

CENTRE FOR LEADERSHIP IN LEARNING

# Teaching at **McMaster**



2010-11 NEW FACULTY HANDBOOK

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 at McMaster* should be forwarded to Beth Marquis ([marquie@mcmaster.ca](mailto:marquie@mcmaster.ca)).



## Contents

Teaching at McMaster .....	2
Thinking about teaching and learning .....	4
Preparing to teach .....	6
The first day of class .....	9
Teaching strategies .....	10
Classroom management .....	14
Assessing student learning .....	15
Working with grad students and T.A.s .....	17
Assessing and documenting your teaching .....	18
Teaching and career development .....	20
Advice for early career faculty .....	21
McMaster policies related to teaching .....	26
Quick info sheets: teaching-related departments at McMaster .....	27

# Teaching at McMaster



## The McMaster Vision

McMaster is known for its commitment to innovation and excellence in both teaching and research. *Refining Directions*, the University's most recent strategic planning document, demonstrates this dual commitment by outlining two overlapping goals:

1. *To provide an innovative and stimulating learning environment where students can prepare themselves to excel in life.*
2. *To achieve the next level in research results and reputation by building on existing and emerging areas of excellence.*

In recognition of the fact that “a strong sense of community is essential for achieving excellence in learning and research,” the document also sets a third goal for the University:

3. *To build an inclusive community with a shared purpose.*

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

## Excellence in Teaching and Learning

According to *Refining Directions*, “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 make use of a several effective pedagogical methods, 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 more information (905-525-9140 x24540), or view some of the resources on our website: [ccl.mcmaster.ca](http://ccl.mcmaster.ca)

**cont. on p3...**

## McMaster Students

An essential part of teaching well is knowing the students you teach. The following statistics, from the 2009-10 academic year, offer a broad overview of the McMaster student community in the hopes of helping you begin this process of understanding.

### Undergraduate Students:

- 21,173 full time, 2,834 part time
- 22,718 Domestic, 1,289 (5.4%) International
- 10,765 Male, 13,242 (55.2%) Female. Females outnumbered males in every Faculty except Business & Engineering.

### Graduate Students:

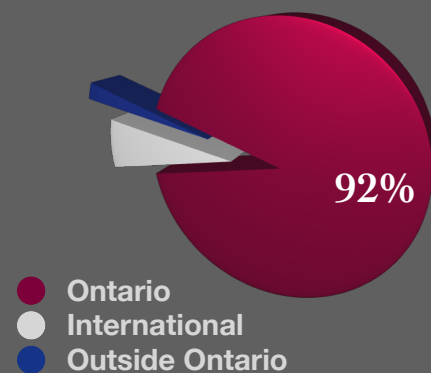
- 3,025 full time, 671 part time
- 3,191 Domestic, 505 (13.7%) International
- 1,873 Male, 1,823 (49.3%) Female. Males outnumbered females in Business, Engineering & Science.

### Students with Disabilities:

- 1,080 students (undergrad and grad) registered with Disability Services
- 155 of these students received services and support for multiple disabilities
- The most commonly reported disabilities were Psychiatric (476 students) and Learning Disabilities (245 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 on pp. 27-53 of this handbook

Geographic Distribution of Undergraduate Students (09/10)



# Useful Resources: Thinking About Teaching and 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>

## 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 and syllabus construction.

## 1. “Integrated Course Design”

This brief idea paper by L. Dee Fink describes the key 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/defaultiles/Idea\\_Paper\\_42.pdf](http://www.theideacenter.org/defaultiles/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.”

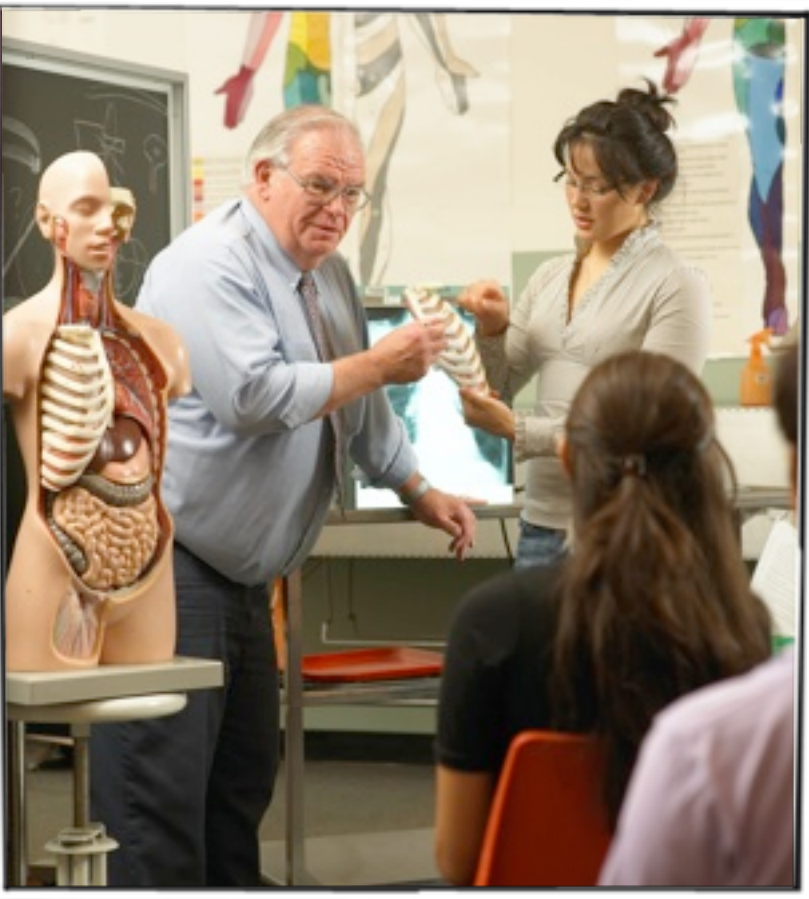
Universal Design of Instruction is a design framework conceived to increase the accessibility of education for all learners. This article, written by Sheryl Burgstahler, provides a strong introduction to the UDI model, indicating the ways in which a proactive approach to accessibility can improve learning 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 2010.

#### 6. Course Syllabus Checklist

The following is a collection of items instructors have included in their class syllabi. Look through the list and check those items that will work for your course.

##### 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:

- Centre for Student Development
- Student Success Centre
- Other

## 7. Other Practical Questions

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

### 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

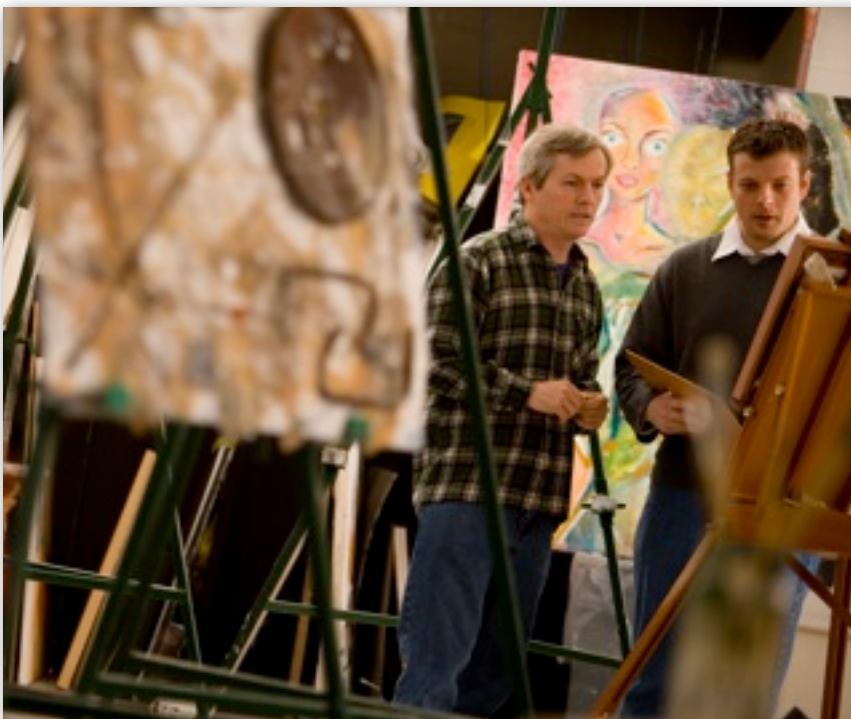
- Have arrangements been made to put course materials on reserve?
- Does the library have the materials your students need for the learning projects assigned?
- Do you or your students need training/orientation to access library services and resources?

### 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.

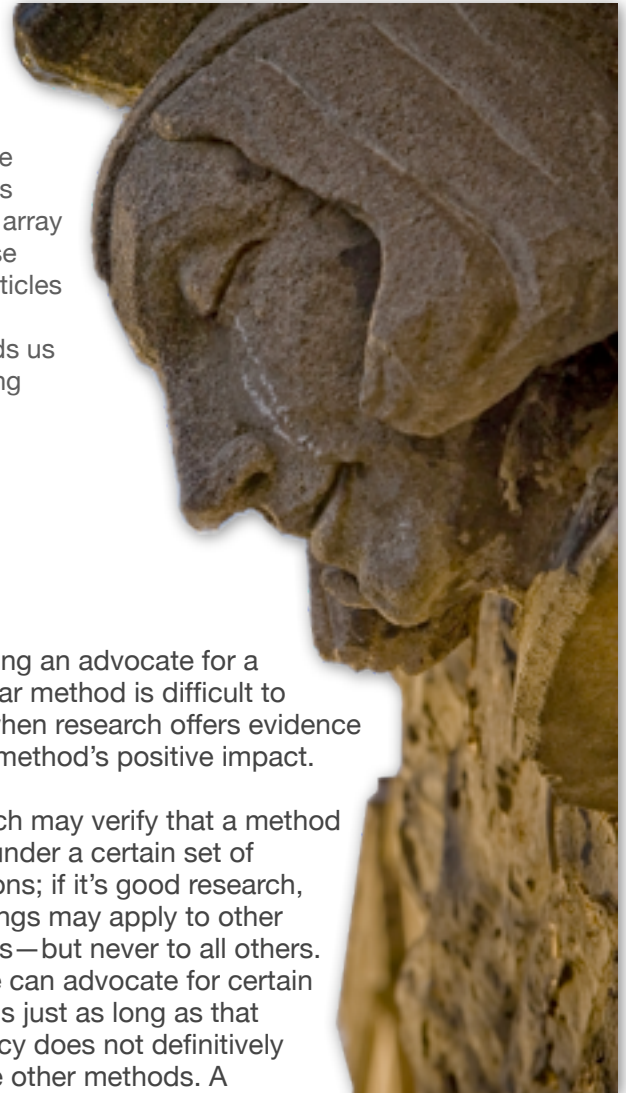
However, a tentative approach to pedagogical methods feels counterintuitive. Once a teacher finds something that works with her content, her students, and her style of teaching, it is natural for her to want to recommend that way to others. And making those recommendations is not inappropriate so long 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.



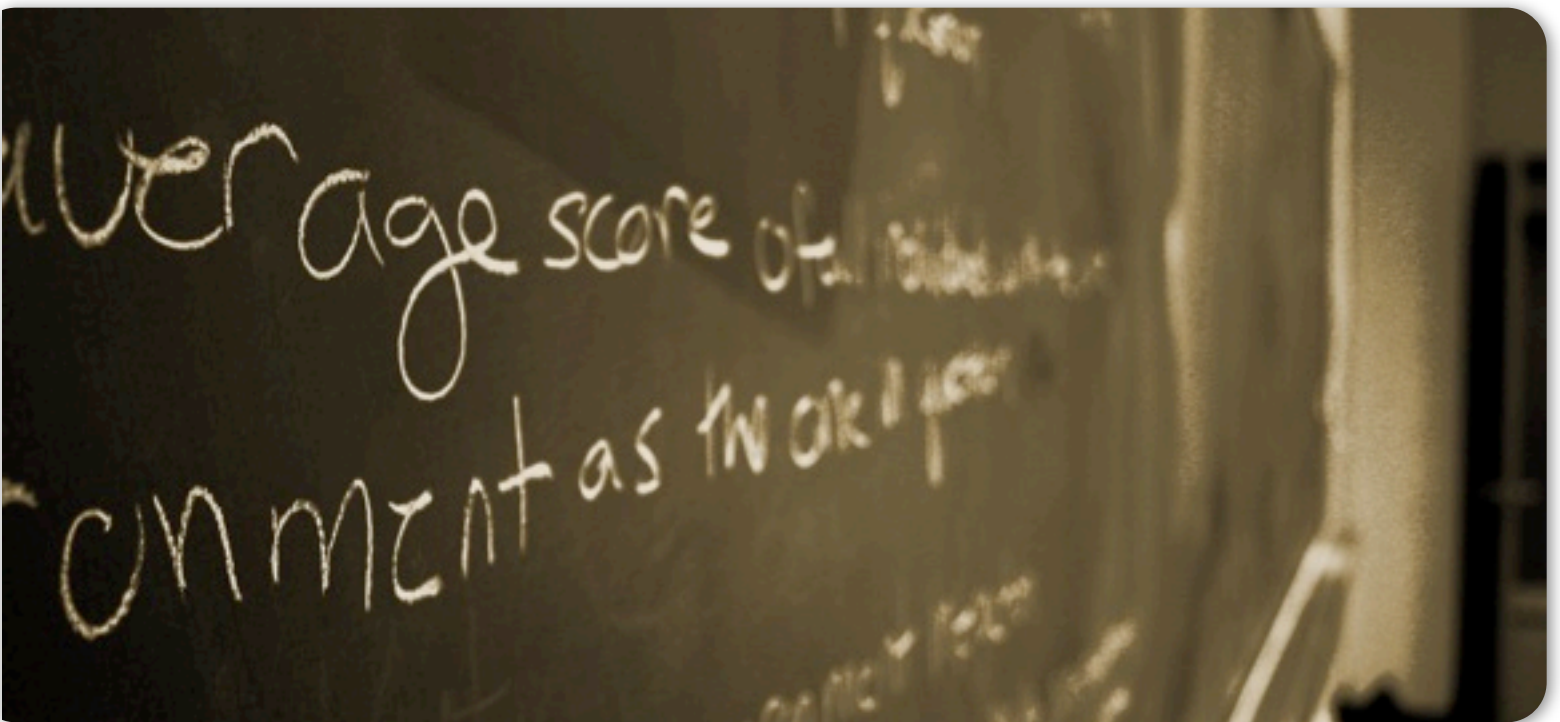
Take lectures, for example. They can be highly successful at involving and engaging students. Most faculty can attest to that power firsthand. However, in practice, most lectures do not engage students or motivate them to take responsibility for what and how they learn. Lectures tend to encourage passivity 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"

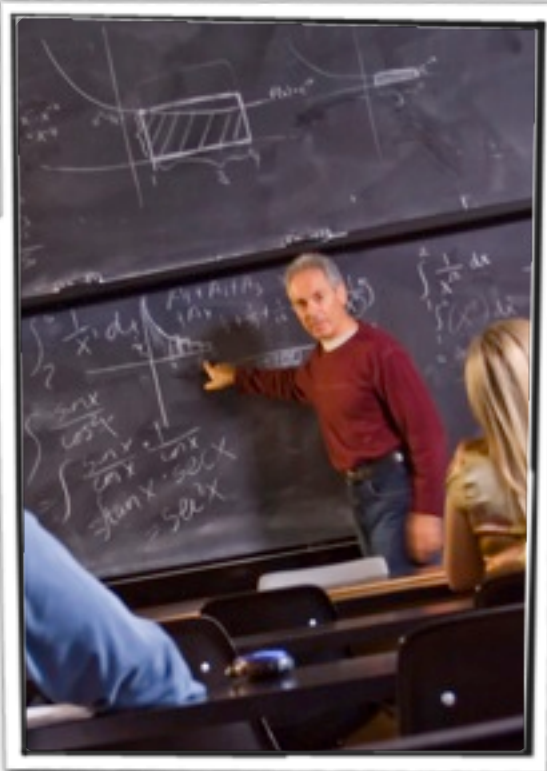
Lectures are the most common teaching strategy employed in universities, despite numerous critical evaluations of their ability to promote student learning. This brief article, by Maryellen Weimer, summarizes ten key ways in which to increase the pedagogical value of this most common teaching tool.

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>

### 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>

### 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](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.

Read the full article [here](#).

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>

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.

Read the full tip sheet [here](#).

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>



# 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/>

## 2. “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

- 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

#### Do Not

- 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

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Each of these points is elaborated more fully in Runte’s paper, which is available for consultation in the CLL.

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](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. 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://www.vanderbilt.edu/cft/resources/teaching\\_resources/specific\\_audiences/supervisors.htm](http://www.vanderbilt.edu/cft/resources/teaching_resources/specific_audiences/supervisors.htm)

## 3. “Supervising Graduate Students”

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

Read the event summary [here](#).

Notes captured from a 2006 workshop with Harold Haugen (Engineering Physics), Allison 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](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](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](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. (2009). Advice to new faculty members to increase your chances of getting tenure. Online at: <http://www.mcmaster.ca/mufa/TenureAdviceAp2009.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](#).

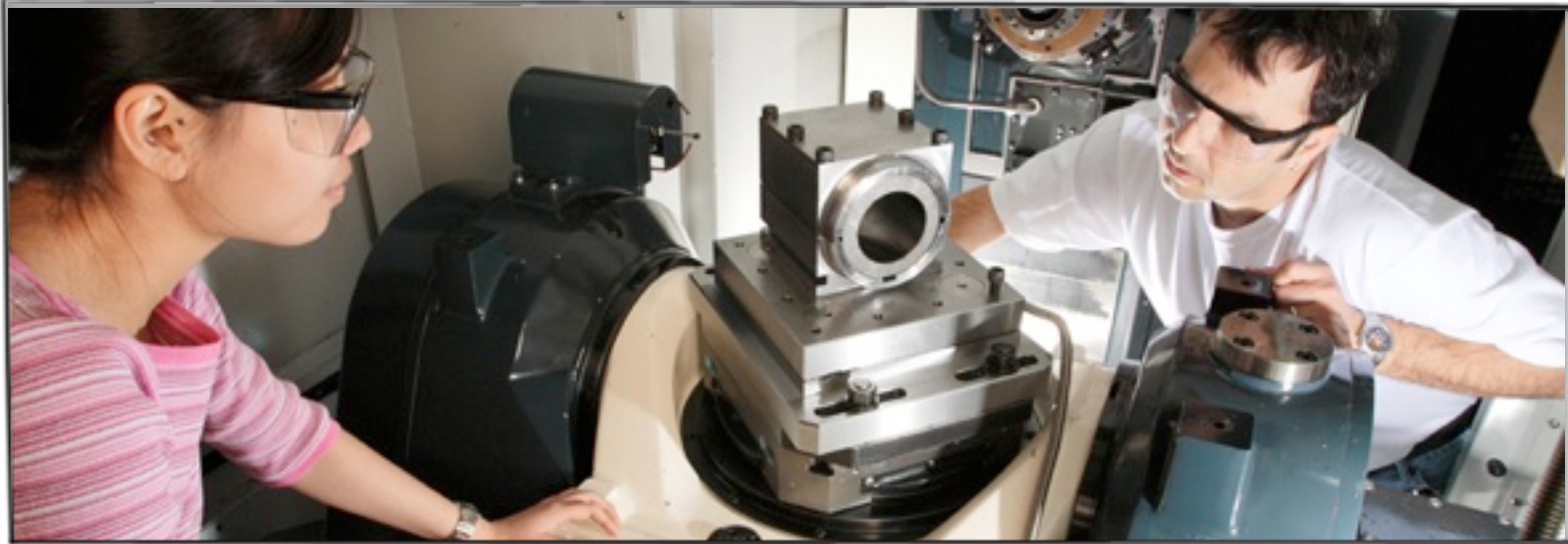
Note: Senate policies can change. The versions linked to here are current as of August 2010

# 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.

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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.

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.

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

***Cont. on p24...***

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](http://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](http://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.

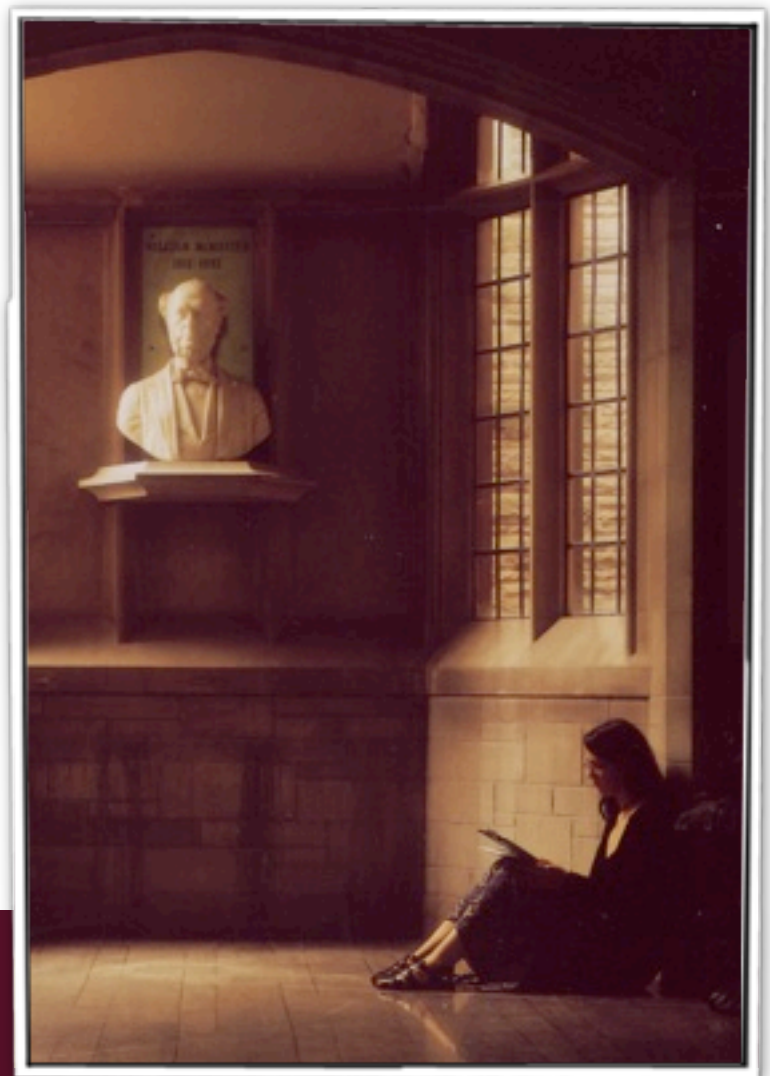
Doiron-Maillet, N. (2010). If I tell them, they will learn. In Bart, M (Ed.) *Teaching Mistakes from the College Classroom. Faculty Focus Special Report*. Madison: Magna Publications, pp.10-11. Reprinted with permission. Available online at: <http://www.FacultyFocus.com> (Sign up to download the free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





## Quick Info: Centre for Leadership in Learning

Main Office: T13, Room 124  
 \*\*Moving to the 5<sup>th</sup> floor of Mills Library soon!  
 Phone: (905) 525-9140 ext. 24540  
[c ll.mcmaster.ca](http://c ll.mcmaster.ca)

### 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 instructors, teaching assistants, staff, departments, 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;
- Digital video & graphic design work;
- Multimedia teaching project support;
- Opportunities to connect with experienced teaching faculty on campus;
- Support for and management of Avenue to Learn, the campus learning management system;
- Teaching and learning grants;
- Workshops, seminars & symposia.

### What is the New Faculty Program?

The New Faculty Program is series of services designed to support both beginning and experienced instructors new to faculty positions at McMaster. The program 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 at our website, or via the University Library catalogue.

### 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. Our website also provides links to a variety of resources on teaching and learning topics.

### 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.

## Quick Info: CLL (Continued)

### 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 Services 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 new 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;
- 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 [avenue.mcmaster.ca](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: [avenue.mcmaster.ca/help/](http://avenue.mcmaster.ca/help/).

*For further information about the above services, please visit our website ([cll.mcmaster.ca](http://cll.mcmaster.ca)) or call us at extension 24540*



## Quick Info: Classroom Audio Visual Services

Office: Mills Library L405 (\*moving to L212 soon!)

Office Hours: 8:00-5:00, Monday-Friday

Evening Assistance: 5:30-7:30pm, Monday-Friday, September-April (call 22761)

### Useful Contact Information:

General inquiries (Chris Singer)

ext.22761

[singerc@mcmaster.ca](mailto:singerc@mcmaster.ca)

Director, New Media Centre (David Kidney)

ext.22764

[kidneyd@mcmaster.ca](mailto:kidneyd@mcmaster.ca)

Maintenance (Drew Thompson)

ext.22762

[dthompso@mcmaster.ca](mailto:dthompso@mcmaster.ca)

### 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](mailto:equipbkg@mcmaster.ca). If you are teaching in MDCL please call Rick Hayes (ext.26687) to be familiarized with the system in those rooms.

### What equipment might I need?

We offer a full selection of up-to-date audio-visual equipment: DVD players, data projectors, and more. We also have a selection of legacy equipment, like 35mm slide projectors and overheads.

### 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.

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

Visit the Classroom Directory web-site for photographs and descriptions of each classroom on campus: <http://library.mcmaster.ca/cavs/class-dir>. 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.

### How do I order a video?

The film/video library is housed in the Lyons New Media Centre in Mills Library. Call **Chris Singer (22761)** for 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: Centre for Student Development

Main Office: MUSC B-107  
 Testing Centre (inc. Test Pick-up): Commons Building B-104  
 Phone: (905) 525-9140 ext. 24711  
<http://csd.mcmaster.ca>

## Location Information:

Our main office is in the lower level of the McMaster University Student Centre (located on the south and east sides of Gilmour Hall, adjacent to Mills Memorial Library), close to the south elevators. Our testing centre is located in the basement, room B104, of the Commons Building. All in-class tests administered by CSD on behalf of instructors are to be dropped-off and picked-up at this location.

## Useful Contact Information:

### General inquiries

ext.24711

[csd@mcmaster.ca](mailto:csd@mcmaster.ca)

Fax: (905) 528-3749

Teletype: (905) 528-4307

### Commons Testing Space

ext. 24407

[csdtests@mcmaster.ca](mailto:csdtests@mcmaster.ca)

## What does the Centre for Student Development (CSD) do?

The Centre for Student Development is a resource for all McMaster students. It offers services in several main areas identified below.

## What services does the CSD provide?

### Personal Counselling & Mental Health

- Counselling for all emotional, relational and personal concerns affecting a student's well-being
- Responding to and dealing with students in crisis
- Assessment and treatment of mental health concerns
- Consulting with faculty on student mental health issues

### Academic Skills & ESL Support

- Online videos, pamphlets (Student Achievement Series), and other resources
- Writing skills support, writing clinic
- Undergraduate and Graduate level workshops
- Mills Learning Commons (MLC)
- One-on-one Academic Skills support (Peer-led) and counselling (Professional counsellors)
- Evening ESL instruction and peer-led ESL support

### Services for Students with Disabilities

- Academic accommodation support
- Assistance with in-class supports such as sign language interpretation
- Assistance with access to notetaking support
- Assistance with learning strategies related to disability
- Assistance with adaptive technology related to disability
- Assistance with arranging textbooks in an alternate format
- Assistance with administration of class tests and university exams

### International Student Services

- Including MacAbroad, work/study/volunteer abroad

### Volunteer Opportunities





## Quick Info: Health Sciences Library

Information Desk: 905-525-9140 x22327  
 Email: [hslib@mcmaster.ca](mailto:hslib@mcmaster.ca)  
<http://hsl.mcmaster.ca>

### 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:

**Placing materials on reserve for students:** If you wish to add material or begin a new list for another course, please complete the Course Information form and the Reserve Course Material form (links to forms can be found at: <http://hsl.mcmaster.ca/services/instruction/reserve.html>). Return all forms to your Library Liaison <http://hsl.mcmaster.ca/research/liaisons/>.

**Borrowing, Renewal and Recall:** Renew your books online in the Library Catalogue at: <http://libcat.mcmaster.ca/> by clicking on "My Account/Book Renewal", or bring your library card and the library material to the Circulation Desk in the Health Sciences Library. Questions? Call: 905.525.9140 x22324

**Hours:** For current hours, see: <http://hsl.mcmaster.ca/about/hours/> or call: 905.525.9140 x22323 at any time for a recorded message.

**Library Catalogue:** Search the Library Catalogue (containing holdings of all four McMaster University Libraries) on the web at: <http://libcat.mcmaster.ca/>. Always ask at the Information Desk if you don't find what you need in the catalogue.

**Online Resources:** The library offers a wide range of online resources including, e-books, journals and databases that can be 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 x22327.

### 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. Reserve collection loans are usually for two-hour use; a few Reserve items can be borrowed for 24 hours, or for 3 days.

### 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. 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/>. Faculty can also contact their liaison librarian to arrange instruction designed specifically for their students (<http://hsl.mcmaster.ca/research/liaisons/index.html>).



## Quick Info: Human Research Ethics

MREB: <http://www.mcmaster.ca/ors/ethics/>  
 HHS/FHS REB: [www.fhs.mcmaster.ca/healthresearch/reb/index.html](http://www.fhs.mcmaster.ca/healthresearch/reb/index.html)  
 SJHH REB: [www.fhs.mcmaster.ca/healthresearch/sjhhreb/index.html](http://www.fhs.mcmaster.ca/healthresearch/sjhhreb/index.html)

### 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, &/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.)

Mr. Oliver Klimek  
 Research Ethics Officer  
 905 -525-9140 X 22577  
[klimeko@mcmaster.ca](mailto:klimeko@mcmaster.ca)

Ms. Deborah Mazzetti  
 HHS/FHS REB Coordinator  
 (905) 527-4322 ext. 42013  
[mazzedeb@hhsc.ca](mailto:mazzedeb@hhsc.ca)

HHS/FHS REB Website: [www.fhs.mcmaster.ca/healthresearch/reb/index.html](http://www.fhs.mcmaster.ca/healthresearch/reb/index.html)

# Quick Info: Human Research Ethics (Continued)

## McMaster University Research Ethics Board:

Office of Research Services  
Room 305/H Gilmour Hall

*Dr. Karen Szala-Meneok,*  
Senior Ethics Advisor  
(905) 525-9140 ext. 26117  
[szalak@mcmaster.ca](mailto:szalak@mcmaster.ca)

*Mr. Michael Wilson,*  
Research Ethics Officer,  
(905) 525-9140 ext. 23142  
[mwilson@mcmaster.ca](mailto: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](mailto:lmahan@stjosham.on.ca)

SJHH REB website: [www.fhs.mcmaster.ca/healthresearch/sjhreb/index.html](http://www.fhs.mcmaster.ca/healthresearch/sjhreb/index.html)

How can I learn more about research ethics requirements? Are there any 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](http://www.mcmaster.ca/ors/ethics/faculty_tutorial.htm)
- A tutorial on Canada's national policy - <http://www.pre.ethics.gc.ca/english/tutorial/>
- 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.



## Quick Info: Human Rights & Equity Services

MUSC, Room 212  
 Phone: (905) 525-4600, ext. 27581  
<http://mcmaster.ca/hres>

### About Human Rights & Equity Services (HRES):

McMaster University affirms the right of every member of its community to live, study and work in an environment that is free from discrimination and harassment. The Office of Human Rights & Equity Services (HRES) ensures that McMaster's Anti-Discrimination Policy (ADP), Sexual Harassment Policy (SHP) and Accessibility Policy are administered efficiently, effectively and fairly. HRES also works with campus community members to further develop McMaster University as a community where all students, staff and faculty can learn, work and live in an inclusive and barrier-free environment that fosters equality, respect and accessibility.

### Useful Contact Information:

**Milé Komlen**, Director, Ext. 23641  
 Email: [komlenm@mcmaster.ca](mailto:komlenm@mcmaster.ca)

**Vilma Rossi**, Program Coordinator, Ext. 24235  
 E-mail: [rossiv@mcmaster.ca](mailto:rossiv@mcmaster.ca)

**Denise Maraj**, Human Rights Officer, Ext. 24067  
 E-mail: [dmaraj@mcmaster.ca](mailto:dmaraj@mcmaster.ca)

**Jewel Amoah**, Human Rights Officer, Ext. 21867  
 E-mail: [amoahje@mcmaster.ca](mailto:amoahje@mcmaster.ca)

**Michelle Poirier**, Human Rights Specialist, Ext. 27581  
 E-mail: [mpoirie@mcmaster.ca](mailto:mpoirie@mcmaster.ca)

#### Health Sciences Liaisons:

**Dr. Anne Niec** (905) 521-2100, Ext. 73268  
 Email: [nieca@mcmaster.ca](mailto:nieca@mcmaster.ca)

**Robin Edwards**, Advisor, Professionalism in Clinically-Based Education, Ext. 22417  
 Email: [edwardro@mcmaster.ca](mailto:edwardro@mcmaster.ca)

### What services does HRES provide?

HRES promotes an environment free from discrimination and harassment, and provides confidential services which include:

- consultation and advice on human rights-related issues;
- guidance on the dispute resolution processes and attempts for confidential resolution under the SHP and ADP;
- consultation and advice on the prevention, identification and removal of barriers within the University's systems, structures and policies;
- awareness-raising and education on harassment, discrimination, accommodation, and other human rights-related issues.



## Quick Info: McMaster University Faculty Association

Office: Hamilton Hall Room 103A  
 Phone: (905) 525-9140 ext. 24682  
[www.mcmaster.ca/mufa/](http://www.mcmaster.ca/mufa/)

### 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: Virginia Aksan  
 Administrative Assistant: Kelly McCaughey

Executive Director: Phyllis DeRosa-Koetting  
 Email: [mufa@mcmaster.ca](mailto: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/TenureAdviceAp2009.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 third year of a three-year agreement. See <http://www.mcmaster.ca/mufa/JCAgree2008Mar14.pdf>



## Quick Info: Media Relations

Central Office: Chester New Hall 111

### About Media Relations:

Media Relations is a unit within the Office of Public & Government Relations. The Office of Public & Government Relations falls under the purview of University Advancement, and includes The Daily News, The McMaster Times, community relations, government relations, and media relations (for central administration and for all faculties). The role of media relations is to promote and publicize McMaster University, and the endeavours of its faculty, students, and staff.

### Useful Contact Information:

<b>Jane Christmas, manager, media &amp; public relations</b>	ext. 27988
<b>Michelle Donovan, manager, broadcast media &amp; public relations</b>	ext. 22189
<b>Susan Emigh, director, public relations, Faculty of Health Sciences</b>	ext. 22555
<b>Veronica McGuire, co-ordinator, media relations (Health Sciences)</b>	ext. 22169
<b>Leah Rosenthal, communications officer, School of Business</b>	ext. 27436
<b>Gene Nakonechny, manager, public relations, Faculty of Engineering</b>	ext. 26781

### What services does Media Relations provide?

- Public and media relations, news releases, Daily News articles, media monitoring, media training, operation of campus TV studio, liaising daily with reporters, editors, columnists, and producers.

### How can I get my research publicized?

Please contact one of the media relations professionals on campus listed above. We co-ordinate media activity with the academic journal that is publishing your work.

### How do I connect with the media?

Please contact a media relations person on campus before you go to the media. Journalists get contacted by lots of people about story ideas each day, and many of those reporters have come to rely on media relations people to help them sift through the numerous requests.

### How can I do a TV interview without going into Toronto?

McMaster is one of only a few universities in Canada with a broadcast TV studio. We also have ISDN facilities on campus for radio interviews. We can link to any network and station in the world. Again, please contact a media relations officer about this. While you don't have to go to Toronto for your TV or radio interview it might be wise to do so in those cases where your physical presence will make for a better interview.

### Where do I get media training?

We offer individual and group training. Some of our media relations officers are former journalists who have worked in the national media, and therefore know the landscape as well as the key media players.



## Quick Info: Office of Academic Integrity

Office: MUSC 211

Phone: 905-525-9140 ext. 24303

<http://www.mcmaster.ca/academicintegrity/>

### Location Information:

McMaster University Student Centre (MUSC), Room 211  
(Mail delivery at Gilmour Hall, Room 210)

**Hours:** Monday, Tuesday, Thursday & Friday 8:30-4:30.  
Office closed on Wednesdays.

### Useful Contact Information:

**Phone:** (905) 525-9140, ext. 24303

**Fax:** (905) 526-9884

**E-mail:** [acinteg@mcmaster.ca](mailto:acinteg@mcmaster.ca)

### What is the Office of Academic Integrity?

The Office of Academic Integrity (the “AI Office”) was created to operationalize and administer the university’s Academic Integrity Policy. The office reports through the Associate Vice-President (Academic) to the Provost and Vice-President (Academic). Further details about the AI Office, and the policy and practical matters that it gives rise to may be found at <http://mcmaster.ca/academicintegrity/index.html>

### Who may use the services of the AI Office?

Instructors, teaching assistants, graduate student supervisors, Associate Deans and students potentially facing charges of academic dishonesty may all contact the AI Office to discuss their concerns.

### Where do I find additional resources about academic integrity at McMaster?

If you are an instructor or a teaching assistant new to McMaster, or if you are not entirely familiar with how academic dishonesty is handled at this institution, the instructors portal at <http://mcmaster.ca/academicintegrity/instructors/index.html> may be of some assistance. There you will find two types of resources: those geared at increasing awareness of academic integrity and those which provide procedural guidance on the investigative process that unfolds once academic dishonesty is suspected.



# Quick Info: Office of the Registrar

Gilmour Hall, First Floor  
Phone: (905) 525-4600  
<http://registrar.mcmaster.ca/>

## Commonly Requested Information:

### Important Dates and Deadlines - <http://registrar.mcmaster.ca/registered/>

Information pertaining to:

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

### Room Reservations

Room “type” requirements are specified in the spring of the previous academic year. Special accommodations are requested by the beginning of February and given to your departmental timetable representative.

To request a room change, email [bookings@mcmaster.ca](mailto: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/class-dir> 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 “Important Dates and Deadlines (<http://registrar.mcmaster.ca/registered/>) or on the undergraduate calendar at <http://registrar.mcmaster.ca/registered/publications.html>. (Select the appropriate calendar year and then search on “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” 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](mailto:exams@mcmaster.ca)”, by the third week of September.



## Quick Info: Office of the Registrar (Continued)

- 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](mailto: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 contact: [exams@mcmaster.ca](mailto:exams@mcmaster.ca)**

Diane Johnson	Gilmour Hall, room 114, ext. 24716
Bernadette Belan	Gilmour Hall, room 114, ext. 27265
Tammy Arsenault-Irving	Gilmour Hall, room 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.
- 1<sup>st</sup> week of February – Course information collected. (e.g. courses to be offered, day or evening, term, tutorials/labs required, room types, etc.)
- First week in May – Preliminary timetable published for internal review.
- First week in June – Final timetable published to the McMaster Community with room information.

### **Convocation**

With the exception of the Divinity College, Convocation takes place in Hamilton Place. Divinity'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: Ombuds Office

MUSC, Room 210  
Phone: 905-525-9140 ext. 24151  
<http://www.mcmaster.ca/ombuds/>

### Useful Contact Information:

**Shelley Lancaster & Carolyn Brendon, Ombuds** ext. 24151  
Email: [ombuds@mcmaster.ca](mailto:ombuds@mcmaster.ca)

### What is an Ombuds?

An Ombuds is a neutral, independent problem solver who is familiar with the rules, policies and procedures of the University.

### Why do we have an Ombuds Office?

The Ombuds Office is dedicated to ensuring that all students, faculty and staff receive fair and equitable treatment within the University.

### Who can use the services of the Ombuds Office?

The Ombuds Office is available, free of charge, to assist all members of the McMaster community. The Office is jointly funded and supported by the University and the McMaster Student Union.

### When should I use the Ombuds Office?

Students, faculty and staff visit the Office about both academic and non-academic issues. Some academic issues that might bring a student to the Ombuds Office include: interest in appealing a grade, examination problems, instructor/supervisor issues and academic dishonesty charges. Faculty and staff might contact an Ombuds to discuss: terms of employment, working conditions, student issues, disciplinary action, interpersonal disputes, process and policy questions, and any concern about a University service.

### How does an Ombuds help me with my problem?

An Ombuds is familiar with the University rules and regulations and can work with students, faculty and staff to develop options/approaches to deal with their concerns. In appropriate situations, an Ombuds may intervene (with an individual's written permission), and attempt to informally resolve a problem. If this is unsuccessful, an Ombuds may make a formal recommendation to a decision-maker.

### Where do I go?

The Ombuds Office is located in MUSC Room 210. Make an appointment by calling (905) 525-9140 ext. 24151 or dropping by the Office. An Ombuds can also be reached by voice mail by calling ext. 24151 or by email at [ombuds@mcmaster.ca](mailto:ombuds@mcmaster.ca)

## Quick Info: RIVET



Office: MDCL 3510 & HSC 2D10 (no primary office)  
 Phone: 905-525-9140 ext. 21681  
<http://rivet.mcmaster.ca>

### About RIVET:

Research, Instruction and Innovation in Educational Technologies (RIVET) is the learning technologies division of the Faculty of Health Sciences. Our group has three members with diverse backgrounds: Ilana Bayer, Assistant Professor (Pathology and Molecular Medicine); James Dietrich, Instructional Assistant (CSU); Devon Mordell, Instructional Assistant (PFD). We work together to promote innovative approaches to integrating technology into teaching and learning experiences within the Faculty of Health Sciences.

### Location Information:

MDCL 3510 & HSC 2D10 (no primary office)

### Useful Contact Information:

**McMaster phone extension:** x21681 (x28830 for Ilana Bayer, x22005 for James Dietrich)

**Email:** [rivet@mcmaster.ca](mailto: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
- Information sessions and hands-on workshops
- 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

### Do you offer PowerPoint workshops?

Yes, yes we do – let us know that you're interested by emailing [rivet@mcmaster.ca](mailto:rivet@mcmaster.ca)

**Note:** *Many of the questions we encounter deal with specific technologies, so it's difficult to generalize about frequently asked ones. But we're happy to field any questions about learning technologies, or to send you in the right direction if we're not able to answer them.*



# Quick Info: School of Graduate Studies

Gilmour Hall, Room 212

<http://www.mcmaster.ca/graduate/>

## Useful Contact Information:

**Candy Hui, Admissions & Recruitment Officer** ext. 26244

## What services does the School of Graduate Studies provide?

The School of Graduate Studies is responsible for the following graduate matters:

- recruitment
- admissions
- scholarships
- registrarial service
- payroll
- student life

## Which Master/Ph.D. programs does McMaster offer?

McMaster offers 65 Master's level programs and 42 Ph.D. level programs in fields spanning the Humanities and Social Sciences, Natural Sciences and Engineering, Business, and the Health Sciences. For a full listing, please visit the School of Graduate Studies website: <http://www.mcmaster.ca/graduate/>

## How much financial support can graduate students expect?

The majority of graduate students at McMaster receive competitive funding packages that include financial support such as TAs, research funds, University graduate scholarships, external scholarships, and bursaries. Also, all eligible full-time PhD students receive at least \$17,500 per year. Many programs have support levels in excess of this amount.

## What are the admissions requirements?

McMaster University seeks candidates for graduate study who show high scholarly promise. Admission to a graduate program is based on a judgment by the University that the applicant can successfully complete the graduate degree program. Departments or programs may establish additional requirements, such as scores on the Graduate Record Examination (GRE). Applicants should read the admission statement for their [program or department](#).

## Is there an English language requirement?

If English is not an applicant's native language, an official copy of his/her TOEFL score or IELTS test report form is required.

## Must applicants write the GRE?

The GRE is not usually required at McMaster; however there are a limited number of programs for which it is (such as [Psychology](#)).



## Quick Info: Student Conduct & Community Standards

Formerly Judicial Affairs  
<http://judicialaffairs.mcmaster.ca/>

### About Student Conduct & Community Standards (SCCS)

The Office of Student Conduct and Community Standards (SCCS) contributes to the work of Student Affairs by working to create and enhance the ethical environment of the campus community by addressing behavioural expectations for student civility and personal conduct. The SCCS Office administers the Student Code of Conduct (SCC), the Residence Code of Conduct (RCC) and the Athletic Code of Conduct (ACC). Working from a support, accountability and educative perspective the SCCS team contributes to student success by holding students accountable for their behavior and by supporting students as they grow and learn at McMaster.

### Location & Contact Information:

**Marcia Boniferro, Manager**  
 Mary Keyes Residence 124  
 ext. 23845  
[bonifer@mcmaster.ca](mailto:bonifer@mcmaster.ca)

**Tim Cameron, Student Conduct Officer**  
 Gilmour Hall 207  
 ext. 21190  
[tcamero@mcmaster.ca](mailto:tcamero@mcmaster.ca)

### What services does the Office of Student Conduct & Community Standards provide?

- Administration of the following policies which address nonacademic student conduct:
  - **Student Code of Conduct:** [http://judicialaffairs.mcmaster.ca/student\\_code\\_of\\_conduct.html](http://judicialaffairs.mcmaster.ca/student_code_of_conduct.html)
  - **Residence Code of Conduct:** [http://judicialaffairs.mcmaster.ca/residence\\_code\\_of\\_conduct.html](http://judicialaffairs.mcmaster.ca/residence_code_of_conduct.html)
  - **Athletic Code of Conduct:** <http://www-athrec.mcmaster.ca/mac/conduct.htm>
- Implementation of fair and efficient student conduct processes with an emphasis on informal resolution and educational outcomes
- Facilitation of student-centered programs including the Peer Conduct Board comprised of twenty students who act as decision-makers under the Codes and the Peer Conduct Advisors who support students as they navigate the student conduct process at McMaster
- Participation on committees designed to support distressed/disturbed students:
  - Supporting Students in Difficulty Committee
  - Behavioural Risk Assessment Team
- Support for faculty and staff in addressing concerning and inappropriate student behaviour:
  - **Staff Guide to Addressing Disruptive Behaviour:** [http://judicialaffairs.mcmaster.ca/pdf/Staff\\_Guide\\_2007.pdf](http://judicialaffairs.mcmaster.ca/pdf/Staff_Guide_2007.pdf)
  - **Faculty Guide to Addressing Disruptive Behaviour:** <http://judicialaffairs.mcmaster.ca/pdf/Faculty-2007.pdf>

## Quick Info: SCCS (Continued)

### If I have a concern about a student's behaviour, what should I do?

Feel free to call the SCCS office or the Centre for Leadership and Learning (CLL) if you have concerns about a student's behaviour in or out of the classroom. Typically, the CLL will be your primary resource for issues of classroom management and the SCCS office will assist with problematic behaviour engaged in by a specific student or group of students. As the two offices work together, either team will be happy to assist you and may possibly refer you to the alternate office depending on the specific nature of the concern.

### If I reach out re: a concern about a student's behavior, what will happen?

Regardless of which office you contact, staff will listen to your concerns, suggest available options and assist in problem-solving. While the SCCS office may recommend that we follow-up with a student directly, we will not automatically contact the individual unless you agree this step is a positive course of action. In some cases, the behaviour may be a result of the student being in distress. We often refer matters to a variety of resources available on campus to help a student who is experiencing a crisis and/or a mental health concern.

### What are the possible outcomes of asking SCCS to get involved in a situation?

The SCCS offers a broad range of possibilities in order to resolve a situation in the most positive and meaningful way. While we have an effective adjudication process that weighs evidence impartially and consistently, the overwhelming majority of incidents we investigate are resolved informally. If you contact our team, we will look into the matter, gather the perspectives of all involved and determine if any standards were compromised. In most cases, students realize upon reflection that their actions may have been harmful to others and want to work to repair the harm they have caused.

If a student is found to be in violation of any of the Codes, there will likely be sanctions of some kind imposed. Sanctions are most often educational and/or restrictive in nature, depending on the seriousness and nature of the behaviour itself. The SCCS office takes a restorative approach to sanctions to maximize the learning opportunity for the students involved.

### Why is calling the SCCS office a good idea?

Our role is to help maintain the balance of rights and responsibilities we all share at McMaster University. In short, we aim to help all members of this community grow and succeed. If you feel that a student's ability to succeed or your own success is compromised by the behaviour of another student, we are here to help address and resolve the situation. Feel free to call us for a consultation so we can support you in your important work here at McMaster.



# Quick Info: Student Success Centre

Gilmour Hall 110  
(previously Career Services)

## About the Student Success Centre

The Student Success Centre supports students from the time they consider McMaster and accept our offer of admission, through their years at McMaster. The SSC helps students as they make choices, learn from experience and develop/improve skills that will prepare them for their career and life after graduation.

## Useful Contact Information:

**Gina Robinson, Student Success Centre Manager (Career and Employment)**  
[robing@mcmaster.ca](mailto:robing@mcmaster.ca)

**Adam Kuhn, Student Success Centre Manager (Community Service-Learning, Civic Engagement and Leadership)**  
[akuhn@mcmaster.ca](mailto:akuhn@mcmaster.ca)

**Danielle Stayzer, Student Success Centre Manager (Transition and Academic Success)**  
[stayzer@mcmaster.ca](mailto:stayzer@mcmaster.ca)

## What services does the Student Success Centre provide?

The Student Success Centre provides programming, services, workshops, events and experiential learning opportunities to students.

### **Workshops:**

Networking, Resume Writing, Career Decision Making, Preparing for Graduate/Medical School, Facilitation for Learning, Civic Engagement and You, So You Want to Volunteer?, Effective Note-taking, Essay Writing

### **Events:**

Career Fair, Continuing Education Fair, Volunteer Fair, Networking Breakfasts, Opportunities Expo, New Student Orientation programs (Summer Orientation, Welcome Day and Welcome Week), Citizenship Engagement Week.

### **Experiential Learning:**

CareerLinks Mentoring Program, Job Shadow, Career Field Experience, Mac Serve, Mac Serve:Reading Week and Mac Serve:Global, Mac Ambassador Program, Student Success Leader Program.

### **Services:**

Career Counselling, Career and Employment Clinics, Employment Advising, Career Coaching, One Time Placements (Group Volunteerism), First Generation Programming, Mac Volunteer Connections, Parent Information and Support, Assessment in Student Affairs.

## Quick Info: Student Success Centre (Continued)

To whom should I direct student inquiries?

Issue	Department	Contact
Academic dishonesty	Academic Integrity Office	<a href="mailto:thyreta@mcmaster.ca">thyreta@mcmaster.ca</a>
Campus Tours	Student Recruitment	<a href="mailto:liaison@mcmaster.ca">liaison@mcmaster.ca</a>
Convocation	Registrar's Office	<a href="mailto:rachel@mcmaster.ca">rachel@mcmaster.ca</a>
Course selection	Associate Dean's Office of the Faculty in which the student is registered	See Faculty website
Failing	Academic Advisor for the Faculty in which the student is registered	See Faculty website
International applicants	Office of International Affairs	<a href="mailto:oia@mcmaster.ca">oia@mcmaster.ca</a>
Letter of Completion	Registrar's Office	<a href="mailto:getreg@mcmaster.ca">getreg@mcmaster.ca</a>
Lockers	Bookstore	Ext.22623
Missed exam, test	Associate Dean's Office of the Faculty in which the student is registered	See Faculty website
Graduate programs	Department in which the student is interested	See Faculty website
Program specific question	Academic Advisor for the Faculty in which the student is registered	See Faculty website
Registered education savings plan	Registrar's Office	<a href="mailto:getreg@mcmaster.ca">getreg@mcmaster.ca</a>
Repairs in residence	Residence Facilities	Respective Quad Service Centre
Report of illness, injury	Associate Dean's Office of the Faculty in which the student is registered	See Faculty website
Residence Tours	Student Recruitment	<a href="mailto:liaison@mcmaster.ca">liaison@mcmaster.ca</a>
Residence Wait List	Residence Admissions	<a href="mailto:resadmissions@mcmaster.ca">resadmissions@mcmaster.ca</a>
Transferring Faculties/programmes	Associate Dean's Office of the Faculty in which the student is registered	See Faculty website
Transferring to another university	Registrar's Office	<a href="mailto:getreg@mcmaster.ca">getreg@mcmaster.ca</a>





## Quick Info: Titles - McMaster Bookstore

Main Bookstore: Gilmour Hall B101  
 Phone: 905-525-9140 ext. 24752  
[bookstr@mcmaster.ca](mailto:bookstr@mcmaster.ca)  
<http://titles.mcmaster.ca>

### About Titles

Titles McMaster University Bookstore is owned and operated by the University. Titles is dedicated to assisting the learning process and proceeds from bookstore sales fund student services. We offer a wide range of course materials that have been selected by professors for use in their courses. With three permanent and two temporary bookstores we strive to meet the needs of our customers.

#### **Main Bookstore, Gilmour Hall B101**

The Main Bookstore is located in the basement of Gilmour Hall and features an extensive general book and magazine selection. Our giftware, clothing and stationery departments feature the finest in McMaster memorabilia. Our computer centre, MacMicro, has a great selection of electronic hardware, software and peripherals. A full service Post Office is on located site. The course materials listing for the fall was posted online on Monday, August 9<sup>th</sup>. Please check our website for the location of your course materials.

### Ancillary Bookstore Locations

#### **The Tank, Togo Salmon B203**

This store contains all course materials, new and used, that are required throughout your years here at McMaster. In order to save students' money we actively seek out as many used textbooks as possible. During peak periods first year course materials will be relocated to the Main Bookstore in order to reduce line-ups. All Health Sciences course materials are permanently located in the Health Sciences Bookstore (Mediashop).

#### **Health Sciences Bookstore, Mediashop HSC 1G1**

This store specializes in Medical, Nursing and Health Sciences titles. This store also features an extensive selection of current reference books in all health related fields. Stethoscopes, diagnostic instruments, scrubs, stationery and supplies as well as crested clothing are also available here.

#### **Subtitles, DTC - 50 Main Street East, Hamilton**

Located inside McMaster's Downtown Centre, Subtitles carries all course materials for the Continuing Education classes held at the Downtown campus. This is a temporary bookstore that operates at the start of term in September, January and May.

#### **Titles MBA Bookstore, Ron Joyce Centre (Burlington) - 4350 South Service Road, Burlington**

**Opening September 2010** - Located at the new Ron Joyce Centre in Burlington Titles MBA Bookstore will house course materials for DeGroot's MBA program & Executive Education as well as a selection of stationery, office supplies, MBA clothing and giftware.

#### **Buyback**

Titles offers a buyback program and purchases used books back from students at the end of term. In order to purchase used titles for your students we need your adoptions in as early as possible. This enables us to provide better priced books (75% of the new price) and cash for the students at buyback. For more details regarding this program visit <http://buyback.mcmaster.ca>

## Quick Info: Titles (Continued)

### Useful Contact Information:

[bookstr@mcmaster.ca](mailto:bookstr@mcmaster.ca)

General Inquiries (for all locations)

**Fax:** 905-572-7160

Ext. 24752

Text Office

Main Store GH B101

Ext. 22628 or 22179

Custom Courseware

Main Store GH B101

Ext. 22621

General Books

Main Store GH B101

Ext. 22630

MacMicro Computers

Main Store GH B101

Ext. 27861

Post Office

Main Store GH B101

Ext. 24220

Mediashop.com

HSC 1G1

Ext. 22288

**Fax:** 905-525-8527

### How do I order textbooks for my course?

Any of our Course Materials Buyers can assist you with placing your order. They have over 85 years of combined experience and would be happy to assist you with your adoption. Their office is located in the Main Bookstore (GH B101) Next to the Post Office kiosk.

Sue Hockridge

Ext. 22179

Ted Allaby

Ext. 22627

Rick Beith

Ext. 22628

Our online adoption is available at [http://titles.mcmaster.ca/text/text\\_adoptionform.htm](http://titles.mcmaster.ca/text/text_adoptionform.htm) or if you would prefer a hardcopy adoption form please give us a call and we will send one out to your attention. Please feel free to drop by at any time to pick one up in person.

### What is Custom Courseware and how can I order it?

Our Custom Courseware department facilitates the compilation of your readings into a comprehensive format for your students. All material is scanned, edited and stored digitally for efficient retrieval and printing. This creates a professional looking document that can be printed as needed. This gives you the ability to re-adopt a pack in the future enabling you the ability to add or delete as required. We secure all copyright permissions and royalties are paid to the rights holder in compliance with Copyright Law. Our Copyright specialists are located in the Main Bookstore (GH B101) in the Administration Office at the back of the store.

Linda Colarusso

Ext. 22621

Barbara Bethune

Ext. 27336

### What is a raincheck and why does a pack go into raincheck?

Our Custom Courseware buyer places an initial order for your pack based on estimated enrollment figures. Our goal is for every pack to go into raincheck. Rainchecks are an easy, quick way for your students to order a pack. Students simply visit our customer service desk to place their order and prepay their pack, 48 hours later the pack arrives and is held for them. As a result, at the end of the year there are fewer left over packs to write-off, keeping production costs lower and saving on paper waste. This ability gives the student the flexibility of purchasing the pack when they need it and also saves the students money.

## Quick Info: Titles (Continued)

### Can my students reserve a copy of a text if it runs out?

Course materials are key to a student's success and we want to ensure that each student has the materials they need. Text orders are placed throughout the summer and based on estimated enrolment figure. If actual enrolment exceeds these figures we may run out of a particular title. Our buyers monitor the stock and enrolment levels to determine if additional books are required and place orders as needed. If we do run out of a title the student can reserve a copy. Once the book arrives the student will be contacted and the book will be held for a period of 72 hours before being released to the sales floor.

### How would I submit supplementary Titles? Eg. Style guides, dictionaries, etc.

Please contact our trade buyer to submit supplementary titles. This feedback ensures we have the titles in stock to assist your students in their studies.

Trade Buyer – Robin Tancredi      Ext. 22894

### How would I submit supplementary required materials? Eg. Lab books, dissection kits, lab coats, goggles etc.

Please contact our supplies buyers to submit supplementary materials. This feedback ensures we have the titles in stock to assist your students in their studies.

Cheryl Sinclair & Marcia Williams      Ext. 22622

### Can I special order books?

Our trade department would be happy to assist you with your book order. Orders can be placed in person, by fax, mail or online at our website. We are able to source books and research the availability of titles worldwide. Titles also has a Books Espresso Print on Demand machine on site, with access to over a million digital titles that can be printed in under 5 minutes.

### What is the refund policy for course materials?

Term 1 & 3 textbooks can be refunded up until September 25<sup>nd</sup>, 2010 and Term 2 textbooks can be refunded up until January 15<sup>th</sup>, 2011. After this period there will be no refund on textbooks. Custom Courseware is non-refundable so students need to ensure that they purchase the correct pack for their course section.



# Quick Info: University Library

Mills, Innis & Thode Libraries  
<http://library.mcmaster.ca>

## 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; 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?

### **Library Liaison @ Mac** <http://library.mcmaster.ca/liaison>

- Your liaison librarian is your partner in teaching, learning and research
- A list of liaison librarians by faculty and department is available at <http://library.mcmaster.ca/liaison>

### **What can your liaison librarian do for you?**

- Provide advice on creating effective library and information research assignments
- Teach your students and TAs how to search for information effectively
- Guide discussions and answer your students' questions about library and information research in your (or their) choice of communication tools, such as Avenue (Desire to Learn), or in class
- Create a course guide to help your students navigate through the Library's resources for a specific class or assignment
- Educate students about plagiarism and the ethical use of information
- Teach students how to correctly cite sources in their papers and bibliographies and how to use citation management software such as RefWorks
- Assist in creating persistent links to online course readings for Avenue (Desire to Learn) or your web page
- Provide research consultations for graduate students, faculty and research assistants
- Help you to create a blog or wiki on the Library's 2.0 Toolbox server that you can use in your teaching and research

### **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. Reserves include required and supplementary readings as well as lecture notes, overheads, old exams, mid-term tests, quizzes, audiovisual materials, etc. Material that can be placed on e-reserve includes e-books, e-journals, and any web resource that provides a stable link. For more information, consult our web site.

## Quick Info: University Library (Continued)

### 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/madgic/maps-gis.htm>

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 20<sup>th</sup> 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.

#### **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, consult our web site or speak to your liaison librarian.



## 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:

General Inquiries: ext. 24357 [uts@mcmaster.ca](mailto:uts@mcmaster.ca)  
 Student Technology Centre Support: <http://www.mcmaster.ca/uts/instructors/index.html>  
 ABB: ext. 26107 JHE: ext. 24529  
 BSB: ext. 24820 KTH: ext. 24230

### What services does UTS provide?

#### MAC ID

Every faculty at McMaster requires a MAC ID to access various University resources, e.g. e-mail, wireless, access to office servers, etc. To request a MAC ID your supervisor must request it by filling out the application form <http://www.mcmaster.ca/uts/appforms/macid.html>

#### Email

UTS provides all staff and faculty with the 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](mailto:MacID@mcmaster.ca). UTS currently allocates 50MB of email storage for every employee at McMaster University. To access your email account please log in with your Mac ID and password to <https://univmail.cis.mcmaster.ca/>

#### Email Clients

All faculty members are welcome to use the web based email client found here: <https://univmail.cis.mcmaster.ca/>. Some prefer using a desktop version such as Microsoft Outlook. UTS has prepared help pages to help you configure various email clients. See: [http://www.mcmaster.ca/uts/support/email/client\\_config/msoutlook.html](http://www.mcmaster.ca/uts/support/email/client_config/msoutlook.html)

#### Licensed Software

UTS has established a Software Depot from which every employee may download available to McMaster Employees software. You may access available software here [http://www.mcmaster.ca/uts/software\\_downloads/downloads.html](http://www.mcmaster.ca/uts/software_downloads/downloads.html)

#### Electronic distribution lists

UTS offers two types of electronic distribution lists – EDL and Mailman. The two lists differ by their functionality.

**Mailman** – self subscribed lists, moderated and unmoderated. To apply for a new mailman listing please fill out the form found here <http://www.mcmaster.ca/uts/help/mailman/mailmanappl.htm>

**EDL** – list owners may open and close the list in order to send a notification. There is no moderation or self subscription to this list. The owner of the list manages those activities. To apply for a new EDL listing please fill out the form found here <http://www.mcmaster.ca/uts/help/edl/edlappl.htm>

## Quick Info: UTS (Continued)

### Photo ID

Photo identification cards are required for all McMaster staff and faculty. In addition to allowing entrance to authorized facilities, photo identification cards are used for meal cards, access to the Pulse facilities in the Athletic Centre and for library borrowing privileges at all campus libraries. 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. Photos are taken on a first come, first served basis. Please bring the following:

- Government issued photo ID
- McMaster HR issued employee number

### Corporate Calendar

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

### All your computer needs

Faculty members should approach their Faculty designates <http://www.mcmaster.ca/ctl/ipnumber.htm>. Support for UTS managed services should be directed to UTS service desk at [uts@mcmaster.ca](mailto:uts@mcmaster.ca) or ext. 24357

### The Optical Mark Reader (OMR) Exam system

OMR translates the dots students pencil in on special sheets of paper into data and marks each student's exam against an answer key provided by the instructor. A variety of reports and data files are produced and returned with the original sheets to the instructor. For more information please refer to the web site <http://www.mcmaster.ca/uts/omr/test.html>

## How do I book the lab?

You can book the lab online <http://mrbs.labs.mcmaster.ca/mrbs/day.php>

## I've already submitted a room booking to the registrar's office; do I still need to register the course for Technology Services use?

Yes, registrations received from the registrar are given first priority when rooms are assigned. Registering also allows you to obtain a course account to add files to your course folder in the labs. Contact [c-utslabs@mcmaster.ca](mailto:c-utslabs@mcmaster.ca) for software requests and to have your MacID added for lab use.

## I've already registered my course, but I want to add a one-time room booking. How do I proceed?

There is no need to register your course again. Contact the Supervisor, Student Technology at ext. 24163. You can view the current bookings at <http://mrbs.labs.mcmaster.ca/mrbs/day.php>

## What is the role of the UTS Service Desk?

The UTS Service Desk is a focal point of contact for all computer related issues. Most of the faculties however have their own support designates who provide technical assistance at your desk. UTS Service Desk will assist with Mac ID questions and issues, E-mail questions and UTS supported software. You can reach UTS Service Desk via:

- Email: [uts@mcmaster.ca](mailto:uts@mcmaster.ca)
- Phone: ext. 24357
- In Person: Burke Science Building - Rm 245



Main Office: T13 124  
905.525.9140, ext 24540  
cll@mcmaster.ca  
[cll.mcmaster.ca](http://cll.mcmaster.ca)

Handbook Prepared by Beth Marquis

