STUDENT PARTNERS PROGRAM
GUIDEBOOK

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GENERAL INTRODUCTION TO THE PROGRAM

Congratulations and welcome to partners in the MacPherson Institute Student Partners Program (SPP)! Within this document, you will find information for both students and staff/faculty members, including guidelines, procedures, tips and suggestions of relevance to student-faculty/staff partnership at the SPP specifically.

Program Overview and Historical Context

In 2013-2014, the Arts & Science Program and the MacPherson Institute (then known as MIIEEL) collaborated to create "Student Partner" positions for students who are interested in pedagogical research and innovation. Building on current scholarship (see Appendix 1 for further details), the goal of this program is to establish meaningful partnerships between students and staff/faculty working on teaching and learning projects at McMaster, in order to enhance the quality of the work conducted, provide further opportunities for student engagement, and generate significant learning opportunities for everyone involved.

Since the Program’s inception, a wide range of Student Partners have contributed to the enhancement of teaching and learning at McMaster by participating in projects through the SPP. Members of the Student Partners team have contributed to the design and development of courses and curricula, helped to create resources for staff/faculty and students, and collaborated with faculty and staff partners on research projects related to teaching and learning. Several have also co-authored research articles and conference presentations, co-facilitated events like our International Summer Institute on Student-Staff Partnerships, or worked as student reviewers or editors for the International Journal for Students as Partners, a new peer-reviewed journal which is hosted at McMaster (https://mulpress.mcmaster.ca/ijsap). In total, more than 200 undergraduate and graduate students from across campus have participated in the program since it began.

What does a Student Partner position entail?

These positions involve approximately five to ten hours of paid work per week, across one or more academic terms. The specific number of hours worked will depend on the project. Students will typically apply to join particular project teams (though they may also submit projects in partnership with faculty/staff), and will fulfill a variety of roles depending on the project and its goals, as well as the goals of the people involved. In all cases, the aim is for students to work in meaningful collaboration with faculty/staff, moving beyond the role of assistant to contribute to shaping the intellectual directions of the work.

Who is eligible to participate?

Any student (undergraduate or graduate) enrolled at McMaster University is eligible to be a Student Partner. While prior experience in teaching and learning research/practice would be an asset, it is not required. Indeed, we’re interested in working with a wide variety of students with a range of backgrounds and experiences, including members of equity seeking groups. Some projects do indicate preferences for students with particular experiences, skills, or educational levels, so be sure to read the project descriptions carefully and to make the case for why you would be a good fit.

Any McMaster staff, faculty or student working on a relevant teaching and learning project is eligible to submit that project for inclusion in the Student Partner Program. Please note that students submitting projects will need to do so in collaboration with a faculty/staff member (i.e., we cannot currently advertise student-proposed projects to potential faculty partners. Instead, interested students might consider approaching a faculty/staff member and seeing if that faculty/staff member would be interested in working with them on the project should it be accepted for the SPP.)

What types of projects can be included in the Student Partners program?

Any teaching and learning project being conducted via a partnership between McMaster faculty/staff and students, and meeting the following criteria, may be submitted for consideration:
1. The project includes clear opportunities for students to contribute to the intellectual direction of the work (i.e., it is not simply an attempt to alleviate staff/faculty workload);

2. Staff/faculty involved in the project are committed to taking a partnership approach, and able to devote the time necessary to develop partnerships; and,

3. The project has elements that are appropriate to and would benefit from student perspectives.

Projects involving a partnership between the MacPherson Institute and staff/faculty collaborators from across campus are especially welcome, as are projects aligning tightly with MacPherson’s stated priorities for a given year. To see examples of past projects, please visit the ‘Student Partners’ page of our website.

**PROTOCOL AND GUIDELINES: HOW TO HAVE A SUCCESSFUL PARTNERSHIP**

The following are general guidelines we suggest each partnership consider throughout their time together. Not every project is the same and therefore not all guidelines may be appropriate in all cases.

**Before the Project Begins**

1. Read this handbook, paying particular attention to the processes and procedures (including how students are paid).

2. Students: make sure your email addresses are on the Student Partners email distribution list.

3. Acknowledge that partnership involves true collaboration, NOT just students acting as research/development assistants.
   
   • The traditional role of students asking questions and staff/faculty providing answers should NOT be expected.
   • If a student does not know exactly what is expected of them, the student could brainstorm ideas and then discuss them with the staff/faculty member.
   • Consider mutually agreed-upon guidelines, working towards a true partnership.
   • Have a conversation about the level of independence and autonomy appropriate for the student.

4. Identify short and long term goals of the (larger) project.

5. Discuss how the partnership’s work will translate into the final product:
   
   • What can be included on each team member’s CV?
   • What will be the authorship on any publications (articles, presentations, posters, etc.)?

6. Consider where it is most appropriate and convenient for the student to work (office, home, other).

7. Discuss and determine how literature and documents will be shared, i.e., Dropbox, Zotero, Mendeley, Google Docs, email, other.

**During the Project**

1. Remember, scholarly work is often exploratory, so expectations may shift and change as the project proceeds.
   
   • As concerns arise, ensure they are addressed promptly and efficiently.
   • Students should be encouraged to voice concerns with the direction/outcome(s) of the project.
2. If there are problems outside of the project that impact your ability to contribute to it, address them as above and have a conversation within the partnership.

3. Students—Don’t be afraid to take the initiative and make suggestions.
   • Pursuing tangential topics is often a natural part of the research process, so long as they fall under the scope of the original project.
   • When in doubt, it is best to discuss possible new directions with other project partners.

4. Plan partnership meetings together.
   • **How and where will you meet?** Consider alternatives to face-to-face meetings using web conferencing tools such as Blackboard Collaborate or Google Hangouts.
   • **When will you meet?** Many staff and faculty are usually in the office 08:30-16:30 or 09:00-17:00, but students’ classes are usually scheduled during these times too! Make sure meeting times are convenient for all.
   • **How frequently will you meet?** Meetings should be frequent enough to support the project without being disruptive. Frequency may change over the course of the project. If possible, it might be helpful to book a regular time slot every week or two, and then cancel meetings as needed. (It’s always easier to cancel!)
   • **What kind of meeting summaries will you create?** Collate action items and appropriate deadlines for future reference.

5. Elicit regular feedback from all members of the group.

6. Students—keep a log of your hours:
   • Any work relating to the Student Partners project (e.g., training, meetings, literature reviews, work at home, etc.) should be included.
   • Hours MUST be submitted at regular intervals, and may NOT be submitted all in one go at the end of term. Only hours actually worked can be submitted.
   • Hours need to be worked within the time frame specified in the contract.
   • See the processes and procedures section for further details.

**After the Project / Partnership Has Ended**

At the end of each work term, the individual who initially proposed the SPP project will prepare (in collaboration with the project team, as appropriate) a ONE to TWO page report on the project’s outcomes to date. This statement should include:

• A statement of the project’s goals for the previous work term;
• A description of what was accomplished during the work term;
• An indication of what, if anything, is left to be done on the project; and,
• A reflection on what worked and what you might do differently next time.
• Submission of this final report is a prerequisite for consideration for future Student Partners project proposals.

Decide what is going to happen after the project has finished. For example,

• Will the partnership stay in touch?
• Would the students like to be re-hired in the following term if such an opportunity exists?
• What will happen with any unfinished work?
PROCESSES AND PROCEDURES

Selecting Projects and Advertising Positions

Student Partners are hired three times a year—in May, September, and January. In order to facilitate this process, we have established the following timelines and procedures.

<table>
<thead>
<tr>
<th>Work Term</th>
<th>Call for Projects</th>
<th>Call for Students</th>
<th>Application Review</th>
<th>Students Notified</th>
</tr>
</thead>
<tbody>
<tr>
<td>May to August (Summer Term)</td>
<td>Early to mid-March</td>
<td>Mid March to Early April</td>
<td>Early-Mid April</td>
<td>End April</td>
</tr>
<tr>
<td>Sept. to April (Full Term) or Sept. to Dec. (Term 1 Only)</td>
<td>Late June to Early July</td>
<td>Early July to Early Aug</td>
<td>Early-Mid Aug</td>
<td>End August</td>
</tr>
<tr>
<td>Jan. to April (Term 2 Only)</td>
<td>Early to Mid Nov</td>
<td>Mid Nov to Early Dec</td>
<td>Early-Mid Dec</td>
<td>End December</td>
</tr>
</tbody>
</table>

Call for Student Partner Projects

*Please note:* the information below applies to projects being submitted for consideration outside the Course Design/Delivery Consultant stream of the SPP. The Course Design/Delivery Consultants stream operates according to a particular model, which is described on the following page: [http://mi.mcmaster.ca/student-consultant-partnerships-with-faculty/](http://mi.mcmaster.ca/student-consultant-partnerships-with-faculty/). If you’re a faculty/staff member (or a student working in partnership with faculty/staff) and would like to submit your course to be included in the Course Design/Delivery Consultants stream, please follow the instructions at the above link (and note that different deadlines might apply). If you would like to submit a course design project to be included in the SPP outside the Course Design/Delivery Consultant stream, please follow the instructions below.

Approximately two months prior the start of a new work term, a Call for Student Partner Projects will be distributed broadly on campus. Individuals interested in submitting a project for consideration will be asked to provide a brief (150 word) description of the project, which outlines its central goals/purpose, the kinds of work in which students might engage, and the staff/faculty involved. If there are particular experiences/attributes students applying for the project will need, these should also be identified, though we strongly encourage those submitting projects to refrain from restricting opportunities to participate as much as possible. The submitted project description will be used both to assess the project’s fit with the Student Partners Program, and to advertise the project to potential student partners (if new students are being sought).

Individuals proposing projects should also submit a ONE-page statement explaining how the proposed work aligns with the requirements and goals of the SPP. This explanation will not be included in the call for student applicants, but will be used in the selection process.

Alongside these materials, project proposals must include the number of students requested and the number of hours of work requested for each. Requests regarding number of students and hours of work will be fully considered but cannot be guaranteed.

Teams wishing to extend existing Student Partner contracts must reapply for consideration. In addition to the materials requested above, an individual proposing a project extension will need to submit an ‘end of contract report’ (See B3 above). In these applications, teams will need to indicate if they would like current Student Partners to return and/or if the proposal should be included in the call for new applicants.

**NOTE—The project submission deadline is firm.** Projects submitted after the specified date will not be considered.
**Project Selection Process**

A project review committee consisting of MacPherson staff/faculty, students, and campus partners (where available) will be struck to review project proposals. This committee will be chaired by the coordinator of the SPP, and members will have had experience participating in the SPP in past wherever possible. Committee members with projects under consideration will not participate in the ranking of their own proposals.

When projects are initially submitted, they will be vetted by the review committee and ranked according to the criteria specified above. Any projects that do not meet basic criteria will not be included in the call distributed to students; the individual submitting the proposal will be notified.

The remainder of the submitted projects will be included; however, this does NOT guarantee they will be funded. Rather, student interest in the projects will be used as the final criterion in selecting projects. Once student applications come in, the committee will consider if the level of student interest shifts their initial project rankings, and final decisions will be made.

**Call for Student Applications**

Approximately 1.5 months prior to the start of a new work term, a call for student applicants will be developed and circulated. This call will include general information about the SPP, as well as a list of potential projects for which student partners are being sought. It will be posted on the MacPherson Institute website, sent to Department and Faculty offices, and circulated via other appropriate channels (e.g., posting to the MIIETL listserv and Twitter accounts).

Interested students will be asked to select THREE projects from the list and to write a brief (~250 word) interest statement for each. These project interest statements should include the following:

1. The project title (from the Call for Student Applications)
2. A description of why the project seems interesting/important to the applicant. (Why do you want to join the project team? What are your goals in relation to the project?)
3. A proposal for the role the applicant might play on the project team. (What might you do to develop the project and help it meet its goals? What work do you see yourself carrying out?)
4. An indication of the skills/experiences/interests/perspectives the applicant would bring to the project. (Why are you a good fit for this project?)

Students will read the project descriptions carefully, noting any requested experiences or skills. Be sure to apply for projects for which you are appropriately qualified, or for which you feel you could make a meaningful contribution.

Remembering that the goal of the SPP is to develop meaningful partnerships where all participants can make intellectual contributions, applicants are encouraged to highlight their ability to partner in this way and to offer one or two of their own ideas and perspectives on their selected projects.

To complete their applications, students must submit up to three interest statements, along with an up-to-date resume, by the submission deadline. The deadline is firm; late applications will not be accepted.

**Student Selection Process**

Following the application deadline and final project selection, individuals who submitted successful project proposals will be forwarded the student applications submitted for their project(s). They will review and rank these applications.

Teams may opt to interview a short list of candidates as part of the ranking process. Project leads wishing to conduct interviews must work quickly as there is a tight timeline between when applications are received and when their rankings are due (approximately 2 weeks). Remember, some students may be away from campus
during the ranking process, so consider conducting interviews by phone/Skype. Project teams that elect to conduct interviews are responsible for scheduling interviews and contacting interviewees.

Project leads must submit their rank ordering of candidates to the SPP coordinator by the specified deadline (typically two weeks after receiving applications). The coordinator will look at everyone’s submitted preferences and match students with projects. There is a chance a given team might not be paired with their first choice, as students will submit to several projects and may have been ranked highly for each. Every effort will be made, however, to match project teams with students from amongst their top choices.

Once students have been matched with projects, the SPP coordinator will inform the project leads and the student(s), and invite both to attend an orientation meeting.

**HIRING PROCESS AND DOCUMENTS**

Once a candidate has been selected they will need to complete a hiring package. There are two types of hiring packages:

1. **Simple Package**—This package can be completed by any student who has received a pay cheque from McMaster University since January 2016 and who has had no changes to their banking information. The following items are required:
   - Letter of Offer (Appendix 2)
   - Job Description

2. **Complete Package**—This package will need to be completed by any candidate who does not meet the criteria listed for the simple package. The following items are required:
   - Letter of Offer (Appendix 2)
   - Job Description
   - Federal Tax Exemption Form (Appendix 3)
   - Provincial Tax Exemption Form (Appendix 3)
   - McMaster Employee Contact (Appendix 4)
   - Void Cheque or Direct Deposit Form\(^3\) (Appendix 4)
   - Photocopy of Social Insurance Number card\(^1\)
   - Permission to Work Form\(^2\) [http://fhs.mcmaster.ca/hr/documents/PermissionToWorkForm.pdf](http://fhs.mcmaster.ca/hr/documents/PermissionToWorkForm.pdf)

\(^1\) If candidate does not have a physical SIN Card they can provide a copy of a government document with their SIN number in the header such as an Income Tax Assessment form.

\(^2\) Only required if candidate is a graduate student whose total McMaster contracted work time across all employment adds up to 10.5 or more hours per week.

\(^3\) Must be completed by your bank.

**PAYROLL INFORMATION**

**Current Rates of Compensation***
- Graduate Students = $18.00 / hour
- Undergraduate Students = $12.00 / hour

*Last Updated: June 9, 2016

Note—Promotion to the Graduate Student rate of pay occurs on the first full pay period after a student begins their graduate study program (i.e., starts paying graduate tuition). Students who are accepted but not yet enrolled in graduate programming and second-degree students are compensated at the undergraduate rate.
Payroll Process

Students are responsible for keeping track of the hours they work on their MIIETL projects. Timesheets must be submitted to Account Manager Rima Nikolajeviene (nikolar@mcmaster.ca) via email biweekly, with the faculty/staff partner working directly with the student cc’d.

Hours should be submitted by the pay deadline immediately after they were worked. Do NOT aggregate hours and submit them in a bunch after several months have passed. Only hours actually worked can be submitted. Do not submit hours with the intent to make them up later.

While flexibility in scheduling is possible, students CANNOT work more than the total number of hours allocated to the project. **All hours must be worked before the final day of the student’s contract.** If an extension is required, the project will need to be resubmitted for consideration for the next Student Partners Program call. In such a case, there is no guarantee any unspent money from the previous contract will be available.

MAKING THE MOST OF YOUR STUDENT PARTNER EXPERIENCE

The following list of tips and suggestions was compiled using the results of a survey distributed to previous MacPherson Student Partners and staff/faculty about their experiences in the program. These tips are mostly aimed at Student Partners, but it would be useful for staff/faculty to also keep these points in mind.

Establishing Goals and Relationships

We all know the months go by quickly during the school year. So, using the first few weeks of your involvement with the program to establish relationships, deadlines, and goals is crucial to the success of the overall project.

• Jump right in, particularly if the timeline for your project is short. Set up a meeting and acquaint yourself with the project and its goals as quickly as you can, to leave ample time for the work itself.
• Be critical. You might feel as though your opinion isn’t valuable because you just joined or started working on the project, but your perspective as a student is valuable.
• Don’t feel constrained by the way the project is framed. Projects evolve and you should feel free to share questions and opinions that will shape the work into its final form.
• Get to know your partners early on — how they like to work, communicate, and what their schedules are like.
• Share your goals for the project and find out what your research partners’ career and personal goals are. Try to determine how you can help your group members achieve their goals.
• Set clear guidelines and expectations for the role(s) each partner will play in the project.

Communication and Accountability

Regular communication and keeping up with tasks are essential to group work. Below, you’ll find some strategies that worked for students in the past and some things they wish they’d done differently:

1. **Have regular meetings** — Although this may become harder to maintain during busier times of the year, setting up regular weekly or biweekly check ins can help make a habit of these meetings early on.

2. **Update your partners on your progress** — Keep your group members up to date about your work, progress, and any potential roadblocks. You can do this by sending out regular updates, scheduling meetings, or using a teamwork productivity application, like Slack.

3. **Set interim deadlines** — Maintain a schedule of interim deadlines to help you and your partners stay on track, especially for parts of the project that might be overwhelming and complicated. These can also be
flexible and provide opportunities to evaluate the ongoing project on a macro- and micro-level.

4. **Use alternative modes of communication**—Given the time constraints we all have during the year, as well as our need to balance our school and work life with other commitments, it’s important to be open to alternative modes of communicating, especially for larger groups. Create subgroups and have smaller meetings, or using online communication tools such as Skype and Google Hangouts.

5. **Hold yourself accountable**—While it’s important to set external deadlines, you also need to hold yourself accountable. Work as a Student Partner is highly flexible and independent, which requires a lot of self-learning and discipline. Try your best to spread the work evenly and to avoid falling behind on tasks, and make sure to let your partners know in a timely manner if you are unable to complete your work.

**Making the Most of Your Partnership Experience**

The Student Partners Program gives students the opportunity to be involved with academic research and teaching and learning projects, while also providing essential student perspectives for these projects. Many opportunities will become available to students throughout the year. Past students recommend seizing these opportunities as they come.

1. **Approach people at MacPherson**—MacPherson Institute staff members are welcoming of students and are involved in the field of education through research, technology, or development. It’s a great place to get to know professionals in the field if this is a career or academic path you’re considering.

2. **Learn about different projects**—Although your project will take up most of your time, learning about projects that other people are participating in will give you a broader understanding and appreciation for the work done through the SPP and on teaching and learning at McMaster.

3. **Use the dedicated space to work in the office**—MacPherson has limited office space dedicated to Student Partners during the year. Make use of the space during business hours as a place to work on your research tasks. It can be a nice and quiet break from your other work environments.

4. **Participate in papers and conference presentations**—As you work on your project, opportunities might arise to participate in writing a paper or presenting your scholarship at a conference. Seize these opportunities when they come up; they are extremely educational experiences, and can provide you with an in-depth understanding of the process of disseminating research/project findings.
APPENDICES

*Note—In the following appendices, some items highlighted in yellow. The relevant MacPherson staff/faculty member should fill these items in as appropriate to the project. Forms provided are for reference purposes only.

APPENDIX 1—Recommendations from the Literature on Staff-Student Partnerships

Increasingly, universities and colleges are seeking to engage students as partners in their own learning, and in the enhancement of both teaching and research. Throughout the higher education literature, there are numerous references to the importance of faculty and student partnerships, as well as to challenges and best practices for faculty and students working together. In addition, the literature notes that student-faculty partnerships can take many forms and can have various meanings. Therefore, in this context, it is important to define what is meant by partnerships.

How do we define partnership?

Partnerships involve the formation of reciprocal relationships between students and academic staff. More specifically, as Healey, Flint and Harrington (2014, pp. 12) state, partnerships are “…a relationship in which all involved—students, academics, professional services staff, senior managers, students’ unions, and so on—are actively engaged in and stand to gain from the process of learning and working together. Partnership is essentially a process of engagement, not a product. It is a way of doing things, rather than an outcome in itself.”

Benefits of Partnership

The benefits of partnerships in higher education settings have been well documented (Barnes, Goldring, Bestwick, & Wood, 2010; Healey, Flint & Harrington, 2014; Jarvis, Dickerson & Stockwell, 2013). For example, partnerships in teaching and learning can help to do the following:

- Build research capacity through joint enquiry;
- Increase engagement with teaching and learning;
- Develop students’ and staff members’ knowledge and skills;
- Foster a sense of personal and social responsibility;
- Increase personal and professional confidence; and,
- Lead to a greater sense of belonging and community within the university setting.

Challenges in Partnership

Engaging students as partners in teaching and learning is a highly contextual and complex process, both in theory and practice (Healey et al., 2014). Critical reflection throughout the partnership on the challenges and tensions that arise is integral. It is particularly important to reflect critically on the issues listed below within one’s own context—whether it is at the “initiative, module, programme, faculty or institutional level” (Healey et al., 2014, p. 30).

Navigating Power Relationships

Common in pedagogical literature on student-staff partnerships in teaching and learning is the issue of power relationships (Bovill et al., 2011; Cook-Sather, 2014; Healey et al., 2014; Marquis et al., 2016). In particular, “negotiating existing power dynamics” is listed as a major issue in one case study (Marquis et al., 2016) that explored the experiences of students and staff in their partnerships at McMaster University’s Student Partners program. While participants in both groups articulated their interest in taking on non-traditional roles, both groups tended to return to their conventional positions. Healey et al. (2014) recommend that staff reflect critically on the implications of these power relationships within their own contexts. For example, ask yourself the following questions: in the partnership, who is responsible for decision making, acquiring access to resources, etc.?
However, despite the wish to avoid staff and faculty dominance over partnerships and projects, it is also imperative to strike a balance between guidance and self-direction for students. In one case study, students commented upon their need to have a clearer set of objectives in order to concentrate their efforts (Marquis et al. 2016). It is important to develop effective and collaborative relationships that will result in meaningful roles and responsibilities for those involved, and will allow for members to feel comfortable to ask for more guidance, if required.

**Inclusivity and Diversity**

It is important for those engaging in pedagogical projects to strive to maintain a diverse and inclusive working environment. Much of the literature points to the need to widen the involvement of students and staff as co-inquirers, and to thus include more diverse voices and identities (Felten et al., 2013; Healey et al., 2014; McLeod, 2011; Marquis et al., 2016). Marquis et al. have noted that opportunities for partnership often extend to only a limited number of academically ‘strong’ students, a practice that restricts the number of perspectives brought to the table. Healey et al. (2014) suggest creating a strong sense of community is key to building sustainable partnerships, and encourage members to examine current practices and to reflect critically on whether there are structural or cultural barriers preventing certain groups from participating. Felten (2013) offers a number of recommendations to generate a more inclusive environment, including engaging with students in flexible places on campus to counter the power asymmetries of the traditional classroom, and encouraging the expression of diverse voices.

**Time and Sustainability**

Differences in the length of time students and staff are typically connected to a project, and issues connected to sustainability and transitions, are also potential challenges to partnership (Healey et al. 2014, Bovill et al. 2014; Marquis et al. 2016). In particular, Marquis et al. note that time as a limiting factor can contribute to other challenges—including difficulties in finding times to meet, and increased stress and uncertainty due to rushed timelines. Healey et al. (2014) recognize it takes time for students to move from being peripheral to full members of the teaching and learning community, and encourage staff and student peers provide support and encouragement to incoming students, as they become active members within the community. Bovill et al. (2014) discuss the importance of building a planned ending into the shared aims of the partnership, a decision that may make it easier for individuals to agree to collaborate.

For further discussion on student-staff partnerships, refer to Healey et al. (2014).

**Recommendations**

**Starting Partnerships** (Bovill, Felten and Cook-Sather, 2014)

1. Create a shared set of goals and objectives from the beginning. Staff: provide students the opportunity to develop some of the objectives (Marquis et al., 2016). Understand things might not proceed as planned, so it is crucial to be patient throughout the process.

2. **Staff:** be attentive to the language used when communicating with the student.

3. **Staff:** create a support system by meeting with other staff members who are interested in student-staff partnerships or have experience partnering with students.

**Building Partnerships**

1. Provide rewards for those working in partnership, to encourage continued collaboration (for both students and staff) (Bovill et al., 2014).

2. Recognize the contributions students make (Marquis et al., 2016).
3. **Staff:** provide most direction in the beginning and as the partnership progresses, become less directive (Delpish et al., 2010; Marquis et al., 2016).

4. **Ensure a diverse range of participants are involved** (Bovill et al., 2014).

5. **Provide further learning and development opportunities for all those involved** (Bovill et al., 2014). In particular, aim to find opportunities for students to grow (e.g., attending and presenting at conferences/staff meetings, co-authoring a paper, providing ideas that help shape a project, etc.) (Delpish et al., 2010; Marquis et al., 2016).

6. **Reflect on and value the process of partnership throughout the collaboration** (Bovill et al. 2014).

7. **Understand when and how to end partnerships formally** (Bovill et al., 2014). Not all partnerships work, so it is equally important to “be honest about when partnership is not appropriate or desirable (Healey et al. 2014, pp. 9).”

**Extending Partnerships** (Bovill et al. 2014)

1. **View the collaboration as a reciprocal relationship.**

2. **Staff:** consider and reflect upon your own attitudes regarding power dynamics within the student-staff relationship.

3. **Staff:** Develop ways to negotiate and share responsibility with student co-collaborators.

4. **Staff:** Recognize, discuss, and be honest about where the power imbalance lies.

For more information on recommendations for student-staff partnerships, refer to Marquis et al. (2016) and Bovill et al. (2014).

**References**


APPENDIX 2—Example of Offer Letter

July 1, 2016

STRICKLY PRIVATE AND CONFIDENTIAL

Re: Requisition #11111

Dear Jean Doe:

I am pleased to offer you temporary casual work as a Student Partner in the Paul R. MacPherson Institute for Leadership, Innovation, and Excellence in Teaching. As a casual employee at McMaster University, hours and/or days of work are not guaranteed; rather, you will be contacted when work is available at which time you may elect to accept or decline the work opportunity.

Term of Appointment
Your first day of work for this assignment will be September 6, 2017. It is expected you will be available to work approximately 50 hours on the project in total, but hours and/or days of work are variable and are not guaranteed. McMaster University will notify you when your services are no longer needed for this particular assignment. We anticipate this project will end on or around April 28, 2018.

This appointment is subject to the continuance of a mutually satisfactory working relationship. Absent just cause, your employment may be ended by the University providing you with notice of termination or pay in lieu of such notice as required by the Employment Standards Act, 2000.

Please note that as a casual employee if you have not worked for a period of six months you are considered to be inactive and will be removed from McMaster University’s roster of employees without further notice to you.

Work Authorization
If you are not currently eligible to work in Canada, you are responsible for obtaining the necessary documentation for admission to Canada, and the right to work at McMaster University. You should contact the nearest Canadian Consulate as soon as possible in order to arrange for the appropriate Visa/Work Permit for your entry into Canada. You will have to show them this letter and, if you require any additional documentation from the University, please let me know. This offer is made on the condition that, on or before your first day of work, as listed above, you will obtain all necessary documentation and clearances to enable you to enter Canada and work at McMaster. If you are unable to do so on or before your first day of work, this offer and any acceptance of it by you will be null and void.

Remuneration
Your rate of pay for this assignment will be $12.00 / hour, less applicable deductions. Also, as per the Employment Standards Act, S.O. 2000, you agree that any vacation pay owing to you will be paid on every wage payment made to you. Your pay will be deposited directly into a Canadian bank account of your choice. A statement of earnings will be sent to your office address.

As a casual employee, you will be entitled to statutory holiday pay as per the Employment Standards Act, S.O. 2000. Any additional “floater” holidays provided by the University will be provided to you without pay (see http://www.workingatmcmaster.ca for a list of the applicable “floater” holidays).

Multiple Job Assignments
Casual employees at McMaster University are permitted to hold more than one job assignment. In this circumstance, employees are required to advise their manager and are responsible for following the McMaster University Multiple Employment Guidelines.

University Policies
You are required to follow University policies, procedures and guidelines as they may apply to you. These policies, procedures and guidelines may be accessed at http://www.mcmaster.ca/policy

Confidentiality
As an employee of McMaster University, you must maintain the confidentiality of information to which you have access. This includes, but is not limited to information associated with students, study subjects, staff and faculty. Confidential information is to be held in the strictest confidence, whether means of access to such information is verbal, documented, computerized, or otherwise obtained. Breach of confidence includes intentional or involuntary unauthorized release of this information, and could lead to disciplinary action up to, and including, termination of employment.

Acceptance
Should you decide to accept this offer, please sign and date this letter, and forward it by September 1, 2018 to:

Rima Nikolajevi ne
McMaster University
MacPherson Institute, Mills Library Room 504
1280 Main Street West
Hamilton, Ontario L8S 4L8

Please submit to me along with your signed and dated acceptance of this offer letter the attached documents:

- Employee Contact and Deposit Form
- TD1 Ontario Tax Form
- TD1 Federal Tax Form
- A void cheque for direct bank deposit to a Canadian bank account.

Please bring your Social Insurance Number card with you on your first day of work.

If you have any questions regarding the content of this offer, please feel free to contact me at 905-525-9140 ext. 27477, or by email at nikolar@mcmaster.ca. I look forward to welcoming you to our team!

Yours sincerely,

Arshad Ahmad
Associate Vice-President, Teaching and Learning
Director, MIIETL

cc: Human Resources Services

I have read, understood, and agree with the foregoing. I accept this casual assignment under the above terms and conditions. I have been provided with the web link to the Policies, Directives, and Procedures listed in Appendix A (please see attached) and I have reviewed the Policies, Directives, and Procedures listed at www.mcmaster.ca/policy/; I understand their terms; and I have been given a sufficient opportunity to review them and ask any questions that I may have. I also understand that I can access other applicable Policies, Directives and Procedures through the web site www.mcmaster.ca/policy/ and that paper copies will be provided to me upon my request. I accept that the University reserves the right to revoke, amend, or introduce new Policies, Directives and Procedures as may be necessary from time to time and I agree to observe the Policies, Directives and Procedures of the University as published by the University. I understand that failure to observe the Policies, Directives, and Procedures may result in my discipline and /or termination of my employment.

___________________________________________
Signature of Jean Doe  Date
Attach: Summary of Job Duties
TD1 On
TD1 Federal
Employee Contact & Deposit Form
APPENDIX A: McMASTER UNIVERSITY POLICIES, DIRECTIVES & PROCEDURES

McMaster University has published and periodically amends and updates Policies, Directives and Procedures that are applicable to the terms and conditions of employment of all McMaster University staff and faculty. As an employee of McMaster University you are responsible for observing, and acting in accordance with, all such Policies, Directives and Procedures. Some of these have more specific application to the duties of certain jobs, or to certain situations. The University reserves the right to alter, amend, revise, revoke, or introduce new policies, directives and procedures as it deems appropriate from time to time.

Please review these Policies, Directives and Procedures, as a breach of any of them could result in discipline. The following list highlights the most commonly referenced Policies, Directives and Procedures. Please consult with your supervisor should you have any question as to their applicability. Contact Human Resources Services should you encounter any difficulty in accessing them on our Website, or should you wish to obtain a paper copy.

General Web link: http://www.mcmaster.ca/policy/

1. Environmental & Occupational Health
   Support Services (EOHSS)
   http://www.workingatmcmaster.ca/eohss/index.php
   - Prevention
   - Training and Development
   - Risk Management and Campus Insurance
   - Lab Safety

2. Human Resources General
   - Human Resources Policies
   - University Policies, Procedures, and Guidelines
   - Employment Legislation Links

3. Financial
   - Budgeting-Finances
   - Planning and Building
   - Treasury Operations
   - Travel

4. Miscellaneous
   http://www.mcmaster.ca/policy/General/Misc/index.html
   - Inclusive Communications, Policy Statement and Guidelines
   - Intellectual Property Policy
   - University Facilities
   - Human Rights and Equity

5. Research
   http://www.mcmaster.ca/policy/faculty/Research/index.html
   - Conflict of Interest in Research
   - Leaves
   - Research Ethics, Policy

6. Services and Facilities (UTS)
   http://www.mcmaster.ca/uts/index.html
   - Email and Accounts
   - Getting Connected
   - System and Software
   - Support and Training
   - Security and Policies
   - Lab and Facilities
   - Groups and Committees
   - Planning and Projects
   - Web Services

7. Students
   - Students/Academic Studies
   - Codes of Conduct
   - Examinations
   - Residence
Complete this form based on the best estimate of your circumstances. Your employer or payer will use this form to determine the amount of your tax deductions.

The section 2 includes the proposal to eliminate the Child amount for 2015 and subsequent taxation years in conjunction with the enhancements to the universal child care benefit (UCCB).

### 1. Basic personal amount

Every resident of Canada can claim this amount. If you will have more than one employer or payer at the same time in 2015, see "More than one employer or payer at the same time" on the next page. If you are a non-resident, see "Non-residents" on the next page.

<table>
<thead>
<tr>
<th>First name and initial(s)</th>
<th>Date of birth (YYYY/MM/DD)</th>
<th>Employee number</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

11,327

### 2. Caregiver amount for children under age 18

Either parent (but not both), may claim $2,093 for each infirm child born in 1998 or later, that resides with both parents throughout the year. If the child does not reside with both parents throughout the year, the parent who is entitled to claim the "Amount for an eligible dependant" on line 8 may also claim the family caregiver amount for that same child who is under age 18.

### 3. Age amount

If you will be 65 or older on December 31, 2015, and your net income for the year from all sources will be $35,466 or less, enter $7,033. If your net income for the year will be between $35,466 and $82,353 and you want to calculate a partial claim, get Form TD1-WS, Worksheet for the 2015 Personal Tax Credits Return, and complete the appropriate section.

### 4. Pension income amount

If you will receive regular pension payments from a pension plan or fund (excluding Canada Pension Plan, Quebec Pension Plan, Old Age Security, or Guaranteed Income Supplement payments), enter $2,000 or your estimated annual pension income, whichever is less.

### 5. Tuition, education, and textbook amounts (full time and part time)

If you are a student enrolled at a university or college, or an educational institution certified by Employment and Social Development Canada, and you will pay more than $100 per institution in tuition fees, complete this section. If you are enrolled full time, or if you have a mental or physical disability and are enrolled part time, enter the total of the tuition fees you will pay, plus $400 for each month that you will be enrolled, plus $65 per month for textbooks. If you are enrolled part time and do not have a mental or physical disability, enter the total of the tuition fees you will pay, plus $120 for each month that you will be enrolled part time, plus $20 per month for textbooks.

### 6. Disability amount

If you will claim the disability amount on your income tax return by using Form T2201, Disability Tax Credit Certificate, enter $7,899.

### 7. Spouse or common-law partner amount

If you are supporting your spouse or common-law partner who lives with you and whose net income for the year will be less than $11,327 ($13,420 if he or she is infirm) enter the difference between this amount and his or her estimated net income for the year. If his or her net income for the year will be $11,327 or more ($13,420 or more if he or she is infirm), you cannot claim this amount.

### 8. Amount for an eligible dependant

If you do not have a spouse or common-law partner and you support a dependant relative who lives with you, and whose net income for the year will be less than $11,327 ($13,420 if he or she is infirm) enter the difference between this amount and his or her estimated net income. If his or her net income for the year will be $11,327 or more ($13,420 or more if he or she is infirm), you cannot claim this amount.

### 9. Caregiver amount

If you are taking care of a dependant who lives with you, whose net income for the year will be $15,735 or less, and who is either your or your spouse’s or common-law partner’s:
- parent or grandparent (aged 65 or older), enter $4,060 ($6,701 if he or she is infirm); or
- relative (aged 18 or older) who is dependent on you because of an infirmity, enter $6,701.

If the dependant’s net income for the year will be between $15,735 and $20,343 ($15,735 and $22,436 if he or she is infirm) and you want to calculate a partial claim, get Form TD1-WS and complete the appropriate section.

### 10. Amount for infirm dependants age 18 or older

If you support an infirm dependant age 18 or older who is your or your spouse’s or common-law partner’s relative, who lives in Canada, and whose net income for the year will be $6,720 or less, enter $6,700. You cannot claim an amount for a dependant if you or anyone else has already claimed it on line 8 or 9. If the dependant’s net income for the year will be between $6,720 and $13,420 and you want to calculate a partial claim, get Form TD1-WS and complete the appropriate section.

### 11. Amounts transferred from your spouse or common-law partner

If your spouse or common-law partner will not use all of his or her age amount, pension income amount, tuition, education and textbook amounts, or disability amount on his or her income tax return, enter the unused amount.

### 12. Amounts transferred from a dependant

If your dependant will not use all of his or her disability amount on his or her income tax return, enter the unused amount. If your or your spouse’s or common-law partner’s dependent child or grandchild will not use all of his or her tuition, education, and textbook amounts on his or her income tax return, enter the unused amount.

### 13. TOTAL CLAIM AMOUNT

Add lines 1 to 12. Your employer or payer will use this amount to determine the amount of your tax deductions.
The section 2 includes the proposal to eliminate the Child amount for 2015 and subsequent taxation years in conjunction with the enhancements to the universal child care benefit (UCCB).

Complete this form based on the best estimate of your circumstances.

<table>
<thead>
<tr>
<th>Last name</th>
<th>First name and initals</th>
<th>Date of birth (YYYY/MM/DD)</th>
<th>Employee number</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address including postal code</th>
<th>For non-residents only –</th>
<th>Country of permanent residence</th>
<th>Social insurance number</th>
</tr>
</thead>
</table>

1. **Basic personal amount** – Every resident of Canada can claim this amount. If you will have more than one employer or payer at the same time in 2015, see “More than one employer or payer at the same time” on the next page. If you are a non-resident, see “Non-residents” on the next page.

2. **Caregiver amount for children under age 18** – Either parent (but not both), may claim $2,093 for each infirm child born in 1998 or later, that resides with both parents throughout the year. If the child does not reside with both parents throughout the year, the parent who is entitled to claim the “Amount for an eligible dependant” on line 8 may also claim the family caregiver amount for that same child who is under age 18.

3. **Age amount** – If you will be 65 or older on December 31, 2015, and your net income for the year from all sources will be $35,466 or less, enter $7,033. If your net income for the year will be between $35,466 and $82,353 and you want to calculate a partial claim, get Form TD1-WS, Worksheet for the 2015 Personal Tax Credits Return, and complete the appropriate section.

4. **Pension income amount** – If you will receive regular pension payments from a pension plan or fund (excluding Canada Pension Plan, Quebec Pension Plan, Old Age Security, or Guaranteed Income Supplement payments), enter $2,600 or your estimated annual pension income, whichever is less.

5. **Tuition, education, and textbook amounts (full time and part time)** – If you are a student enrolled at a university or college, or an educational institution certified by Employment and Social Development Canada, and you will pay more than $100 per institution in tuition fees, complete this section. If you are enrolled full time, or if you have a mental or physical disability and are enrolled part time, enter the total of the tuition fees you will pay, plus $400 for each month that you will be enrolled, plus $65 per month for textbooks. If you are enrolled part time and do not have a mental or physical disability, enter the total of the tuition fees you will pay, plus $120 for each month that you will be enrolled part time, plus $20 per month for textbooks.

6. **Disability amount** – If you will claim the disability amount on your income tax return by using Form T2201, Disability Tax Credit Certificate, enter $7,899.

7. **Spouse or common-law partner amount** – If you are supporting your spouse or common-law partner who lives with you and whose net income for the year will be less than $11,327 ($13,420 if he or she is infirm) enter the difference between this amount and his or her estimated net income for the year. If his or her net income for the year will be $11,327 or more ($13,420 or more if he or she is infirm), you cannot claim this amount.

8. **Amount for an eligible dependant** – If you do not have a spouse or common-law partner and you support a dependent relative who lives with you, and whose net income for the year will be less than $11,327 ($13,420 if he or she is infirm and you cannot claim the caregiver amount for children under age 18 for this dependant), enter the difference between this amount and his or her estimated net income. If his or her net income for the year will be $11,327 or more ($13,420 or more if he or she is infirm), you cannot claim this amount.

9. **Caregiver amount** – If you are taking care of a dependant who lives with you, whose net income for the year will be $15,735 or less, and who is either your or your spouse’s or common-law partner’s:
   - parent or grandparent (aged 65 or older), enter $4,608 ($6,701 if he or she is infirm); or
   - relative (aged 18 or older) who is dependent on you because of an infirmity, enter $6,701.
   If the dependant’s net income for the year will be between $15,735 and $20,343 ($15,735 and $22,436 if he or she is infirm) and you want to calculate a partial claim, get Form TD1-WS and complete the appropriate section.

10. **Amount for infirm dependants age 18 or older** – If you support an infirm dependant age 18 or older who lives in Canada, and whose net income for the year will be $6,720 or less, enter $6,700. You cannot claim an amount for a dependant if you or anyone else has already claimed it on line 8 or 9. If the dependant’s net income for the year will be between $6,720 and $13,420 and you want to calculate a partial claim, get Form TD1-WS and complete the appropriate section.

11. **Amounts transferred from your spouse or common-law partner** – If your spouse or common-law partner will not use all of his or her age amount, pension income amount, tuition, education and textbook amounts, or disability amount on his or her income tax return, enter the unused amount.

12. **Amounts transferred from a dependant** – If your dependant will not use all of his or her disability amount on his or her income tax return, enter the unused amount. If your or your spouse’s or common-law partner’s dependant child or grandchild will not use all of his or her tuition, education, and textbook amounts on his or her income tax return, enter the unused amount.

13. **TOTAL CLAIM AMOUNT** – Add lines 1 to 12. Your employer or payer will use this amount to determine the amount of your tax deductions.

**Continue on the next page**

(Vous pouvez obtenir ce formulaire en français à www.arc.gc.ca/formulaires ou en composant le 1-800-959-7775.)
Protected B when completed

2015 Ontario
Personal Tax Credits Return

Read the back before completing this form. Your employer or payer will use this form to determine the amount of your provincial tax deductions.

Complete this form based on the best estimate of your circumstances.

Last name | First name and initial(s) | Date of birth (YYYY/MM/DD) | Employee number
---|---|---|---

| Address including postal code | For non-residents only – Country of permanent residence | Social insurance number |
---|---|---|

1. Basic personal amount – Every person employed in Ontario and every pensioner residing in Ontario can claim this amount. If you will have more than one employer or payer at the same time in 2015, see "Will you have more than one employer or payer at the same time?" on the next page.  

2. Age amount – If you will be 65 or older on December 31, 2015, and your net income from all sources will be $35,849 or less, enter $4,815. If your net income for the year will be between $35,849 and $67,949 and you want to calculate a partial claim, get Form TD1ON-WS, Worksheet for the 2015 Ontario Personal Tax Credits Return, and complete the appropriate section.

3. Pension income amount – If you will receive regular pension payments from a pension plan or fund (excluding Canada Pension Plan, Quebec Pension Plan, Old Age Security, or Guaranteed Income Supplement payments), enter $1,364, or your estimated annual pension income, whichever is less.

4. Tuition and education amounts (full time and part time) – If you are a student enrolled at a university, college, or educational institution certified by Employment and Social Development Canada, and you will pay more than $100 per institution in tuition fees, complete this section. If you are enrolled full time, or if you have a mental or physical disability and are enrolled part time, enter the total of the tuition fees you will pay, plus $531 for each month that you will be enrolled. If you are enrolled part time and do not have a mental or physical disability, enter the total of the tuition fees you will pay, plus $159 for each month that you will be enrolled part time.

5. Disability amount – If you will claim the disability amount on your income tax return by using Form T2201, Disability Tax Credit Certificate, enter $7,968.

6. Spouse or common-law partner amount – If you are supporting your spouse or common-law partner who lives with you and whose net income for the year will be $837 or less, enter $8,375. If his or her net income for the year will be between $837 and $9,212 and you want to calculate a partial claim, get Form TD1ON-WS and complete the appropriate section.

7. Amount for an eligible dependant – If you do not have a spouse or common-law partner and you support a dependent relative who lives with you and whose net income for the year will be $837 or less, enter $8,375. If his or her net income for the year will be between $837 and $9,212 and you want to calculate a partial claim, get Form TD1ON-WS and complete the appropriate section.

8. Caregiver amount – If you are taking care of a dependant who lives with you, whose net income for the year will be $15,905 or less, and who is either your or your spouse's or common-law partner's parent or grandparent (aged 65 or older); or relative (aged 18 or older) who is dependent on you because of an infirmity, enter $4,648. If the dependant's net income for the year will be between $15,905 and $20,553 and you want to calculate a partial claim, get Form TD1ON-WS and complete the appropriate section.

9. Amount for inquir dependants age 18 or older – If you are supporting an infirm dependant aged 18 or older who is your or your spouse's or common-law partner's relative, who lives in Canada, and whose net income for the year will be $6,608 or less, enter $4,649. You cannot claim an amount for a dependant you claimed on line 8. If the dependant's net income for the year will be between $6,608 and $11,257 and you want to calculate a partial claim, get Form TD1ON-WS and complete the appropriate section.

10. Amounts transferred from your spouse or common-law partner – If your spouse or common-law partner will not use all of his or her age amount, pension income amount, tuition and education amounts, or disability amount on his or her income tax return, enter the unused amount.

11. Amounts transferred from a dependant – If your dependant will not use all of his or her disability amount on his or her income tax return, enter the unused amount. If your or your spouse's or common-law partner's dependent child or grandchild will not use all of his or her tuition and education amounts on his or her income tax return, enter the unused amount.

12. TOTAL CLAIM AMOUNT – Add lines 1 to 11. Your employer or payer will use this amount to determine the amount of your provincial tax deductions.

Continue on the next page
2015 Ontario
Personal Tax Credits Return

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<table>
<thead>
<tr>
<th>Last name</th>
<th>First name and init(x)</th>
<th>Date of birth (YYYY/MM/DD)</th>
<th>Employee number</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address including postal code</th>
<th>For non-residents only – Country of permanent residence</th>
<th>Social insurance number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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   • relative (aged 18 or older) who is dependent on you because of an infirmity, enter $4,648. If the dependant’s net income for the year will be between $15,905 and $20,553 and you want to calculate a partial claim, get Form TD1ON-WS and complete the appropriate section.

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12. TOTAL CLAIM AMOUNT – Add lines 1 to 11. Your employer or payer will use this amount to determine the amount of your provincial tax deductions.

Continue on the next page
**APPENDIX 4—McMaster Employee Contact Form**

EMPLOYEE CONTACT & DEPOSIT INFORMATION FORM

<table>
<thead>
<tr>
<th>A</th>
<th>EMPLOYEE STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Employee</td>
<td>Effective Start Date (dd/mm/yyyy)</td>
</tr>
<tr>
<td>Returning Employee</td>
<td>Effective Start Date (dd/mm/yyyy)</td>
</tr>
<tr>
<td>Current Employee</td>
<td>Effective Date of Change (dd/mm/yyyy)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>EMPLOYEE INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee ID (if known)</td>
<td>Student ID (if applicable)</td>
</tr>
<tr>
<td>Salutation</td>
<td>First Name and Initials</td>
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<tr>
<td>Gender</td>
<td>Date of Birth (dd/mm/yyyy)</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Country Status if Not Canadian</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>MAILING ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. &amp; Street</td>
<td>City</td>
</tr>
<tr>
<td>Country</td>
<td>Postal Code (### ###)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D</th>
<th>PERMANENT ADDRESS (if different from mailing)</th>
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</thead>
<tbody>
<tr>
<td>No. &amp; Street</td>
<td>City</td>
</tr>
<tr>
<td>Country</td>
<td>Postal Code (### ###)</td>
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Forward to your Human Res
APPENDIX 5—MIIETL Emergency Procedures

Fire and Safety Training

All staff should be familiar with basic emergency produces in all MIIETL locations (Mills Library and Burke Science Building).

*** YOUR SAFETY is the MOST IMPORTANT Consideration ***

These evacuation produces apply in the event of other emergencies, such as floods, smoke, gas and explosion. If you are the first person to discover a fire, activate the closest pull station (located at each fire exit). Under no circumstance should elevators ever be used during an evacuation. Only if you are trained and confident with the proper use of an extinguisher should you attempt to extinguish a small isolated fire ‘at your discretion’. Fire hoses should NEVER be used except by the Fire Department.

In Mills Library, the library staff will perform the following during an evacuation:

- Lock elevators on the first floor
- Turn off exit security system
- Check for anyone needing assistance
- Sweep building

Employee Duties during Evacuation

- ALWAYS ASSUME THE FIRE IS REAL AND EVACUATE
- Close office doors and use closest emergency exit when leaving
- Following instructions of Fire Wardens or other emergency personal
- If you encounter smoke or flames, double back and look for another exit
- If you cannot evacuate because of smoke or flames, close yourself in a room with an exterior window, call 88 and advise of your situation, block the door to prevent entrance of smoke and try to indicate your presence by signalling from the window.
- After exiting by the closest safe exit, locate your Staff/Faculty Partner/other members of your department in designated location and check in, so missing staff can be quickly identified.

Designated Locations

- Mills Library – Learning Commons Tower Entrance
- BSB – Main Entrance of the General Science Building

Please remain in the designated location until notified to re-enter the building. You will be allowed to return to the building only after fires safety authorities have given an all-clear and this message is communicate through Security or the Fire Wardens.

Managers’ Duties during Evacuation

- ALWAYS ASSUME THE FIRE IS REAL AND EVACUATE
- Close office doors and use closest emergency exit when leaving
- Sweep department quickly to facilitate staff/visitors evacuation
- After evacuation, meet in the designated spot and ensure all your staff members are accounted for
- Notify the Fire Warden of any missing staff
- Wait for permission to re-enter or alternate instructions

Last Updated: January 2014
APPENDIX 6—Important Websites/Contact Information

Avenue to Learn – www.avenue.mcmaster.ca

MacPherson Website – mi.mcmaster.ca

McMaster Human Resources – www.workingatmcmaster.ca

McMaster Daily News (University Closures) - http://dailynews.mcmaster.ca/

McMaster Staff Directory - http://telecom.mcmaster.ca/directory.cfm

Student Partners Email Distribution List: d-miietlstu@mcmaster.ca
APPENDIX 7—First Meeting Document

This document is intended as a guide to follow during the first meeting of your partnership. The points listed are not exhaustive, but are rather intended to get you started.

Potential Agenda Items

1. **Introductions**
   - Begin to get to know one another professionally and personally.

2. **Goals Discussion**
   - Discuss the short and long term goals of the project, including any plans for publication/presentation.
   - Invite and offer additional perspectives on further or complementary directions.
   - Discuss student and staff/faculty personal goals for the project. (What experiences do you hope to have? What skills do you hope to learn? What tasks do you like to complete?)
   - Determine what is possible in terms of tailoring work to these interests.

3. **Expectations**
   - Discuss the expectations for all partners. (What role(s) will each member play? What tasks will they perform? What deliverables might come out of the project, and who will be involved in those? Is publication/presentation an option, and—if so—what is necessary for authorship credit? How much independence/autonomy will students have?)

4. **Communication Plan**
   - Discuss what tools you’d like to use for communication, completing work (e.g., particular kinds of analysis software), meetings, document sharing.
   - Determine who will set up shared documents, virtual meeting spaces, etc.

5. **Schedule and Practicalities**
   - Discuss the work schedule (How many hours/week? Is there flexibility from week to week? Where can students work?)
   - Go over the process students must follow to document and submit their hours
   - Determine the frequency and timing of meetings, and set an initial meeting schedule if possible.
   - Confirm that necessary hiring paperwork has been filled out and submitted, and that training requirements are understood
   - Introduce team members to others (e.g., MacPherson Staff) with whom they might connect on the project
   - Discuss available resources (e.g., access to software, support for conference presentation)

6. **Questions**—Take a few minutes to ask and answer any outstanding questions.

7. **Next Steps**—Determine specific action items to be completed before next meeting.