



Integrated Business and Humanities

Annual Report 2024-2025

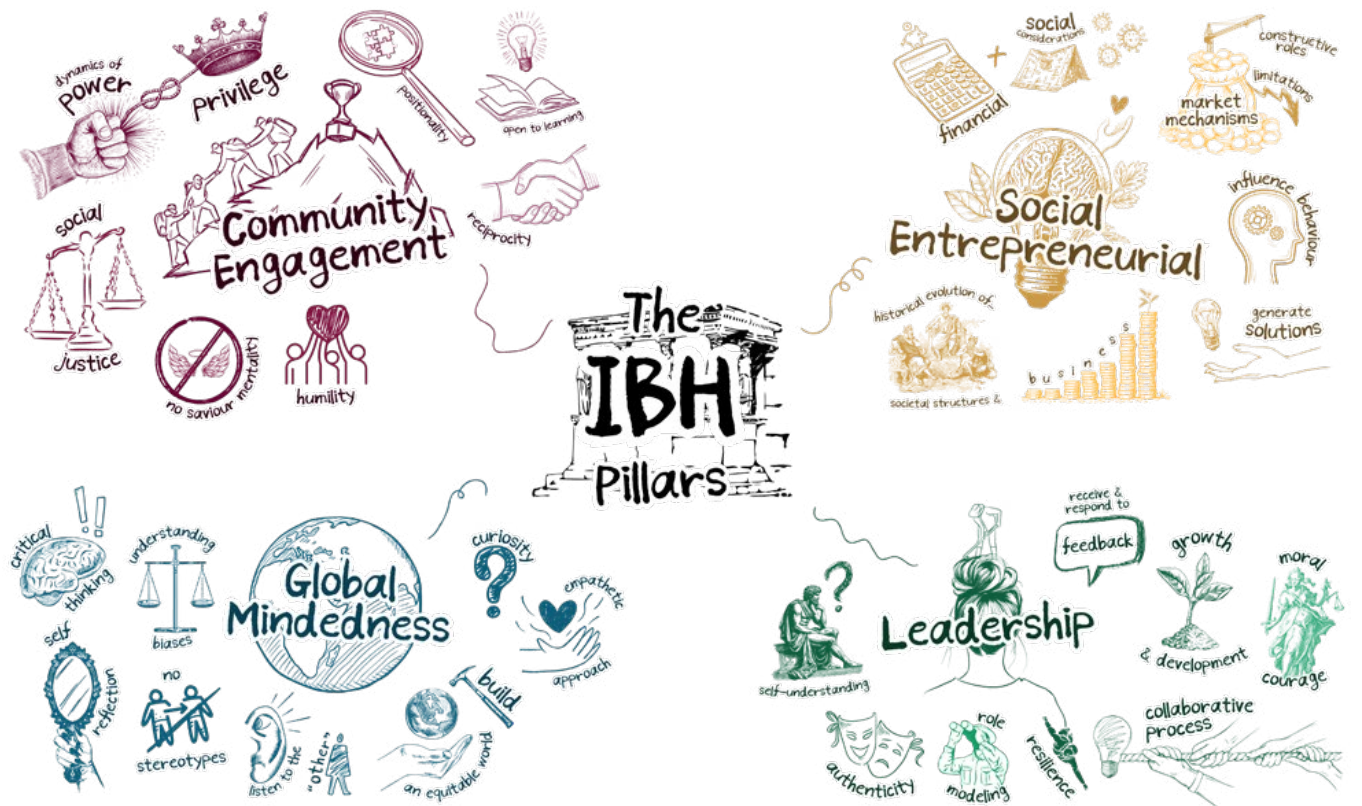


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Introduction

In the summer of 2024, the Integrated Business and Humanities (IBH) program undertook a comprehensive review and refinement of our four foundational pillars, with the purpose of achieving and maintaining fulsome alignment with course and learning objectives. As part of this project, Narissa Horning (IBH '24) created a series of images to visually highlight key aspects of each pillar. These images and definitions presented below are representative of the core values and educational focus of the IBH program.





Community Engagement

Community engagement involves understanding and applying **social justice** approaches to community constituents across a range of cross-sector contexts.

Community engagement entails recognizing dynamics of **power and privilege**, including insider and outsider characteristics whether these be within-community dynamics or cross-sector relationships between government, community organizations, and for-profit organizations. Effective community engagement involves understanding one's own **positionality** as it relates to these dynamics of power and privilege.

It means moving away from a **savior mentality** to ensure more respectful and effective interactions with community members. To do so, students cultivate **interpersonal and intellectual humility** that encourages curiosity about others' ideas and perspectives. Students develop the ability to interrogate one's own motivations to ensure **genuine and ethical engagement** with communities.

The foundation of community engagement is adopting, in mindset and action, McMaster's **six principles of community engagement**—relationships, reciprocity, equity, continuity, openness to learning, and commitment to act.



Leadership

IBH Leadership is situated within the perspective of continual **personal growth and development** and a commitment to demonstrate effective role modeling.

This model of leadership recognizes that the ability to receive and respond to feedback is essential. Leaders are encouraged to embrace an openness to make mistakes, while gaining resilience to learn and progress from failures through humility, reflection, and courage, and the ability to sit with **discomfort** and **ambiguity** without rushing to resolve it.

IBH leaders learn that leadership requires recognizing when to lead and when to cede leadership to others, supported by an understanding that leadership is inherently a collaborative process.

Leadership is grounded in a well-defined self-understanding of one's own **values, ethics, and authenticity**. Through practice and reflection, students develop the moral courage and the necessary skills to advocate for and act on what aligns with those values and beliefs.



Global Mindedness

Global mindedness involves adopting a perspective of **curiosity** about other cultures, histories, people, and practices. This necessitates the ability to listen to the “other” who might possess different perspectives.

It requires comprehending world and Canadian history and developing a cohesive grasp of one’s **positionality** within national and international contexts, achieved through **self-reflection** and **critical thinking**.

This mindset entails cultivating an active understanding of one’s own **biases** and the ability to **suspend stereotypical judgments** toward the goal of more effective decision-making.

Furthermore, global mindedness entails nurturing an **empathetic approach** to understanding the lived experiences and perspectives of others. Practicing empathy fosters a mindset of compassion, humility, and interconnectedness, aiming to build a more **equitable, prosperous, and just world**.



Social Entrepreneurship

Social entrepreneurship requires a deep understanding of the **historical evolution of business and societal structures** related to capitalism, recognizing both the **constructive roles** and **limitations of market** mechanisms. It involves holding markets accountable and critically assessing their failures, while leveraging their potential to **influence behaviour** and **generate solutions** to social, economic, and environmental problems.

Social entrepreneurship involves navigating the complexities of **integrating financial and social considerations** into decision making. It means understanding the constructive role and limitations of national and international structures like the Sustainable Development Goals and certification systems.

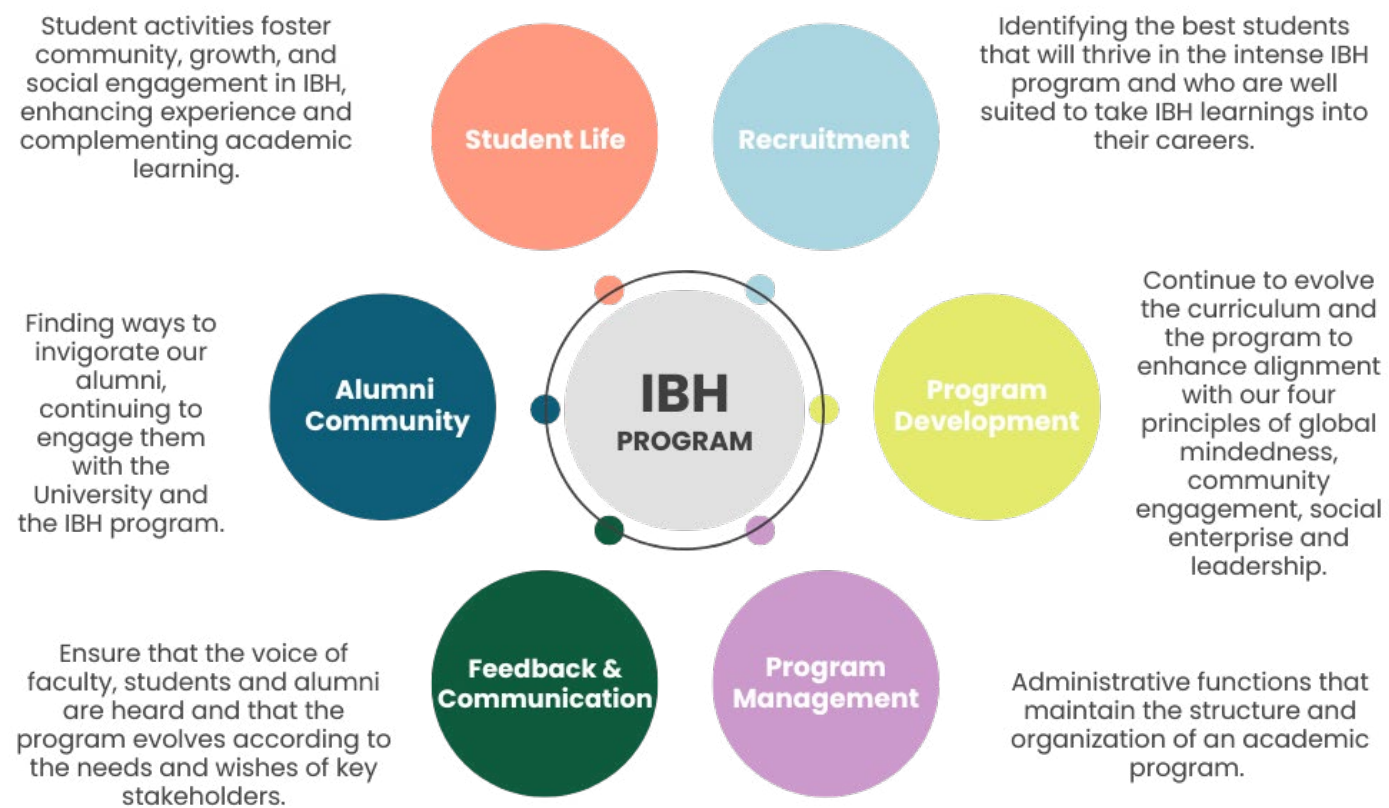
Engaging in social entrepreneurship means committing to thoroughly analyzing systems and their interconnectedness before acting, understanding that even well-intentioned solutions to poorly identified problems can have negative consequences. Furthermore, social entrepreneurship prioritizes the needs of **non-purchasing stakeholders**. To do so, social entrepreneurship must balance a critical evaluation of business practices with a positive and open approach to new ideas, cultivating a strong sense of purpose and values to guide decision-making.

Direction and focus in 2024–2025

A priority in 2024–2025 was to identify opportunities to refine and grow our key areas of administrative focus: program development, recruitment, student life, feedback and communication, alumni community, and program management.

This report highlights the new initiatives inside and outside of the classroom that the IBH program team has put into place to respond to student feedback and further align with the strategy of the IBH program and to better live the four program pillars.

The chart below depicts the program pictograph, illustrating each key area of administrative focus.



Brent McKnight
IBH Program Director

Once again, we have the privilege to reflect on a great year in the IBH community at DeGroote.

In what is fast becoming a favourite event of mine, we pinned 38 new alumni at the 2nd annual IBH pinning ceremony. The graduating class looked forward to this event after seeing those a year ahead enjoy it last year; it did not disappoint. We amped the pomp this year (as requested) with more speeches including from Emad Mohammad and the inaugural IBH Delegate, Aidan Hussey. Will we add a bagpipe in 2026? Only Heather Walton knows for sure, but you won't want to miss it! Faculty members joined graduating students and alumni for axe throwing at BATL and some socializing.

The IBH program is growing; we can see the excitement. In 2024 we added 54 students and demand is strong as we look to 2025! We are also adapting – extensive consultations with students and faculty and a recent quality review are clarifying changes to the course calendar that can reduce redundancies and fill gaps to strengthen the program. Look for those changes to be announced to students at the Town Hall in January of 2026.

This year we bid farewell to Lisa Lorentz who has shepherded the LD0 program from an idea to full launch with 3LD0 this past academic year. She is not going far however, as she has taken a program manager role in the new Experiential Learning team at DeGroote. We welcome Corrin Whiteway who will be taking on the leadership coordinator role organizing workshops, guests, and coaching students on their leadership journey. In preparation, we have streamlined the LD0 program, focusing in on the “heavy hitting” workshops; I think its new look will be well received! Front and centre still are the LD0 ePortfolios that allow students to reflect on their leadership journey from first year to final year and beyond.

Have you picked up a sticker representing your favourite IBH pillar(s) yet? Big shout out to Narissa Horning (IBH '24) who created a series of images to highlight each pillar. There is so much richness in the imagery – you can see them reproduced here in this report. In conjunction with these images are rich definitions of the pillars that help students and faculty connect to the ideas that are central to the IBH program. Over the coming year we will be connecting these definitions to the learning that students undertake over the course of the program to demystify the journey!

This year's all-IBH events included a Leadership panel conversation with mid-career professionals, a screening of Uncharitable where we unpacked the double-standard facing non-profit organizations, a fireside chat with Hamilton Ward 4 Councillor Tammy Hwang and the inaugural student-organized charity debate. I am excited that Johannes Steizinger will be supporting student organizers in this event for 2025/2026.

Look through the pages in this report to learn more about the year that was in the IBH community!

Brent McKnight

Program Highlights

Awards and Recognition

PROGRAM HIGHLIGHTS

People of IBH

Course Highlights

Course Offerings and Instructors

Fall 2024

First Year

- **Financial Accounting (1AA3)**
Khalid Nainar
- **Organizational Behaviour (1BA3)**
Teal McAteer
- **Insight and Inquiry: Questions to Change the World (1BB3)**
Alpha Abebe
- **Fundamentals of Ethics (1BC3)**
Kerry O'Neill
- **Leadership Development (1LDOA)**
Lisa Lorentz

Second Year

- **Statistical Data Analysis (2AD3)**
Berk Gorgulu
- **Critical Thinking (2AE3)**
Megan Stotts
- **Global Business Experience (2AF3)**
Benson Honig
- **Introduction to Finance (2BB3)**
Anwar Husain
- **History of Capitalism (2BF3)**
John Weaver
- **Leadership Development: Leadership Emergence (2LDO)**
Lisa Lorentz

Third Year

- **Relationship Management (3AA3)**
Alpha Abebe
- **Corporate Finance (3AC3)**
Jason Tome
- **Understanding Entrepreneurship (3BA3)**
Trish Ruebottom
- **Organizational Strategy (3BB3)**
Brent McKnight
- **Interpersonal Communication (3BD3)**
Aya Zarka
- **Leadership Development: Leadership Effectiveness (3LDO)**
Lisa Lorentz

Fourth Year

- **Critical Seeing (4AA3)**
Sabine Noack Haley
- **Social Entrepreneurship Capstone (4AB6A)**
Trish Ruebottom

Winter 2025

First Year

- **Perspectives on Canadian Business (1AB3)**
Rita Cossa
- **Introduction to Language and Society (1AC3)**
Nikolai Penner
- **IBH in the Community (1AD3)**
Becca Collins-Nelson
- **Introduction to Peace Studies for IBH (1BD3)**
Nancy Doubleday

Second Year

- **Introduction to Marketing (2AA3)**
Chris Ling
- **Information Systems in Management (2AB3)**
Nicole Wagner
- **Talent Management (2AC3)**
Heather Orr-Mullings
- **Managerial Accounting (2BA3)**
Khalid Nainar
- **Moral Issues (2BD3)**
Johannes Steizinger

Third Year

- **Applied Marketing Management (3AB3)**
Marvin Ryder
- **Cross-Cultural Communication (3AD3)**
Thanuja Thananayagam
- **Poverty, Privilege and Protest in Canadian History (3BC3)**
Mason Godden
- **Operations Management (3BE3)**
Mahnaz Tanoumashi

Fourth Year

- **Community Engagement Capstone (4AB6B)**
Sarah King
- **Building Personal and Organizational Success (4BA3)**
Thanuja Thananayagam

People of IBH

IBH Leadership



Brent McKnight
Program Director



Brenton Barnaby
Recruitment and Admissions Officer



Emad Mohammad
Program Founder



Heather Walton
Program Administrator



Lisa Lorentz
Leadership Development Program Coordinator



Greg Rombough
Manager, Undergraduate and Specialized Graduate Programs

IBH Student Subcommittee

The IBH Student Subcommittee is a vital connection between IBH leadership and the IBH students. Monthly meetings provide students with a platform to voice their opinion, influence decision-making, and take ownership of events and activities within the IBH program. The Subcommittee relies on student engagement and ensures that the diverse needs and priorities of each cohort are addressed. This year the subcommittee also took a leadership role in creating cohort-specific social events to strengthen cohort community

We would like to acknowledge our 2024–2025 IBH Subcommittee members below:

- **Cassie Ruan** (Level I)
- **Islay Adamson** (Level I)
- **Wadh-Ha Mutabazi** (Level II)
- **Reubin Jessemy** (Level II)
- **Mylene Prior** (Level III)
- **Hayden Miller-Cluckie** (Level III)
- **Rathoosha Balaranjan** (Level IV)
- **Forrester Sorensen** (Level IV)

IBH Mentorship Committee

The IBH Mentorship Committee is responsible for planning and executing the IBH Mentorship Program, which pairs lower-level students with upper-year mentors, and upper-year students with IBH alumni. These cross-cohort connections are vital to community building in the IBH program.

We would like to acknowledge our student leaders who served on the IBH Mentorship Committee in 2024–2025:

- **Caitlin McGill** (Level II)
- **Serena Chaudhury** (Level II)
- **Saman Shabani** (Level III)

IBH Operating Committee

The IBH Operating Committee is a decision-making body composed of members from both the Business and Humanities faculties. This committee is responsible for providing guidance on the program’s strategic direction and development. Led by Brent McKnight in 2024–2025, the Committee members included:

- **Rita Cossa**, DeGroote School of Business
- **Karen Balcom**, Faculty of Humanities
- **Khalid Nainar**, DeGroote School of Business
- **Alpha Abebe**, Faculty of Humanities
- **Teal McAteer**, DeGroote School of Business

New and Retiring Staff/Faculty

Our IBH community extends its appreciation to the staff and faculty who joined or retired from the program during the 2024–2025 academic year.

Welcome to:



Corrin Whiteway,
Leadership Development Program Coordinator



Brenton Barnaby
Undergraduate Recruitment and Admissions Officer

Happy retirement to:



Magda Stroinska,
Department of Linguistics and IBH 3AD3 Instructor



Ken Cruickshank,
Department of History and IBH 3BC3 Instructor

Special thanks to:



Karen Balcom
For her years of service to the IBH program

Student Awards and Recognition

DeGroote Commerce Society Executive Team

We are proud to have such an impactful representation on DeGroote clubs and committees. Please visit the [DeGroote Commerce Society](#) website to discover all of our IBH student leaders. Below are the IBH students who served on the DeGroote Commerce Society (DCS) Executive Team.

- **Wonu Adelusi**, President
- **Ronan Gandhi**, COO
- **Julia Vo**, VP Advocacy
- **Morgan Hughes**, Yearbook Editor in Chief
- **Caitlin McGill**, HR Director
- **Madie Hutfluetz**, Merchandise Management Intern
- **Serena Sooknanan**, Admin Director
- **Mylene Prior**, EDI Financial Operations Officer
- **Aarthi Thommandram**, Digital Transformation Consultant
- **Daria Ostapchenko**, Media Content Strategist

Jeux de Commerce Central (JDCC) Champions

[Jeux du Commerce Central](#) (JDCC) is the largest undergraduate business school competition in Central Canada, held annually in the Winter term. In 2025 we made history and brought home School of the Year for the third year in a row. IBH continues to make a remarkable impact at JDCC. We extend our congratulations to the following members for their contributions:

- **Abi Sathiaselalan**, Social Discipline – 2nd Place Champions
- **Aidan Hussey**, Academic Director
- **Aisha Mahmoud**, Sports Discipline

Jeux de Commerce Central (JDCC) Champions (continued)

- **Alex Bovie**, Co-Captain
- **Andrew Coulter**, Strategy Discipline – 1st Place Champions
- **Anika Patel**, Accounting Discipline
- **Arlene Dosen**, Entrepreneurship Discipline – 2nd Place Champions
- **Caitlin McGill**, Human Resources Discipline
- **Eva Sharma**, Debate Director – 1st Place Champions
- **Isabella Demakos**, Co-Captain
- **Jonathan Jeyapalan**, Social Discipline – 2nd Place Champions
- **Joshua Bakermann**, Social Discipline – 2nd Place Champions
- **Kellie Stevenson**, Operations Director
- **Lauren Mortimer**, Human Resources Discipline
- **Lidia Tewodros**, Digital Strategy Discipline
- **Lindsay Humeniuk**, Sports Discipline
- **Olivia Stregger**, Sports Discipline
- **Rahul Marwaha**, Engagement Co-Director
- **Ronan Gandhi**, International Business Discipline
- **Sophie Banwell**, Debate Discipline – 1st Place Champions
- **William (Billy) Radman**, Entrepreneurship Discipline – 2nd Place Champions
- **Wonu Adelusi**, Social Discipline – 2nd Place Champions
- **Yumnah Hussain**, Case Team Director

Received an award
or have a big
accomplishment
to share?

Let us know by filling out this [form](#)

Enactus Canada

Enactus Canada unlocks the potential of future leaders to drive positive social, environmental, and economic impact by empowering their entrepreneurial mindset. DeGroote is proud to have had a significant presence at Enactus 2025. We would like to recognize **Natasha Trifunovic**, Enactus McMaster Canada Co-President, for her contributions to the team's success in bringing home the following awards:

- **Canadian Tire Sustainability Impact Challenge** – 2nd place champions
- **Innovation & Impact Challenge** – 2nd place champions
- **Enactus Canada Nationals** – Semi Finalist
- **Most Improved Team Award**

Scholarships and Awards

IBH students and alumni have been recognized for their impressive accomplishments over the past year. We recognize those who have received prestigious awards by listing their contributions here:

The University (Senate) Scholarships

- Mackenzie Ballantyne
- Sophie Banwell
- Ellen McDonald
- Ayden Notice
- Ardena Bašić

The William G. Scholarship in Golf

- Kaylee Jeon

The Scotiabank Commerce Exchange Program Awards

- Liam Forbes

The Dr. Ronald V. Joyce Awards for Athletes

- Ryan Davies

Scholarships and Awards (continued)

The Dr. Harry Lyman Hooker Scholarships

- Karina Seto
- Joshua Zadik

The Beale-Lincoln-Hall Travel Scholarship

- Alina Ahmed

Albert Lager Prize for Student Initiative Award

- Julia Vo

McMaster 2024 Student of the Year Award, Work Integrated Learning

- Yumnah Hussain

DeGroote School of Business, Class of 2025 Valedictorian

- Alexandra Bovie

Rising Junior Diversity Scholarship & Internship, [Evercore](#)

- Ardena Bašić

Ecosystem Catalyst Award, [Innovation North 2025 Systems Innovation Challenge](#)

- Sierra Haziza
- Htet Yee Mon Win
- Aarthi Thommandram

Young Trailblazer Nominee, [YWCA 2025 Women of Distinction](#)

- Julia Vo

[Charles Evans Hughes Scholarship](#), Cornell Law School

- Joshua Zadik

[RBC Pathways Award & Scholarship](#) Recipient, Royal Bank of Canada

- Ejiye Ibhawoh

Hamilton International Airport Scholarship Recipient

- Natasha Trifunovic

[Schwarzman Scholar](#), Class of 2025-2026

- Maria Edison ('24)

[George B. Kepes MGA Leadership Award](#), University of Toronto

- Nicole Harris ('22)

Course Highlights



McMaster Money Talks

As part of the Introduction to Peace Studies (IBH 1BD3) course with Nancy Doubleday, IBH students Jason Comeau, Ava Nouri, Simon Monterozza Prieto, Mason Farrugia, Colin Pyne, Harrison Sherwood, and Deeya Sharma launched an initiative titled McMaster Money Talks. Focused on addressing financial literacy for incoming University students, the team collaborated intensively to develop a meaningful case-based financial literacy workshop.

Over the span of just one month, they successfully delivered presentations to more than 150 high school students, focusing on essential financial skills for incoming post-secondary students to help build healthy financial habits. Their social media campaign further extended their impact, reaching over 30,000 digital impressions among the McMaster student community. This initiative stands as a strong example of the meaningful change that can be achieved through collaborative, purpose-driven work.

“

We're at a time where financial literacy is becoming a real issue, where students are entering University and College have less and less understanding as to what it even means to be financially literate.”

– Jason Comeau (Level I)

“

[In IBH 1BD3] I learned to critically analyze financial inequality as a broader systemic issue and to see education as a form of empowerment. This course demonstrated that making change does not merely depend on age but on your willingness”

– Ava Nouri (Level I)

“

It was amazing that we could work together and engage properly with communities to achieve amazing things, it's empowering!”

– Simon Monterozza Prieto (Level I)

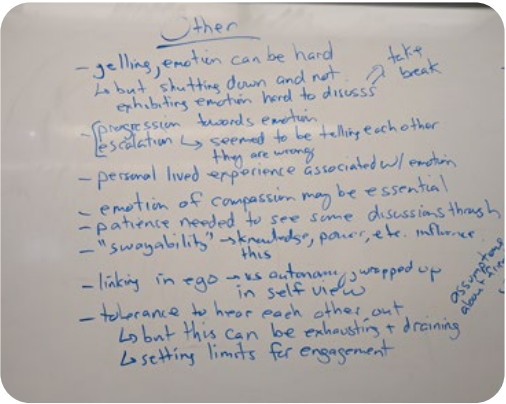
Course Highlights

Generative Conversations Workshop

In a powerful example of student-led learning and collaboration, IBH students Billy Radman, Joshua Bakermann, Ryan Breen, Kalen Murray, Nora Fahr, and Nathan Denkers co-facilitated the Generative Conversations workshop for first- and second-year cohorts, alongside Program Director Brent McKnight and LD0 Instructor Lisa Lorentz. Originally developed in the Introduction to Peace Studies course (IBH 1BD3) taught by Nancy Doubleday, the Generative Conversations card game (formerly Poli-Talk) was designed to spark thoughtful and respectful dialogue around complex and often polarized topics. The workshop invited students to engage with custom prompts, encouraging open conversation, critical thinking, and the discovery of shared perspectives.

The session not only created space for meaningful peer-to-peer learning but also highlighted the strong culture of support and engagement fostered by IBH faculty. Special thanks are extended to Lidia Tewodros who was part of the original Poli-Talk group!

The experience emphasized the value of student involvement in shaping learning experiences and promoting inclusive dialogue within the program, while also highlighting the critical importance of equipping students with the skills to confidently and thoughtfully engage with challenging topics in a generative way. By fostering these capabilities early in their academic journey, the IBH program empowers students to become not only effective communicators, but also catalysts for constructive change in their communities and future workplaces. This workshop will run annually in the LD0 program.



“
Being part of other students’ learning
is such a unique experience.”
– William (Billy) Radman, Level II Student



Course Highlights

LD0 ePortfolio Project

In the LD0 program, the process of creating an ePortfolio is regarded as a vital component of leadership development. This reflective practice encourages students to engage deeply with their personal experiences, track their growth, and assess their current leadership identity. Each year, students reflect not only on their own journey but also to learn from the experiences of their peers through structured feedback and collaborative dialogue. The ePortfolio is more than just an assignment; it is a developmental tool that supports the cultivation of self-awareness, intentional goal-setting, and critical thinking—skills essential for effective leadership.

By participating in this activity annually, students gradually build a longitudinal record of their development throughout the IBH program. Upon graduation, they will have a clear and tangible reflection of their leadership evolution, allowing them to evaluate how their goals, values, and perspectives have changed over time. For example, they can assess whether the type of leader they aspired to be in first year aligns with who they have become by their final year. This ongoing reflection fosters a deeper understanding of personal and professional identity – an especially crucial process for business students, who must navigate complex, fast-changing environments with integrity, adaptability, and a strong sense of purpose.



Course Highlights

Four Pillar Event Series

IBH co-curricular events deepen academic learning by connecting classroom theory to real-world application. The Four Pillar Event Series—centered on global mindedness, community engagement, leadership, and social entrepreneurship—offered engaging experiences throughout 2024–2025. Each event drew strong attendance and fostered meaningful interaction across student cohorts.



IBH Movie Night

Uncharitable (2023), directed by Stephen Gyllenhaal, critiques outdated nonprofit norms that restrict growth and innovation. Inspired by Dan Pallotta's TED Talk, it argues for treating charities like businesses—emphasizing impact over overhead. The film urges a shift in how society supports and evaluates charitable work to enable real change. This event was connected to Understanding Entrepreneurship (IBH 3BA3) and Social Entrepreneurship Capstone (IBH 4AB6B).

IBH Debate Tournament

The first IBH Debate Tournament, held in February 2025 and connected to the curriculum in Moral Issues (IBH 2BD3), culminated in a compelling final round on whether charities should offer CEOs competitive salaries to attract top talent. The winning team was comprised of Ronan Gandhi, Level IV, Jason Comeau, Level I, Parnion Ghazali, Level II. Special recognition goes to Level III students Sophie Banwell and Nathalie D'Andrea who did an incredible job organizing this successful inaugural event.



IBH Leadership Panel

The IBH Leadership Panel, held in October 2024, focused on the theme of Early Career Leaders. Panelists Zachary Livshin (Amazon Canada) and Jacqueline Chau (Labatt Breweries) shared insights from their professional journeys. The discussion was expertly moderated by Lisa Lorentz as part of the LD0 leadership development courses.



IBH Fireside Chat

In March 2025, the IBH Fireside Chat featured Hamilton Ward 4 Councillor Tammy Hwang in a thoughtful discussion on the city's current challenges and future opportunities. Moderated by final year students Yusra Hassan, Rahul Marwaha, and Natasha Trifunovic, the event offered valuable insights into local governance, urban development, and civic engagement. This event was closely connected to IBH in the Community (IBH 1AD3) and the Community Engagement Capstone (IBH 4AB6B).

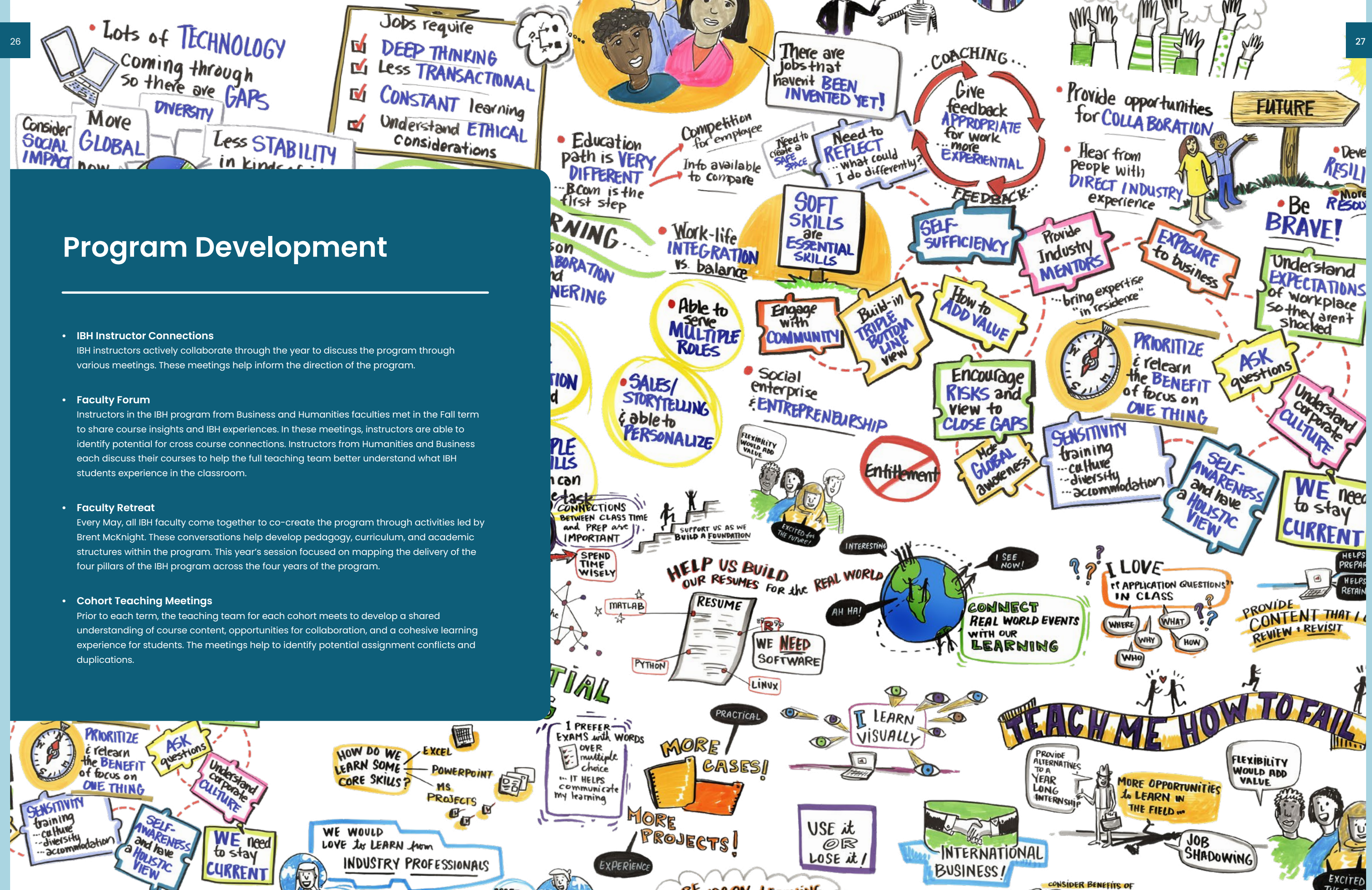


ACHIEVEMENTS IN THE IBH PROGRAM

Program Development

Student Life

- Prior to each term, the teaching team for each cohort meets to develop a shared understanding of course content, opportunities for collaboration, and a cohesive learning experience for students. The meetings help to identify potential assignment conflicts and duplications.



Student Life

The student life development area enriches the McMaster and IBH student experience by connecting classroom learning to out-of-class experiences through co-curricular events. Extracurricular activities further strengthen relationships within and across cohorts, fostering a sense of community that is unique to IBH.

IBH Welcome Social and First Year Team Building

Students remain enthusiastic about events that help to build connection and community across cohorts. A continuous goal of the program is to establish annual traditions that students can anticipate and enjoy each year.

In 2024-2025, the program held its second annual first-year team building activity and all-IBH welcome social. Level I students participated in an afternoon of low ropes and group challenges at Altitude McMaster, designed to promote teamwork and collaboration.

Following the team building, the entire IBH community gathered for outdoor lawn games, pizza, speeches, and conversation. The event brought together over 100 attendees, including current students, staff, and faculty from the IBH community. We even had great turnout from IBH students currently on internship!



IBH Mentorship Program

IBH celebrates a second successful year of the IBH Mentorship Program. This program encourages 1:1 long-term connections within the IBH community, pairing Level I and Level II students with upper year students, who are mentored by IBH alumni. In 2024-2025, we saw 90 pairings thanks to the efforts of the Mentorship Committee members Caitlin McGill, Level II, Serena Chaudhury, Level II, and Saman Shabani, Level III.



IBH Mentorship Marketplace

Mentorship Marketplace strives to centralize knowledge resources for IBH students in the areas of academic, career, and personal development. This fair-style event hosts academic advisors, career mentors, alumni, student groups, and clubs all contributing advice/mentorship in their respective areas. In 2024-2025, there was an increase in information sharing at this event. For the first time, Mentorship Marketplace partnered with an IBH student group to raise funds to fight hunger in Hamilton with a casino night. No-stakes casino games were played, with a buy in of a food donation.

This event was a great introduction for first-year students to the resources available to them with DeGroote and in the greater McMaster community. We look forward to building upon this event in future years.



Stress Busters

In response to student interest in increased cross-cohort social opportunities, the IBH program introduced two “Stress Busters” events—one in the Fall term and one in the Winter term—timed strategically during midterm and finals periods. Designed to provide a relaxed and creative outlet, these events encouraged students to unwind through activities such as board games and crafts.

Incoming Student WhatsApp

In continuing this existing practice, the program launched a private WhatsApp group for incoming first-year students who accepted their offers for September 2025. This initiative fosters early connection and community among new students.

The group is managed by current IBH students. Special thanks to our IBH Mentorship Committee for supporting this initiative over the summer of 2025.



Cohort events

Our IBH Subcommittee was tasked with hosting at least one event for their cohort over the past academic year.

- Level I: Dinner and Lazer Tag
- Level II: Karaoke
- Level III: Bowling
- Level IV: Karaoke

IBH Spring Social

Each year, the IBH community looks forward to celebrating the end of term at our IBH Spring Social. Held at Lobby Hamilton, this event highlights student and program achievements. As a group, we are able to reflect on successes, listen to speeches from graduating students, and connect with faculty members.



Recruitment Initiatives

RECRUITMENT

Application and Enrollment

Recruitment and Admissions

Recruitment involves identifying and attracting exceptional students who will excel in the IBH program and effectively apply their education to their future careers. It is a crucial element that ensures the program’s longevity.

With the addition of Brenton Barnaby to the Recruitment and Admissions Officer role, we have been able to better connect with prospective students, supporters, and schools to tell the IBH story.

Recruitment Initiatives

Areas of Interest Panels

A key focus for IBH program recruitment efforts is effectively communicating the depth of the program to prospective students and their supporters. The integration of business and humanities that unfolds over the four academic years of the program can be difficult to capture in a short discussion at recruiting events. Common questions that we receive include “How is IBH the same/different from DeGroote Commerce” and “What kind of careers can I embark upon with this degree?”

To help address these questions, in Spring 2025, the program launched a series of virtual panels for offer holders. These panels were designed around common themes found in supplemental applications and featured current students and alumni. Panelists shared insights into their academic journey, post-graduate work and education experiences, and how their interests and skills in each area developed throughout the IBH program.

Panel topics included social impact, law school pathway, leadership, and a general session which highlighted the IBH community and the transition to life at DeGroote and McMaster.



IBH Showcase: Fall Preview and May@Mac

No one understands the in-course IBH experience better than our current students. The McMaster open houses are a time for our current students to connect with prospective students to share their knowledge and experiences in the program.

The IBH Showcase takes place at each of the three open houses. Current students proudly demonstrate their projects and discuss the connection between teaching and learning in the program. Projects are rooted in the four program pillars and highlight student achievements in research and subject matter expertise.



High School Visits

With the addition of Brenton Barnaby to the Undergraduate Recruitment team, IBH has significantly broadened its national and international outreach efforts by engaging directly with students and guidance counsellors to raise awareness about the unique opportunities offered by the IBH program. Through in-person school visits and targeted outreach initiatives, we have been able to build stronger relationships with educators and prospective applicants alike, ensuring that more students—regardless of geographic location—can learn about and consider the IBH experience.

Once again we welcomed Beyond Borders back to campus where we engaged them in a simulation on the tragedy of the commons and discussed the IBH program.

IBH YouTube Channel

The IBH YouTube Channel continues to be a resource for prospective students to learn about the program from current students and alumni. We will continue to update this page as new content is created. Visit our YouTube channel [here](#).

KIRA Talent Supplementary Interview

2024–2025 saw further refinement and re-recording of our KIRA Talent supplementary interview questions to encourage more in-depth assessments of IBH applicants.

Special recognition goes to our IBH Review Committee of 46 upper-year students and alumni for supporting our review efforts. Consider joining this committee to help us identify the next cohort of IBH students (open to students in 3rd year, internship, and final year as well as alumni!)

Application and Enrollment

One of the unique features of the IBH program is its cohorted structure and small classroom size. This structure is conducive to the conversations and creativity necessary for skill development and workplace preparedness.

590

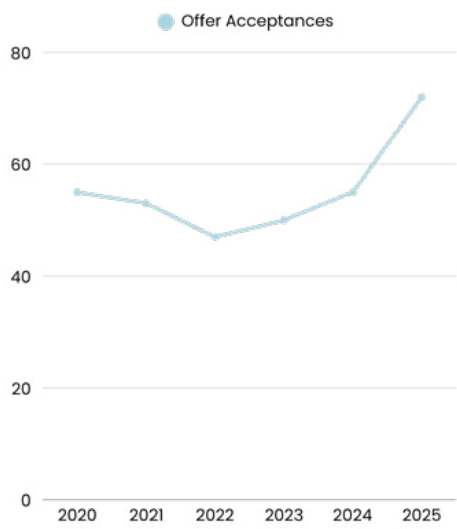
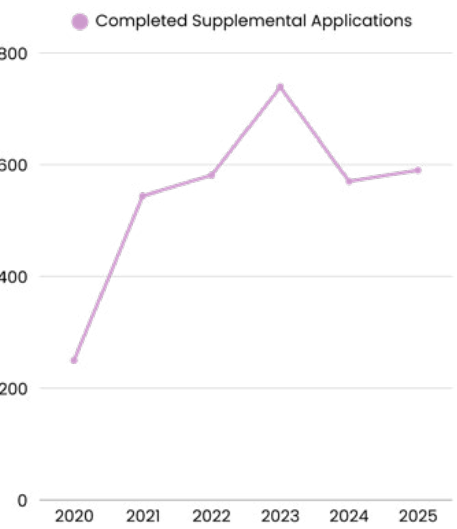
completed supplemental applications in 2024–2025

73

accepted offers to join the program in September 2025

33

graduating students in 2025



ALUMNI COMMUNITY

Alumni Community

IBH alumni continue to play a vital role in supporting the growth and reputation of the program. In 2025, we proudly welcomed 33 new graduates, bringing the total number of IBH alumni to 203. This growing network of engaged and accomplished graduates not only reflects the program's success but also serves as a valuable resource for current students through mentorship, networking, and career development opportunities. As ambassadors of the IBH program, our alumni help strengthen connections between the academic and professional worlds, contributing to a vibrant, supportive, and forward-thinking community.



IBH Mentorship Program

Engaging our growing alumni community through the IBH Mentorship Program has been incredibly valuable for current students.

We look forward to another successful year of mentorship as we begin planning for the 2025-2026 program offering.

For more information about the IBH Mentorship Program, refer to the "Student Life" section of this report.



IBH Graduate and Alumni Pinning Ceremony

In April 2025, the program held its second annual IBH Graduate and Alumni Pinning Ceremony, a meaningful tradition that marks the transition from student to alumni. This event is a time for reflection and connection, as graduates prepare to embark on their next chapter. We were honoured to welcome back several IBH alumni to participate in the ceremony who helped us pin members of the graduating class.

New this year was the introduction of the IBH Delegate position. This is an elected role which has valedictory responsibilities. Our inaugural delegate for 2024-2025 was graduating student, Aidan Hussey. His remarks emphasized that every lesson we learn becomes a part of how we approach the future and shapes the way we perceive the world. Aidan's thoughtful farewell was a memorable representation of the graduating class.

This growing tradition continues to be a highlight of the academic year, embodying the close-knit, supportive spirit that defines the IBH program.

To our newest alumni: we are so proud of your accomplishments and will miss seeing you around campus. Please stay in touch, and we hope to see you at next year's ceremony to pin the next graduating class.



FEEDBACK AND COMMUNICATION

Feedback and Communication

Feedback and open communication help ensure that the voices of faculty, students, and alumni are heard, guiding the program’s evolution in response to their needs and perspectives. By offering various channels for input and regularly sharing updates, events, and opportunities, we strengthen engagement across the program.

Research Project: Incorporating Non-Traditional Grading Schemes in Non-Traditional Programs

In Spring/Summer 2025, a research opportunity with Kerry O'Neill was offered through the MacPherson Institute's Student Partners Program, inviting former students of IBH IBC3 to investigate the use of "specifications grading" in the course. The project, titled *"Incorporating Non-Traditional Grading Schemes in Non-Traditional Programs: Reflections from First-Year Integrated Business and Humanities (IBH) Students"*, aims to explore student experiences with specifications grading, interactions with EDI commitments, the role of GenAI in education, and how grading innovations impact student outcomes and well-being.

IBH students Hawwa Khan and Harsh Shah will reflect on their own learning, analyze student feedback, conduct literature reviews, and make recommendations for future pedagogical practices.

Cohort Check-Ins

At the start of each academic year, the Program Director and Program Administrator schedule a one-hour visit with IBH cohorts level I and II to provide a program update, offer support, and set the tone for the year ahead. These check-ins offer students a chance to share feedback, ask questions, and connect directly with program leadership, ensuring everyone feels seen, heard, and supported as they navigate the busy term ahead.

Student Teams Channel

First launched during the 2023–2024 academic year, the IBH Teams channel has now completed its second full cycle as an integral part of program communication. Serving as a central hub, the channel allows program leadership to easily connect with all IBH students, or specific cohorts, with important updates, event invitations, and key resources.

In addition to official communications, the channel encourages peer-to-peer support, giving students a space to share opportunities, ask questions, and stay engaged with the broader IBH community throughout the academic year.

Annual Town Hall

In January, the program holds an annual town hall with students to promote transparency, encourage open dialogue, and strengthen the sense of community among students and IBH leadership. This forum provides an opportunity to share program updates, celebrate achievements, and gather feedback directly from students. By creating space for honest conversation, the town hall helps ensure the program continues to evolve in ways that reflect the needs and aspirations of the IBH community.

In 2025, the town hall also served as a platform for students to propose peer-driven solutions to key topics, including managing technology-related distractions in the classroom and finding new ways to strengthen the IBH community. The ideas shared reflected thoughtful, student-led perspectives, and the program's leadership will explore implementing several of these suggestions in the coming year.

Student Survey

Understanding our students is crucial for a healthy program. We aim to learn who our students are by asking them about their motivations and experiences in the program. Most importantly, we want to understand who these aspects are interconnected to identify gaps in our programming.

In January 2025, we launched the second annual IBH student survey. Participation was voluntary, with 24.5% engagement from current students. Tracking data year-over-year will help us to better understand common sentiments in the program.

FUTURE INITIATIVES

Future Initiatives

We are pleased to have actioned all future initiatives from the 2023-2024 annual report. As we look towards 2025-2026, here are some of our program priorities:

- Welcome more high school groups to campus whose interests align with the core values of the IBH program
- Host program-specific webinars during the Fall term for prospective applicants
- Share the IBH student journey more effectively by highlighting connections to the program’s four pillars
- Expand the Mentorship Program to strengthen support for both mentors and mentees
- Expanding opportunities for new IBH students to connect with their peers



Message from the Deans

What makes the Integrated Business and Humanities community so unique is that all members – faculty, staff, students and alumni – are driven by a collective vision. Together, they strive to open minds, transform lives, build sustainable communities and contribute to positive change in business and society.

In today’s rapidly evolving world, we face a range of complex challenges that demand innovative and interdisciplinary solutions. Climate change threatens our environment, social and economic inequalities are widening and technological advancements bring both benefits and ethical concerns.

Addressing these issues requires a holistic approach that integrates diverse perspectives and fosters collaboration across disciplines.

Business education provides students with the skills to navigate the economic landscape, drive innovation and lead organizations effectively. However, it is through the humanities that students gain a deeper understanding of the human experience, cultural contexts and ethical frameworks.

This combination fosters leaders who are not only proficient in their fields but also empathetic, socially conscious and committed to making a difference in this world.

The impact of this interdisciplinary education is already evident in the achievements of our students and alumni. They are making meaningful contributions across various sectors, from community development and public policy to corporate leadership and entrepreneurship.

Their work exemplifies the positive change that can be achieved when a business skillset is paired with a deep understanding of human values and societal needs.

As we continue to advance this partnership between the DeGroote School of Business and the Faculty of Humanities, we remain committed to fostering an environment where students are encouraged to think critically, act ethically and lead with compassion.

Together, we are creating a brighter world for Canada and beyond.



Khaled Hassanein
Dean,
DeGroote School of Business



Pamela Swett
Dean,
Faculty of Humanities

Contact Us

If you have any questions about the information in this annual report, please email

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