for use.

The classroom is home to our green screen which can be booked for use by students, staff, and faculty for video projects.

To book the classroom or green screen, please contact the Manager, Rhonda Moore (**moorer@mcmaster.ca** or ext. 21391)

Edit Studios (L415 & L416)

Two edit studios are available, providing access to editing software such as Adobe Creative Suite, Camtasia and Final Cut Pro on a Mac Pro workstation. Suite L415 has an Axiom 61 music keyboard available, while suite L416 offers a DVD/VHS/cassette player/turntable station for viewing and listening purposes.

To book one of the edit studios, please use the Lyons room booking system (**http://library.mcmaster.ca/mrbs_lnmc**). Visit the Help Desk for access to the room.

Video Wall

The nine screen video wall is the focal point of the Centre. The video wall showcases the media process and student work. A variety of student work has been displayed on the wall, including photography, visual art pieces, performance pieces and videos. Classes also use the video wall to present final projects to their class and instructors.

Gaming & Media Theatre

The gaming room houses three bookable console gaming stations and 3 PC gaming stations. Each console gaming station has a large flatscreen TV as well as three gaming consoles (Playstation 3, Wii and Xbox).

Games and controllers may be borrowed from the Lyons New Media Centre Help Desk for use at these stations. The stations can be booked for a maximum of 2 hours/day. Please use the room booking system (**http://library.mcmaster.ca/mrbs_lnmc**) to book the space. Priority is given to those students needing the space and games for their course assignments.

Camera Equipment

The Centre has a few cameras available for booking. One Canon Vixia videocam and two Canon Powershot digital cameras are available for a 24 hour loan period. Send requests to **media@mcmaster.ca** stating the day and time you would like to book the equipment. Equipment will be available for pick up at the Help Desk.

Workshops/Special Requests

If there is a particular media software workshop or general session that you would like for your class, please contact the Manager, Rhonda Moore (**moorer@mcmaster.ca** or ext. 21391) with your suggestions.

Is the Centre just for Multimedia students? Who can use the facilities?

The Lyons New Media Centre is open to any current student, staff or faculty member on campus. The facility offers media software and equipment that is not readily available anywhere else on campus. Students enjoy the comfortable atmosphere the Centre provides. Priority use for computers and equipment is given to those working on media projects.

Quick Info: Lyons New Media Centre (Continued)

How do I book the classroom or Centre for my class?

The classroom can be booked by Instructors and Grad students teaching small classes. The Centre can be booked for special events depending on the event and size. Please contact Rhonda Moore at **moorer@mcmaster.ca** or ext. 21391 to check room availability and to discuss specifics.

Is there someone available to give advice and help with the specific software?

A Help Desk is available in the Centre to help with media software questions and the media process. For more in depth help with media assignments, green screen, or to provide a class orientation session, the Lyons New Media Centre has two Media Specialists. To book time with the Media Specialists, please email **media@mcmaster.ca** and state your needs.

What is the video wall used for?

The video wall is the focal point of the Centre. Nine large flatscreen TVs make up the video wall which is available for the main purpose of showcasing student work. A variety of student media has been displayed on the wall including photography, digital and visual art pieces, performance art and videos. Classes can use the video wall to present final projects and presentations. For information about adding material to the video wall, please contact Kelly Penfold at **penfold@mcmaster.ca** or ext. 26106. If you would like your class to present their final work on the wall, please contact Rhonda Moore at **moorer@mcmaster.ca** or ext. 21391 for scheduling.

Quick Info: McMaster Copyright Working Group

Copyright at McMaster:

Copyright in Canada is going through some changes which will impact how we use copyrighted materials in our teaching, learning and research activities here at McMaster. In order to support our current Access Copyright agreement, we have enhanced the McMaster landscape to ensure compliance, as well as to support the rights of ownership, authorship and scholarship in the context of copyright. The following points highlight how operations at McMaster will look in the fall.

1. Reproduction of copyrighted materials for distribution, in print or digital format, is prohibited, unless proper copyright permissions are in place.

2. Copyrighted materials cannot be posted on Avenue to Learn or in other online education tools, unless proper copyright permissions are in place. Online education tools include, but are not limited to, websites, discussion boards, web-conferencing tools, or email.

3. Custom Courseware production has remained unchanged and is still an excellent forum for the delivery of copyrighted materials. There have been no copyright fee increases in Courseware for the past four years.

4. Textbooks, courseware or required readings cannot be placed on Reserve in the Libraries.

5. The Library has licensed access to more than 50,000 e-journals and 400,000 e-books which are available for use in teaching, learning and research. Durable links to specific resources can be created which provide secure local and remote access for McMaster use only. Such links can be included in our Learning Management Systems. Information on creating durable links can be found at **http://library.mcmaster.ca/linking**. Many of these e-resources may also be used, for no additional copyright fees, in Courseware sold at Titles Bookstore or in print materials such as course handouts or exams produced within Media Production Services Print Division.

More information, including FAQ's, can be found on the new Copyright Website - **http://www.copyright.mcmaster.ca**. This site will be updated regularly over the coming weeks and months as new information becomes available. Sign up for the RSS feed if you would like to be notified automatically when updates are made to this site.

Useful Contact Information:

Copyright & Legal:
Sarah O'Byrne
Ext. 28650
sobyrne@mcmaster.ca

Copyright & Avenue to Learn:
Beth Marquis
Ext. 27667
marquie@mcmaster.ca

Quick Info: Copyright Working Group (Continued)

Courseware:
Donna Shapiro
Ext. 27445
dshapiro@mcmaster.ca

Library:
Anne Pottier
Ext. 22410
pottier@mcmaster.ca

MPS & Printsmart:
Suzanne Moorcroft
Ext. 22559
moorcr@mcmaster.ca

Frequently Asked Questions:

More information can be found on the new Copyright Website (**http://www.copyright.mcmaster.ca**). This site will be updated regularly over the coming weeks and months as information becomes available. Make sure you sign up for the RSS feed if you would like to be notified automatically when updates are made to this site.

Quick Info: McMaster University Faculty Association

About the McMaster University Faculty Association (MUFA):

MUFA represents and protects the interests of all faculty members and senior academic librarians of McMaster University. It is not a union, but a professional association responsible for collective bargaining with the Administration.

Useful Contact Information:

President: Peter Sutherland
Executive Director: Phyllis DeRosa-Koetting
Administrative Assistant: Kelly McCaughey
Email: **mufa@mcmaster.ca**

What services does MUFA provide?

The Association follows developments within the University on behalf of its members. We appoint representatives to some thirty University committees and other bodies; have official Observer status on the Board of Governors and the Senate; and meet regularly with the President, Provost and other senior officers of the University in order to discuss and to attempt to resolve problems that affect both individuals as well as faculty and senior academic librarians at large. In such matters the Association works in a collegial fashion with the Administration. We have worked together productively on such matters as the integration of female faculty, research leave, tenure and promotion, the Revenue Canada pension maximum, employment equity, salary anomaly correction, the Social Contract, the pension surplus distribution, and professional development allowance.

What should I know about tenure and promotion?

See *Advice to New Faculty Members to Increase Your Chances of Getting Tenure* (**http://www.mcmaster.ca/mufa/TenureAdviceJune2011.pdf**).

Where do I find the current policies that affect my terms and conditions of employment?

The *Faculty Handbook* has most of the policies. See **http://www.mcmaster.ca/mufa/handbook/cover.htm**.

How does MUFA differ from a union?

We are not certified by the Ontario Labour Relations Board, although we are recognized as the chief bargaining agent for faculty and senior academic librarians. Negotiations take place in the Joint Committee. This Committee consists of three senior Administration representatives — usually University Vice-Presidents and Deans — plus three Faculty Association representatives, usually the President, Vice-President and, during salary negotiation years, the Remuneration Committee Chair. The Joint Committee serves as a forum for discussing matters of concern to the University, especially those issues and University policies that affect the terms and conditions of employment. The Joint Committee is also empowered to negotiate salary and benefits settlements. If an agreement cannot be reached, both sides present final offers to an external arbitrator, who selects one of the two positions. The arbitrator's decision is binding upon both the Administration and the Faculty Association. We don't have a "Collective Agreement", but policies and remuneration settlements negotiated in the Joint Committee are binding on both the Administration and the Association. For more information about the Joint Committee, see **http://www.mcmaster.ca/mufa/ handbook/joint.htm**.

What is the most recent remuneration agreement?

We are in the first year of a two-year agreement. See **http://www.mcmaster.ca/mufa/ RemunerationAgreementApril6-11.pdf**.

About Media Production Services (MPS):

Media Production Services (MPS) is an in-house support service established to assist the McMaster Community with their professional communication needs. Our professional staff offer significant, timely and cost effective assistance to McMaster University faculties and departments.

Our services include:

- Creative design and copywriting for print, multimedia and electronic applications;
- New media variable data communications and web programming and design;
- Videoconferencing services on-site for educational, research and corporate clientele;
- Both in-studio and on-location photography services;
- Four-colour offset and iGen digital printing with full bindery services;
- Photo processing, digital scanning, archival and Optical Character Recognition (OCR);
- Custom Coursepack production (sold via the Bookstore), large format poster outputs, diplomas, convocation brochures;
- Management and support of campus fleet copiers (***PrintSmart***); and,
- OMR Exam and Course Evaluation Scan Services.

MPS is an ancillary division and revenues earned are returned to the University to provide funding in support of teaching and research activities.

As technology continues to provide enhancements to the delivery of messaging, we continue to invest in the division to bring these new ways of communicating to the University community. Recent enhancements include multi-channel communications. This allows personalized messaging to be sent to target audiences in print, electronic and/or new media formats.

Location Information:

MPS Main Reception: HSC 1G1 (within HSC Bookstore)
ext. 22301
mps@mcmaster.ca

DSB Print Location: DSB B111
ext. 24446
printing@mcmaster.ca

Useful Contact Information:

Sue Moorcroft
Senior Manager
ext. 22559
moorcr@mcmaster.ca

Rand MacIvor
Creative/Design Manager
ext. 22096
macivor@mcmaster.ca

Phil Pullmans
Digital Imaging Manager
ext. 24892
poelmans@mcmaster.ca

Is there a way to get my print order to you quickly?

We are excited to provide the McMaster Community with a new, faster and easier way to submit print orders. By using the new "Printpal" system you can submit print jobs 7 days a week, 24 hours a day, from any computer.

Printpal will provide you with first-class printing services by expediting your request – significantly reducing the need for us to rework print jobs. These enhancements will result in increased print quality and shorter turnaround times for completion of your print orders. Please call for ext. 24892 for further details.

Do you offer Videoconferencing Services on campus?

Videoconferencing is a collaborative communication tool that allows individuals or groups to communicate in real time across distances. In short, we use the data network to transfer packets containing audio and video. Video-teleconferencing uses the voice network for this same purpose.

Media Production Services offers their facilities in either IP or ISDN formats to the campus community and the general public. Our support personnel will work with you to find conference locations globally and are available to provide technical assistance throughout the conference when requested.
Videoconferencing applications include:

- General meetings
- Formal Presentations
- Legal Proceedings
- Informal Work Sessions
- Recruitment
- Thesis Defense
- Alumni Relations
- Distance Education

ISDN Broadcast services are available to allow you to connect with the media community including CBC and the BBC.

Can you support my design project in both print and digital formats?

The Design team within MPS is available to work with you on any project to produce a quality product within your deadlines whether you have a large project or a small job with a modest budget.

Our team has a diverse skill set which provides a wide variety of leading edge work for our clientele, including design work for print, electronic, new media and web applications. Our skills range from graphics and illustration to copywriting and adding a variety of elements into projects including video and programming.

Can you explain the OMR Exam and Course Evaluation Scan Service?

OMR Services is a high speed information processing system that grades and records the results of multiple choice tests and questionnaires. This is achieved through a scanner reading pre-recorded answers on specially designed answer sheets with special software interpreting the data taken from the scanner.

OMR Scan Services is now available at MPS in the HSC location. A new website is under development which will ensure that the information you provide and the results are accurate. The site should be available mid-August 2011. See **http://media.mcmaster.ca** for more information.

Quick Info: Office of Academic Integrity

About the Office of Academic Integrity:

The Office of Academic Integrity has 3 purposes:

1. Education on issues of academic integrity
2. Prevention of academic dishonesty
3. Assisting instructors with the process of investigating and if necessary charging a student with academic dishonesty

Useful Contact Information:

E-mail: acinteg@mcmaster.ca or **thyreta@mcmaster.ca**
Phone: (905) 525-9140, ext. 24303
Website: **http://mcmaster.ca/academicintegrity/**

What services does the Office of Academic Integrity provide?

The Office of Academic Integrity (the "AI Office"):

- Provides guidance and advice to instructors who suspect cheating has happened in their class and discusses how to proceed through the university policy
- Provides presentations and information on academic integrity topics
- Assists instructors who wish to incorporate academic integrity messages/issues into their courses
- Registers instructors with the plagiarism detection tool Turnitin

Frequently Asked Questions:

The Academic Integrity website (**http://www.mcmaster.ca/academicintegrity/**) contains answers to a number of frequently asked questions, such as:

- I suspect a student has cheated in my class. What should I do?
- How do I create an assignment that is difficult to cheat on?
- How do I register for the plagiarism detection program Turnitin?

Quick Info: Office of Public Relations

About the Office of Public Relations:

The Office of Public Relations supports McMaster University's mission and vision for the development of strategic communication tools, promoting and enhancing the university's reputation, brand and goals. The Office of Public Relations is the first contact for media. We offer information on press releases, campus events, and contacting experts on campus

Location Information:

The central public relations office is located in Chester New Hall 111, with decentralized, faculty-specific offices as follows:

Faculty of Health Sciences: Health Sciences Centre 2E47
DeGroote School of Business: DSB 116G

Useful Contact Information:

Central Public Relations:
Michelle Donovan
Media Relations Manager
ext. 22869
donovam@mcmaster.ca

Wade Hemsworth
Media Relations Manager
ext. 27988
hemswor@mcmaster.ca

Health Sciences:
Veronica McGuire
Coordinator, Community & Media Relations
ext. 22169
vmcguir@mcmaster.ca

Business:
Leah Rosenthal
Communications Officer, DeGroote School of Business
ext. 27436
rosentl@mcmaster.ca

What services does Media Relations provide?

Media Relations staff guide members of the media to University experts, fielding more than 1,000 calls a year from journalists seeking information from experts, and about research, students and events at McMaster.

The team also gathers and organizes information about McMaster to offer to the media.

Media Relations staff operate a television studio in the DeGroote School of Business, where guests can appear remotely to speak on camera to broadcasters anywhere.

What do I do if I have a research paper about to be published in a journal?

Let us know, so we can determine the best approach for publicizing your work.

What do I do if I know about something on campus that may be newsworthy?

Please let us know so we can find the best approach to getting your story noticed.

Should I contact the media directly?

It's best to let us contact the media, as we work with journalists every day and understand how they work.

What if the media contact me directly?

When you get a call from a reporter, please call your media relations representative before responding. We deal with the media every day and can help co-ordinate interviews, work through the process, and help you prepare.

Do you offer media training?

We can train individuals and groups in how to be comfortable and effective in interviews.

Why is media coverage important?

Media coverage is an effective way to get the word out about McMaster research, news and events. We can bring new audiences to your work, including new research partners, and help your work reach new audiences, reminding people about what universities do best: teach, research and inspire.

Quick Info: Office of the Registrar

Commonly Requested Information:

Important Dates and Deadlines - http://registrar.mcmaster.ca/registered/
Information pertaining to:

- Sessional Dates
- Registration information (including course drop and add dates)
- Convocation
- Grade Release Dates

Room Reservations

Room "type" requirements are specified in the spring of the previous academic year (e.g. February for the Fall/Winter session). Special accommodations are requested by the beginning of February and given to your departmental timetable representative.

- **Before mid February:** Contact your department timetable representative with pedagogical needs and room requirements.

- **May 1st – end of August:** Check room assignments and request changes through your department timetable representative.

- **After start of classes in September** (e.g. first Thursday after Labour Day): Email room change requests to **bookings@mcmaster.ca** (booking information desk, ext. 24453)

Note:

- Once the rooms have been published for the student personal timetables (August 9th), room changes will be kept to a minimum and will only be completed until the Friday of the last week in August. Students are advised to re-check their personal timetables a week before classes start to ensure they are in the right room at the right time.

- After the end of August, no changes can be made until the students meet in the published room for the first time and are informed of the room change by the instructor. During peak periods in September and January, a room change request may take several weeks to complete if it is not a high priority enrollment or fire marshal problem. The Scheduling Office posts room change signs to direct students to the new location in case they missed the announcement in class or did not see the change on their personal timetable.

- For special Audio-Visual needs or room requirements, first check the AV web site **http://library.mcmaster.ca/cavs/**, including the classroom directory, and then discuss your needs with your department administrator/timetable representative.

Course Timetable Information - http://registrar.mcmaster.ca/scheduling/coursett.html

Your department timetable representative is the first point of contact for any questions regarding undergraduate course scheduling.

Examination Scheduling - http://registrar.mcmaster.ca/scheduling/examtt.html
Examination and Deferred examination sessional dates are available on the web under the undergraduate calendar at **http://registrar.mcmaster.ca/registered/publications.html**. (Select the appropriate calendar year, Additional Calendar Information, Sessional Dates.)

About Examination Scheduling

- Examination questionnaires are sent to instructors of courses that don't have an examination waiver for final examinations and first-year December midterm examinations at the beginning of each term. The questionnaire is completed by the instructor and returned to the Scheduling & Examination office (GH/ 114) by the end of September for Term 1 courses and the end of January for Term 2/3 courses. **If a questionnaire is not returned, by default, an examination will be scheduled for the course.**

- With the examination questionnaires you will receive a cover letter and an "Information for Examiners" document. The cover letter explains how to complete the examination questionnaire and the "Information for Examiners" sheet gives you useful information pertinent to examination administration including the instructions for preparing examination copy.

- Instructors of upper-level, Term 3 courses wishing a midterm examination scheduled by the Registrar's Office during the December examination period must request this by sending an email to **exams@mcmaster.ca** by the third week of September.

- Instructors of upper-level, Term 3 courses are responsible for administering their own midterm examinations.

- Instructors are responsible for administering all tests and examinations scheduled **during** the term.

For examinations scheduled by the Registrar's Office, please remember to:

- Complete and return examination questionnaire to Gilmour Hall room 114 by the due date.

- Check the internal tentative examination timetable posted in mid-October and mid-February and request changes immediately to **exams@mcmaster.ca**.

- All changes must be requested a minimum of one week before the final timetable is ready to be published (early November and early March).

Office of the Registrar examinations contacts: exams@mcmaster.ca

Diane Johnson
Gilmour Hall, 114
ext. 24716

Bernadette Belan
Gilmour Hall, 114
ext. 27265

Tammy Arsenault-Irving
Gilmour Hall, 114
ext. 27501

Questions about Examination Copy Due Dates
Contact your department administrator or Faculty office if you have any questions or concerns associated with your due date. For Registrar's Office supervised examinations, the examination copy must be delivered to Gilmour Hall, room 114, **at least 10 working days prior to the examination date published in the final timetable**.

This provides sufficient time to administer the examination including printing, packing, special arrangements and distribution to the exam sites.

Questions about Examination Grades Due Dates
Contact your department administrator or Faculty office if you have any questions or concerns associated with your grades due date(s). Submission of all your grades by your due date(s) is critical to the success of this process.

Course Scheduling Timelines

- **Mid-January** - Instructor specific course scheduling constraints collected.
- **First week of February** – Course information collected. (e.g. courses to be offered, day or evening, term, tutorials/labs required, room types, etc.)
- **First week of May** – Preliminary timetable published for internal review.
- **First week of June** – Final timetable published to the McMaster Community.

Convocation

With the exception of the Divinity College, Convocation takes place in Hamilton Place. Divinity College's Convocation is held in Convocation Hall.

Undergraduate Calendar Information - http://registrar.mcmaster.ca/registered/publications.html

Information is collected September to November and published in March. Calendar descriptions are submitted by the calendar committee from each Faculty and department.

Undergraduate Calendar and Timetables

Electronic copies of the undergraduate information are available on the web at the following addresses:

- **Calendar:** http://registrar.mcmaster.ca/registered/publications.html
- **Timetable:** http://registrar.mcmaster.ca/scheduling/coursett.html

Quick Info: Office of Student Conduct

Student Affairs Office - Gilmour Hall, Room 207
http://studentconduct.mcmaster.ca/

About the Office of Student Conduct:

The Office of Student Conduct is a unit within Student Affairs that promotes student rights and responsibilities through the administration of the Student Code of Conduct (**http://studentconduct.mcmaster.ca/student_code_of_conduct.html**), Residence Code of Conduct (**http://studentconduct.mcmaster.ca/residence_code_of_conduct.html**) and the Athletic Code of Conduct (**http://www.marauders.ca/sports/2011/3/26/codeofconduct.aspx**). We strive for the implementation of a fair and efficient process with an emphasis on informal resolution and educational outcomes.

Useful Contact Information:

Heidi Bednar
Manager, Student Conduct & Community Standards
Mary E. Keyes 124
ext. 23845
bednarh@mcmaster.ca

Tim Cameron
Student Conduct Officer
Gilmour Hall 207
ext. 21190
tcamero@mcmaster.ca

What services does the Office of Student Conduct provide?

The Office of Student Conduct contributes to the University's efforts to create and enhance the ethical environment of the campus community by addressing behavioural expectations for student civility and personal conduct. We work with others in Student Affairs, student groups and the broader University community to help create an environment that is safe, inclusive, fair, and conducive to learning.

If a faculty member encounters a disruptive student in their class or office, we can help to resolve this issue in a timely and constructive manner.

How does one file a complaint?

Complaints can be emailed to **studentcode@mcmaster.ca**.

To ensure you include the required complaint details, download and complete the complaint form (**http://studentconduct.mcmaster.ca/student_code_of_conduct.html**) and then email it to **studentcode@mcmaster.ca**.

Quick Info: Ombuds Office

About the Ombuds Office:

The Ombuds Office is funded by the McMaster Student Union and the University to provide neutral, independent advice and assistance to students, staff and faculty on any university-related issue. The Ombuds report to the Presidents of the two funding partners.

Useful Contact Information:

Shelley Lancaster & Carolyn Brendon
Ombuds
ext. 24151
ombuds@mcmaster.ca

For more information on the Office please see our website at **http://www.mcmaster.ca/ombuds/**

What services does the Ombuds Office provide?

Shelley and Carolyn are available on a confidential basis to help visitors to the Office understand University policies, procedures and processes and to help them develop options to resolve their concerns. On occasion, and with a visitor's permission, the Ombuds may intervene in a situation with a view to obtaining a fair resolution. Principles of fairness and best practices guide the Ombuds in their work. The Office publishes periodic reports to showcase the types of concerns that come to the Office and to address systemic issues.

What types of issues do faculty members bring to the Ombuds Office?

While faculty members may consult the Office on any university-related matter, the issues that faculty bring to the Office most often are: how to handle a student problem, interpersonal concerns within the department, and policy/process questions. The Ombuds are always available as a confidential "sounding board" and referral service for faculty.

When will the Ombuds Office contact faculty members about a student issue?

Generally, when students consult the Office with a course concern, the Ombuds will explain any relevant policies and then coach the students how to discuss their concerns directly with the faculty member. However, when the student has already spoken to the faculty member and when the Ombuds feels they may be of assistance in resolving the issue, they may contact the faculty member. In these instances the Ombuds does not act as a student advocate but rather as an advocate of fair process and fair resolution.

About Purchasing Resources:

Purchasing Resources is the "supply chain" directorate for McMaster University, including Purchasing Services, Accounts Payable, Travel, Customs & Traffic, Mail Services and Stores.

Location Information:

- Mail Services is located in the DeGroote School of Business
- Stores is located in both ABB and Health Sciences
- Purchasing Services, Accounts Payable, Customs & Traffic and Travel are located at the Downtown Centre.

Useful Contact Information:

Accounts Payable:
ext. 24333
Fax: 905-572-1015

Customs and Traffic:
ext. 24358
Fax: 905-529-0433

Mail Services:
ext. 24286
Fax: 905-540-1039

Purchasing Services:
ext. 24413
Fax: 905-572-1015

ABB Stores:
ext. 24668
Fax: 905-522-0554

Health Sciences Stores:
ext. 22337
Fax: 905-572-7506

Travel:
ext. 24520
Fax: 905-572-1015

What services does Purchasing Resources provide?

- Procurement to pay services, including employee reimbursement;
- Import/export;
- Couriers;
- Mail;
- Purchasing;
- Accounts payable; and,
- Stores for chemicals and health science products.

Frequently Asked Questions:

Contact Purchasing Resources (ext. 24413) for answers to frequently asked questions, such as:

- How do I purchase something?
- What are the policies and procedures?
- How do I sell used equipment I no longer need?
- How do I get reimbursed for expenses?
- How do I purchase from the United States?
- What is a "travel" card?
- What is a "procurement" card?
- What is our preferred courier?
- Do we have preferred suppliers?
- Why do I need a return address on my envelopes?
- How quickly do we pay suppliers?
- How do we issue a Request for Proposal?
- How do we purchase and follow CFI's guidelines?
- What is MacMeets?

About the Research Office for Administration, Development & Support (ROADS):

The Research Office for Administration, Development and Support (ROADS) helps McMaster researchers access funding from external granting agencies, supports McMaster's research community through the funding application process and helps bring awarded projects into operation.

The ROADS Development Unit supports researchers through the identification of funding opportunities, provision of information sessions, and review and editing of grant submissions. The ROADS Administration and Support Unit provides assistance with selected budget development, assists in managing McMaster's allocation for identified programs, and ensures that researchers and the University are protected through funding agreements and compliance with agency and institutional policy.

Useful Contact Information:

Kathy Charters, Executive Director
ext. 23735
chartersk@mcmaster.ca

Melina Mirabella, Executive Assistant
ext. 26974
mirabem@mcmaster.ca

Development Unit
Sherisse Webb, Assistant Director
ext. 26946
webbsh@mcmaster.ca

Catherine Ahern, Senior Advisor
ext. 21581
aherncm@mcmaster.ca

Seanna-Lin Brodie-Keys, Senior Advisor
ext. 23778
brodies@mcmaster.ca

Michaela (Miky) Dumitrescu, Senior Advisor
ext. 21548
dumitrm@mcmaster.ca

Grace Kim, Senior Advisor (currently on leave)
ext. 24765
kimps@mcmaster.ca

Pamela McIntyre, Senior Advisor
ext. 23713
mcintyp@mcmaster.ca

Jennifer Vallbacka , Senior Advisor (currently on leave)
ext. 21756
vallbac@mcmaster.ca

Susan Gordon, Research Information Specialist
ext. 23138
gordosc@mcmaster.ca

Administration & Support Unit
Assistant Director
ext 24519

Pina Delmonte, Senior Advisor
ext. 21583
delmonp@mcmaster.ca

Christal Levy, Senior Advisor
ext. 22593
levych@mcmaster.ca

Wendy Foster-DeGroot, Project Specialist
ext. 21756
wfoster@mcmaster.ca

Arlene Vail, Grants Specialist
ext. 26980
vailaj@mcmaster.ca

ROADS Fax: 905-540-8019

What services does ROADS provide?

ROADS provides the following services to the McMaster community:
- encourage and assist faculty to apply for external non-industry grants to support their research activities;
- assist with proposal development by reviewing applications and providing advice;
- develop, negotiate and endorse funding agreements on behalf of the University;
- operationalize awarded projects; and
- act as primary institutional contact for external granting agencies.

Where can I find sources of funding?

McMaster researchers can obtain information about funding sources by:

- Subscribing to the ROADS Funding Opportunities Bulletin. If you would like to join the ROADS Funding Opportunities Bulletin email list, please contact Research Information Specialist, Susan Gordon, at **gordosc@mcmaster.ca** or ext. 23138.
- Searching the Community of Science (COS) database of funding opportunities. The COS database can be accessed from an on-campus computer, or off-campus via VPN, at **http://fundingopps.cos.com/cgi-bin/search/main**.
- Attending information sessions. ROADS hosts information sessions about a variety of funding programs, including the Natural Science and Engineering Research Council's Discovery Grant program and the Social Science and Humanities Research Council's Insight Grant program.
- Contacting our Research Information Specialist, Susan Gordon, at **gordosc@mcmaster.ca** or ext. 23138.

Who should I contact for help with my application?

Development Unit Contacts by Department:

Faculty	Department	Development Unit
Business	All Departments	Pamela McIntyre, **mcintyp@mcmaster.ca**, ext. 23713
Engineering	All Departments	Miky Dumitrescu, **dumitrm@mcmaster.ca**, ext. 21548
Humanities	All Departments	Pamela McIntyre, **mcintyp@mcmaster.ca**, ext. 23713
Science	Biology	Seanna-Lin Brodie-Keys, **brodies@mcmaster.ca**, ext. 23778
Science	Chemistry	Miky Dumitrescu, **dumitrm@mcmaster.ca**, ext. 21548
Science	Geography & Earth Sciences	Seanna-Lin Brodie-Keys, **brodies@mcmaster.ca**, ext. 23778
Science	Kinesiology	Catherine Ahern, **aherncm@mcmaster.ca**, ext. 21581
Science	Mathematics & Statistics	Seanna-Lin Brodie-Keys, **brodies@mcmaster.ca**, ext. 23778
Science	Medical Physics & Applied Radiation Sciences	Seanna-Lin Brodie-Keys, **brodies@mcmaster.ca**, ext. 23778
Science	Physics & Astronomy	Seanna-Lin Brodie-Keys, **brodies@mcmaster.ca**, ext. 23778
Science	Psychology, Neuroscience & Behaviour	Seanna-Lin Brodie-Keys, **brodies@mcmaster.ca**, ext. 23778
Social Sciences	All Departments	Catherine Ahern, **aherncm@mcmaster.ca**, ext. 21581

About RIVET:

Research, **I**nstruction and Inno**V**ation in **E**ducational **T**echnologies (RIVET) is the educational technologies division of the Program for Faculty Development (PFD) in the Faculty of Health Sciences. We provide technical advice and assistance, development opportunities, consultations and resources to enable faculty, staff and community health professionals to integrate technologies effectively in teaching and learning.

Useful Contact Information:

Ilana Bayer
Director, RIVET
ext. 28830
bayer@mcmaster.ca

Devon Mordell
Instructional Assistant
ext. 21681
mordeldr@mcmaster.ca

Email: rivet@mcmaster.ca
Website: http://rivet.mcmaster.ca
Resource website: http://rivetier.mcmaster.ca

What services does RIVET provide?

- Consultations in the use of educational technologies
- Development opportunities (e.g. information sessions, hands-on workshops)
- Resource materials
- Development of reliable technological solutions to address teaching needs
- Teaching project support, including help with video, graphic and web design, sound editing, surveys and e-learning module production.

How much are RIVET's services?

Absolutely free to FHS faculty and staff.

What educational technology workshops do you offer?

We offer sessions on many educational technologies [e.g. MacLive (web conferencing), lecture capture, online modules, presentation tools (e.g. *PowerPoint*, *Prezi*)]. Visit our website to view and register for upcoming events: **http://rivet.mcmaster.ca**.

What delivery formats do you offer for your sessions?

RIVET provides sessions in a variety of formats, including in person seminars & workshops, online modules, synchronous online sessions (through MacLive), and archives of live sessions (through lecture capture or MacLive archiving).

Our program wants to use more technology in our courses. How do we get started?

Please contact us for a consultation; we provide technical advice and assistance to help you address your needs. We offer individual and group consulting, as well as customized and on-request workshops.

About the School of Graduate Studies:

The School of Graduate Studies (SGS) provides leadership for McMaster's graduate programs across all six Faculties, and is responsible for maintaining and improving the academic standards of graduate scholarship and research, and enhancing McMaster's national and international reputation. The School also leads strategic planning for graduate enrolment, and the development and ongoing review of graduate programs and interdisciplinary programs, and works to promote a holistic view of the graduate student experience at McMaster.

Through the Office of Postdoctoral Affairs and Research Training (OPART), we now play an increasing role in supporting professional development, knowledge translation and research training across all levels of research: undergraduate, graduate and post doctoral fellowships.

Useful Contact Information:

Deans & Associate Deans:

Allison Sekuler
Associate Vice President & Dean
deangrad@mcmaster.ca

Doug Welch
Associate Dean, Science
adeangss@mcmaster.ca

Heather Sheardown
Associate Dean, Engineering
adeangse@mcmaster.ca

Catherine Hayward
Associate Dean, Health Sciences
adeanhsc@mcmaster.ca

Don Goellnicht
Associate Dean, Business, Humanities & Social Science
gradbhss@mcmaster.ca

Managers:

Stephanie Baschiera
Associate Registrar & Graduate Secretary
baschie@mcmaster.ca

Peter Self
Assistant Dean (Student Life & Research Training)
peteself@mcmaster.ca

Brooke Gordon
Executive Director (Strategic Planning & Administration)
gordonbe@mcmaster.ca

Leslie Brandreth
Executive Assistant
brandla@mcmaster.ca

Full Staff Directory: http://graduate.mcmaster.ca/contacts

What services does the School of Graduate Studies provide?

The primary services of Graduate Studies include: graduate admissions & enrolment management, registration, academic quality assurance, graduate payroll, scholarships, convocation and Postdoctoral Fellow certificates.

The Office of Postdoctoral Affairs and Research Training (OPART) is housed within the School of Graduate Studies and collaborates closely with a number of university departments including the Office of Alumni Affairs, Human Resources, the Centre for Leadership in Learning, the Centre for Continuing Education, the Office of Research Services, and the McMaster Industry Liaison Office, MITACS, and International Student Services, to provide professional development training and workshops to Graduate Students and Postdoctoral Fellows.

Frequently Asked Questions:

A full list of FAQ's and responses is located on our website:

- **http://mcmasteru.intelliresponse.com/graduate/**
- **http://graduate.mcmaster.ca/post-doctoral-affairs**

Quick Info: Student Accessibility Services

Location Information:

The main Student Accessibility Services (SAS) office is located in the lower level of the McMaster University Student Centre close to the south elevators.

In the Testing Centre location (Commons Building B104) students receive accommodations for tests. Here they have access to rooms alone and assistive technology, as discussed with their instructor and disability coordinator. Tests and mid-terms are also picked-up at this location after a student has written. Enter the main doors of the Commons Building, proceed down the hallway on the right-hand side and then down the staircase. Turn right and follow the narrow hallway to the Testing Centre.

Useful Contact Information:

General inquiries
ext. 28652
sas@mcmaster.ca
Fax: (905) 528-3749
Teletype: (905) 528-4307

Commons Testing Space
ext. 24407 (for test pickup)
ext. 27552 (for test administration support)

What does Student Accessibility Services (SAS) do?

Student Accessibility Services (formerly part of the Centre for Student Development) is a resource for students with permanent disabilities. Services include:

- Program Coordinators: Program Coordinators assess the needs of the student and provide appropriate accommodations. They offer ongoing guidance and support on disability related issues;

- A Learning Strategist: The Learning Strategist offers support in developing learning strategies and skills;

- An Assistive Technologist: The Assistive Technologist provides support with incorporating technology into learning where it may minimize barriers and/or bolster strengths;

- Administration of class tests to students on behalf of instructors where necessary; and,

- Access to volunteer lecture notes where notes are not available on Avenue to Learn via instructors.

About the Student Success Centre

The Student Success Centre is focused on:

Academic Achievement (Learn)
- Helping students develop the skills they need to achieve the levels of academic performance they desire

Student Development (Experience)
- Helping students develop in a holistic way
- Programming is based on the idea that the total environment students live and work in is educational and must be used to help them achieve full development

Student Retention
- Helping students achieve the academic and personal success that leads to their returning to the institution year after year, persisting to graduation

The Student Success Centre helps students develop decision-making skills, problem-solving skills and critical thinking skills. Students who participate in the services, events, programs and workshops offered in the Centre will enrich their learning experiences.

There are 3 areas within the Student Success Centre: **Career and Employment**, **Community Service-Learning, Civic Engagement and Leadership** and **Transition and Academic Success**.

What services does the Student Success Centre provide?

- On-campus recruitment events
- JobShadow / Career Field Experience
- Breakfast networking events with employers
- Volunteering opportunities
- Finding jobs on campus
- Grad school application assistance
- Career and Employment workshops
- "Pop the Bubble" Community Awareness Campaign
- Reading Week and summer break service-learning trips
- Day long volunteer and service-learning events
- New Student and Parent Orientation programs
- First Generation Program

- Academic Success workshops
- Writing Skills assistance
- Skill development tools

Frequently Asked Questions:

We get a huge range of questions in our office and we have well-trained Service Desk Assistants who help answer them. Our goal is to be the last point of referral so we aim to connect students and other clients with a live person who can answer their question instead of putting them into a voicemail system hoping someone calls them back.

Quick Info: Student Wellness Centre

About the Student Wellness Centre (SWC)

The **Student Wellness Centre** provides services for students that will enhance personal and academic success. Staffed by highly qualified service providers (family physicians, personal counsellors, registered nurses, psychologists, psychiatrists, wellness educators) with a special interest in university students, we provide student-centered, accessible, confidential, and caring services.

Open Year Round, Monday to Friday, Day and Evening Hours

What services does the Student Wellness Centre provide?

Health Services:
- Assessment and treatment of illness and injury
- Allergy shots and immunization; dressing changes and suture removal
- Annual health exams; nutrition & weight management
- Birth control counselling; testing for sexually transmitted information
- Specialty health: Sports medicine, Psychiatry, Cognitive Behaviour Therapy, Naturopathic Medicine

Counselling Services:
- Personal and psychological counselling for common concerns such as substance use, relationship issues and low self-esteem
- Mental health support (e.g. depression, anxiety, eating disorders)
- Academic counselling (e.g. learning concerns, motivation, procrastination, perfectionism, test anxiety)
- Therapeutic groups

Wellness Education:
- Resources (e.g. stress, nutrition, substance use, sexual health, mental health and fitness)

Does one need an appointment?

We do serve our students through an appointment system. Some same day appointments are available.

Is there a fee?

A student, with a student card and a health card, can be seen at the Student Wellness Centre with no fee.

Is the service confidential?

All contact with the Student Wellness Centre is confidential.

Does the Student Wellness Centre offer crisis support?

The Student Wellness Centre offers crisis management and crisis counselling. Faculty and staff can contact SWC and ask for recommendations on how to approach a situation; counselors will be able to offer advice on how to deal with the student in crisis.

A student, who is currently in crisis, can contact the SWC and inform the reception staff that he/she is experiencing an emergency. Students with urgent concerns will be scheduled to see a personal counsellor the same day or within 24 hours.

Quick Info: Titles - McMaster Bookstore

About Titles

Titles Bookstore is a self-supporting ancillary operation owned and operated by the University and run by the Department of Student Affairs. Titles plays an important role in student development by contributing over $1M annually to support students in achieving their academic goals. Titles Bookstore has won the Canadian Booksellers' Association Campus Bookseller of the Year award and Campus Store of the year from Apple Canada Education Division. Employees/teams at Titles have won the President's Award for outstanding service 3 times.

Locations

Main Location: Gilmour Hall, B-101 (Across from Mills Library & behind the McMaster Student Centre)
The Tank (Main Textbook location): Togo Salmon Hall B-203
Health Sciences Bookstore: HSC 1G1

Useful Contact Information:

Mark Lefebvre
Book Operations Manager
ext. 20326
lefebvr@mcmaster.ca

Ted Allaby
Course Materials Buyer
ext. 22627
eallaby@mcmaster.ca

Rick Beith
Course Materials Buyer
ext. 22628
beith@mcmaster.ca

Barbara Bethune
Custom Publishing Copyright Assistant
ext. 27336
bethb@mcmaster.ca

Linda Colarusso
Copyright Coordinator
ext. 22621
colarus@mcmaster.ca

Sherri Turkstra-Blok
Course Materials Buyer
ext. 27366
turkstra@mcmaster.ca

Barry Petrie
Health Sciences Bookstore Manager
ext. 22898
petrieb@mcmaster.ca

Helen Rankin
Course Materials Buyer (Health Sciences)
ext. 22844
rankinh@mcmaster.ca

What services does Titles provide?

- Full service and support for all faculty course materials adoptions (textbooks, custom courseware, e-books and other supplemental required materials)
- Copyright clearance and custom publishing solutions for multi-sourced instructor-designed materials, using both in print and out of print articles, chapters and journals, fully respecting copyright in an intellectual environment
- Titles carries over 10,000 general interest books (including discounted bestsellers & an esoteric academic selection) and can order any book in print (including access to over 3 million print on demand titles via our Espresso Book Machine)
- A full service MacMicro computer section with PCs and Macs, a wide range of accessories, printers and ebook readers, a huge selection of stationary and a spirit-incenting selection of various crested and non-crested clothing and giftware. Titles also runs a post office within its main location, as well as a full service Health Sciences Bookstore in HSC and a temporary location at the RJC in Burlington.

What is the deadline for adoptions?

The earlier the better, (more time allows us to explore MORE options for your students) but we accept adoptions at ANY time. Just contact us and we'll do our best to get what you need at the lowest possible price as quickly as possible.

Can anybody shop at Titles?

Yes. Anyone and everyone are welcome.

Other Frequently Asked Questions:

See our full listing of FAQs available at: **http://www.bookstore.mcmaster.ca/information/bookstore-faq.html**.

Quick Info: University Library

About the Library:

McMaster University Libraries received the prestigious Excellence in Academic Libraries Award for 2008, the first Canadian academic library to do so. Granted yearly by the Association of College and Research Libraries (ACRL), the award recognizes a library that represents excellence in one or more of the following: creativity and innovation in meeting the needs of their academic community; leadership in developing and implementing exemplary programs that other libraries can emulate; and/or substantial and productive relationships with classroom faculty and students.

There are four campus libraries including the Mills Memorial Library (Social Sciences and Humanities), Innis Library (Business), the H.G. Thode Library of Science and Engineering and the Health Sciences Library.

How can the Library support my teaching?

Reserve materials   http://library.mcmaster.ca/create-reserves
The reserve collections are designed to make heavily-used materials available to as many students as possible, although some materials, like textbooks, coursepacks and copies of required readings, cannot be placed on reserve. The Library has licensed access to more than 50,000 e-journals and 400,000 e-books which are available for use in teaching, learning and research. Durable links to specific resources can be created which provide secure local and remote access for McMaster use only. Such links can be included in our Learning Management Systems. Information on creating durable links can be found at **http://library.mcmaster.ca/linking**. Many of these e-resources may also be used, for no additional copyright fees, in Courseware sold at Titles Bookstore or in print materials such as course handouts or exams produced within Media Production Services Print Division. For more information, please consult our website.

Library and Research Services at the Ron Joyce Centre (Burlington campus)
 A range of services is provided for MBA faculty, students and staff at the RJC campus. Details regarding these services can be found at **http://degroote.mcmaster.ca/rjc/services/library.html**

For more information, please contact Jeannie An, RJC Research Services Librarian, by email (**anjean@mcmaster.ca**) or by phone (ext. 20516) for further information.

How can the Library support my research?

Archives and Digital Collections   http://library.mcmaster.ca/archives
The Division of Archives and Research Collections houses the rare books and archives of the University Library and includes an excellent 18th-century collection of books and journals, the archives of Bertrand Russell and Vera Brittain, and many archives in the areas of peace and war, music, publishing, labour studies, and Canadian literature.

Maps, Data and GIS   http://library.mcmaster.ca/maps

The Lloyd Reeds Map Collection houses the University's excellent collection of maps, atlases, air photos and other forms of cartographic information. The Library Data Service provides assistance in finding and using numeric data and statistics. The Library also provides access to geospatial data for Geographic Information Systems, and assistance finding and using this data.

Digital Collections   http://digitalcollections.mcmaster.ca

McMaster University Library's digital collection initiatives web site includes books scanned as part of the McMaster Collection mass digitization project, the Russell Archive, and Peace and War in the 20th Century, among others. It includes Web 2.0 features such as tagging, commenting, book marking, and "digging" records. Additionally the site is OAI2 compliant and fully harvestable.

Institutional Repository   http://digitalcommons.mcmaster.ca/

The McMaster Digital Commons institutional repository (IR) preserves and provides access to the University's research. Digital Commons is compliant with the Open Archives Initiative (OAI2) so your working papers, articles, conference papers etc. can be searched and accessed using search engines such as Google. Presentations, senior theses, and other works not published elsewhere can also be published in the IR.

The repository also hosts several peer-reviewed and interdisciplinary open access journals published here at McMaster.

Additional Information:

Accessing library resources off-campus   http://library.mcmaster.ca/libaccess

To access the library's electronic collections off campus, sign in using your MAC ID or LibAccess user name and password. For more information, consult our web site.

Interlibrary Loan   http://library.mcmaster.ca/borrow/ill

Material needed for study, research or teaching not held in the collections of McMaster University Libraries may be requested through the Interlibrary Loan service. This subsidized service is provided free of charge by the University Library.

The McMaster Library is a member of the Center for Research Libraries (CRL), providing access to over four million newspapers, journals, dissertations, archives, government publications and other traditional and digital resources rarely held by individual North American libraries. McMaster faculty and students may borrow materials from CRL via extended interlibrary loan.

Suggesting material for purchase   http://library.mcmaster.ca/forms/recommend-book-journal

To recommend a purchase, use our online form.

Other questions?   http://library.mcmaster.ca/using-the-libraries

For additional information about using the McMaster libraries, including library hours and loan policies, please consult our website.

Quick Info: University Technology Services

Service Desk: Burke Science Building, Room 245
Phone: (905) 525-9140 ext. 24357
http://www.mcmaster.ca/uts/

Useful Contact Information:

The UTS Service Desk is a focal point of contact for all IT related issues. Additionally, most faculties have their own IT support designate who provide the first line of technical assistance. Faculty members should approach their Faculty designates. Support for UTS managed services should be directed to the UTS service desk at **uts@mcmaster.ca**.

What services does UTS provide?

Usernames / Passwords	Voice & Data Communication	Student Technology Centres
• MacID • Oracle ID • MVS/Adweb ID • Email • Corporate Calendar • Citrix Account	• Smartphones • Deskphones • Teleconference • Wireless Access • Student Residence • Network Jacks • Off Campus Access	• General Info • Student Services
Desktop Technical Support	**Campus Software**	**Professional Services**
• Computer Move & Setup • Malware Removal • Backup & Restore • Network & Shared Drive Access • IT Equipment Disposal • Installations & Configurations	• Site Licensed • Campus Antivirus • Corporate Calendar • E-distribution lists	• Web Services • Photo ID/Access Card • IT Asset Management • Project Management • Online Grades

Service Catalogue Available online at: **http://www.mcmaster.ca/uts**.

Core Services:

MAC ID
Every faculty member at McMaster requires a MAC ID to access various University resources, e.g. e-mail, wireless, access to network shares, VPN, etc. Your supervisor must request your MAC ID for you by filling out the application form **http://www.mcmaster.ca/uts/appforms/macid.html**.

Email
UTS provides all staff and faculty with a McMaster email account which can be requested at the same time as the MAC ID via the application form. Once the application form is processed your email address will be MacID@mcmaster.ca, and is accessed with your Mac ID and password.

A web based email client is available for all faculty members at **https://univmail.cis.mcmaster.ca/**.
UTS has also prepared help pages for configuring a local client to communicate with UnivMail at **http://www.mcmaster.ca/uts/support/email/client_config/index.html**.

Photo ID
Photo identification cards are required for all McMaster staff and faculty for entrance to authorized facilities. Employee photo identification cards are now available daily from 8:30 a.m. to 4:30 p.m. in Burke Science Building, Room 245. No appointments are necessary. Please bring the following:
- Government issued photo ID
- McMaster HR issued employee number

Licensed Software
UTS is administering site licenses for various applications. A list of software and terms and conditions of using them can be found on the website: **http://www.mcmaster.ca/uts/system_soft/sitelic.html**.

Electronic distribution lists
UTS offers two types of electronic distribution lists – EDL and Mailman.

Corporate Calendar
Faculty may use the centralized meeting scheduler and personal calendar (annual charge applies). See **http://www.mcmaster.ca/uts/calendar/index.html**.

When & how do I book a computer lab?

All Full Term academic bookings are processed by the Registrar's office. The Registrar's office will book UTS labs if they are required for your full term course. Any partial term academic bookings (i.e. lab usage for your course several times a term but not the whole term) would be booked through UTS directly by using our automated booking system: **http://mrbs.labs.mcmaster.ca/mrbs/day.php**.

Who do I contact for help with...

- ... UTS Computer Labs: **UTS Service Desk** (ext. 24357)
- ... Classroom Projectors & Computers: **Classroom Audio Visual Services** (ext. 22761)
- ... Avenue to Learn: **Centre for Leadership in Learning** (ext. 22911)

Health Sciences Faculty, contact: **Computer Services Unit** (ext. 20848).

McMaster University

CENTRE FOR LEADERSHIP IN LEARNING

Main Office: Mills Library 504
905.525.9140, ext. 24540
cll@mcmaster.ca
cll.mcmaster.ca

Handbook Prepared by Beth Marquis, PhD