Female students in a residence room, c.1959.

Student Affairs - Annual Review 2008

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Female students in a Les Prince Hall residence room, 2008.

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I am especially proud to present my Dean’s message in this year’s Annual Report as I’m sure that you, like me, will find it to be a wonderful tribute to Student Affairs past and present as well as to McMaster students over several generations. This year’s report is not only about the old and the new though. It is also about the highs and lows for those of us in the student life arena.

One of the highlights this year was the grand opening of the Ron Joyce Stadium on Sept. 13. After four years of playing games in downtown Hamilton, our Marauders were finally back on-campus where they belong. The result of the football game was not the greatest (a loss to U of Ottawa) and it rained throughout the game and pre-game festivities (putting a damper on some plans) but the grand opening was a tremendous thrill to all of us who have been involved since the Athletics and Recreation Complex (ARC) was just a glint in Thérèse Quigley’s eye. I want to pay a special tribute to Thérèse as this was her vision and she is largely responsible for McMaster now having probably the best athletics and recreation facilities in the province if not the country. Thérèse will be moving on to Western later this year to work her magic. She will be sorely missed by all of us here at McMaster but by no one more than me.

Back in the 50s and 60s, the centre of athletic activity on the McMaster campus was the “Drill Hall”. Former Director of Athletics, Bill Fowler has written a wonderful piece about his memories of the drill hall and especially the people he interacted with there. One of them, Mary Keyes, was my predecessor as you can see from the chart on page 30. What Bill doesn’t say in his article is that legendary basketball referee Ron Foxcroft got his start there as well. Ron was the Chair of the campaign cabinet for the ARC described above. The cabinet was responsible for fundraising $23 million.

Certainly the lowlight of the year was the fire in Brandon Hall in October (page 15). Brandon Hall is our largest residence, 560 residents on 11 floors. The fire started in an elevator and most of the damage was done to the second and third floors. However, all three elevators were damaged beyond repair and there was smoke damage throughout the building. This necessitated a total evacuation of the building, requiring that accommodation be found for 560 students for what turned out to be nine weeks. I want to use this space to thank Housing staff for their tireless efforts during the evacuation; in placing students in several hotels; in providing a student life for them in many locations; and finally in welcoming them back “home” on Jan. 4. I will be nominating Housing staff for a President’s Award for Outstanding Service this year.

Each year I attend dozens of functions. Among the most enjoyable are the luncheons and dinners at which McMaster recognizes its employees for their years of service. At the 2008 Years of Service Luncheon, three Titles Bookstore employees (Sue Hockridge, Ted Allaby and Vince Condon) were honoured for their 40 years of service to McMaster University!—A remarkable achievement and testament to both the employees’ work ethic and McMaster’s
There is an expression, “don’t forget where you came from”. This year’s annual report reflects on Student Affairs from its early years of development to the continuous growth and achievements of Student Affairs today.

The 2008 report features some of the people and stories that have inspired success and reveals not only the character of the time but also the foundational roots established for new staff initiatives and future prosperity. It also looks at the many new faces and spaces of Student Affairs over the past couple of years and the exciting horizon of our future as we continue to work as partners in learning.
By offering special events, such as author signings, readings and talks, students are provided with the opportunity to explore new concepts and ideas at Titles Bookstore. For the past two years Titles has teamed up with the English Department to host talks and readings featuring Writers in Residence, Daphne Marlatt and Lawrence Hill. The Bookstore also provides a cultural meeting place for the exchange of ideas and offers a wide selection of reference books to aid students in the exploration of their chosen interests.

Titles is committed to helping students excel. Academic materials for students are provided and course materials are delivered in various formats. Titles works to ensure that McMaster faculty have access to critical information to help them select their course materials and that those materials are competitively priced, accessible and available to students. Titles staff make sure students have enough information so that they can make informed decisions about their purchases. The Bookstore is also committed to providing opportunities for student staff, employees learn basic work skills in a variety of departments such as computers, clothing, stationery, books and accounting. They are also invited to take an active role in developing store events through the Store Excitement Team giving them exposure to various aspects of marketing and teamwork.

Titles Bookstore has worked closely with a variety of campus partners to promote student success and development. The Bookstore partnered with DeGroote School of Business students to create an experiential learning opportunity called “Let’s do business.” The staff have assisted with the program development and judging during the event. Titles also works closely with the Alumni Association to help promote alumni achievements and successes such as alumnus Terry Fallis who launch his debut novel, The Best Laid Plans, which has won the Stephen Leacock Medal. In addition, the Bookstore continues to assist the McMaster Students Union by growing their charitable donations through the “Round-Up” program in the store with all money received going to charities selected by the MSU, and supporting the MSU’s retail operations, such as the Short Stop and Undercovers, by providing guidance, hardware and support.
Mark Lefebvre, Book Operations Manager for Titles, demonstrates the Espresso print-on-demand (POD) book machine.

**TITLES COMPETES WITH THE BIG BOX GIANTS AND WINS!**

**Titles Bookstore has** recently unveiled Espresso, a print-on-demand (POD) book machine that prints flawless, bound paperback copy that is almost indistinguishable from the original. It is one of nine on demand printers in the world and only one of three owned by a university. By January, McMaster’s bookstore will have access to more than a million titles available in the POD library. With access to this many titles, McMaster University gains a huge competitive advantage against the big-box retailers and online retailers such as Amazon.

By purchasing a book at Titles, customers now have the option of not only keeping their money in Canada but also on-campus. With regular author readings and signings, book events, giftware, stationery, computers and a very popular special order service, Titles has evolved into a full-service bookstore, not one dedicated solely to textbooks.

Donna Shapiro, director of Titles, sees the POD capability as yet another innovative way to save students money. “Titles is at the forefront in the development of custom courseware as a textbook alternative and we aggressively pursue used books as a cheaper alternative to their new counterparts, with POD, we will now be able to offer another option to professors that will be more cost effective, customizable and offer a very short production turn-around time so that students have the academic materials when they require them, not when the publisher can deliver them.”

The Espresso Book Machine is now available to the public and we see an exciting time ahead for one of our Student Affairs units.
A STUDENT PERSPECTIVE

Natalia Tiahur, Student Staff

“What I enjoy about working at the bookstore has given me the opportunity to build upon essential work skills, such as communication and attentiveness, and of course earn a steady pay cheque as well. What makes it a great experience overall is the additional benefits that have helped me grow throughout my years at Mac. Knowing that working while studying full-time can be a challenge, the Bookstore has been enormously considerate in tailoring work hours to fit my schedule. This allows me to work around my classes but forces me to manage my time; as a result, I maximize the time I have for both studies and social life. With so many students working at Titles, it has been a great way to meet new people within similar Faculties and befriend those with similar interests. Working on campus has also allowed me to discover the history behind McMaster, meet academic professionals, and stay connected with the current social events on-campus. All these benefits and more make working at the Bookstore a wonderful experience, one that has made my years at McMaster unforgettable.”

LONG TERM EMPLOYEES

Sue Hockridge (top, left), Vince Condon (top, right), Pam Overy (bottom, left) and Ted Allaby are all long-term employees of Titles Bookstore. They have all worked for the University since 1968.

RECENT STAFF ADDITIONS

Riley O’Brien, Computer Consultant

“What I enjoy about working at McMaster is the sense of community. Everyone is supportive, whether it be through a service on-campus or just a friendly hand holding a door. And even after the workday is over that doesn’t stop. You still get a friendly smile and wave when you see someone you know while off-campus.”
The programs offered through the First Year Experience Office provide incoming students with opportunities to connect and discover all McMaster has to offer. The orientation programs encourage discovery through exploration of new interests, meeting people from culturally and experientially diverse backgrounds and realization of the multitude of possibilities available in this new community. The First Year Experience Office also focuses its efforts on supporting the success of first generation students within a post-secondary educational environment. The First Generation Program is aimed at assisting high school students to discover the opportunities available to them through higher education.

Students learn what it means to become part of a community in a meaningful way through participation in the many orientation programs. Through engaging in the programs, students integrate their out-of-classroom experiences with their in-classroom teachings to bring higher meaning and intellectual development to their university life.

The orientation programs encourage personal and academic goal-setting through integration and development of interpersonal/social skills and academic/problem-solving skills as part of the maturation process. Students are able to discover more about who they are and what they want out of life.
A STUDENT PERSPECTIVE

Elizabeth Leal, Student Coordinator

"This summer I was one of five Student Coordinators in the First Year Experience Office, hired for the role of Event Coordinator. I was very excited to start my summer job, as I would have a large amount of involvement with Welcome Week; which as a former Welcome Week Rep was something I was very passionate about. I was a little apprehensive about the position as I did not know too much about the First Year Experience Office before starting my job, but I was very fortunate to work in an office with very friendly and helpful people. Although we each had our own tasks to focus on, our office worked very well together and I felt that we were very dynamic and productive. In the end we always came together to produce great orientation programs that were interactive and effective for first year students.

I learned a lot not only about McMaster University as a whole, but also about team dynamics, skill building and communication this summer. Being given a high degree of responsibility taught me a lot and helped me greatly improve upon my skills and abilities. Working with such a great group of individuals and having strong team dynamics was also very helpful and refreshing. The office relies on team work, and without it, it is very difficult for all of our orientation programs to come together. Although at times things got stressful and some mistakes were made, we all came together to provide students with the best possible McMaster experience."

This “Freshies” orientation event in 1968 was a precursor to the modern Clubsfest.

Shinerama has been a part of the orientation programs of many universities. Above, McMaster students polish shoes for donations in support of Cystic Fibrosis, c.1970.
The orientation rituals and rites of the early 1950s may seem cruel and unusual to us today.
At first glance, discovering, learning and growing appear as individual processes, experienced independently of one another. However, they can also be understood as interlinking processes, working in tandem with one another. In order to grow one must first discover and learn. My experience with Residence Admissions has allowed me to discover a community dedicated to bettering the university experience for students living in residence.

As part of this community I not only learned the various administrative tasks necessary to ensure each student has a room in residence, but also the importance of meeting students’ needs, no matter how small they may seem. Through this and other experiences, I have been able to grow both on a personal and professional level. I have become more understanding and patient towards others, and professionally I have been able to expand my communication skills and work on my relationships with colleagues.

I have learned many valuable skills and lessons, all of which would not have been possible had I not opened myself up to the possibility of discovering, learning and growing.”
Student Community Advisors (CAs) and full-time Residence Managers (RMs), above in 2008, are crucial for the development and safety of students living on campus.

Dianne Carment (left) and Wendy Read have worked for McMaster since 1981 and 1978 respectively.

Kim Holland, Service Specialist

“I have been at Mac for just a little over two years and they have been the most enjoyable of my career thus far. I was drawn to a career in a postsecondary learning environment after completing my degree as a mature student. There is no substitute for the energy and excitement one finds in a university setting. We strive to provide our students with the most memorable years of their lives and in turn, they influence mine daily.”

Each residence hall had its own policy on smoking; by 2001, smoking was not permitted anywhere in any residence.

2,395 students lived in nine residences.

Three residence buildings were co-ed, three were male-only, and three were female-only.

Two deans, and two assistant deans for women and men acted as “hallmasters”.

LONG TERM EMPLOYEES

BACK IN ’83
“As hallmaster in McKay Hall from 1982 to 1988, I served as a liaison between the elected student government and the Residence Office. I was one of two faculty members to serve as hallmaster in the 1980s; most of the rest being graduate students or University staff members. The residence system was somewhat more intimate then, since Hedden, Keyes, and Prince residences had yet to be built. We hallmasters participated actively in hall governance together with our elected student executive. Residences were less secure then, and I recall vividly participating with our executive in 24-hour residence patrols on Homecoming Weekend and the last few days of final exams, to ensure that unauthorized individuals did not enter the building. In McKay, as in most halls, the quality of the student executive was very high, and working with these very capable and dedicated young men and women will always be my fondest memory of the residence system. The bonds we formed were often very strong, and I have maintained contact with several old McKayites, including my current family attorney, for more than 20 years.”
FIRE IN BRANDON HALL

In the early hours of Oct. 18, 2008, an alarm rang out that changed the lives of Brandon Hall students. A fire displaced more than 550 residents, leaving them out in the cold without their belongings. Within minutes, spaces were opened to keep students out of the cold. Within hours, an evacuation centre was set up by the Red Cross, and most students were able to access their rooms to pick up belongings.

Relocating such a massive number of students and all of their belongings was no easy task, especially during such an emotional and stressful period. The outpouring of support and assistance from the McMaster and Hamilton communities was absolutely astonishing. The volunteers who gave up their time for hours on end included fellow students, Residence Life staff, professional staff and faculty from across the university, representatives from dozens of student groups, McMaster Student Union, Inter-Hall Residence Council, faculty reps, past Brandon Hall residents, staff and students from other universities, as well as concerned residents from the greater Hamilton area. Hundreds of inquiries flooded McMaster with one common theme — “how can we help?” Donations of food, clothing, and toiletries poured in, with others offering their homes, vehicles to transport students, and anything else they could think of. Everyone wanted to make sure these students felt the utmost care and support from Hamilton and McMaster.

Groups of students even travelled from other institutions such as the University of Guelph, Brock University, and York University to lend a hand.

While Housing & Conference Services staff worked endless hours to take care of Brandon students, more than 100 student staff members worked to ensure the 3,000 students living in other residences continued to be supported through Residence Life programming.

Most students stayed with family or friends until they were moved into hotels on Oct. 26. Almost all the students had several opportunities to access their rooms during this time. The rest of their belongings were packed and delivered to five beautiful and accommodating hotels across the City of Hamilton.

The hotels were welcoming, accommodating, converting hotel rooms into study and common lounges, and generally going above and beyond to make Brandon students feel at home and extend the on-campus experience to off-campus. Departments across the University donated time, gift bags, and converted an on-campus space into a lounge for Brandon Hall students.

Although this was a difficult time, spirits soared and attitudes remained positive. Brandon students’ sense of community was heightened because of what they had been through together. They really seemed to carry their communities into the hotels and into the on-campus lounge, and the buzz was obvious: Brandon students love Brandon.

On Jan. 4, 2009, Brandon students moved into a newly renovated Brandon Hall. “It’s so awesome,” said first-year student Derek Heraldo, as he moved back in. “I’m so stoked to be back. This is my home.”
At the core, Campus Health continues to enhance students’ ability to complete their education goals through provision of excellent health care, and enhance their personal and community health with excellence in health education. Students discover more about themselves and others in relationship to their own health behaviours, the health care system, community health, mental health and sexual and cultural diversity. This is established through Peer Health Educator opportunities, health education events, publications and displays, public health activities on-campus, education by caring health care providers and research into issues impacting student health (mental health, infectious disease).

Students at university become aware of their own health and how it impacts their ability to do the things they want and need to do. They learn to care for themselves when medical attention is not required, and to be aware of warning signs for more serious problems that ought to be assessed. When attention is needed, students know how to navigate the health care system and access appropriate resources at an appropriate time, including awareness of the roles of various health care providers. Through health education, students also learn how community health issues such as tuberculosis, HIV, flu and unplanned pregnancy affect them.

A diverse campus community prepares those in the Faculty of Health Sciences, to themselves become competent health care providers. The Campus Health Centre provides clinic learning placements for students under the provision of excellent primary medical and mental health care. Students participating in these placements gain acceptance of diversity through: education on illness prevention and self help regarding smoking, drugs, alcohol, sexuality, stress, mental health, nutrition, sleep, exercise, disease-specific information for those who are unwell—either acutely or with chronic illness—cooperation with Public Health on issues relevant to the campus community and providing the necessary daily care services for students with disabilities.

From adolescents into competent adults, McMaster students grow with more mature insight, self assessment, self care and coping skills, through the provision of mental health care, assistance in understanding their right to confidentiality, and other issues around
the privacy of their health information, assistance in the development of an adult relationship with parents, especially with respect to making health decisions, helping students to plan their academic pursuits, taking into account medical or mental health challenges, and helping students to take responsibility for negotiating with faculty, when health issues impact educational performance.

### A STUDENT PERSPECTIVE

#### Nicole Rumble, Peer Educator

**"As a Peer Health Educator (PHE) for three years and a team leader for two years I have had nothing but opportunities to discover, learn and grow. On a regular basis, the PHE team works to disseminate health-related information to students and through this experience I have discovered the importance of knowing your audience and being able to relate to them. Our team works diligently to tailor our educational and awareness campaigns to student university life, and this has enabled us to truly be effective.**

As a PHE, I also learned the importance of teamwork. Being part of a team has allowed me to recognize my individual skill-set. This knowledge has been instrumental in job interviews and in my various summer jobs as I am now aware of the roles I can fill in a team and the assets I have to offer one. From a leadership standpoint, teamwork has also taught me how to identify and utilize the abilities of others which in turn has lead to many successful and innovative campaigns and fairs. Finally, as a PHE, I have grown as a person and as a student. PHEs are a tight-knit volunteer community and as part of this group, I have met many outstanding students whose experiences and commitment to student life have inspired me greatly and pushed my life goals and aspirations further than I had previously thought possible. Ultimately, I have had an invaluable experience as part of the PHE team and I would highly recommend this volunteer opportunity to any student looking to educate themselves, interact with and impact their peers, and feel more involved with McMaster."
Career Services

Career Services encourages discovery, by providing students with accessible tools for self-directed career exploration and discovery. New interactive career resources, including CareerStorm Navigator, an online career and life planning tool, helps students refine, enhance and better understand their career and education goals. By adding webcasts, podcasts, virtual career advising, eChats and a Student Affairs blog to our resources students, have been provided with choices in learning and obtaining information while encourage them to actively engage with staff and their peers in new and exciting ways.

Our online Career by Design Model gives students greater insight into the career planning process and how their career decision making is affected by their ability to reflect and visualize their future, build experience and create options and finally devise a plan to make their dreams happen from both a career and personal perspective.

We believe that students learn through “doing” and our approach to service delivery and education is to provide students with opportunities to interact with one another as well as members of the McMaster community to gain confidence in their career decision making. Experience is the best teacher. Services such as the Mock Interview Roundtable give students the opportunity to practice their interview skills in an interactive group session where they gain feedback on their presentation and style in the company of a small group of peers. Students in these sessions coach one another by providing support and encouragement. Events offered through Career Services focus on the importance of networking. When approached as a learning experience, networking provides our students with the opportunity to connect with people on a meaningful level. It means that students have the opportunity to expand the group of people they are willing to help and from whom they can seek help in return. It is about positive relationship-building and learning from one another.

Programs offered through Career Services focus on the development of critical employability skills to help a
Placement and Guidance services, here in 1957, was a predecessor of Career Services. The office provided students with support in entering the employment market and facilitated recruitment by employers.

Liz Koblyk, Alumni Career Coach

“The biggest difference I’ve noticed between McMaster Universi-

student enter, stay in and progress in the world of work.

The Mac Ambassador volunteer consists of approximately 150 active volunteers who dedicate their time and enthusiasm at on-campus career-related events and activities. Students involved in this program set goals and priorities by balancing academic life with their personal life and interest in volunteerism. This program encourages the development of personal management skills as well as fundamental team work skills. The Accessible Career Transition Program in its early development stages has taken great strides in providing equitable employment for students with disabilities. Through a transition success team and partnerships with community agencies the program assists students with the life and career skills required to be successful not only today but focuses on continued success and other employers is the focus on learning—not just for students, but for all of us in Student Affairs. This emphasis on learning isn’t just top-down; I have colleagues who have arranged learning opportunities for our office, and most of us are pursuing continuing education. Because of McMaster’s learning environment, I feel confident that the quality of the services we deliver will continue to improve, and that my colleagues and I will be able to benefit one another, and model for students the fact that learning and critical thinking happen outside the classroom as well as within.”
after leaving McMaster University. The Alumni Program, a partnership between Career Services and the Office of Alumni Advancement, reconnects former graduates with the University community. Through building relationships between alumni and current McMaster students, new networks are formed, knowledge is shared and career introspection, guidance and support is provided.

DO YOU REMEMBER?
The early 1990s saw a “dot com” boom as Windows became the operating system of choice and internet use skyrocketed.

A STUDENT PERSPECTIVE

Angelika Ksiazek, Career Information Assistant

“I have been working as a Career Information Assistant with Career Services for over a year and couldn’t have asked for a more rewarding and worthwhile student job. The staff at Career Services display professionalism, encouragement and support when dealing with student needs. I have gained many key skills working at Career Services, one being exceptional customer service, which is most important when dealing with students on a day-to-day basis. My interaction with students has been the most enjoyable part as a Career Information Assistant. Every day new and challenging questions arise, and I have learned how to quickly assess the students’ needs and guide them in the right direction so they can focus more accurately on their career path.

When advising a student it is rewarding to see how much of an impact I have made on their career and employment planning. My goal is to provide students that come to Career Services with as much valuable information as possible so they leave feeling less overwhelmed and stressed than when they initially entered the centre. I like to build a good rapport with the clients, giving them the support and encouragement that is required and providing them with as much useful information as possible.

I have discovered many resources that have been helpful with my own future career planning. The opportunity to have a one-on-one resume critique, attending events where I have met potential employers and exploring OSCAR, the job search database have all been exceptional opportunities that have helped me gain insight on how to develop key skills for future employment.”
Office of Student Financial Aid & Scholarships

Part of a successful experience for students at university and beyond is their ability to take control of their financial affairs. The Student Financial Aid & Scholarships office provides our students with opportunities to develop strategies to allocate funds wisely and prepare for all the costs associated with student life. Through speaking with staff and attending workshops students can discover skills such as budgeting and management. Students are learning to be responsible and proactive in their behaviour to help themselves obtain funding in a timely way so that they can concentrate on their academic priorities.

Developing fiscal responsibility while at university is a life-long skill students will carry with them into their future years. Students also learn how to source information, use initiative and take responsibility when applying for bursaries and scholarships. To be successful, students must be self-aware, self-directed and demonstrate good time management skills. The Student Financial Aid & Scholarships office supports students in the development of these skills.

A STUDENT PERSPECTIVE

Jason Jones

As a McMaster University student, I have used the resources provided by the Student Financial Aid and Scholarships office on a regular basis. The department has numerous scholarships, a bursary program with a straightforward application and efficient OSAP pick-up and counselling services. All of these services support me as a student. As a student employee I have the unique opportunity to work with fantastic and energetic staff members and help other McMaster students who face fear and anxiety regarding their financial situation. My experience has been fantastic and I have excelled in my presentation skills and my ability to counsel potential students as a result of working in such an invigorating environment.”

ADAM GESICKI, SFAS STUDENT STAFF

DO YOU REMEMBER?
The 1990s were viewed as a “prosperous” time, as the economies of Canada, the U.S., Ireland and Australia were relatively stable.

ADAM GESICKI, SFAS STUDENT STAFF

“As a McMaster University student, I have used the resources provided by the Student Financial Aid and Scholarships office on a regular basis. The department has numerous scholarships, a bursary program with a straightforward application and efficient OSAP pick-up and counselling services. All of these services support me as a student. As a student employee I have the unique opportunity to work with fantastic and energetic staff members and help other McMaster students who face fear and anxiety regarding their financial situation. My experience has been fantastic and I have excelled in my presentation skills and my ability to counsel potential students as a result of working in such an invigorating environment.”
Hospitality Services

The Reactor, McMaster’s newest cafe, opened in the H.G. Thode library in late 2008.

Hospitality Services provides students with opportunities to discover new and innovative eateries on-campus offering a variety of healthy and nutritional dining experiences. Students can enjoy creative and international menus in inviting and welcoming atmospheres. East Meets West Bistro offers McMaster students and faculty a fine dining experience in a trendy, unique and award-winning restaurant and Bridges Café provides vegetarian concept catering to ideological and religious dietary needs.

With a focus on providing high quality products and a variety of options, students learn about the importance of well-balanced eating and making healthy choices for the body and mind. Students are exposed to different cultures and ethnicities by exploring culture through food. They have the opportunity on a daily basis to taste foods from around the world and grow in their understanding of how food plays an important part in one’s culture and society.

Hospitality Services also offers a Student Management Training Program, which gives students the great opportunity of progressing in the work field by training for management positions and learning how to operate a successful business.

DO YOU REMEMBER?

Before 1971, food services on-campus were provided by an external agency.
Lunch service in the refectory in 1948 included students wearing white coats.


Paradise Catering is a successful business operated by Hospitality Services.

Hina Saeed, student staff

“As a student working in the main office of Hospitality Services, I’ve had the opportunity to discover, learn and grown as an individual. I’ve discovered the importance of a team that supports and encourages one another to strive for the best. As a student, I was given the opportunity to invest my skills into the department and be a valuable member of the team.

Hospitality Services allows all capable and willing students an opportunity for success and achievement. I discovered ways to give back to the McMaster community by promoting and administratively supporting our department, which provides students with pleasurable dining experiences.

I’ve learned beneficial administrative and communication skills through working and interacting with fellow McMaster students and faculty to resolve their inquiries.

Hospitality Services has enabled me to build a strong work ethic, which has also helped me grow both on a personal and work level. Hospitality Services is an extremely hard-working department, and I am appreciative to have gained excellent and valuable work experience from such a great team!”
Through the Peer Conduct Board, the Office of Judicial Affairs provides members with the opportunity to discover how they interact with others in groups, how to effectively communicate with one another and how students’ lives are impacted through a fair judicial process which is focused on student learning and development. Through deliberations, Peer Conduct Board members discover the importance of looking at situations from various perspectives and listening to others point of view. Students have the opportunity to discover that there are mechanisms on-campus to deal with conflict, discover more appropriate options and resources for handling challenging or difficult situations.

Students learn skills that enhance their ability to be positive contributing members of a community, concepts such as citizenship come through the sanctioning process through community service, reflective workshops and essay writing. Often, students become more engaged in their surroundings, particularly in a residence community, when they learn the impact of their actions (which, in these cases, are often different than the intent of their actions). The experience often is reflective for students, teaching them to evaluate decisions, make better choices and be members of a community of people with different backgrounds, needs, wants.

Students can grow from what might at first glance appear to be a negative situation, but what can end up being a turning point in how they view themselves and others within a community setting. Students have the opportunity to see the broader context of their decisions which builds positive citizenry that goes beyond their time at University. Respecting others, their property, and ideas are all part of the underlying themes of our program. From student input, consultation and outcomes that focus on education the program offers student the opportunity to grow from their own experiences, even those that might at first seem negative.
Emily Pace, Student Judicial Assistant

“I joined the Student Affairs team in May 2008 when I landed a job as Student Judicial Assistant in McMaster’s Judicial Affairs Office. Not knowing much about the office, I really wasn’t sure what to expect. I certainly didn’t expect the extent to which I would learn and grow from the experience. Judicial Affairs works with in conjunction with other Student Affairs departments and student groups to implement and maintain a fair and efficient judicial process by enforcing behavioral expectations of students.

Through my experience, I learned how vital Judicial Affairs is to McMaster because it enhances the ethical environment of the community, allowing students to safely work and learn and also to enjoy their rights while remembering their responsibilities. After working in Judicial Affairs, I have become a more outgoing person and had the opportunity to work closely with not only staff of Student Affairs but also with students. On Welcome Day, I talked to the “soon-to-be” first year students and their parents about their excitement and concerns about university life and explained the importance of Judicial Affairs. When these same students moved in, I coordinated the student volunteers who generously helped welcome them to McMaster by moving their belongings and answering their questions.

Working with Judicial Affairs not only helped me grow as a person, but gave me a valuable work experience that I can apply when I leave McMaster. I recommend my position to any student who is looking for a summer job at McMaster.”

Brad Coburn

“I was attracted to Judicial Affairs at McMaster because it represented an opportunity to work in a discipline process that was more like what our society’s judicial system would be in an ideal world – where offenders are given an opportunity to take responsibility, to learn, and ultimately to turn a negative experience into an invaluable life lesson. That makes a second offense highly unlikely. This is the reality of the judicial process at Mac, and it is possible because the people in Judicial Affairs have their feet firmly planted in the world of Student Services.”
The Office of Community Service-Learning & Civic Engagement believes that students discover through the value of engaging fully into communities within and beyond the campus boundaries including local, national and global communities. Located in Gilmour Hall 110, the volunteer resource centre aims to connect students with volunteer opportunities at the local, national and international levels. This service is an example of the ways in which the office helps students discover the world that exists beyond the campus ‘bubble’. A campaign emphasizing the importance of community engagement, Pop the Bubble, is helping students get to know more about the city of Hamilton and includes a “ten things to do before you graduate” list and information on the necessary skills to engage with the communities wherever they live.

“The best way to predict the future is to create it.”
— Abraham Lincoln

The importance of learning is weaved into the development of programs offered through the office. Students learn through a process of intentional service and guided reflection to help make meaning from community service placements. Programs that provide service learning opportunities include: Mac Serve, a one day service-learning experience where students travel all across Hamilton to volunteer and learn about important social issues in the community. In 2008 participant involvement doubled to 270 applicants. The Reading Week Series includes week long experiences in Mexico, Newfoundland, British Columbia, Arkansas and Hamilton. This year’s theme ‘Looking Closer’ encourages students to explore social issues on a deeper level than what they might already know or assume. Students can also participate in a month long service-learning trip to Ghana, Africa focusing on health and education.

The office is also part of the steering committee for the McMaster Poverty Initiative. Participation in this committee gives student staff the opportunity to learn about what it means to sit on a cross-disciplinary committee and learn about poverty, specifically poverty in Hamilton. This
group also provides educational events such as speakers, research panels and documentary movie nights—all exploring the issue of poverty.

McMaster students and graduates can play a vital role in solving the world’s most pressing issues through a deep sense of commitment and understanding. Students grow in their knowledge by examining and understanding the concept of community and by being leaders in their own communities.

DO YOU REMEMBER?

In the early 1990s, bands such as Nirvana, Stone Temple Pilots, and Pearl Jam were popular on the music charts.

A STUDENT PERSPECTIVE

“As a fourth year student, and community liaison for the Office of Community Service-Learning and Civic Engagement, I have been lucky enough to have my years at McMaster filled with opportunities to broaden my horizons. It all started in the heart of our own city with the 2006 Hamilton Reading Week trip. Although I may not have traveled far, this adventure was as exciting as anything to come. I saw Hamilton for the wonderful city that it is, with its far-reaching diversity and strong sense of community, this was a place I could learn from, a place I wanted to be involved. In 2007 I learned more about McMaster, and myself, in my position as the Reading Week Series Fundraising Coordinator.

In May 2007 I left for a very unique service learning adventure, traveling with nine other students to Kenya, to live and work for one month. I was shown a new way of conceptualizing awareness, learning and growing.

At my current position as the community liaison for the office, I am passionate about sharing my knowledge and experience with other students and staff. Working for Student Affairs has taught me that the first step may be learning, but the second is always sharing. This way we create positive change in our communities, McMaster and abroad.”

Brooke MacKinnon, Community Liaison

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The Centre for Student Development (CSD) provides an abundance of opportunities for discovery to take place. The Peer Helper program offers discovery through leadership. As peer coordinators or mentors, students gain valuable skills and experiences that foster development and growth and provide the building blocks for life-long learning. Through involvement in programs such as the Dr. Mary E. Keyes Leadership Program, students engage in citizenship through involvement in leadership workshops and volunteering in community service activities. In many cases, CSD helps students with self-discovery. Through CSD’s personal counselling service, students are given the opportunity to discover various aspects of their personal concerns in a supportive and objective environment. Through services for students with disabilities, CSD facilitates student self-discovery. Students are often able to discover techniques to manage barriers caused by their disability, optimal academic habits, self-advocacy or even a greater understanding of their disability. CSD has partnered with Career Services in the new Accessible Career Transition program, which promotes the development of summer employment opportunities for students with disabilities across campus and in the community.

Many of the experiences students have through involvement with CSD programs occur in a team-oriented environment. Students learn through participation and from others. This past summer a terrific team of students had the opportunity to work on a transition program (HYPE) for students with disabilities. The students participated in all possible roles, ranging marketing and promotions to workshop development and delivery.

The range of learning and skill development was very broad and allowed students to have an exciting summer experience that tapped into their leadership and creative talents. This group of students went on to develop a Welcome Week proposal to promote CSD services throughout Welcome Week and acted in partnership with the First Year Experience Office.

It is clear that students will
grow through the opportunities described in the preceding examples. Self esteem develops, confidence grows, maturity begins to blossom, and a variety of skill sets come out of incubation and begin to develop. The partnerships we have with students through our Peer Helper and work study programs, our leadership program, our disability awareness program, our ESL support program and our note-taking program really do offer tremendous opportunities to students to grow as citizens of their community and to truly become more rounded and complete individuals during their time at McMaster.

For those students who do not participate in the program opportunities that have been described, there remain other opportunities for growth. More than a thousand students a year use the counselling and mental health services provided by the Centre for Student Development where they receive the support to help them resolve difficulties, make important life decisions and transitions, as well as develop very important problem solving skills. Another nine hundred to a thousand students use the disability services each year where they not only receive academic accommodations but learn and grow through the successful management of their disabilities, and their involvement in other CSD programs such as our peer helper and work study programs.

A STUDENT PERSPECTIVE

“As a student who uses the Centre for Student Development (CSD) services and as a work study student in the Marketing & Promotions department, I have had ample opportunities to learn, discover and grow. Services like the writing clinic have helped me gain confidence in my writing skills and attending CISL (Canadian Institute on Student Leadership) guided me to view and apply leadership in a collaborative fashion. While working for CSD, I have been given the opportunity to take on new projects, including CSD’s involvement with the First Year Experience Office and Welcome Week 2008. I value the experience I’ve gained here and am certain I will apply it in the future.”
A BRIEF HISTORY OF COUNSELLING

Bill Wilkinson, former director of the Student Counselling Service

“In 1966, Rudy Heinzl inaugurated the Student Counselling Service. It provided personal, academic skills, and career counselling in accordance with professional psychological guidelines. I joined as a psychologist in 1972. When Rudy became Dean of Students in 1985 I succeeded him as acting director, then as director from 1986 through 1996. In 1991 we changed our name to Counselling & Career Services after Canada Manpower withdrew its placement service on campus and the student government agreed to an ancillary fee which allowed the continuation of placement as part of our department.

Our counselling services were developed for students in general—students who would not likely anticipate that they might run into academic, social or emotional difficulties during their university years, or remain uncertain about career choices. We knew that each year the academic efforts of hundreds of McMaster students are impaired by unforeseen personal problems triggered by academic pressure (depression, stress, anxiety); family discord or parental divorce (emotional confusion, pain); the end of newly adult romantic relationships (loss, bewilderment, anger); the death of friends or relatives (grief); not to mention the growing sense of responsibility (and accompanying uncertainty) of trying to balance academic requirements, social relationships and extracurricular activities with major life decisions such as choice of academic program and career goals in light of the ongoing self-discovery of late adolescence and an increasing awareness of career options most likely to provide meaningful employment satisfaction—sometimes in spite of family expectations.

Working through such concerns individually with a counsellor or discussing career or study issues either individually or within structured group programs helped students maintain or regain their academic potential in an increasingly competitive era. Students who enrolled in our career planning or academic skills programs might never request individual counselling but most of those programs included vital aspects of self-exploration that are integral to the counselling process. We came to know and provide assistance to thousands of McMaster students during the three decades. It was rewarding work. They were exciting years.”

CHIEF STUDENT AFFAIRS OFFICERS OF THE PAST

<table>
<thead>
<tr>
<th>Dates</th>
<th>Name†</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-65</td>
<td>Marion Bates</td>
<td>Dean of Women</td>
</tr>
<tr>
<td>1960-65</td>
<td>Paul R. Clifford</td>
<td>Dean of Men</td>
</tr>
<tr>
<td>1965-69</td>
<td>Sheila Scott</td>
<td>Dean of Women</td>
</tr>
<tr>
<td>1965-71</td>
<td>Ivor Wynne</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>1969-72</td>
<td>Leslie A. Prince</td>
<td>Dean of Men</td>
</tr>
<tr>
<td>1972-80</td>
<td>Leslie A. Prince</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>1982-84</td>
<td>Sheila Scott</td>
<td>Dean of Women</td>
</tr>
<tr>
<td>1982-84</td>
<td>Brian Harrison</td>
<td>Dean of Men</td>
</tr>
<tr>
<td>1986-88</td>
<td>Rudy Heinzl</td>
<td>Acting Dean of Student Affairs</td>
</tr>
<tr>
<td>1988-96</td>
<td>Rudy Heinzl</td>
<td>Dean of Student Affairs</td>
</tr>
<tr>
<td>1996-98</td>
<td>Mary E. Keyes</td>
<td>Assistant Provost, Student Affairs</td>
</tr>
<tr>
<td>1998-2002</td>
<td>Mary E. Keyes</td>
<td>Associate Vice President, Student Affairs</td>
</tr>
<tr>
<td>2002-03</td>
<td>Philip E. Wood</td>
<td>Associate Vice President, Student Affairs</td>
</tr>
<tr>
<td>2003-Present</td>
<td>Philip E. Wood</td>
<td>Associate Vice President, Student Affairs &amp; Dean of Students</td>
</tr>
</tbody>
</table>

†The positions of Dean of Students and Dean of Men were held by the sitting academic dean of Arts & Theology from 1936-1960.
International Student Services

PEER SUPPORT

The ISS mentors, shown here in 2008, help new international students to become familiar with life in Canada.

International and exchange students can find new and exciting opportunities through the office of International Student Services. ISS provides opportunities for students to make their university experience a meaningful one. Through programs such as orientations for exchange, McMaster students can explore the 74 exchange agreements with universities overseas. Coordinated by a dedicated team of volunteers, ISS is able to organize information fairs such as the Student Exchange Fair, the Work & Study Abroad Fair and a successful mentorship program. One hundred students volunteer as mentors to new incoming international and exchange students in their first months in Canada. These volunteers are the first faces to greet these students as they arrive in this new country and discover all that McMaster has to offer.

The staff at International Student Services teaches students how to obtain information and be independent in their success. Workshops are delivered in collaboration with Immigration officials and Career Services to assist students in exploring and discovering career options following graduation. Sessions are also offered on topics such as health, academic skills and safety.

Civic engagement, improving social skills, participation and developing work ethics are all ways in which students learn to integrate knowledge and experience gained at McMaster into their life plans. International students who obtain works/study and McWork positions on campus acquire new skills, develop their sense of responsibility and become internationally-minded professionals. Their experience working on campus teaches the importance of planning in life and learning how to get prepared for “life after Mac” when faced with job prospects, career plans and new challenges. ISS and Career Services also offer a new online tool to all students, academic advisors, faculty members and career counsellors access to The BIG Guide Online to Living and Working Overseas, an external resource designed to assist students wishing to go abroad to study, volunteer, travel, intern or work. This resource will enable students to learn more about international opportunities.

As students discover and learn, they also grow. Twenty Canadian students received the McMaster University Mobility Award in 2008 and were able to participate in several projects abroad including: research, language training and volunteering abroad. In collaboration with the McMaster Students Union and other departments on campus, ISS has sponsored students from refugee camps.

Since 1978, WUSC’s Student Refugee Program has enabled more than 900 capable young men and women to resettle in Canada as permanent residents, pursue their education in an environment free of violence and fear, and transform their lives. Students at McMaster learn the value of volunteering, hands-on experience in fundraising, organizing, budgeting, cross-cultural communications, increased understanding of refugee, development and peace and conflict issues, opportunities for advocacy and enhanced civic participation.
A STUDENT PERSPECTIVE

Katie Shipley, former Technical Programs Assistant

“I worked at ISS for one full year beginning in April of 2007 until April of 2008. I can honestly say that it was one of the best places I have ever worked. Theresa, Marcos and Sriyani were wonderful people to work for. They gave me the opportunity to work independently on many projects, including organizing and coordinating the mentorship program, planning holiday parties, and serving as a master of ceremonies for Welcome Orientation Day.

I feel I learned how to take initiative, organize and manage my time and stay self-motivated even in the face of more stressful projects. At ISS, the student staff was entrusted with very important responsibilities. For myself, I feel that having been trusted to complete more complex tasks made me feel good about the work I had accomplished, because I knew how important the work I was doing was to both the office, and the students we served.

I also learned how to communicate with staff in different departments. Some tasks in the office require us to work with staff from other departments. We learn how to communicate and negotiate with other departments politely and patiently.

ISS is like a big family. Sometimes we have activities such as pot luck meals, which we all enjoy. These activities have improved the relationship among the staff.

The working experience in the International Student Services will be a good memory in my life.”

ORIGINS OF RESIDENCE BUILDING NAMES

<table>
<thead>
<tr>
<th>Name</th>
<th>Built</th>
<th>Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bates Residence</td>
<td>1973</td>
<td>Marion Stillwell Bates, former Dean of Women (1947-65)</td>
</tr>
<tr>
<td>Brandon Hall</td>
<td>1970</td>
<td>Brandon College in Brandon, Manitoba (later to become Brandon University) was affiliated with McMaster University from 1911-38 and operated as a satellite campus of McMaster.</td>
</tr>
<tr>
<td>Edwards Hall</td>
<td>1930</td>
<td>John C. Edwards, whose son donated $250,000 for the new Hamilton campus campaign.</td>
</tr>
<tr>
<td>Hedden Hall</td>
<td>1991</td>
<td>D.M. Hedden, former university officer, including Vice-President Administration (1963-79).</td>
</tr>
<tr>
<td>Les Prince Hall</td>
<td>2006</td>
<td>Former university officer, including director of athletics and Dean of Students (1972-80).</td>
</tr>
<tr>
<td>Mary E. Keyes Residence</td>
<td>2003</td>
<td>Former university officer, including director of athletics and AVP Student Affairs (1996-02).</td>
</tr>
<tr>
<td>Matthews Hall</td>
<td>1965</td>
<td>Albert Matthews, member of the McMaster Board of Governors (1923-48).</td>
</tr>
<tr>
<td>McKay Hall</td>
<td>1965</td>
<td>Alexander C. McKay, former University Chancellor (1905-11)</td>
</tr>
<tr>
<td>Moulton Hall</td>
<td>1961</td>
<td>Susan Moulton McMaster, wife of Senator William McMaster, whose estate established McMaster University.</td>
</tr>
<tr>
<td>Wallingford Hall</td>
<td>1930</td>
<td>Named for the women’s residence built in 1921 at McMaster University’s original Toronto campus. Wallingford, England was the birthplace of an early benefactor of the Toronto campus.</td>
</tr>
<tr>
<td>Whidden Hall</td>
<td>1961</td>
<td>Howard P. Whidden, former university officer, Chancellor (1922-41).</td>
</tr>
<tr>
<td>Woodstock Hall</td>
<td>1970</td>
<td>Named after Woodstock College (1857-1926), an early institution that provided theology and arts training, and funded by the Baptist Church. Parts of the college were transferred to Toronto Baptist College in 1881, which would later become McMaster University.</td>
</tr>
</tbody>
</table>

Source: The History of the Naming of Buildings at McMaster University: A Report to the President’s Advisory Committee on Campus Names, 1993.

DO YOU REMEMBER?

The role of Overseas Students Advisor was created in July, 1970.
McMaster Athletics and Recreation

McMaster Athletics provides the opportunity for more than 15,000 McMaster students to discover what the Roman poet and satirist, Juvenal termed a “healthy mind in a healthy body”. More than 2,500 students are engaged in discovery when participating in a wide range of recreational pursuits through instructional programming including scuba, belly dancing and yoga. Nearly 1,000 student-athletes discover their potential through participation in a varsity or club sport and more than 6,500 students discover the value of team work through the McMaster intramural program.

The department provides many experiential learning opportunities for McMaster students. Some 750 McMaster students learn job-related skills through employment in the Department of Athletics and Recreation and more than 250 students learn how to save lives through McMaster First Aid and CPR courses. Student therapists gain knowledge and practical experience in injury prevention, first response and rehabilitation and student strength and conditioning coaches are trained to teach others about the development of strength, power, speed, flexibility and agility. In McMaster’s Outdoor Recreation programs, students have the opportunity to study and learn outside of the classroom about nature and the environment.

Whether it is perfecting a jump shot, honing competitive instincts or leading a team on the floor in a crucial playoff game in front of 2,000 fans, students grow through their active participation in the department of Athletics and Recreation. Through their participation that students challenge themselves to reach beyond their perceived limits and achieve success.
- Intramural archery class, 1969.


- Marauder fans fill the stands at a home game, 2008.
A HISTORY: DRILL HALL DAYS

The Drill Hall, alias “The Twilight Zone”, “Cootes Palace”, and other oddball labels tagged by students through the years, was built and donated to McMaster University in October 1943 as a patriotic gift from the citizens of Hamilton. The building was at the western edge of the campus along Cootes Drive, to be later accompanied by the Nuclear Reactor and the Science/Engineering Library—heady partners, indeed! The Hall was strictly box-store style with four high walls and nothing but uninterrupted space inside. A typical sport set-up might have room enough for: One basketball court (centre court) with mobile bleachers (500 seats), two volleyball courts, or four badminton courts, space for individual activities such as wrestling, archery, certain track and field events, and so on. There was also a stage at the south end that after the war was converted for weight training. The two sides of the interior contained office space, storage rooms, dressing rooms, etc.

Barrack-type huts, modified for family or small group living, were located to the north of Drill Hall. They were reserved for military staff involved in the officer training program. Following the war years the huts were made available to McMaster faculty members. But, and foremost the Drill Hall was structured to be used as a World War II training post for the Canadian Officers Training Corps.

The main office was centrally located between the women’s office on the left (south), and the male arrangements on the right (north). To be honest, they were not really offices; they were cubicles partitioned (by sight only) into three designated spaces. Three women occupied the south office (Rose Hill, Mary Foster, and Mary Keyes), four males on the right (Les Prince, Alan Smith, Bill Fowler, Ron Wallingford), and the Director (Ivor Wynne) and two secretaries (Joan Wiley and Joyce Wignall) in the centre. As you might have gathered there was little privacy. Everyone knew what you had for breakfast, where you were going on holidays, or how you intended to break Windsor’s Zone Press. There were private phones as I recall but no intercom system unless you include yelling. Ivor could be a problem on two accounts, first, he liked a cigar now and then, particularly when his media friend Norm Marshall visited. He would close his office door, but that only served to direct the smoke through the overhead register and into the women’s office. The women, sooner than later, put a stop to this and the “boys” retreated to the janitor’s room for their smokes. Second, he was a master at delegating (ducking) the small stuff. A phone call from anyone would set up his ruse. “Yes, Dean Salmon I’m on that as we speak! I’ll get back to you tomorrow.” He would then put down the phone and proceed to target his go to guy/gal for the day—“Bill, the Dean needs a quarterly report; I’m off to a Parks Board Meeting, would you check with Joan and write up a synopsis for tomorrow morning, Thanks—see ya!”

I don’t remember many formal meetings concerning the affairs of state or the curriculum. On the other hand, there were plenty of loosely organized gatherings that seemed to give everyone a chance to have their say. Generally, I sensed an inbred trust, even when sharp differences of opinion came to the fore.

The legends of the time during the Drill Hall Days in my judgement were easily the secretaries - Joan Wiley and Joyce Wignall. If there was little privacy, there was also rarely a dull moment in the office. It might be an argument raging over one-sided field hockey sticks. It could be Joyce or Joan applying first-aid to a victim of an all-day basketball game going on outside their door. Babysitting was certainly on the list of services provided, and although they likely knew all that was going on around them they were wise enough to not tell all. Talk about “taking one for the team”—ask Joyce Wignall how she and her secretarial buddy, Joan Wiley almost torched the Drill Hall grilling hot dogs for the crowd at an Intercollegiate Basketball game.

Joan and Joyce were true professionals in what they did, personable in the way they did it, and beyond reasonable bounds in their service to make things right—legends all the way!

Following the shift of programs to the Ivor Wynne Centre in 1968, the Drill Hall spent its retirement as a storage garage before succumbing to the ultimate indignity, becoming a parking lot.
An early Marauders mascot, Maude, shown here in 1984.

Fitness at McMaster, no date.

The present-day mascot, shown here in 2008, goes by the name Mac.

Men’s hockey, 1947.

Marauders Varsity Basketball, c. 1975.

Varsity Men's swim team, no date.

Marauder fans at a home game, 2008.

McMaster Sculling Crew, no date.
Fiscal Accountability

Fiscal prudence and financial planning remain critical to the successful management and operation of our portfolio of services. In total, Student Affairs is charged with the stewardship of $77.5 million in operating expenditures and $140 million related to trust and expenditure payments for scholarships and bursaries. We manage more than 12 units of diverse operations including our self-supporting ancillary operations — Housing & Conferences Services, Hospitality, and Titles Bookstore that make a substantial contribution to our soft services ($630K) and will be directed to fund Entrance Scholarships. The demand for our student services remains high, while resources are limited.

Student Affairs remains committed to achieving a balanced in-year budget by 2009/10 as directed by the Board of Governors as part of the 2007/08 budget. We are currently forecasting a structural deficit of up to $500,000. Our focus will be on developing strategies to help us meet this challenge while still allowing capacity for key initiatives in support of our goals. These strategies include effective human resource management, integration of services, implementing business process efficiencies, student self-service strategy (technology), effective service delivery and revenue generation (conference business). Structured program assessment will support informed decision-making and direct the use of our resources. In 2008, our First Year Transition Office took the lead on our first major assessment project “Making Student Success EASY” aimed at identifying risk factors for our first year students for the purpose of developing effective programming. We are continuing this study in 2009 using the services of StudentVoice. Our expanded focus will also be on the assessment of learning outcomes in support of our business in student development.

Our ultimate goal is to achieve a balanced budget without compromising student success.

Looking back:
Student Commitments

We continue to honour our commitment to students and build effective and strategic partnerships. In the last decade our revenues from students have increased from $2 million to more than $7 million dollars. In 1999 the University and the undergraduate students successfully negotiated an ancillary fee protocol that governed the level and use of student fees. Over the years the number of undergraduate students has increased from 11,000 to over 18,000 and students have had three successful referendums where the University has also matched the student contribution. The last successful referendum was in support of the David Braley Athletic Centre (March 2003) and is used to fund capital and operating costs. Student levies have increased from $190.20 set in 1999 to $353.08 in 2008. Students continue to be important stakeholders and we work collaboratively with them in delivering effective student services and implementing new initiatives. The last decade we have invested more than $2 million together with students using our “Special Projects Fund” available from student fees collected. Successful past initiatives include our ATLAS lab (for students with disabilities), development of our Mary Keyes Leadership Program, development of MacSTAR (co-curricular record), contribution to Diversity Café, Alpine Tower Leadership Program and numerous others. In 2008 the Student Services Committee invested $452,000 in special project initiatives including the Student Success Initiative ($180,000), Off Campus Experience...
Strategic Goals:
- To collaborate with our partners to create opportunities for our students to achieve personal and career aspirations
- To model a student centred, collaborative and integrated approach to learning
- To create a memorable and enjoyable McMaster experience
- To help students make meaning of their university experience
- To achieve our mission and strategic goals within a financial and accountable framework.

Critical Success Factors
- Student centred approach
- Assessment of student needs and wants
- Value added quality services
- Affordability to students
- Collaboration and partnerships with faculty and students
- Entrepreneurial approach to conducting business and revenue generation
- Skilled Student Affairs professionals
- Strong relationships with our students
- Responsible reinvestment in facilities and student services.

Inherent Risks
- Increasing compensation costs
- Increasing Mental Health Concerns
- Specialized skills market shortage in Learning Disabilities
- Continued increased demand for services by students
- Revenue Base – operating revenues and student fees.

DO YOU REMEMBER?
In 1971, the annual expenditures of McMaster University were $41.6 million, with total capital and operating expenditures of $72 million.
Intramural Women’s hockey team, 1923.