Student Affairs
Annual Report 2009
Vol. V

Partners In Learning

Investing in growth and learning opportunities for students
Mission

As partners in learning, we provide our students with opportunities to discover, learn and grow.

Strategic Goals

To collaborate with our partners to create opportunities for our students to achieve their personal and career aspirations
1. To model a student-centered, collaborative and integrated approach to learning
2. To create a memorable and enjoyable McMaster experience
3. To help students make meaning of their university experience
4. To achieve our mission and strategic goals within a sustainable financial and accountability framework for all of Student Affairs

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Alumni Perspectives

The McMaster alumni featured in this report share their thoughts on how their experience at McMaster influenced their growth and development as a person and led them to a successful future.

Using this Report

Student Affairs departments work together to achieve the mission and goals of the larger unit. Each department is assigned a specific set of responsibilities and has developed a mission and set of goals within this context. When departments establish the programs and services they are to deliver, consideration is given to the expected learning outcomes students will achieve by participating.

When reading the departmental sections, consider that each one is a course designed to teach students material that will lead them toward growth and development in their pursuit of higher learning. Think of a course outline that identifies the purpose of the course, the desired learning outcomes, and the topics students will study during the course. Required readings may include web page addresses, print publications and other forms of communications students need to be familiar with to succeed within the course.

Students come to McMaster with an expectation they will graduate, earn a degree and continue with their education or find a job in their chosen field. What they don’t realize is they are going to earn a degree in life as well. There are many skills and pieces of knowledge students will gain at McMaster, and Student Affairs teaches lessons that will see them throughout their life.

Project Team

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The project team extends its gratitude to all the unit managers, staff, alumni and students who contributed time, information, photos and feedback for the purpose of creating this report.
Dean’s Message

As the Dean of Students and the Associate Vice-President (Student Affairs), I carry a dual title. I am clear that my role is about meeting student needs. I oversee staff whose focus and purpose is to support the overall health and welfare of students and the delivery of services designed to enhance student life at McMaster. It is our job to provide an environment that allows students to maximize their learning potential. We provide opportunities for students to become engaged in their university experience and to apply their theoretical teachings in their everyday environment. This is not that different from the role I played as a professor and Associate Dean in Engineering at McMaster. Students acquire knowledge and skills through their academic work at McMaster, and Student Affairs offers experiences allowing students to put their knowledge and skills into practice. These experiences are what make life at McMaster memorable and meaningful.

I am very proud of my accomplishments and awards as a Professor and I’m equally proud of the work the staff in Student Affairs has done over the last year under my leadership.

It is well-known and documented that the quality of student learning and the development of students are enhanced by the integration of out-of-classroom experiences with formal academic curriculum delivered in the classroom. The most significant learning occurs when a student makes meaning of information that has been transferred to them in an academic setting through the practical application of it in another context. This is transformative learning and can only happen when students are engaged in their university experience. They are influenced by the environment in which they live, the food they choose to eat, and their ability to participate in recreational activities. They are further influenced by the leadership opportunities presented to them (job and volunteer opportunities they take advantage of and their ability to find necessary research in the library). Students develop, learn and grow by becoming fully engaged in their community and by making the most of their experience at McMaster.

This year’s Annual Report highlights the ways in which the departments across Student Affairs have contributed to the educational, personal and social development of McMaster’s students and identifies significant achievements of 2009.

Using the Council for Advancement of Standards in Higher Education (CAS) Learning Outcome Domains and Learning Reconsidered as our measurement of success, this report demonstrates how Student Affairs professionals have enhanced the opportunities for students to develop, learn and grow at McMaster through the services and programs being offered. We are firmly committed to building partnerships with students, Faculty Program Offices, faculty members and University staff to build a community in which students can thrive and succeed.

We are Partners in Learning.

Awards

McMaster Student Union “Outstanding Teacher Award” for Engineering 1988
Faculty of Engineering - Innovation in Education Award 1990
3M Teaching Fellowship 1993 (Canada’s Top Award for university teachers)
Lieutenant Governor’s Award for Teaching Excellence 1993 (Provincial Award)

OCUFA Teaching Award 1993 (Provincial Award)
McMaster University President’s Award for Excellence in Teaching - Excellence in Instruction 1994
Chemical Institute of Canada - Union Carbide Award for Chemical Education 1996 (Canada’s top award for chemistry and chemical engineering professors)
Student Affairs at McMaster is committed to the continued enhancement of the programs and services that impact the success of our students academically, developmentally and in preparation for further education and employment. Assessment for that reason, is a priority. We have been working with StudentVoice, an assessment expert, to provide us with support and tools in our work in this area, for the last two years, “Assessment in higher education primarily responds to two forces: external demands for accountability and internal commitments to improvement.” (Assessment Reconsidered, Keeling, Wall, Underhile, Dungy, 2008, pg. 2). In our case, the external demands come from our own senior administration, colleagues, students and parents, and are ultimately what drives our intrinsic need to meet the highest of standards in the delivery of our programs and services, thus meeting our internal commitment to improve.

Our goal is to support the success of our students. We are partners in the learning process as we influence students’ development through our programs and services. Therefore, our assessment process is based on the measurement of learning outcomes. We ask ourselves, what is it that students should learn; or, what is the desired outcome students should achieve and develop a plan for how we can help them attain that goal.

The first step is to define “student success” Student Affairs has adopted the learning and developmental outcomes identified by the Council for Advancement of Standards in Higher Education (CAS) as our measurements of success. The learning outcomes are categorized into six domains that include:

- Knowledge acquisition, construction, integration and application
- Cognitive complexity
- Intrapersonal development
- Interpersonal development
- Humanitarianism and civic engagement
- Practical competence

We have chosen to follow the CAS model because we believe these domains fully describe the areas in which students should learn and develop as students, future leaders and citizens. There is a further connection that is important to realize when working with these learning outcomes and that is how they are connected to the higher goals of our institution and to recognize the role of Student Affairs in achieving these goals.

Institutional Goals

1. **Retention** - Student retention or persistence is often used as a measurement of success when looking statistically at how many students enroll at an institution and persist through to the completion of their undergraduate degree, and in some cases, move on to a graduate degree.

2. **Academic Achievement** – McMaster University is known for its commitment to research and standards of excellence in academic achievement. It is our goal to help students achieve these standards within their intellectual growth.

3. **Student Development** – it is well researched that students develop in a holistic way and their academic learning is influenced by their emotional, social, physical and spiritual development. We take responsibility for creating an environment in which this development can happen in a positive and supportive way.

4. **Personal Advancement** – Related to retention, students’ ability to move on to either further educational or occupational opportunities related to their university experiences is another indicator of success.

To simplify:

Student Success = multiple dimensions of personal development + multiple goals of higher education.

The next step in the assessment process is to relate the identified learning outcomes with principles or processes that are proven to lead to the achievement of the outcomes. When reading the alumni testimonials in this report, you will see some of these principles reflected and connected to the success of the alumnae.

For example, we know students need to feel personally significant within the university community and that their presence has meaning. Students who join clubs or a team or who become involved in an organized activity of some kind are less likely to withdraw from the university within their first year because they have a support network to turn to when they need it. They know they contribute to that network when someone else turns to them for help.
Students who believe they have control and influence within their environment tend to achieve higher levels of success. Read the testimony of Edward Minich in this report to understand how his role in the McMaster Student’s Union, and the decisions he made, impacted all students for years to come and influenced his development.

Furthermore, students who feel engaged in their university experience and are able to find relevant connections between what they are learning in the classroom or lab and what they experience at work, in a study group, at home or in a volunteer capacity are more likely to achieve higher grades. This is a reflection of the investment they make in their studies based on their interest in the material. Students who visit their professor during office hours to ask a question about a lecture may end up in an intellectual conversation that is the start of a relationship between student and teacher. Whether this impact ends in that moment allowing the student greater understanding of that single point or it results in a longer term relationship of research partners, that student became engaged in that experience and grew from it.

Students who participate in service learning projects, like Brooke MacKinnon, have an opportunity to broaden their perspective of the world outside the classroom and through deliberate reflection of the experience place its meaning in a larger context. This adds meaning to the experience as demonstrated in Brooke’s testimonial and is significant in the learning process. This is what critical thinking is all about, building upon knowledge that one already has and putting it into action bringing meaning to it.

All of these are best practices followed by Student Affairs staff and are part of the everyday delivery of our programs and services. During new student orientation, students are welcomed and greeted with the shaking of hands by University President, Dr. Peter George, Provost and Vice-President (Academic), Dr. Ilene Busch-Vishniac, and Dean of Students and Associate Vice-President (Student Affairs), Dr. Phil Wood. In Athletics and Recreation, student athletes who achieve high academic standards are honoured annually with a reception. Student leaders from across the University are also recognized for their commitment and work within our community by Dr. Peter George and Dr. Phil Wood at a leadership ceremony.

Through International Student Services we offer programs for students to work and study abroad. This is an opportunity for students to broaden their perspective in relation to their academic interests that may influence choices for their future. Additionally, Career Services offers career planning opportunities that help students connect their current academic experience with their future educational and life goals.

The Learning Commons, housed within the library, makes services accessible to students in a more active way. It is important to take our services to the students and not always wait for them to come to us. Services offered out of the Learning Commons include peer-led programs which is a very effective and proven way to reach students.

First year students receive additional supports through orientation programs, such as the Summer Orientation Program, Welcome Day and Welcome Week, an orientation for international students and HYPE, a program designed to help students with non-physical disabilities with the transition to university and McMaster. New students are also encouraged to begin the social networking process by joining organized Facebook groups, and connecting with faculty, MSU and residence student groups.

Even the discipline process managed by Judicial Affairs offers students an opportunity to reflect upon their decisions, gain an awareness of their choices and thinking patterns and learn from their experiences. This promotes self-awareness and leads to more successful choices and this is one more way we support our students.

Student Affairs is using assessment, the CAS learning outcomes, best practices and proven programs to respond to the external demands being placed on us. We are also using these things to meet our own internal desire to excel and improve. Most importantly, we are using these things to help students achieve the success they came to McMaster to find. We are providing students with opportunities to discover, learn and grow and we are doing it well.
Mission:

To be recognized in North America as one of the top ranked universities in terms of facilities, recreational programs and athletic excellence.

Athletics and Recreation (A&R) believes in the following core values:

- Athletics and physical activity is essential in the overall development of tomorrow’s leaders, and as such, it is our responsibility to engage as many students as possible in the programs being offered.
- McMaster’s new state-of-the-art athletic facility is the beginning of something much bigger. Our responsibility is to continue working towards this bigger vision and create something special both for the University and the Greater Hamilton Area.
- Striving for excellence in all aspects of our operation, A&R intends to be one of the major contributors to McMaster’s overall vision, which is, “To achieve international distinction for creativity, innovation, and excellence.”

The programs and facilities allow students to maintain their general health and wellness as they pursue their academic goals, and contribute to their advancement by providing real world opportunities to develop interpersonal, intrapersonal, and practical competency skills.

Learning Objectives:

Successful students will have demonstrated intrapersonal and interpersonal development through:

- Participation in sport and competition. It’s been said that people prefer to follow those who know where they’re going—people with a purpose. People with a purpose are self-assured and confident with values and beliefs that attract others like a magnet. Most importantly they are so comfortable with themselves that they aren’t threatened by the success of others. While these traits can be developed through many means, nowhere is the experience as intense and as lasting as it is through sport and competition.
- Involvement in physical activity and sport. Physical activity and sport has always been one of the most effective areas for the acquisition of key interpersonal skills like collaboration and teamwork, conflict resolution, communication, and the development of leadership skills. Our mission is to help our students develop these skills so when they are added to the knowledge acquired in the classroom the result is a true leader of tomorrow.

Successful students will have developed practical competence by:

- Translating the lessons learned and the skills developed in sport and physical activity to real world challenges and opportunities. The commitment and dedication to being your best, to setting goals, to time management, and the recognition that a team is greater than the collection of its members are all lessons that pay huge dividends in the real world.

Programs & Services:

The following are but a few of the programs that help A&R meet its goals and objectives:

- A 15,000 square foot Fitness Centre with 11,000 members
- An extensive recreational swim program that attracts 25,000 participants a year
- Over 62 instructional programs with about 3,000 participants
- Over 6,700 competitors across 35 Intramural Sport Leagues offered at multiple skill levels
- 17 Club Teams with over 2,000 participants
- 24 Varsity Sports with about 750 participants
Significant Accomplishments:

- Secured a $150,000 Quest For Gold grant from the Ontario Ministry of Health Promotion to fund access for “Carded” Ontario athletes to McMaster’s High Performance equipment and facilities including full access to all clinical services available through the David Braley Sports Medicine Clinic.
- Established the Bastable Resource Centre and launched the Academic Success Program for student athletes. The Resource Centre located in the Ivor Wynn Centre, was established to be both a quiet study area and presentation facility for specific courses designed to assist student athletes to achieve academic success. In addition to courses on time management, writing workshops, and effective study habits, the Centre is also the focus for the mentoring program which provides one-on-one assistance by trained mentors. The goal for next year is to expand the program so that every first year student athlete will have access to a mentor.
- Launched the M Club which is comprised of community minded individuals who want to make a difference for McMaster University and McMaster Athletics. Funds raised by the Club are used to provide Athletic Financial Awards, funding for the Academic Success Program, and additional high performance training opportunities.

Evaluation:

- McMaster students and staff will have had the opportunity to participate in sport and physical activity at their personal comfort level and use the facilities as a place to work out and blow-off some steam, learn a new dance step, or ultimately compete against others. The overall goal is to involve and expose as many people as possible to the benefits of physical activity for life-long health and well-being.

Required Materials:

- Annual Athletics & Recreation Guide Book
- Student Athlete Handbook
- Game Day Programs
  * Available as a print resource*

Optional Resources:

- McMaster Altitude Team Development and Leadership Program: www.athrec.mcmaster.ca/altitude
- McMaster Outdoor Recreation: www.athrec.mcmaster.ca/outdoor
- Sports Medicine and Rehabilitation Centre: http://www-athrec.mcmaster.ca/sportmed
The Campus Health Centre

http://www.mcmaster.ca/health | MUSC-B101

Mission:
Enhancing Education through Health and Health through Education

The Campus Health Centre (CHC) provides the following services: medical assessment and treatment of illness/injury, wound care, annual health exams, allergy injections, immunizations, lab testing and specialist referrals as needed.

In addition, the CHC offers educational counselling and services related to tobacco and drugs, sexuality, birth control options, pregnancy testing and choices, low cost sale of contraceptive products, emergency contraceptive products, screening for STIs, nutrition and weight management. Another important function is the liaison with Public Health regarding the prevention and management of infectious diseases on campus.

The Mental Health Team includes the services of a Psychiatrists Team Nurse, Family Physicians and GP Psychotherapist.

The Health and Wellness Centre provides health education opportunities to help students make informed decisions about health and lifestyle issues. This is accomplished by professional staff as well as Peer Health Educators.

Learning Objectives:
Successful students will have demonstrated knowledge acquisition, integration and application by:
- Engaging in learning opportunities such as involvement in the Peer Health Educators program. Peer Health Educators gain knowledge in the areas of cultural awareness/diversity, communication, specific health topics relevant to young adult health, team building and presentation skills.

Office Hours: Monday through Friday, 8:30am – 4:30pm
Evening Hours: Monday & Wednesday, 5:30pm – 8:00pm
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Campus Health Centre provides services related to tobacco and drugs, sexuality, birth control options, pregnancy, mental illness, etc.

Good communication skills, leadership, administration, interpersonal skills, compassion, technical and clinical skills, time management, attention to detail, and critical thinking skills.

The Campus Health Centre (CHC) provides the following services:

• Medical assessment and treatment of illness/injury
• Allergy injections
• Immunizations
• Lab testing
• Medical assessment and treatment of illness/injury
• Mental health assessment and management
• Specialist referrals
• Mental health assessment and management
• Specialist referrals

Effective communication skills, interpersonal skills, leadership, and attention to detail are required.

In addition, the CHC offers educational counselling and referrals as needed.

The Mental Health Team includes the services of a Psychiatrist, Team Nurse, Family Physicians and GP

Success in learning opportunities such as involvement in the Peer Health Educators program. Peer Health Educators learn new skills and become knowledgeable about health and lifestyle issues. This is accomplished by opportunities to help students make informed decisions, using a variety of resources, investigation and management of their health.

Successful students will have demonstrated practical competence when:

• Participating in the health and wellness educational programs offered on campus. Students that use these services are more likely to develop lifestyles that enhance long term health and reduce harm.
• Encouraging positive behaviours in their peers which help to foster a healthy student community.
• Exhibiting respect for their health and overall well-being as well as respect for health care professionals.

Successful students will have developed cognitive complexity through:

• Interaction with health care providers to identify important personal health concerns and make informed decisions, using a variety of resources, investigation and management of their health.

Successful students will have acquired the knowledge to maintain a lifelong commitment to good health and to make informed decisions related to their health. Healthy students will be better able to learn and take advantage of the educational opportunities available to them to achieve their goals. Knowledgeable students are better able to maintain optimal health.

Evaluation:

Required Materials:

• Health Talk@Mac Newsletter: A health and wellness newsletter produced by CHC four times during the academic year. Distributed throughout campus libraries, residence buildings and other areas, this newsletter has become well recognized in the campus community. [http://www.mcmaster.ca/health/service_healthpromotion_programs_newsletter.html](http://www.mcmaster.ca/health/service_healthpromotion_programs_newsletter.html)
• Innovations in Mental Health: McMaster’s Model for Success
• Recruitment and retention of excellent medical and mental health care team
• Participating in the National College Health Assessment (NCHA) survey in 2009
• Ongoing development of the Mental Health Team to meet student needs

Optional Resources:

• Leave the Pack Behind: [http://www.mcmaster.ca/health/service_healthpromotion_programs_leavethepackbehind.html](http://www.mcmaster.ca/health/service_healthpromotion_programs_leavethepackbehind.html)
• Campus Events: [http://www.mcmaster.ca/health/service_healthpromotion-campuswide.html](http://www.mcmaster.ca/health/service_healthpromotion-campuswide.html)
• Health Topics: [http://www.mcmaster.ca/health/health-topics.html](http://www.mcmaster.ca/health/health-topics.html)
• Mental Health Team Annual Report 2009

Significant Accomplishments:

• 50 peer educators 2008-09
• 33,000 visits in 2008-09

Programs and Services:

• Allergy injections
• Annual health exams
• Educational counseling related to drugs, sexuality, birth control options, pregnancy, mental illness, etc.
• Immunizations
• Lab testing
• Medical assessment and treatment of illness/injury
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Career Services

Mission:

To inspire and instill confidence in students to achieve meaningful career and life goals.

Career Services provides opportunities that help students gain a practical understanding of the professional world they will enter following university. By involving students in experiential programming, educational and occupational planning and exploration of their interests, values, skills and attributes they are able to better relate and connect to their career choices. Career Services also helps students develop job search skills enabling them to find positions that match both their chosen field of study and their competencies. Through this process, students realize there is more to the role of education than simply preparing them for employability. They understand education is about seeking experiences at McMaster that support their life goals, values and personal development and this results in higher levels of engagement and success.

Career Services proactively partners with the University community, employers and student leaders to maximize the number and diversity of learning opportunities offered each year.

Learning Objectives:

Successful students will have demonstrated intraintrapersonal development through:

- An understanding of the relationship between self-knowledge and career choice through assessment of interests, competencies, values, experiences, personal attributes and desired lifestyle.
- The use of diverse tools and resources available to support and appeal to various learning styles and preferences including participation in one-on-one counselling, career planning groups, online assessment tools and drop-in advising.

Successful students will have developed practical competence by:

- Identifying and searching for career opportunities using information and resources that reflect economic, occupational and workplace trends.
- ‘Experiencing their degree’ in ways that take them beyond the classroom, through participation in experiential learning opportunities which enable students to define and articulate learning and career objectives.

- Developing soft skills such as communication, collaboration and team-work, all of which are necessary to transition smoothly into the workplace.
- Attending career and employment related workshops including job search, networking, resume writing, interview and education planning.

Programs & Services:

- Career exploration – making informed career and educational choices
- Career decision making – approached as a gradual process
- Self assessment – make connections between education and career options
- Skills development - access to full-time, part-time, co-op and volunteer positions
- Continuing education preparation – transitioning out of university to further education or employment
- Job search skills development – attending workshops, events and information sessions to meet professionals and get prepared for what is next

Significant Accomplishments:

- Accessible Career Transition (ACT) Program – collaboration between Career Services and the Centre for Student Development. The fully integrated program continues to grow and offer students with disabilities the opportunity to interact with employment, advising and career counselling staff.
- Government Career Week – leveraging opportunities and relationships Career Services hosted a week-long event promoting public service employment to students through the creation of government specific employment readiness workshops, events in partnership with key agencies and ministries and a comprehensive student website.
- International Awareness – Career Services expanded its focus on the importance of internationalism by partnering with the International Student Services office to offer students access to the ‘Big Guide to Living and Working Overseas’ online edition. Building on this partnership a new workshop was added to educate students on working and volunteering abroad helping them to reflect on the decision to travel, learn and work internationally and raise awareness of cultural diversity.
Evaluation:

- Students will have maximized the value of their degree by making informed career and educational choices sooner rather than later during their time at McMaster and make use of our professional services as well as our comprehensive online and in-house career resources.

Required Materials:

- McMaster Career Services Facebook Page: A social media tool connecting students to events, workshops and career information. http://careers.mcmaster.ca/
- FYI's: Fact sheets available in hard copy and online, created to provide students access to current trends, tips and resource links in three key areas: employment, continuing education and career planning. http://careers.mcmaster.ca/tools/fyi

- Value of Your Degree Series: Faculty-specific resources to help students expand their knowledge of career options and offer suggestions to support career exploration. http://careers.mcmaster.ca/students/career-exploration/virtual-resources/value-of-your-degree

Optional Resources:

- Career by Design Model: http://careers.mcmaster.ca/tools/virtual-resources/career-by-design
- careerLINKS: http://careers.mcmaster.ca/tools/careerlinks

Community Resources:

- Career Fair Guide Book
- Employer Recruitment Brochure
- Student Brochure
- Program-specific print materials (ACT & careerLINKS)

* Available for pick-up in Gilmour Hall 110*
Centre for Student Development

http://csd.mcmaster.ca | MUSC, B107

Mission:

The Centre for Student Development (CSD) facilitates and enhances the academic success and personal growth of students by: providing support, counselling, instruction, accommodations and accessibility; facilitating student development and leadership skills and advocating for students on issues related to diversity, educational equity and academic achievement.

CSD will make a positive difference in the lives, personal growth, and academic success of students, regardless of their background, stage of life, or abilities.

Learning Objectives:

Successful students will have demonstrated knowledge acquisition, integration and application by:

- Obtaining resources to cope with common concerns such as substance abuse, anger, anxiety, bereavement and body image. Accessing support for mental health concerns, sexual assault, and other issues that may interfere with daily living.
- Learning strategies to deal with unforeseen problems that interfere with their academic performance and/or emotional well-being.
- Sourcing and securing academic accommodations, services, or assistive technologies which compensate for and minimize barriers to learning presented by learning disabilities.
- Sharing in decision-making, effectively resolve conflicts and learning assertive not aggressive behaviours.
- Being better equipped to set and meet goals.

Successful students will have demonstrated interpersonal development by:

- Learning time management and organizational skills to balance the many facets of life and still do well in classes.
- Discovering and implementing study strategies to increase learning and eliminate boredom.
- Employing tactical motivational skills to get more done with less pain and bypass self-defeating habits.
- Gaining leadership skills necessary to become responsible citizens and demonstrating a willingness to work collaboratively and effectively towards meaningful change while at McMaster or in their communities later on.

Successful students will have demonstrated attitudes that:

- Bring about positive change in their lives and in their community.
- Are more appealing to employers who are looking for people with collaborative leadership qualities and skills.

Programs & Services:

- Personal Counselling & Mental Health - dealing with major concerns that interfere with success, happiness, and satisfaction at university.
- Disability Services – committed to the continual improvement of accessibility for students with disabilities.
- Academic Skills – provides online academic skills resources, peer-run study groups, academic skills counselling and workshops.
- Development Programs - Dr. Mary E. Keyes Certificate of Leadership and the Peer Helper Program provide students with out-of-the-classroom learning opportunities and facilitate growth as whole people.
- McMaster Student Activity Record (MacSTAR) – record of non-academic student accomplishments.

The broad context of experiences I have had as a student and staff member at McMaster University have been invaluable. Through my experiences working with many departments on campus (academic, administrative, student services) I have developed the courage to engage these departments in discussions about accessibility. Drawing from my own experiences and discussing the barriers I faced as a student, I am able to work with others to find ways to engage the University in addressing challenges that arise from barriers and enhance the overall accessibility and service delivery for students with disabilities.

Tim Nolan
Political Science 1996
Social Work 2004
Current Employer: McMaster University,
Center for Student Development

Office Hours: Monday through Thursday, 9:15 a.m. - 8:00 p.m. Fridays, 9:15a.m. - 4:30p.m.
Significant Accomplishments:

- Developed an academic mentoring program to support first year and at-risk varsity athletes to be successful in their academic pursuits.
- Developed Mental Health 101, a program to educate our community about mental illness, so as to broaden understanding in this area, and to improve the early identification and referral of students and others in need of mental health assistance and support.
- Making the process of obtaining academic accommodations more efficient and convenient for students through the development and implementation of online applications which makes for fewer visits to our offices for routine tasks.
- Redesign of CSD website into a brand compliant format with additional self help resources for students.

Required Materials:

- Connections 3: Identifying and Referring a Student in Difficulty September 2009 http://csd.mcmaster.ca/?s=connections%20203 (to request copies of the printed folder, contact CSD reception).
- Student Achievement Series Pamphlets (available in print only).
- Academic Skills videos (multi media): http://csd.mcmaster.ca/?s=academic%20skills%20videos

Optional Resources:

- Faculty Resources: http://csd.mcmaster.ca/centre-for-student-development/faculty-resources
Community Service-Learning & Civic Engagement

http://servicelearning.mcmaster.ca | MUSC-B106

Mission:

The best way to predict the future is to create it.
– A. Lincoln,

The Office of Community Service Learning and Civic Engagement (OCSLCE) provides exciting and dynamic opportunities for McMaster students to discover, learn and grow.

Students will:

• Discover the value of engaging fully with communities both within and beyond the campus boundaries including local, national and global communities.
• Learn through a process of intentional service and guided reflection to help make meaning from community service placements.
• Grow a deep sense of commitment and understanding of the vital role McMaster students and graduates can play in solving the world’s most pressing issues.

Learning Objectives:

Successful students will have demonstrated humanitarianism and civic engagement when:

• Developing relationships with community partners that are based on reciprocity and respect rather than exploitation, pity or charity. The programs developed through OCSLCE consider the agencies with which they partner to be co-educators. Often students struggle with managing their sense of guilt and privilege; discussions about self and identity are an important teaching and learning piece in our programs.
• Understanding themselves (identity) and their relationship with the world around them (society).
• Experiencing hands-on what it feels and looks like to contribute to community in a simple but meaningful way.
• Reflecting and examining feelings around issues of civic engagement and community participation. The OCSLCE model of ‘what’, ‘so what’, ‘now what’ always ends on the theme of creating an action plan. The ‘now what’ component of reflection invites student participants to really think to the future and how they will apply what they have learned through our program into their academic and non-academic lives.

Successful students will have demonstrated cognitive complexity through:

• Critical and reflective thinking. These practices are key components in all of the programs developed through OCSLCE. The Reading Week Series and Spring Trip programs specifically aim to help students ‘look closer’ at issues and consider multiple standpoints.
• Use reflective activities that interrogate beliefs, compare values, articulate standpoints and formulate arguments based on evidence.
• Learning experientially about societal issues impacting local, national and global communities. Each of the Reading Week Series trips has a learning theme such as ‘The Cycle of Poverty’ or ‘Environmental Sustainability’. As students learn experientially about these issues they are not only able to acquire new knowledge and experiences, also they are also able to integrate this experience into their existing value/knowledge systems and apply this to future experiences.

Programs & Services:

• Reading Week Series - a series of 5 service-learning experiences offered during reading week. Each trip has a different learning theme and takes students to a variety of destinations including various Canadian destinations as well as the Southern US and Mexico.
• Spring Trip - this year we have partnered with the University of Calgary to bring a group of students to Costa Rica for two weeks in May 2010. Our trip will focus on environmentalism and community development and will include work on community projects and billeting with local families.
• Mac Serve - a one day volunteer extravaganza where students spend one day volunteering with an agency in Hamilton. Students learn about social issues affecting the Hamilton community.
• One Time Placements - student groups, clubs and residence communities can participate in a program that connects them with the Hamilton community providing services that include facilitator training and travel logistics.
• Pop the Bubble - this program aims to get students out of their campus comfort zone and provide them with the skills and awareness to participate fully in their community. This is primarily done through our popular blog as well as programs throughout the year.
- McMaster Volunteer Connections – physically situated in Career Services (GH-110), the MVC aims to connect students with local, national and international volunteer opportunities.
- Citizenship Engagement Week - annual week of events that present a variety of perspectives on citizenship in hopes of inspiring McMaster students to evaluate the role they play in local, national and global communities. Various groups on campus including clubs, departments and Faculties participate by running exciting, provocative and interactive programs during this week.

Significant Accomplishments:

- New spring trip! In partnership with the University of Calgary, the OCSLCE will be running a two-week long service-learning experience in Costa Rica. Participants will learn about the environment and community development while working on community projects and billeting with local families.
- Introduced four new portfolios in our Mac Volunteer Connections aimed to help connect students with local, national and international volunteer opportunities.
- Added a new local experience for the 2010 Reading Week Series.
- Moved the office to the student centre providing greater accessibility to students.

Evaluation:

- Students will have contextualized their university education through direct connection and interaction with important social issues. Upon graduation students will be prepared to use their education and leadership, collaboration, teamwork and communication skills to contribute positively to society.

Required Materials:

- Pop the Bubble Blog - program aimed at raising awareness about community involvement opportunities and ways McMaster students can participate actively in their community.
  http://macpоптебаuble.wordpress.com

Optional Resources:

- OCSLCE on Twitter: http://twitter.com/ocslce
- Service Learning Community Flyer (available as a download from OCSLCE website): http://servicelearning.mcmaster.ca/index.php?q=related-links
Mission:
To create opportunities for student engagement that promote learning and development, leading to the successful integration within the McMaster community.

Learning Objectives:
Successful students will have demonstrated practical competence through:
- The development of short-term educational and personal goals
- Understanding university-level academic expectations and how teaching and learning differs from a high school environment
- Management of stress related to a successful transition to university
- The ability to access available resources designed to enhance skills and knowledge leading to successful strategies

Successful students will have developed interpersonal competence by:
- Creating relationships with other students, developing a support network on which to rely upon both personally and academically
- Making contact with a faculty member or teaching assistant to further engage in meaningful conversation about a course or topic of interest
- Demonstrating respect for differences of opinion
- Seeking to understand diversity among their peers
- Pursuing leadership opportunities

Successful students will have demonstrated intrapersonal development by:
- Finding a balance between academic requirements, work and/or volunteer and leisure time
- Understanding the relationship between good nutrition, sleep and their ability to learn
- Maintaining an active lifestyle for physical and emotional well-being
- Promoting healthy choices and limiting risks

Programs & Services:
- Summer Orientation Program – workshops on academic success, academic counseling and an opportunity to meet new people. The program runs from late June – mid-July.

Significant Accomplishments:
- Providing an on-line purchasing program to students buying an orientation kit.
- Working with students to develop an event planning process for Welcome Week that addresses programming gaps and provides a high quality orientation experience for new students.
- Leading an assessment committee with the goal of creating a culture of assessment within Student Affairs.
- Participating in the government Anti-Poverty initiative, working with local school boards, foster care agencies and University representatives to bring a group of crown ward students to campus, introducing them to post-secondary education and resources to help them overcome barriers they may face.

Evaluation:
- Students will have participated in more than one orientation program. Students will attribute their ability to successfully manage their transition to first year to what they learned through their participation in orientation programs. Furthermore, students will feel they have become a meaningful part of their new community and develop an interest in helping to contribute to the success of that community.
Required Materials:

- Student Success Guide - an important and useful tool for all first year students to have. Topics including: goal setting, time management, academics, finances, student life and career services are covered in the Guide (http://fye.mcmaster.ca/successguidewebversion.pdf).
- Parent Calendar - provides information about what happens in the university cycle from July following an offer of acceptance to the end of the academic year in April (http://fye.mcmaster.ca/Parentcalendar2009.pdf).
- Time Management Calculator -online tool to help students set priorities and manage time effectively. Also indicates what to expect realistically in terms of hours available in the day to accomplish activities (http://fye.mcmaster.ca/timemanagement.html).
- Defining Your Goals: Online goal setting tool to assist students with defining and setting their goals by looking at the “Big Picture” (http://fye.mcmaster.ca/defining.html).

Optional Resources:

- FYEO Facebook Community: http://fye.mcmaster.ca/
- First Year Experience Brochure *
- Orientation Guide *

(* available as print resources)
Hospitality Services

http://hospitality.mcmaster.ca | Commons 116

Mission:

Attending university is about experiences, learning and enrichment. Hospitality Services supports these endeavours by providing exciting, healthy foods on campus.

McMaster Hospitality Services is committed to providing students with healthy, delectable and savory food. Vegetarian choices, international food menus, nutritious options, as well as quick snacks and made-to-order entrees are offered to accommodate the diversity of student needs.

The primary objective is to make every customer’s dining experience enjoyable and fulfilling with high quality food services, variety and supreme value. Students and staff can find an array of entrees around campus and excellent promotions with exhilarating themes and events.

Learning Objectives:

Successful students will have demonstrated practical competence by:

• Making healthy food choices that contribute to overall health and wellness and the ability to recognize the connection between healthy food, avoiding illness and increased capacity to learn.

• Acting in congruence with personal identity, ethical, spiritual and moral values through their food choices on campus. McMaster Hospitality Services provides choices to meet the dietary needs of customers with vegetarian, vegan and other restricted diets.

• Communicating effectively and making opinions known in order to implement change related to dining on-campus. The Student Dining Committee is one way to communicate with students and this committee meets bi-weekly during the academic year to discuss concerns and issues regarding dining on campus, and to give feedback to Hospitality Services. Students are represented on this committee by delegates from each residence hall on campus, the Inter-Residence Council, McMaster Students Union and off campus students. Many initiatives are introduced every year to benefit campus life.

Students will have demonstrated intrapersonal development by:

• Demonstrating self-respect and understanding on issues related to nutrition, weight management and healthy living habits.

• Supporting ethical practices in the food services industry. Hospitality Services offers Fair Trade coffee at Commons Marketplace, East Meets West Bistro, Techwave Café, Mac Express JHE, Math Café and The Wokery. By supporting Fair Trade importers, coffee farmers can afford horses to carry the heavy sacks of coffee cherries down the mountainside. Many conventional coffee farmers cannot afford pack animals and must haul the sack down on their backs.

• Accepting personal responsibility for personal health and wellness and viewing health as a strategy for learning.

My university experiences began in the classroom. Business is a very case and project-based program. I found the greatest impact and learning was gained through peer interaction and group-work projects that were integrated into the Commerce program. When I graduated from McMaster, it was during a recession and I quickly realized that having been taught theory was useful, but being able to apply the theory was where my learning came and that was the real education.

Projects, work and volunteer experiences were critical in teaching me how to apply the theory I learned in class to my career launching position with ScotiaBank’s Management Training Program. Earning a degree buys you credibility, but it’s really the soft skills that allow you to excel in your career and to be successful.

Kim Pedlar

Commerce, Degroote School of Business 1993
Current Employer: McMaster University,
Career Services
Office Hours: Monday to Friday 8:30am - 4:30pm

Successful students will have demonstrated competence by:

- practical learning objectives
- Promotions with exhilarating themes and events.
- Students can find an array of entrees around campus and excellent experience enjoyable and fulfilling with high quality food.
- The primary objective is to make every customer’s dining experience enjoyable and fulfilling with high quality food.
- McMaster Hospitality Services is committed to providing endeavours by providing exciting, healthy foods on campus.
- Act in congruence with personal identity, ethical, spiritual and moral values through their food choices.
- Vegetarian choices, international food menus, nutritious, vegetarian, vegan and other restricted diets.
- McMaster Hospitality Services provides students with healthy, delectable and savory food.
- McMaster Students Union and off campus students.
- residence hall on campus, the Inter-Residence Council, represented on this committee by delegates from each
- give feedback to Hospitality Services. Students are concerned about issues regarding dining on campus, and to communicate with students and this committee meets bi-weekly during the academic year to discuss community issues related to nutrition, weight management and health and wellness and view health as a strategy for increasing capacity to learn.
- Accepting personal responsibility for personal health and must haul the sack down on their backs.
- Wokery. By supporting Fair Trade importers, coffee cherries down the mountainside. Many Techwave Café, Mac Express JHE, Math Café and The IAHS Café located in the Institute for Applied Health Sciences has been newly renovated. This upscale café promotes sustainable products.
- E-café located in the Engineering Technology Building is McMaster University’s first eco-friendly Café. The Engineering Technology Building, an environmentally friendly building, will support this new environmentally sustainable café. E-Café is energy efficient and promotes sustainable products.
- IAHS Café located in the Institute for Applied Health Sciences has been newly renovated. This upscale café features a new menu concept including Hot-Off-The-Press, i-Salad, Pillar’s Deli, Pizza Pizza and Tim Hortons. For a healthy dining option try the i-Salad station where delicious salads are made fresh daily, right before your eyes just the way you like it.
- Bridges Cafe voted as winner of the 2009 “Most Vegetarian-Friendly University in Canada.”

Significant Accomplishments:

- Student contests - involve and engage the student community in their on campus dining experience. Previous contests include: product sponsored contests, coffee shop naming contest, pumpkin carving contest
- Catering services – providing customized menus and packages to meet needs and budget of all client groups.
- Mac Express Meal Plans – available for residence students, off-campus students, faculty & staff as well as a departmental plan
- On Campus Dining - there are sixteen dining outlets conveniently located across campus.

Required Resources:

- Student Employment: http://hospitality.mcmaster.ca/employment/employment.html
- Paradise Catering: http://hospitality.mcmaster.ca/catering/index.html
- Mac Express: http://mealcard.mcmaster.ca/

Optional Resources:

- Off Campus Dining: http://hospitality.mcmaster.ca/locations/offcampus.html
Housing and Conference Services

http://housing.mcmaster.ca

Mission:

Living to Learn. Learning to Live.

Learning Objectives:

Residence Life supports student success by encouraging growth, educating character and enhancing the university experience.

Housing and Conference Services (H&CS) supports the Student Affairs mission “partners in learning” by giving students a positive residential experience in 12 residence communities and providing learner-centered programs that contribute to their personal well-being, emotional growth, constructive engagement and academic success. H&CS also assists students with their transition to living off campus through the Off Campus Resource Centre (OCRC) which in turn collaborates with the Society of Off-Campus Students (SOCS) and the Student Community Support Network (SCSN) to inform and increase student knowledge and build positive relationships in the McMaster neighbourhoods. H&CS provides services and facilities that focus on the well-being and development of the whole student.

Successful students will have demonstrated knowledge acquisition, construction, integration, and application through:

- Involvement in programs developed with and delivered by peers (student staff) living in the residence communities. Intentional programming gives residence students the opportunity to learn about themselves, to socialize and meet new people, to learn about and how to access campus resources, to develop practical time management and study skills to enhance their academic success, and to learn about and engage in the greater McMaster and Hamilton communities.

Successful students will have developed cognitive complexity through intrapersonal development and interpersonal competence:

- Residence students are guided through the process of developing a roommate agreement and establishing behavioural expectations of each other in the context of the Residence Code of Conduct. In the process residence students develop their communication competencies (active listening, clarifying techniques etc.) and in many cases learn about the diverse backgrounds, experiences and aspirations of others.

- Students reflect on what is important to them, consider the impact of their behaviour on their relationships with individuals and their community and how they will hold themselves accountable for their decisions and behaviours.

- Students articulate their expectations and begin the process of developing a mutually respectful relationship with their roommate and other members of their community. Students build on these experiences and develop their capacity to manage difficult situations and resolve conflicts. Students are challenged to find the meaning in each residence life situation and apply the new learning moving forward.

Programs & Services:

- Builds community for 3683 students living in residence through services, programs and opportunities that support students outside the classroom and assist them to transition to and through university.

- Assists students to understand and meet the academic, social, cultural and conduct challenges of being a responsible and contributing citizen in residence, at McMaster and in the wider community. Student input is sought through consultation committees whose role is to discuss and develop programs and policies. Students provide input towards admissions, life skills, facility management and enhancement, and health and safety concerns through students at large, student staff and student government leaders.

- As an ancillary operation, H&CS is 100% cost recovery is responsible for maintaining and sustaining 12 residence buildings and commits in excess of $1.83 m. annually to capital renewal and deferred maintenance projects.

- Operates a successful conference/guest/special event operation whose net profits go toward reducing residence fees and contributes $100,000 annually to Student Affairs and the scholarship program.
Significant Accomplishments:

- MacEARTH (Environmentally Aware Residents Trying to Help) - student-driven, residence-based leadership program formally advised and supported by Residence Managers. Initiated in 2008-09, participants learn about sustainability and work collectively to apply their learning with the implementation of programs that increase awareness by fellow residents to the active choices necessary for building a culture of sustainability throughout the residence system.
- Residence Information System (RIS) - successfully launched in 2008-09. RIS is a digital signage system that uses a leading software program to broadcast interactive & dynamic content (images and video) via 14 LCD screens/speakers located in 12 residence buildings.
- Outstanding Service Award, President’s Awards of Excellence - H&CS staff received the award of in May 2009 for their outstanding service to residence students in the aftermath of the Brandon Fire in October 2008. In record time, the team located housing and communicated this information to over 500 displaced students. They went well above and beyond the call of duty by making every effort to minimize the impact on students by moving students in groups, preserving housing relationships as much as possible. They approached a very difficult situation with dedication, professionalism and care, and made an incredible difference in the way the students and their families were able to cope with the challenging circumstances.

Evaluation:

- Students will have gained increased knowledge and have learned how to build positive relationships in their residence communities and within McMaster’s neighbourhoods. Students will have experiences that will demonstrate what is possible when everyone works together for a common goal.

Required Materials:

  (Also available in print from Commons Building, Room 101)
- Off Campus Experience (OCE) website: Services to make a student’s off-campus experience the best ever. [http://macoffcampus.mcmaster.ca/oce/index.html](http://macoffcampus.mcmaster.ca/oce/index.html)

Optional Resources:

- Off-Campus Housing: [http://macoffcampus.mcmaster.ca/](http://macoffcampus.mcmaster.ca/)
International Student Services

iss@mcmaster.ca | GH-104

Mission:

To provide programs and services to international students and internationally-minded Canadian students, with the goal of helping them experience a meaningful university life that bridges the academic world with the world within and outside Canada.

International Student Services (ISS) is a vibrant and essential partner within Student Affairs. The office aims to provide core services and programs for McMaster’s international students, visiting scholars, post-doctoral fellows and faculty, and their families. ISS also provides information to students on a range of options from independent study and externally sponsored programs, to summer sessions, and McMaster’s formal student exchange programs and opportunities to work and study abroad.

ISS has made it a priority to organize social activities for international students where they can explore their immediate community, meet people and make new friends. These activities are essential to making a successful transition, developmentally and academically. Events include: culture nights, international feasts, trips, dances and movies.

Learning Objectives:

Successful students will have demonstrated humanitarianism and civic engagement by:

- Understanding personal culture and identity while appreciating and seeking involvement with people from different cultures with diverse interests.
- Expanding personal consciousness of the world around them through participation in study-abroad opportunities.
- Establishing rewarding relationships with new members of the McMaster community and transferring the same sense of community to other parts of the world when participating in exchanges.
- Participating in the Mentorship Program providing support to international and exchange students making the transition to McMaster University and life in Canada. This student-led program encourages and promotes multicultural friendships and develops an understanding between new and current students of diverse cultural backgrounds.

Successful students will have demonstrated interpersonal development by:

- Acknowledging strengths and weaknesses and participating in activities that will develop areas in congruence with personal goals and values. Students will develop skills by seeking feedback and interacting with others.
- Establishing mutually rewarding relationships and friendships with individuals outside their own culture.
- Developing global career skills through exploration of international experiences and making connections between classroom and out-of-classroom learning.

Successful students will have demonstrated positive attitudes by:

- Contributing to a healthy environment through engaging with other students in social activities.
- Participating in leadership opportunities like the Student Ambassador Program, providing a contact for new students with inquiries. Students are matched with an upper year ambassador who came from the same country or region. These experienced students answer questions that pertain to studying and living at McMaster.
- Reflecting a sense of curiosity about languages, cultures and people from around the world.

Programs & Services:

- Counselling and Advising – providing preliminary information on international matters such as immigration, passports, VISA, personal, financial and academic matters.
- Orientation Programs - organizing social activities and multicultural events for newly arriving international students and outgoing students
- Educational programming - administering student exchange programs for outgoing students considering or preparing for an experience abroad
- Collaboration - liaising with sponsoring agencies, foreign governments, consulates and embassies.
Significant Accomplishments:

- Advancement of on-line services for forms, applications and request letters, enhancing service to students
- Provide services to approximately 1700 international students
- Involve 240 students in the Mentorship Program
- Involve 46 students in the Student Ambassador Program

Evaluation:

- Students will have acquired a sense of belonging to McMaster and consider the University as their second home.

Required Materials:

- International Students Handbook: A guide to essential information international students may need prior to or throughout their stay at McMaster. [http://oisa.mcmaster.ca/pre-arrival.cfm](http://oisa.mcmaster.ca/pre-arrival.cfm)
- UHIP (University Health Insurance Plan): UHIP is mandatory for all McMaster University students, employees, and dependents of students and employees who do not have OHIP coverage.

Optional Resources:

- The BIG Guide Online to Living and Working Overseas: [http://oisa.mcmaster.ca/bigGuide.cfm](http://oisa.mcmaster.ca/bigGuide.cfm)
- ESL Support, Conversation Circle and Speakeasy Program: [http://csd.mcmaster.ca/academic](http://csd.mcmaster.ca/academic)
- Work and Study Abroad Searchable Database: [http://oisa.mcmaster.ca/reflib/main.cfm](http://oisa.mcmaster.ca/reflib/main.cfm)
Judicial Affairs contributes to the University’s work of creating and enhancing the ethical environment of the campus community by addressing behavioural expectations for student civility and personal conduct. This office works with Student Affairs staff, student groups, and the broader University community to educate the character of McMaster students through the development of campus community standards and the implementation of a fair and efficient judicial process.

Judicial Affairs is part of a holistic approach to student development which involves partnerships with Faculties and departments, policies and codes of conduct, and student governments. Students are served collectively and as individuals.

Learning Objectives:

Successful students will have demonstrated **humanitarianism and civic engagement** by:

- Becoming engaged in the residence, off-campus and University community. Students are challenged to think beyond the moment to the impact they have on the broader community through their thoughts and actions.
- Promoting student rights and responsibilities, civility and personal values by understanding and following the codes of conduct at McMaster.
Successful students will have developed **knowledge acquisition, integration and application** by:

- Consideration of how we deal with conflict and how we have a positive impact on our environment leads to an understanding of how even our small actions can often have a big and sometimes unintended impact on our intellectual and thinking skills.

Successful students will have demonstrated **practical competence** through:

- Resolution of conflicts and reporting issues in an appropriate and responsible manner, deferring enforcement of inappropriate conduct to Judicial Affairs.
- Building conflict management skills to resolve the inevitable disagreements that occur in work and beyond.
- Setting goals and identifying ways to overcome obstacles that may impede goal achievement.
- Reflection on conflicts that may not have had a positive outcome and developing strategies to avoid future occurrences from happening.

**Programs & Services:**

- Implementation of a fair and efficient judicial process with an emphasis on informal resolution and educational outcomes.
- Facilitating student-centred programs including the Peer Conduct Board comprised of twenty undergraduate, graduate, or part-time students in good academic standing.

**Significant Accomplishments:**

- Partnered with Office of Community Service Learning and Civic Engagement for “yruhere.ca” campaign, to encourage students to discover new things about themselves and their community, learn from all of their experiences even challenging ones, and to grow as students, community members and people.
- Several new workshops and partnerships – alcohol, community impact session decision-making.
- BRAT – Behavioural Assessment Team

**Evaluation:**

- Through participation in evaluations and consultation committees and using the Residence Code and Student Code as guidelines, students can impact change and have the opportunity to learn competencies not necessarily taught through course work. Students who learn from their experiences and behaviours on campus will have encountered an overall positive experience during their time spent on campus.

**Required Materials:**

- Athletic Code of Conduct: [http://www-athrec.mcmaster.ca/mac/conduct.htm](http://www-athrec.mcmaster.ca/mac/conduct.htm)

**Optional Resources:**

- Peer Conduct Board: [http://judicialaffairs.mcmaster.ca/student_peer_involvement.html](http://judicialaffairs.mcmaster.ca/student_peer_involvement.html)
Mission:

Investing in student success by providing services to students in all areas of financial support. Student Financial Aid & Scholarships (SFAS) works with many departments across campus to facilitate scholarships, bursaries, and a number of work programs available to students.

Learning Objectives:

Successful students will have demonstrated knowledge, integration and application through:

- Learning how to responsibly and successfully manage resources in order to fund university-related expenses.
- The use of resources found on the SFAS website and speaking with family members regarding financial responsibility and planning.
- Building and understanding personal financing and budgeting including controlling spending habits, assistance options and preparing a realistic budget that can be maintained.

Successful students will have developed practical competence by:

- Accessing information to assist with financial planning including: government programs, scholarships, bursaries and work programs.
- Participating in work programs that provide part-time and full-time on-campus employment opportunities for currently registered students who demonstrate financial need.
- Using online financial planning tools such as the Budget Builder, which provides helpful tips and advice to build a budget that in turn helps students manage their finances throughout their academic year.
- Completing and submitting accurate and timely scholarship and bursary applications.
**Programs & Services:**

- **Student Loan Information** – SFAS administers the Ontario Student Assistance Program (OSAP) on behalf of the Ministry of Training, Colleges and Universities (MTCU).
- **Bursaries** - McMaster provides bursary assistance to students who demonstrate financial need. A bursary is a non-repayable grant, not a loan. Bursary funds are intended to assist with a student's education related costs.
- **Scholarships and Awards** – entrance awards, undergraduate awards for current students (in-course awards and external scholarships) and part-time studies awards.
- **Work programs** – designed to provide financial aid to students through the provision of on-campus employment.
- **Parent Information** – information and resources to help parents prepare students for the financial obligations of attending postsecondary studies.

**Significant Accomplishments:**

- McMaster filed more than 10,200 OSAP applications with the MTCU in 2008-2009.
- More than 7,400 bursary applications were processed in 2008-09
- Over 3,700 Honour Awards and approximately 1,500 In-Course Awards were processed.

**Required Materials:**

- Budget Bonanza and Budget Builder  
  [http://sfas.mcmaster.ca/budgeting/index.html](http://sfas.mcmaster.ca/budgeting/index.html)
- Student Loans [http://sfas.mcmaster.ca/osapnewmain.html](http://sfas.mcmaster.ca/osapnewmain.html)
- Bursaries [http://sfas.mcmaster.ca/osa-pnewmain.html](http://sfas.mcmaster.ca/osa-pnewmain.html)
- Scholarships and Awards  
  [http://sfas.mcmaster.ca/scholarshipinfo.html](http://sfas.mcmaster.ca/scholarshipinfo.html)
- Work Programs  
  [http://sfas.mcmaster.ca/work_study/jobs.html](http://sfas.mcmaster.ca/work_study/jobs.html)

**Optional Resources:**

- **Facts and Forms:**  
  [http://sfas.mcmaster.ca/downloadcentral.html](http://sfas.mcmaster.ca/downloadcentral.html)
- **Parent Information:**  
  [http://sfas.mcmaster.ca/Parent_webpages/Parents_MAIN.htm](http://sfas.mcmaster.ca/Parent_webpages/Parents_MAIN.htm)
- Information for High School students and Guidance Counsellors:  
  [http://sfas.mcmaster.ca/highschool.html](http://sfas.mcmaster.ca/highschool.html)

While I attended McMaster, I participated in student government as a member of the Student Representative Assembly (SRA). This experience taught me to formulate and express succinct positions and how to develop and present ideas.

I think that one purpose of education is to give students the confidence and courage to speak out on, and support, issues that are important to them. Education should foster and encourage participation in society.

During my time on the SRA we voted to turn McMaster into a ‘pedestrian only’ campus. Then, interestingly, when I was on the Board of Governors at McMaster some 30 years later there was a movement to change this and allow vehicular traffic through the campus again. I spoke out against this with an informed, historical perspective and the motion was defeated. Today McMaster remains a pedestrian campus and I believe this is of benefit to the McMaster community.

**Edward A. Minich**

B.Sc. Hons. 1972  
MBA 1974  
Honorary Doctor of Laws, 2004  
Current Employer: retired C.E.O. of Otis Canada, 2004, McMaster University, DeGroote School of Business  
Sessional Lecturer of Strategic Management
Mission:

Titles Bookstore is a key partner in the student learning process. Titles works closely with faculty and departments to ensure all course materials vital to student success are readily available. The Bookstore also carries supplementary titles and study aids to assist students with course content.

Proceeds from Titles Bookstore sales provide funding to Student Affairs and are used to enhance student services, fund on-campus clubs and student groups, and contribute to the quality of student life at McMaster University.

Learning Objectives:

Successful students will have demonstrated knowledge acquisition and application through:

- Full use of course materials and Bookstore services to ensure academic success
- The exploration of a wide variety of courseware, fiction and nonfiction titles broadening appreciation of varied writing genres and encouraging a passion for reading.

Successful students will have developed practical competence by:

- Communicating courseware needs and discussing purchasing options with Bookstore staff.
- Demonstrating time management skills to ensure required course materials have been purchased or ordered to arrive in a timeframe that allows for sufficient study prior to testing and examinations.
- Learning flexibility and adaptability through balancing the responsibility of a part-time job at the Bookstore with academic responsibilities and social activities.

Successful students will gain interpersonal competence by:

- Embracing a sense of curiosity about the world through requisite course material reading as well as exposing themselves to new literature and authors.
- Taking responsibility for their own academic success and fostering a collaborative learning community.

Programs & Services:

- Course materials – Titles orders over 5,000 different book titles.
- Fiction and Non-Fiction Titles - the General Book Department can have 40,000 to 80,000 titles active in the system, plus staff have the experience and the know-how to special order virtually any book in print.
- Clothing and Giftware - houses the finest in McMaster memorabilia and a wide selection of crested and non-crested sportswear and giftware.
- MacMicro Computer Centre - featuring hardware, student licensed software and a wide variety of peripherals.
- Mediashop (Health Sciences Bookstore) - featuring medical course materials, equipment and clothing.
- Post Office - a full service postal service desk sells shipping supplies, money orders and provides a fax service as well as renting post office boxes.

Pearl Mendonca
Social Work & Psychology (B.A./B.S.W.) 2004
Current Employer: McMaster University, Campus Health Centre

It is so important to become engaged in the total university experience. During my university years I was privileged to have participated in a Service Learning pilot project. Prior to Hurricane Katrina, I visited New Orleans and assisted with the Habitat for Humanity project for one week.

This experience improved my critical thinking skills, allowing me to compare experiences I’ve had and think about how I can contribute to a better future for others. Completing a degree is not the end of learning; it is the beginning of life-long learning.

Currently, I am an employee at McMaster, coordinating a student health volunteer program, and I volunteer in the community. In these roles, I hope to help students to continue having similar opportunities through volunteerism as part of their education.

Significant Accomplishments:

- Winner of the 2009 Hamilton Spectator Reader’s Choice award for Favourite Bookstore in Hamilton.
- Over 100 part-time jobs created for students each year.
- Donation of over 5,000 reusable shopping bags to fund a green project on campus.
- Donated to fund a green project on campus.
- The sale of oxo-biodegradable plastic bags will be switched to a more sustainable alternative. Monies raised through distribution of single-use plastic bags and switching to a campus-wide Plastic Bag Policy banning mass distribution.
- Collaboration with the Office of Sustainability to create the Espresso Book Machine’s print on demand capabilities of the Espresso Book Machine. Learn more about the Espresso Book Machine’s print on demand capabilities at Titles on Demand: Learn more about the Espresso Book Machine’s print on demand capabilities at http://titlesondemand.ca/
- Recipient of the Canadian Booksellers Association (CBA) Libris Award for Campus Bookseller of the Year 2009.
- Nomination for Outstanding Bookstore of the Year 2010.

Green Initiatives:

- Green Practice: Every effort is made to be environmentally friendly.
- Program: Green Bookstore 101: A Guide to Your Campus Bookstore: Provides an introduction to the Bookstore for first year students and parents.

Optional Resources:

- Required Materials:
- Course materials - Titles orders over 5,000 different book titles.
- Fiction and Non-Fiction Titles - the General Book Department can have 40,000 to 80,000 titles active in the system, plus staff have the experience and the know-how to special order virtually any book in print.
- Clothing and Giftware - houses the finest in McMaster memorabilia and a wide selection of crested and non-crested sportswear and giftware.
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Significant Accomplishments:

- Recipient of the Canadian Booksellers Association (CBA) Libris Award for Campus Bookseller of the Year 2009.
- Titles on Demand, McMaster Innovation Press - the first location in Eastern Canada to offer the Print on Demand (POD) capabilities of the Espresso Book Machine.
- Collaboration with the Office of Sustainability to create a campus-wide Plastic Bag Policy banning mass distribution of single-use plastic bags and switching to a more sustainable alternative. Monies raised through the sale of oxo-biodegradable plastic bags will be donated to fund a green project on campus.
- Over 100 part-time jobs created for students each year.
- Winner of the 2009 Hamilton Spectator Reader’s Choice award for Favourite Bookstore in Hamilton.

Evaluation:

- Students will have demonstrated a commitment to life-long learning and an enthusiasm for reading.

Required Materials:

- Bookstore 101: A Guide to Your Campus Bookstore: Provides an introduction to the Bookstore for first year students and parents.

Optional Resources:

- Titles on Demand: Learn more about the Espresso Book Machine’s print on demand capabilities at http://titlesondemand.ca/
- Green Initiatives: http://titles.mcmaster.ca/geninfo/greeninitiatives.htm
My time as a student at McMaster was primarily influenced by the quality of academic programs I participated in, the inspiration I felt from faculty members I interacted with and the sense of teamwork and achievement I learned from my interactions with other students.

In addition, I credit the opportunities I had to engage with the greater Hamilton community for helping me develop stronger communication skills, enhanced my problem solving skills and a greater understanding of risk management. For instance, I had opportunities to work during the summer in Hamilton’s manufacturing industry. Through that I gained invaluable insights into technology’s role in delivering value to customers, the global nature of competition and most importantly, safety, which was the mantra for all solutions delivered. Health and safety of co-workers was always the first priority.

I am extremely fortunate in that I have been able to apply most of my academic experiences throughout my working life and ultimately at Hitachi where the technology strengths, global presence and range of products in so many sectors only enhanced my opportunities to do this. It is important to realize that education is a continuous process that in today’s world is virtual and certainly not contained by campus or walls. So the work-place is the laboratory and classroom simultaneously so to speak. Feedback is almost instant so the idea of separating what is learned both inside and outside the classroom in today’s world with current technologies becomes meaningless.

We must learn with the intention of how to apply simultaneously otherwise the solution devised will have a short lived relevance to a market place which reacts to changing needs swiftly. This concept is important to achieve time to market advantages ahead of the competition and reinforces the concept of a Research, Development and Deployment being a nexus which is a separable cornerstone of successful companies.

Howard Lincoln Shearer  
Engineering 1977  
Current Employer: Hitachi Canada Ltd. (C.E.O.)

During my recent academic career, I was involved with the Service Learning division of Student Affairs. Programs offered by this department are unique to other extra-curricular activities as I consider them to be co-curricular. These programs bridge students’ learning experiences between academic and social justice in the real world.

I am driven and passionate about helping others. Service Learning allowed me to further develop my sense of compassion and commitment to my local and global community. Participating in a service learning project taught me to critically evaluate what I, as a citizen, am responsible for and inspired me to learn more about what I could do for my community. I volunteered in Hamilton, Louisiana and Kenya and these experiences helped me develop stronger communication skills that allow me to excel in my current job teaching students with autism. The leadership skills I developed help me as I supervise and support university students who mentor at-risk youth in our community. I am so proud of the skills I gained at McMaster that now allow me to work in the areas I’ve always dreamed of. The well-rounded education I received in both academics and life skills brought me where I am today.

As a volunteer teacher in Kenya, I had 75 students in my class. Many of them suffered from malnutrition, HIV/AIDS, or the hard work expected of them in their homes. As I taught these students, they also taught me. They did not find happiness in clothing, money or excess goods. They shared what little they had and protected each other. I learned from my community in Kenya the true meaning of “less is more.”

Brooke MacKinnon  
Science / Psychology 2009  
Current Employer: Behaviour Institute, Children’s College
Financial 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 $79.2 million in operating expenditures and $150 million including trust and expenditure payments for scholarships and bursaries. The Student Affairs portfolio consists of 15 units of operations representing diverse services funded by various sources of revenue. Included are eleven operating units and four ancillary operations. Operating departments are funded mainly through student fees, Ministry grants, University operating funds and user fee revenue. Our self-supporting ancillary operations – Housing & Conferences Services, Hospitality, and Titles Bookstore provide a substantial contribution in support of our soft services in Student Affairs ($630K) and towards the funding of entrance scholarships ($540K). The demand for our student services remains high while resources are limited.

Over the past year our senior management team has worked hard to explore strategies/initiatives to meet our budget challenges and position us for future growth without compromising our mandate as “Partners in Learning” and our commitment to students. As Student Affairs professionals we are committed to promoting student development and continue to create opportunities for our students to become involved and engaged in their university experience. The prioritization of programs and the allocation of resources within our budget reflect this commitment. In the upcoming year we will be reviewing our organizational structure with a goal to achieving a more integrative and collaborative service delivery model in support of student success. Assessment of key learning outcomes will continue to be integral in all that we do and support informed decision-making.

As “Partners in Learning” we invest in growth and learning opportunities for our students.

Research in higher education on key student services areas clearly indicates that involvement by students on campus makes a difference in their university experience and their learning outside of the classroom. In Student Affairs we continue to promote work and volunteer opportunities throughout all of our service areas to contribute to this experience. Students are able to develop the skills and attributes to achieve career goals in addition to making friends on campus and building connections.
Paid Work Opportunities – Giving back

In 2009, we provided approximately 1200 paid work opportunities in our units. We have hundreds of students employed in our Athletic & Recreation facilities (camp directors, business office, recreational programming), Bookstore (sales associates, cashiers), Housing & Conference (community advisors, residence life programs) and Hospitality Services (catering and food services). In addition, students play an active role in the planning and delivery of many of our soft services. We have students involved in career advising, first year transition support, marketing and promotion of services to the student community, social media networking – blogging and Facebook connections and tech support. Student Affairs provided approximately $4 million in valuable learning opportunities for our students. The University collected over $7 million in student fees used to support our soft services. We invested back to our students over half of these fees.

We also provide over 600 volunteer opportunities for our students. Many of these opportunities are in the areas of health and wellness, international student services (mentors), notetaking services for students with disabilities, writing and learning clinics, learning commons outreach, ESL and speakeasy programs and the promotion of community volunteerism and responsible citizenship. In 2010, we will be looking at centralizing all of our volunteer opportunities for students to provide students with choices and enhance learning opportunities by facilitating their participation in various areas. These positions will become Student Success Advisors in our new service delivery model.

Making Investments in Student Development together with our Students

We continue to build effective relationships with our students and work as partners in support of student success initiatives using our “Special Projects Fund”. Our ancillary protocol allows for the annual investment of approximately $350k on new and creative programs in support of student success initiatives. To date we have spent over $2.5 million dollars in total. We proudly report that a number of important student development initiatives originating with this fund now form part of our core programs. We have also invested in a number of initiatives contributing to the quality of student life on campus. Past initiatives include:
2009 initiatives include:

- Accessible Career Transition Program (ACT) for our Students with Disabilities
- Athletic Academic Success Initiative (AASI)
- McMaster Marching Band
- Quarters Inclusivity project- now known as 1280
- Web Accessibility Project
- Study Carrel Upgrade for the MUSC Quiet Lounge
- Government Career Week
- Creating Leadership Amongst Youth (CLAY) Conference

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

### 2009-2010 Budget Current Profile

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<th>(million)</th>
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<tr>
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At McMaster University our vision is:
To achieve international distinction for creativity,
innovation and excellence.