SENATE
Wednesday, April 10, 2024 at 3:30 PM
Gilmour Hall, Council Room (Room 111)

AGENDA

NOTE: Members who wish to have items moved from the Consent to the Regular Agenda should contact the University Secretariat before the Senate meeting. Members may also request to have items moved when the Agenda is presented for approval.

OPEN SESSION

Opening Remarks

1. Approval of Agenda – Open Session

CONSENT

2. Minutes of the Previous Meetings – January 17, 2024 and March 20, 2024 (Open Session)

REGULAR

3. Business Arising

4. Enquiries

5. Communications

5 - 21

   Information
   Tara La Rose, MREB Chair

2. Strategic Plan
   Verbal Update
   David Farrar, President

22 - 31

3. Task Force on Graduate Funding Report
Information
Steve Hranilovic, Vice-Provost and Dean of Graduate Studies

32 - 44
4. Report from the Vice-President, Research

Information
Andy Knights, Acting Vice-President, Research

6. Report from Graduate Council
45 - 46
Graduate Council Report

Approval
1. Curriculum Revisions

47 - 67
a. Faculty of Business
i. Master of Finance
ii. Graduate Diploma in Professional Accountancy
iii. Master of Business Administration, Co-op
iv. Master of Business Administration, Full-Time
v. Master of Business Administration

68 - 70
b. Faculty of Science
i. Chemistry MSc

Information
2. Curriculum Revisions
3. New Awards

7. Report from Undergraduate Council
71 - 73
Undergraduate Council Report

74 - 265
Approval
1. New Non-Academic Microcredential in Engaging and Partnering for People-Centred Care
2. New Program Proposal: Combined Honours in Leadership and Civic Studies and Another Subject
3. Curriculum Revisions for Inclusion in the 2024-2025 Undergraduate Calendar

266 - 297
4. Revisions to the Policy on Requests for Relief for Missed Academic Term Work
a. Memo - Policy on Requests for Relief for Missed Academic Term Work
b. Requests for Relief Policy - Track Changes
c. Requests for Relief Policy - Clean Copy

Information
5. Terms of Award
6. Minor Curriculum Revisions for Inclusion in the 2024-2025 Undergraduate Calendar

8. Report from the University Planning Committee
298
University Planning Committee Report

299 - 317
Approval
1. Proposal to Establish the Firestone Institute for Respiratory Health (FIHR)
2. Closure of the Fraunhofer Project Centre for Biomedical Engineering in Advanced Manufacturing (BEAM)

Information
3. New Non-Academic Microcredential Program: Engaging and Partnering for People-Centered Care
4. New Program Proposal: Combined Honours in Leadership and Civic Studies and Another Subject

9. Report from the Committee on Appointments

318 Committee on Appointments Report

319 - 321 Approval
1. Terms of Reference
   a. Revised Terms of Reference and Name Change - Teresa Cascioli Chair in Entrepreneurial Leadership

10. Report from the Committee on By-Laws

322 Committee on By-Laws Report

323 - 324 Approval
1. Honorary Degrees Committee Terms of Reference
   a. Committee on Honorary Degrees Terms of Reference - Track Changes
   b. Committee on Honorary Degrees Terms of Reference - Clean Copy

325 - 327 Approval
2. Student Affairs Committee Terms of Reference
   a. Committee on Student Affairs Terms of Reference - Track Changes
   b. Committee on Student Affairs Terms of Reference - Clean Copy

11. Report from the Committee on Student Affairs

   Approval
1. 2024-2025 Residence Agreement/Contract

328 Committee on Student Affairs Report

329 - 354 Approval
a. 2024-2025 Residence Agreement/Contract (New Agreement)
b. 2023-2024 Residence Agreement/Contract (Previous Agreement)

12. Other Business
2022-2023

Annual Report:
McMaster Research Ethics Board

Dr. Tara La Rose
Chair, McMaster Research Ethics Board
June 30, 2023
larost1@mcmaster.ca
Executive Summary

The McMaster Research Ethics Board (MREB), in cooperation with the Hamilton Integrated Research Ethics Board (HiREB), is responsible for ensuring that research involving humans carried out by McMaster faculty, students and staff is in compliance with Canada’s Tri-Council Policy Statement (TCPS): *Ethical Conduct for Research Involving Humans*. MREB reviews most human participant research outside of the Faculty of Health Sciences (FHS), with HiREB reviewing FHS research and some research from the other Faculties.

In 2022-2023, MREB, its Student Research Ethics Committees (SRECs), and the MREB Ethics Office processed 361 new ethics applications and 194 amendments, for a total of 506 submissions. The Ethics Office staff also processed 760 annual reports and 163 For Information Only forms. In addition, MREB’s activities over 2022-2023 included: on-going systems development, the provision of educational opportunities for McMaster researchers, training and professional development opportunities for MREB members and personnel, promotional activities, and improvements to the review and administration of ethics form submissions.
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Mandate and Role of the McMaster Research Ethics Board

The McMaster Research Ethics Board (MREB), created by the President’s Council in 1974, is an autonomous entity within McMaster University charged with reviewing non-FHS research to ensure the safety and well-being of human participants involved in research carried out by McMaster faculty, students, and personnel. McMaster University mandates its Research Ethics Boards (REBs) to ensure that all research investigations involving humans are in compliance with Canada’s Tri-Council Policy Statement on the Ethical Conduct for Research Involving Humans. MREB is responsible for educating the University community on non-medical research ethics involving human participants and assisting with the development of University policies with respect to non-medical research involving human participants. Board members represent a broad range of disciplines and faculties, particularly those in which research with humans takes place. Board membership includes at least one member knowledgeable in ethics, and at least one community member with no affiliation with the University, per TCPS requirements.

How the McMaster Research Ethics Board Works

MREB’s guiding principles are based on the Tri-Council Policy Statement (TCPS) on the Ethical Conduct for Research Involving Humans, as well as McMaster University’s Research Involving Human Participants Policy Statement. To ensure the adequate review of research ethics protocols and the continual education of MREB members, MREB convenes face-to-face (in-person or virtual), once a month, from September to June, with a pause during the summer months unless additional meetings are required. Board membership and the establishment of quorum adhere to TCPS requirements, with MREB having the additional requirement of 40% of the membership present for a full-board review of a protocol. Minutes of meetings are recorded and approved by the REB. Discussions and minutes are kept confidential.

Decision Making Process

Any non-FHS research involving human participants is subject to full review by MREB (with some non-FHS research reviewed by the Hamilton Integrated Research Ethics Board [HiREB] due to certain study procedures). Most ethics protocols reviewed by MREB go through a delegated review process (i.e., one or two members and the Chair or Vice-Chair). McMaster University mandates MREB, in accordance with the TCPS, to review the ethical acceptability of non-FHS research. In this regard, MREB may recommend clearance, propose modifications, reject or even terminate any planned or ongoing non-FHS research involving human participants that is conducted under the auspices or within the jurisdiction of McMaster University. MREB delegates to various Student Research Ethics Committees (SRECs) the review of most minimal risk undergraduate research and course-based research. The main MREB committee reviews faculty, staff, and graduate student research, along with higher risk undergraduate student research.

June 30, 2023
Members of the Board – as of June 2023

1. **Chair**: Tara La Rose, School of Social Work
2. **Vice-Chair**: Brian Detlor, DeGroote School of Business
3. **Vice-Chair**: Niko Yiannakoulias, School of Earth, Environment & Society
4. **Baraa Al-Khazraj, Kinesiology**
5. **Jewel Amoah, Community Member**
6. **Paul Andrews, Psychology, Neuroscience & Behaviour**
7. **Kathy Ball, Office of the University Librarian**
8. **Tristan Bomberry, Department of Medicine, and Six Nations Health Services**
9. **Noah Britt, Psychology, Neuroscience & Behaviour**
10. **Iris Bruce, Linguistics & Languages**
11. **Mike Campbell, Community Member**
12. **Jo Cenaiko, Philosophy**
13. **Amanda Kelly Ferguson, MacPherson Institute**
14. **Sarah Glen, Health Sciences, and Hamilton Community Foundation**
15. **Evangeline Holtz Schramek, Communication Studies & Media Arts**
16. **Sadhna Jayatunge, Community Member**
17. **Kim Jones, Chemical Engineering**
18. **Lydia Kapiriri, Health, Aging & Society**
19. **Dylan Kobsar, Kinesiology**
20. **Allison Leanage, Political Science**
21. **Rochelle Maurice, School of Social Work**
22. **Javid Nafari, DeGroote School of Business**
23. **Wayde Nie, UTS**
24. **Gil Niessen, CSMA/English and Cultural Studies**
25. **Isaac Pratt, Library (Research Data Management)**
26. **Erin Reid, DeGroote School of Business (On Leave)**
27. **Karen Richmond, McMaster Association of Part-Time Students**
28. **Ranil Sonnadara, Health Sciences, OVPR**
29. **Ron Stansfield, Community Member**
30. **Hongjin Sun, Psychology, Neuroscience & Behaviour**
31. **Mary Vaccaro, School of Social Work**
32. **Allison Van, SPARK – Faculty of Social Sciences**
33. **Jordan Vaters, Philosophy**
34. **Rob Wilton, School of Earth, Environment & Society**

MREB Administrative Personnel

**Assistant Director, Research Ethics**: Nikola Caric
**Research Ethics Advisor**: Lisungu Chieza
**Research Ethics Advisor**: Nicole Gervais
**Research Ethics Officer**: Karen Henderson

June 30, 2023
MREB Chair’s Message

In July 2022 I began serving as the Chair of the McMaster Research Ethics Board. This first year has lived up to my hopes for the role being an opportunity for new learning, new challenges, new connections and rewarding collaborations. As the newest team member, I am honoured to work with such a fantastic group of knowledgeable, generous, and highly skilled individuals and am looking forward to deepening these relationships over the remaining three years of my term. The MREB Vice Chairs, Brian Detlor and Niko Yiannakoulios, are both experienced MREB members who have come back to serve on MREB after a few years of rest [they just can’t stay away]. I can understand why they came back, the capacity, collegiately and generosity of the team made learning the Chair role both possible and pleasurable and I am looking forward to continuing to work together with this group! Thanks to each and every one of you.

In addition to my appointment to the Board, the 22/23 academic year brought several changes to the MREB executive structure undertaken to enhance the capacity of the Board to serve McMaster researchers and the community more effectively. This year, the executive team was expanded to include a second Vice Chair as well as re-organizing the terms of the other chairs to support term transitions of chairs with greater ease, and promoting the preservation of “institutional memory”. Chairs and Vice-Chairs will now serve their 3-year terms on a staggered schedule, meaning only one new Chair/Vice-Chair is appointed each year, and the appointments will rotate from Faculty to Faculty based on a fixed schedule. To introduce the staggered appointments, I will serve 4 years (I am here until July 2026), Dr. Yiannakoulios will serve three years, and Dr. Detlor will serve two years. All subsequent appointments will be the standard 3-year term.

The 2022/23 academic year continued the trend of a high number of applications, fewer than the 2020-21 year during the COVID-19 years of “the pivot”, but more than in all other prior years. The monthly Board meetings have continued to take place via Zoom, a trend initiated in COVID times, which allows for greater participation by the membership. This year, three MREB meetings were dedicated to the review of greater than minimal risk applications. In the months where no application required full board review, we provided the following educational sessions to enhance MREB reviewer knowledge: Observation research, secondary use of data, data management and storage, data security, and TCPS2 2022 revisions.

In addition to these formal education sessions, MREB members were provided with updates to the TCPS2 guidance from the Secretariat on Responsible Conduct of Research and Panel on Research Ethics. When clarification from the Secretariat was sought out by the Board, formal responses and policy interpretations were shared with members to support their continued professional development. In the past year, TCPS2 revisions included additional guidance on the consent process and multi-institutional review. Official TCPS2 interpretations included clarification of the definition of anonymous data and review requirements for data in the public domain released without authorization (e.g., data breach). The Secretariat also provided a guide on determining TCPS2 review requirements for research using social media data. We look forward to providing more formal education sessions on these evolving policies in the next academic year (2023/24), as well as updating our guidance documents which support researchers engaged in the application process and/or in the design of proposals and protocols – many thanks to Karen Henderson, Lisungu Chieza and Nicole Gervais for their work in developing these resources.

June 30, 2023
In May 2023, we received notice from the Vice-President Research (VPR) that use of the COVID-19 Letter of Information is now suspended and therefore no longer required for in-person research. COVID-19 Public health measures are slowly being revoked across the community allowing researchers and community members greater mobility. That being said, there is always potential that these, or similar policies, might once again be introduced to the research process.

McMaster is continuing its commitment to equity, diversity, and inclusion and in support of this effort the MREB is continuing to advance its commitment to enhancing respect, welfare, and justice in research. A new Vice-Provost, Equity and Inclusion, was hired in Spring 2023, and we look forward to collaborating with Dr. Barrington Walker and the Equity and Inclusion Office to build capacity with respect to ethics work with equity-deserving and oppressed groups.

An important engagement process with Financial Affairs was started in April 2023 and will continue in the coming year. Accounts Payable is adjusting the process for tracking incentive payments to research participants, collecting Social Insurance Numbers (SINs), and issuing T4As, in order to meet obligations to the Canada Revenue Agency. These changes may impact options that researchers have for conducting anonymous research and research with certain populations. MREB and HiREB have started collaborating in the assessment of these new policies and have made suggestions to try and ensure that the TCPS2 is respected and there is flexibility to continue support for research involving populations at risk and members of equity-deserving groups.

I wish to express my most sincere thanks to the Student Research Ethics Committees (SRECs) and to acknowledge the significant role these committees play in promoting research across campus. In handling the review of course-based research and most protocols for thesis research conducted by undergraduate students, these sub-committees are fundamental in ensuring that all protocols are dealt with effectively and fairly. A special thanks to the Chairs of the SRECs, who worked with the student researchers and course instructors through the ethics review and revision process.

In closing, I would like to acknowledge with great appreciation, the dedication of the members of the MREB. Without your work and commitment, we would not be able to support McMaster researchers’ success. The patience and persistence, as well as the many hours spent reviewing protocols and working through ethical issues, are invaluable to McMaster’s success as a leading research University. A number of MREB members have completed their terms on the Board and will be stepping aside to make room for new members. We would like to extend thanks to our departing members: Rachel VanEvery, Hanna Haponenko, Kaitlin Wynia Baluk, Naomi Overend, Michelle Ogrodnik, Sadhna Jayatunge, Mike Campbell, Jo Cenaiko, Allison Van, David Ogborn and Paul Andrews. With the loss of these team members, we welcome many new members: Randy Jackson, Maureen Hupfer, Alex Sevigny, Antonio Dos Santos, Jyoti Sharma, Tristan Carter, Azalea Atienza, Bruce Milliken, and Elizabeth Grigg.

Together we will continue to work to achieve the MREB mission: “to ensure research involving human participants carried out under the auspices of McMaster University is of the highest quality, is conducted to protect the interests of human participants and of society and is in compliance with the Tri Council Policy Statement: Ethical Conduct for Research Involving Humans”.

Thank you.
Operational and Policy Development Activities

Internal Meetings

- Monthly MREB meetings: The purpose of these meetings was to review protocols, deliver continuing education to MREB members, and address MREB operational matters. The annual general meeting took place in June 2023. At that meeting, the Research Ethics Officer presented the SREC reports on their annual activities, and the goals and objectives for the upcoming year were discussed.

- Monthly meetings of the Chair, Vice-Chair, and MREB Ethics Office personnel: These meetings were held to address routine operational matters, set the agenda for the monthly MREB meetings, and discuss any additional issues.

Administrative Activities

- The Research Ethics Officer continues to conduct an administrative review of incoming applications in order to provide feedback to researchers regarding necessary revisions prior to ethics review (e.g., missing documents, insufficient information, etc.). This initial administrative review ensures that the MREB reviewers can focus on any ethical concerns in the application. This past year the administrative review included confirmation that the required COVID-19 information was included in the application (e.g., COVID-19 information sheet for participants).

- The Researcher Annual Report/Project Status process continued in compliance with the TCPS requirement of ongoing review (TCPS2 Art. 6.14). MREB personnel ensured that researchers were notified to complete their required short annual project status reports in advance of the anniversary of their initial clearance in order to remain in compliance with the Tri-Council Policy Statement, the Tri-Agency’s Framework: Responsible Conduct for Research, and University policies and funding requirements. This past year the Research Ethics Officer developed a more systematic process for following up with researchers who have overdue annual reports.

- There was no update to the live MREB forms on the MacREM system in 2022-23. Minor fixes to question wording have been introduced to the beta version of the application over the past year, and the new version will go live in the summer of 2023. The MREB Ethics Office staff make changes based on how researchers complete the form, as well as researcher and reviewer feedback. Most of the changes are minor and were made to improve clarity of questions, fix formatting or broken links, or to remove questions deemed unnecessary (or combine with another question).

- The MREB Ethics Office continued to inform researchers about the COVID-19 requirements for in-person research with human participants. The MREB COVID-19 FAQ was updated as necessary and directed researchers to the Office of the VPR for information on University COVID-19 approvals for research. The MREB Ethics Office staff advised researchers on the process via email and phone when receiving questions about COVID-19 restrictions or an ethics application for a project that still required University COVID-19 approval. At the end of May 2023, the VPR announced that the remaining COVID-19 requirements for in-person research were removed. The MREB Ethics Office updated the MREB COVID-19 FAQ to inform researchers of the end of the requirements and advise on when participants might still need to be informed of COVID-19 precautions (e.g., if conducting research at a healthcare site that still has required precautions in place).

June 30, 2023
• The Research Ethics Officer created a procedure, with a Standard Operating Procedure (SOP), to systematically follow up with researchers on applications where the requested response to the initial administrative check of the application has not been submitted promptly. The goal is to ensure researchers new to REB review, primarily students, know the response is required before the application can proceed to MREB review, and to determine if the reason for the non-response is due to the project being on hold or not proceeding. The process is based on a similar one developed by the Research Ethics Advisors in the previous year, to follow up on revisions requested by MREB.

• The approach to the timing of ad hoc review for international research was reviewed and revised, in order to recruit an ad hoc advisor, when necessary, earlier in the MREB review process. The goal was to reduce the overall review time for international research and other types of projects that may require MREB to obtain ad hoc advice for the review. The Research Ethics Advisors developed an SOP for the process (still being finalized) and a database of potential ad hoc advisors for international research. For reference on the ad hoc advisor provision in the TCPS2, see Art. 6.5.

• Several Excel documents were created by a Research Ethics Advisor (Nicole Gervais) to assist with the administrative functioning of the Ethics Office. These included tracking of assigning applications, prioritization of additional projects, and documenting MREB members’ expertise and experience (to assist in assigning reviews).

• MREB considered and approved a new delegated review route for most new ethics applications that only contain secondary use of information for research purposes. These applications will now go directly to an MREB Vice-Chair or the MREB Chair for delegated review, instead of the usual process of an MREB member(s) also participating in the delegated review. This is due to the very low risk and, usually, minimal amount of review concerns, associated with projects that are only obtaining secondary use data. A document outlining the criteria of when an application qualifies for this type of delegated review was created for the Ethics Office to follow.

Information Systems Development

• Refinement of the MacREM system and workflow continued in 2022-2023. There is some flexibility in both the online form and system, and the system vendor is responsive to feedback, so the MREB staff can continue to tweak MacREM in response to researcher concerns. A major development was the vendor starting to release a new reporting system and dashboard in the Spring of 2022. In 2022-23, Nicole Gervais, Research Ethics Advisor, focused on learning the new reporting system and building the needed reports (as the old reporting system in MacREM will eventually be removed). Additionally, she developed Excel files to summarize the new reports more efficiently.

• The MREB Ethics Office continues to keep the MREB section of the Research & Innovation (R&I) website updated. The main change this past year was updating the MREB web content to be compliant with the University’s AODA obligations, which was undertaken for the entire R&I website. Part of this involved turning some guidance that was in PDF format to AODA compliant webpages. Additionally, the templates and guides page was restructured to make it easier to find the applicable guidance documents.

• The Research Ethics Officer, Research Ethics Advisor and AD-Research Ethics attended webinars run by Infonetica (the MacREM system vendor) about the ethics research management system.

June 30, 2023
Policy Development and Committee Work

- During 2022-2023 the Policy Statement Concerning Institutional Support of Researchers in Maintaining Promises of Participant Confidentiality continued to move through the approval process at McMaster University, Hamilton Health Sciences (HHS), and St. Joseph’s Healthcare Hamilton (SJHH). Nick Caric, AD-Research Ethics, had previously worked with the VPR, Karen Mossman, along with representatives from Hamilton Health Science and St. Joseph’s Healthcare Hamilton, to turn the draft policy document into a joint policy between McMaster, HHS and SJHH. This was in part to satisfy the Interagency Advisory Panel on Research Ethics interpretation of Article 5.1 of the TCPS2. With the 2019 release of the 2018 revisions to TCPS2, this interpretation is now within the TCPS2 as part of the application of Article 5.1. Therefore, the three institutions should prioritize finalizing approval of the new policy.

- In response to the new TCPS2 guidance in Art. 8.1 (giving institutions the ability to use a single REB review model for multi-institution projects), MREB has discussed how McMaster can operationalize the new review model as an option. Discussions have occurred at MREB meetings, with HiREB, and at a meeting with other REBs in Ontario. Advising and assisting the University with implementing the new model in a way that will work for both REBs is one of the priority projects for MREB and the Ethics Office in 2023-24.

- The MREB Chair serves on the Research Information Technology Committee, which meets monthly. The purpose of this committee is to provide strategic guidance on sustainable digital infrastructure (hardware, software, people) for research; to help facilitate effective coordination across the institution; and to ensure that the needs of researchers are considered in strategic decisions around IT.

- The AD-Research Ethics served on the Research Data Management Institutional Strategy Working Group. This group’s task was to develop an institutional RDM strategy, to be reviewed by IT Governance. The process was completed with the release of the McMaster University Research Data Management (RDM) Institutional Strategy 2023-2025.

- The AD-Research Ethics serves on the LimeSurvey Advisory Committee. This committee provides guidance and feedback to the Research Information Technology Committee on strategic directions for the central instance of LimeSurvey.

Education and Professional Development

Educational Activities

- Numerous one-on-one ethics consultations were provided throughout the year, often on a daily basis, by MREB Ethics Office personnel. These consultations were conducted by telephone, videoconferencing, and through email exchanges. The MREB Chairs, as well, met with researchers to discuss research ethics issues when required (primarily for high-risk research or unique situations that required an MREB Chair to advise).

- The AD-Research Ethics held orientation sessions for new MREB and SREC members, introducing them to their ethics reviewer role. MREB personnel also oriented both new and returning members on the use of the new online ethics review system.

June 30, 2023
In-class presentations on research ethics were made in graduate and undergraduate courses in Masters of Communication Management, Social Work, Arts and Sciences, Communication Studies & Media Arts, Health Aging and Society, Labour Studies, Engineering, Linguistics, Global Studies, Divinity College, Political Science, Kinesiology, and Psychology, Neuroscience & Behaviour. Additionally, a special session on research ethics was held for the Sherman Centre Graduate Residency program. The education sessions were primarily run by Nicole Gervais, Research Ethics Advisor.

The MREB ethics application and website directs applicants to the TCPS2: CORE-2022 Tutorial for training in the TCPS2 requirements. The tutorial is maintained by the Panel on Research Ethics and the Secretariat on Responsible Conduct of Research (under the Tri-Agencies). Completion of the tutorial is strongly encouraged, but is not required by the University, for researchers submitting ethics applications through MREB.

MREB personnel staffed an information table on MREB and research ethics at the Graduate Student Resource Fair in September 2022.

Guidance Documents and Templates
- The MREB Ethics Office worked with the OVPR and the University Health and Safety unit on updating webpages summarizing the University requirements for conducting in-person human participant research during COVID-19, and with the COVID-19 specific letters of information for participants.
- A Sona Debrief Template was created, for use in projects that recruit through a departmental student participant pool run on Sona and are required to provide students with an educational debrief of the study (i.e., study participation is also expected to be a learning experience for the students). A sample of a completed Sona debrief document was uploaded to the templates and guides webpage as well.
- A guide and template for research recruitment via social media platforms was created and posted.
- An email template for requesting an organization help with recruitment by forwarding recruitment material to clients, employees, etc. was created and posted.

Professional Development
- Dr. Isaac Pratt, MREB member and Research Data Management Specialist, led an education/discussion session at the October 2022 MREB meeting on TCPS2 requirements for safeguarding data and research data management best practices. At the March 1, 2023, MREB meeting, Wayde Nie (MREB member and IT Manager in UTS), led a companion session focused on data security for digital data.
- New MREB members complete the TCPS2: CORE-2022 Tutorial when they join the Board.
- A Research Ethics Advisor (Lisungu Chieza) attended the Health Canada information session on the implementation of the non-therapeutic research on cannabis (NTRC) framework.

June 30, 2023
### Statistical Overview of Applications Received in 2022-2023 (July 1, 2022 – June 30, 2023)

#### Table 1: Number of New Applications and Amendments Received by MREB and SRECs by MREB Reporting Year

<table>
<thead>
<tr>
<th>Year</th>
<th>MREB</th>
<th>SREC</th>
<th>Total New Applications</th>
<th>Amendments</th>
<th>Total Including Amendments</th>
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</thead>
<tbody>
<tr>
<td>2008-09</td>
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<td>264</td>
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<td>2022-23</td>
<td>310</td>
<td>51</td>
<td>361</td>
<td>194</td>
<td>555</td>
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</tbody>
</table>

*Total new applications include standard, course-based, external and conditional release of funds.
Table 2: Number of New Applications Received by MREB and SRECs by Month

<table>
<thead>
<tr>
<th>Month</th>
<th>MREB</th>
<th>SREC</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>Jul-22</td>
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*New applications include standard, course-based, external and conditional release of funds.*
### Table 3: Applications and Sub-Forms Submitted in the MacREM System by Month

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<th>PoR</th>
<th>FIO</th>
<th>Con</th>
<th>Course</th>
<th>Ext</th>
<th>Reportable</th>
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<td><strong>5</strong></td>
<td><strong>760</strong></td>
<td><strong>1514</strong></td>
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</table>

**Standard:** New standard MREB application  
**Amend:** Amendment form to an approved application  
**POR:** Program of research – individual study form  
**FIO:** For information only form  
**Con:** Conditional release of funds application  
**Course:** Course-based research application  
**Ext:** Application for a project with external REB clearance  
**Reportable:** Reportable event form (adverse event, protocol deviation, data breach, complaint)  
**Annual:** Annual Report

June 30, 2023
# Table 4: Number of New Applications Received by MREB and SRECs by Faculty/School

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<thead>
<tr>
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<td><strong>379</strong></td>
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<td><strong>361</strong></td>
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</tbody>
</table>

*New applications include standard, course-based, external and conditional release of funds. The faculty (or other source) designation is based on the affiliation of the Principal Investigator (or the Faculty Supervisor in the case of student research). The inclusion of data on the SRECs starts with 2019-2020, previous years in the table are for MREB only.*

June 30, 2023
Table 5: Number of New Applications Received by MREB and SRECs by Level of Project

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*New applications include standard, course-based, external and conditional release of funds. The data for 2018-2019 and forward include all the checkboxes for Level of Project selected (in the new MacREM form), which is why the total numbers are greater than previous old system numbers (which only counted one level of project from a drop-down list). For example, a project that indicates both Faculty and PhD thesis for level of project is counted for both categories. The inclusion of data on the SRECs starts with 2019-2020, previous years in the table are for MREB only (as seen by the large number in the undergraduate category for 2019-2020).

DPT: Doctor of Practical Theology projects (McMaster Divinity College)
MRP: Major Research Paper
Undergraduate: Includes thesis projects and independent study projects
ISSOTL: Projects under International Society for the Scholarship of Teaching and Learning
MacPherson-SPP: The MacPherson Institute Student Partners Program projects
Table 6: Number of Applications Receiving Ethics Clearance by MREB and SRECs by Month

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<tr>
<td>Apr-23</td>
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<tr>
<td>Jun-23</td>
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</tr>
<tr>
<td>Total</td>
<td>258</td>
<td>49</td>
<td>307</td>
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</table>

*Applications include standard, course-based, and external applications. Applications receiving ethics clearance do not match applications submitted (Table 2) as clearances include some applications that were received in the previous year, and applications submitted late in 2022-23 will not be cleared until the 2023-24 year. Additionally, some submitted applications end up being withdrawn, and the conditional release of funds applications are not included as they receive administrative approval.
I am pleased to make public the report produced by McMaster’s Task Force on Graduate Funding. The efforts made by the Master’s and PhD students, associate deans and senior university leaders on the Task Force to conduct a thorough and evidence-based examination of this complex topic are commendable.

Graduate funding is a challenge for the higher-education sector and for graduate students. The rising costs that continue to impact all Canadian society have exacerbated the need to better understand sources of graduate funding, as well as the role of students, the university and government.

The report’s findings also make it clear that the level of support universities are able to provide graduate students is related to the financial supports available in the institution.

Early in their work, Task Force members presented immediate opportunities to support graduate students, which were ratified by Graduate Council and by the university’s Senate at the end of the 2023 Spring Term. These actions included an increase to the minimum stipend for all full-time/in-time PhD students at McMaster, policy changes to remove limits to on-campus employment and a commitment to continually update and publicly share aggregated data on graduate student funding.

These initial actions and the subsequent report are the result of a comprehensive consultation process undertaken by the Task Force that underscored members’ commitment to including as many voices as possible in the process.

I’m thankful to the students, faculty, staff and everyone else who attended the 19 round table meetings, the town hall on campus or used the online form to submit their thoughts. Their contributions led to the five themes identified in the report, which the Task Force used to focus their recommendations.

I look forward to reviewing the recommendations with other university leaders to advance graduate student success.

Once again, I extend my gratitude to all members of the Task Force and to everyone in our McMaster community who shared their thoughts and feedback throughout this process.

Together, we will continue to uphold McMaster's tradition of excellence in graduate education and providing the wraparound supports graduate students need to succeed.

Sincerely,

Susan Tighe
Provost and Vice-President (Academic)
Task Force on Graduate Funding Report  
March 2024  

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<td>THEMES AND RECOMMENDATIONS</td>
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<td>1. Financial Struggles</td>
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<td>4. Graduate Funding Adjustments Following Major External Scholarships</td>
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<td>5. Four-Year Funding Model for PhD Students</td>
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INTRODUCTION

Graduate students are at the heart of McMaster’s mission to discover, communicate and preserve knowledge. They play a multifaceted role in our institution as learners, researchers, teaching assistants (TAs), research assistants (RAs), and as future leaders. Graduate students also fuel the university’s commitment to creativity, innovation, and excellence, strengthening McMaster’s global reputation. Graduate funding provided by the institution recognizes the important contributions graduate students make to our university and to society.

In recent years, graduate funding has become a challenge for both the Canadian higher-education sector and for graduate students. In response, McMaster’s Provost and Vice-President (Academic) called for the creation of a task force in February 2023 to make recommendations to better support graduate students in the current context. The need to address the financial pressures impacting the sector was also acknowledged by the Ontario government, which convened an expert panel in March 2023 to provide advice and recommendations to ensure the financial stability of the education sector and a focus on providing the best student experience possible. The Blue-Ribbon Panel on Financial Sustainability in the Postsecondary Education Sector report was released on Nov. 15, 2023. On Feb. 26, 2024, the provincial government responded to the report by announcing that it will provide nearly $1.3 billion in funding to Ontario’s 50 colleges and universities over the next three years. The funding is about half of the total amount recommended by the Blue-Ribbon Panel.

INITIAL IMPACT OF McMaster’S TASK FORCE

During the course of the Task Force, it became clear to members that immediate opportunities to support graduate students were available. Informed by the Task Force’s work, several new supports for graduate students were undertaken by the School of Graduate Studies (SGS) with the support of McMaster’s six Faculties and subsequently ratified by Graduate Council and by the university’s Senate at the end of the 2023 Spring Term – nearly halfway through the Task Force’s mandate.

On June 7, 2023, the Vice-Provost and Dean of Graduate Studies, who served as the Task Force’s chair, announced that starting on Sept. 1, 2023, all full-time/in-time PhD students at McMaster would see their minimum stipend rise to $17,500 plus tuition, up from $13,500 plus tuition. The change has benefited 7 per cent of PhD students. Other immediate actions were also announced:

- Policy changes to remove limits should students desire more on-campus employment.
- Increasing efforts to make students aware of emergency bursary funds for non-tuition issues.
- A review of offer letters to improve access to external information sources to help students make informed decisions considering the offered funding package.
- Commitment to develop a formal process and forum to communicate and discuss issues around graduate funding.
• Commitment to continually update and publicly share aggregated data on graduate student funding.

POST-SECONDARY SECTOR

Across Canada, and particularly in Ontario, the financial sustainability of universities faces multiple challenges that cannot be ignored in any discussion around graduate funding. Federal and provincial scholarships for graduate students have been frozen for more than 20 years.

Provincial grant funding to universities has been frozen since 2017 and domestic tuition was cut by 10 per cent in 2019 and subsequently frozen. Tuition and government grants are not sufficient to cover the costs of graduate education for all graduate students. Within the sciences and engineering, the cost of supporting graduate students falls heavily to faculty supervisors, whose support is also greatly impacted by both the federal and provincial research funding environment.

In the midst of this uncertain financial time, McMaster has nonetheless taken actions to gather feedback, discuss, and to collaboratively seek creative solutions around graduate funding. In February 2023, McMaster’s Graduate Council endorsed the Provost’s call to form the Task Force on Graduate Funding. The group, which was chaired by the Vice-Provost and Dean of Graduate Studies, included six students, six Faculty Associate Deans and the Deputy Provost. The full list of members was posted online to the newly created Task Force on Graduate Funding website and can also be found below:

Task Force Membership

• Chair: Steve Hranilovic, Vice-Provost and Dean of Graduate Studies
• Steven Hanna, Vice-Dean & Associate Dean Graduate Studies, Faculty of Health Sciences
• Martin Horn, Associate Dean Graduate Studies and Research, Faculty of Humanities
• Manish Verma, Associate Dean, Graduate Studies, Faculty of Business
• Bhagwati Gupta/Bruce Newbold, Associate Dean Graduate Studies, Faculty of Science
• Melanie Heath, Associate Dean, Graduate Studies, Faculty of Social Sciences
• Michael Thompson, Associate Dean, Graduate Studies, Faculty of Engineering
• Matheus Grasselli, Deputy Provost
• Alisha Anand (M.Sc. Candidate), Graduate Council Student Representative, Faculty of Health Sciences
• Natasha Malik (PhD Candidate), Graduate Council Student Representative, Faculty of Humanities
• Shamik Pushkar (PhD Candidate), Graduate Council Student Representative, Faculty of Business
• Xiaobing Li (PhD Candidate), Graduate Council Student Representative, Faculty of Science
• Joseph Antwi-Boasiako (PhD Candidate), Graduate Council Student Representative, Faculty of Social Sciences
• Hassan Abdulhussain (PhD Candidate), Graduate Council Student Representative, Faculty of Engineering

With support from

• Nancy McKenzie, Associate Director, Academic Projects and Reviews, Office of the Provost
• Fernando Carneiro, Communications Manager, Office of the Provost

The Task Force began its work by undertaking an analysis of the academic year 2021/22 graduate funding data to understand the sources and amounts of financial support provided to full-time, graduate students in research-based programs. A summary of the aggregate data on graduate funding was published online and these data formed the foundation for the extensive consultations that followed with McMaster’s campus community.

The data showed that full-time/in-time PhD students across most Faculties had a median funding package in the range of $22,000 to $23,000 net of tuition. The exception was the Faculty of Business where the median is about $27,000. Only 3 per cent of in-time PhD students received near the minimum funding level net of tuition of between $13,500 and $15,500 in 2021-22. As noted earlier, this minimum stipend was raised for all full-time/in-time PhD students starting in the Fall 2023 term. This action stands as one of the first outcomes of the Task Force’s work.

CROSS-CAMPUS CONSULTATIONS

Nineteen round table meetings were held with more than 90 individuals with representation from the Graduate Students Association (GSA), graduate students (Masters; PhD; domestic and international), faculty and staff, deans and associate deans, McMaster University Faculty Association (MUFA), CUPE Local 3906, which represents TAs and RAs in lieu, as well as members from the broader university community. The Task Force also solicited and collected feedback through an online feedback form. Between February to October 2023, 47 individuals submitted online feedback. Of those, 25 were graduate students, 15 were faculty members and 7 were staff. Together, they represented all six Faculties and other university areas.

To ensure broad-based consultation and to engage the widest audience possible, a town hall on graduate funding was also held on campus on June 7, 2023. It was attended by about 140 graduate students, faculty and staff. Members of the Task Force on Graduate Funding were on stage to receive comments and answer questions from the audience. This led to an open discussion involving graduate students, staff and faculty involved in graduate education. The 1.5-hour event was extended by more than 20 minutes to ensure everyone who wanted to ask a question or contribute a comment had the opportunity to do so.

Five overarching themes emerged from the round tables, online feedback and town hall: (1) Financial Struggles; (2) Clarity on Funding Packages; (3) International Student Barriers; (4) Graduate Funding Adjustments Following Major Scholarships; and (5) Four-Year Funding
Model for PhD Students. This report addresses each of the five themes and provides recommendations herein.

THEMES AND RECOMMENDATIONS

1. Financial Struggles

Context

McMaster’s institutional contributions toward graduate scholarship are provided in part through the SGS Scholarship Fund. The institutional budget allocates funds to SGS, which are then disbursed to departments and programs according to a formula based on enrollment. However, based on the 2021/22 data, in practice the SGS Scholarship Fund contributed no more than 25 per cent of the total support provided to graduate students in any Faculty.

The other sources of graduate support vary considerably between Faculties and can even vary between programs in a Faculty. For example, employment guarantees for many graduate students as TAs or RAs in lieu, constituted at least 35 per cent of support in Business and Science and is particularly important in Social Science (43 per cent) and Humanities (47 per cent). In contrast, contributions from research grants secured by supervisors (from government and industry sources) are particularly important in Health Sciences (35 per cent) and Engineering (50 per cent). Success in external competitive scholarships (primarily federal) is an important source of funding, however, these scholarships are merit-based and limited in scope and are thus distributed unequally.

Recommendations

1. Remove limitations on the number of hours that students can work for pay both inside and outside the university. [Implemented as of Sept. 1, 2023]

2. More clearly articulate that the financial supports provided to graduate students, which includes scholarships and bursaries, are only one component of a student’s finances and are not intended to cover all living expenses.

3. Support efforts of graduate students to seek out affordable housing (in addition to recently increasing the number of housing units through the new Graduate Student Residence). This would be achieved by:
   a. Exploring opportunities for housing bursaries targeted to students who are most disadvantaged.
   b. Working with McMaster’s Off-Campus Housing office to help identify housing options (raise awareness/help promote their services to graduate students).

4. Explore the introduction of an alternate funding payment schedules to create more predictability and account for the variability in support over different terms in an academic year.
2. Clarity on Funding Packages

Context

Graduate students rely on information provided by the university to make important decisions. Throughout the roundtable discussions and the town hall meetings, Task Force members heard that the way funding information is shared with graduate students varies across McMaster’s six Faculties. Concerns shared included unclear procedural details, uncertainty over how funds are allocated, confusion over scholarship adjustment practices, and descriptions and limitations of the various awards and bursaries available.

Recommendations

1. Share aggregated data on graduate funding annually with the McMaster community. This would make McMaster one of a few Ontario institutions to provide this level of transparency to existing and prospective students.

2. Form a Subcommittee on Graduate Funding within Graduate Council, to oversee the analysis of funding data and generate a publicly available annual report. The committee would provide recommendations annually to Graduate Council and the six Faculties on matters related to graduate funding.

3. Introduce regular reviews of letters of offer to ensure that the funding information provided not only continues to be accurate and complete but is also understandable and accessible by students.

4. Increase awareness of descriptions of all awards and scholarships available to students, including eligibility and number of awards. The process of how scholarships and bursaries are adjudicated should be made transparent by each Faculty and SGS.

5. Inform graduate students of the array of sources from which funding is provided in each Faculty recognizing that these sources may differ substantially between Faculties.

3. International Student Barriers

Context

International graduate students face unique financial barriers. These barriers include paying for the University Health Insurance Plan (UHIP), which is mandatory for registered international and exchange students while they study in Canada; limited access to major scholarships; a study permit maximum 20 hours per week of off-campus employment; and a lack of credit history, which impacts their ability to secure loans and housing.
Other financial issues brought up by international students may be applied equally to domestic students, particularly those coming to McMaster from outside the region or province. Those include a lack of familiarity with living costs in Hamilton, a lack of a social network to help navigate local housing, transit, and public services, and a lack of job-hunting skills appropriate to the local economy to secure employment to pay for living costs.

Task Force members also recognize the university’s ongoing efforts to support international students. McMaster contributes significant financial resources to ensure that all international PhD students pay tuition fees equivalent to those of domestic students and in some Faculties, international research-based Master’s students are provided scholarship support.

Recommendations

1. Provide a resource with links for up-to-date local information on housing (both on and off campus), transit, medical, social, and government matters targeted to international students.

2. Ensure international students are aware of scholarships, bursaries, and other resources to which they are eligible.

3. Develop opportunities through SGS and partner units to improve career readiness skills as well as advertise on- and off-campus employment opportunities for international students.

4. Offer workshops to help international students understand the rules on employment associated with their study permits.

5. Enlist support from University Advancement to seek out additional opportunities for scholarships that can be targeted to international graduate students.

4. Graduate Funding Adjustments Following Major External Scholarships

Context

The practice of adjusting the funding received by graduates who receive major external scholarships was raised often during consultations with the McMaster campus community. Graduate funding adjustment reduces the value of the scholarship provided to graduate students from McMaster when a student wins a major external scholarship. This practice is applied widely in the higher-education sector with funds that are reclaimed typically reallocated to support other graduate students and research activities. Graduate students who are recipients of major external awards expressed a desire to realize a greater personal financial benefit upon securing an external scholarship.
At McMaster, there is no uniform graduate funding adjustment policy. In keeping with the decentralized nature of the university’s organizational structure, the six Faculties, departments and programs establish their own practices on funding adjustment. Though some Faculties have overarching funding adjustment frameworks in place, such frameworks are absent or in development in other Faculties. The consequence is a patchwork of approaches that vary from program to program.

Recommendations

1. Ensure that graduate students who win major external scholarships are better off financially after winning such an award, regardless of the funding adjustment practice in effect.

2. Ensure there are strong incentives for graduate students to apply consistently to major external scholarships.

3. Communicate clearly to graduate students the funding adjustment practices that are in place in advance of being asked to prepare scholarship applications.

4. Develop uniform policies on funding adjustments for each Faculty and communicate them to their graduate students.

5. Four-Year Funding Model for PhD Students

Context

Canada’s doctoral graduates are essential contributors to Canadian society, bringing cutting-edge knowledge and skills to many sectors. In the past decade, serious conversations have taken place about the need to reconsider the structure of the PhD to preserve and strengthen its core values. One element of this conversation is time-to-completion.

Financial support for doctoral studies will normally be provided for the first four years of full-time enrolment. However, across many disciplines, the average time to completion is above four years, which is also true for most universities across Canada. An important concern that was raised was the cause of the increase in time-to-completion beyond four years. Essential to this conversation is how to streamline PhD requirements while maintaining the highest quality and educational excellence of obtaining a PhD from McMaster.

PhD programs at McMaster exhibit significant variation in their requirements, both across different Faculties and even within departments of the same Faculty, leading to varying program durations. For some Faculties, the dissertation is predominantly a “sandwich” thesis, composed of at least three publishable journal papers, with a general introduction and general discussion. For other Faculties, the dissertation is predominantly in the standard style. These variations in programs have an impact on time to completion that needs to be thoughtfully addressed.
The Task Force encourages Faculties and programs across the university to consider ways to improve the time to completion for doctoral students. An example of such an initiative is the Faculty of Humanities, which received funding from the Provost’s Strategic Alignment Fund on the topic of “Shortening the PhD” to study possibilities for streamlining the PhD time to completion in the Humanities. This includes structural changes, such as consideration of curricular changes, changing the culture to support streamlining the PhD, and rethinking what constitutes the dissertation.

**Recommendations**

1. Review McMaster’s PhD programs, examining curricular requirements to completion times, graduation rates, time to completion and employment prospects for its doctoral graduates, and compare these to other universities when possible.

2. Investigate disciplinary cultural expectations around scholarly work, publication and thesis format as there are some disciplines that may encourage projects in excess of four years in length.

3. Explore ways to enhance the time management and writing skills of PhD students through targeted activities such as workshops and dissertation-writing bootcamps delivered by SGS and partners in the Faculties, aiming to support timely program completion.

4. Encourage programs to think of creative ways to support timely completion. An example would be integrating field research placements, community-engaged projects, internships, and fellowships that provide experience and financial support as fulfilling partial requirements for the PhD degree.

5. Enlist Graduate Council and all Faculty Graduate Curriculum and Policy Committees to evaluate proposals for new program requirements in the context of completion times.

**Conclusions**

The Task Force is thankful to all members of the McMaster community who provided feedback, participated in the round table sessions and attended the town hall. The themes and recommendations in this report will provide a valuable opportunity for McMaster to critically reflect on the challenges and opportunities facing graduate students today.

With annual reporting of aggregated financial data, greater clarity on funding packages, enhanced supports for international students, clearer guidelines to funding adjustments after major external scholarships, and an analysis of the four-year PhD model, we are hopeful that graduate students will be better positioned for success and to continue our tradition of excellence in graduate education at McMaster University.
McMaster Entrepreneurship Academy

Professor Entrepreneur Fellowship
• Designed to help faculty entrepreneurs focus on their ventures and have more time dedicated to fundraising, team building and prototype development. (13 applications, 11 pitches, 3 awardees)

Innovation Matchmaking
• Designed to increase number of multi-disciplinary projects, engage alumni, create valuable intellectual property, attract external funding and increase number of investable startup companies. (Launched the first Matchmaking session with 40 attendees and a 75 K funding opportunity due May 2024)

Lab Space
• Designed to support McMaster startups in creating prototypes and generating data to attract future external funding.

Mentorship
• Designed to support McMaster startups in attracting external funding, growing their business, and increasing their chances of success.
Eight startups were funded in Rounds 1-3 of the MSF for a total investment of over $2.7 million.

Next round coming soon.
McMaster Celesta Partnership Joint Vision Statement (Jan 2024)

• Access to Emerging Companies: Close engagement of Celesta with McMaster’s researchers and entrepreneurs working in relevant tech sectors

• Pitch Competition with Access to Capital: Celesta representatives to serve as judges at McMaster’s start-up pitch competitions, mentoring these entrepreneurs and opening doors to additional potential investment opportunities.

• McMaster Entrepreneurship Academy: Celesta representatives to serve on the MEA Advisory Council and provide mentorship to MEA fellows

• Ecosystem Development: Celesta will connect researchers, tech industry leaders, and venture investors through bi-annual "Industry Summits" at McMaster.

• IP Strategy: Celesta’s bench of technical commercialization experts will assist the McMaster Industry Liaison Office (MILO) in navigating IP procedures, maximizing startup competitive differentiation and advising on invention optimization.
<table>
<thead>
<tr>
<th>Commercialization &amp; Entrepreneurship Advancement Strategy</th>
<th>Ecosystem Coordination Initiatives</th>
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<tbody>
<tr>
<td>• New Director of Development for research hired February 2024</td>
<td>• Executive-in-residence network</td>
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<td>• Student Entrepreneurship Fellowships created based on donor contributions (e.g., Whelen and Mercanti families)</td>
<td>• Monthly coordination meetings with The Forge, The Clinic, Innovation Factory, Faculty Innovation Offices, MILO</td>
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<td>• Exploring models for creating an alumni venture fund or a philanthropic venture fund</td>
<td>• McMaster Founder’s LinkedIn group</td>
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<td>• Naming opportunities for McMaster Entrepreneurship Academy and its fellowships</td>
<td>• McMaster Entrepreneurship Ecosystem Branding (MADE at MAC brand launched on March 27th)</td>
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<td></td>
<td>• McMaster Entrepreneurship Ecosystem Website (Ecosystem website launched on March 27th)</td>
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</table>
Entrepreneurship Website
entrepreneurship.mcmaster.ca

Inovation that matters
Watch founder video ▶

Explore Our Ecosystem

McMaster Industry Liaison Office (MILO)
MILO supports the research outcomes of the university by facilitating communications and partnerships with industry partners to commercialize research results through innovation.

The Forge
The Forge is an entrepreneurial incubator designed to help McMaster faculty, staff, and students commercialize their IP.

The Clinic
The Clinic is a client-focused innovation and commercialization program that provides advice and tools that help you turn innovation into impact.

McMaster Entrepreneurship Academy
The academy hosts a series of workshops that help McMaster students advance their entrepreneurial journey.

Latest News

Professors make their pitches for entrepreneurial fellowship

Made at McMaster: Entrepreneurship event celebrates founders making a differnce

McMaster and Celesto partner to accelerate deep tech innovation and commercialization

April 2, 2024
Network Building

• Flagship Entrepreneurship Event: November 27th
  • A Celebration of McMaster’s Innovation Ecosystem

• Celesta Launch Event: March 5th
  • Partnering to Accelerate Deep Tech Commercialization in Canada

• International Women’s Day Founder & CEO Breakfast: March 8th

• Professor Entrepreneur Pitch Competition: March 21st

• Innovation Matchmaking rounds: Beginning March 26th

• Website Launch & Entrepreneurship Event: March 27th

• Innovation Matchmaking Pitch day: Spring 2024

• Mentorship Event: Fall 2024

A Celebration of McMaster’s Innovation Ecosystem - NOV 2023
100+ attendees

Celesta Launch – MAR 2024
100+ attendees

Made-at-Mac: Celebrating Entrepreneurship - MAR 2024
250+ attendees
What is Societal Impact (SI)?

“An effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia.”

(UK REF definition)

Assessment via:

- Case studies of impact and quantifying types of research, KME* activities, number and type of academia-society interactions, policy influence activities
- Collect via ROAs – metrics under construction in 2024!

* KME, knowledge mobilization & exchange (exchange = interaction, not one way messaging!)
Societal Impact: Vision and Mission

**Vision:** To position McMaster University as a national leader and a global powerhouse in translating research and knowledge capital into societal impact

**Mission:** To support and celebrate our knowledge creation, mobilization and exchange activities in the service of responsible, ethical societal impact

BUZZ  BOLSTER  BUILD
BUZZ – Some Highlights

Incentives and visibility for societally impactful research

• Sign and Implement the Declaration on Research Assessment (DORA)
  o Signals value for broad types of research output including but not limited to peer review papers
  o Brings us in line with the tri-council who have already signed – McMaster will be a Canadian leader in this space

• President’s Awards for Societal Impact (to launch, 2024)
  o Signals that we value societal impact at McMaster and encourages researchers to consider societal impact

• Societal Impact Seed Grant Competition (launched November, 2023)
  o Seeds teams of researchers and societal partners to address societal challenges (25 applications received for inaugural call)

• Society & Impact Luncheon Series (launched early 2024)
  o Showcases societally impactful research and knowledge mobilization activities that are helping solve local and global challenges
**BOLSTER – Some Highlights**

Bring people together and provide support and resources for increasing our societal impact

- **Knowledge mobilization & Exchange capacity building (under development)**
  - Develop workshops, micro-credentials and educational tools to support KME

- **Launch Societal Impact Resource Network (aiming for late 2024)**
  - Brings together McMaster Researchers from across campus into a community of sharing and provides support for their societal impact efforts
  - OVPR acts as the hub in conjunction with local faculties to play an alignment, integration, support and coordination function

- **Develop Society & Impact Hub**
  - Website that centralizes all Society & Impact content/supports/links through

---

**SIRN**

**Social Sciences** (local champions & RCIs)
**Science** (local champions & RCIs)
**Health Sciences** (local champions & RCIs)
**Engineering** (local champions & RCIs)
**Humanities** (local champions & RCIs)
**Business** (local champions & RCIs)
**OCE**
**MILO**

**Society & Impact Hub (OVPR)**
Coordination, support & strategic alignment/integration function

---

Question for ADRs:
Who are the big players in your faculty right now on societal engagement &/or impact?
Who should the faculty champions be to get this community kickstarted?
BUILD – Some Highlights
Build Policy Engagement and Influence Mechanism

• Create the McMaster Policy Exchange as a forum for:
  o Bringing theme-based impact teams of SMEs together to dialogue and create solutions to societal issues and relevant public policy
  o Bring external decision makers into McMaster to engage with our policy impact teams
  o Contribute to pedagogy for undergraduate students (ongoing discussions with Wilson College)

Theme – e.g., Polarization, Nuclear, Ageing, etc.

Semi-structured dialogue, multiple disciplinary perspectives

Understand history and status quo

Influence the Public Discourse

Engage relevant external policy makers
REPORT TO SENATE
from the
GRADUATE COUNCIL

For Approval (attachments)

1. Curriculum Revisions

At its meeting on March 19th Graduate Council approved the following changes:

- Faculty of Business
  - Changes to admission requirements for the following programs:
    - Professional Accountancy
    - Master of Finance
    - MBA

- Faculty of Science
  - The addition of an advanced credit option for the Chemistry M.Sc. program.

It is now recommended,

that the Senate approve the curriculum revisions, for inclusion in the 2024-2025 Graduate Calendar, as circulated.

For Information

2. Curriculum Revisions

At the same meeting Graduate Council approved the following changes:

- Faculty of Business
  - A change to the language around admission requirements for the MBA and BLPT programs, clarifying the application requirements and noting that applications would not be reviewed until all components were completed and received;
  - For the Business Ph.D. program the following changes were approved:
    - A change to calendar copy reiterating the language in the administrative sections of the Graduate Calendar around what happens when there are two failures in the comprehensive examination;
    - A change to course requirements for the Health Management specialization of the program, replacing the requirement for an elective course with a required seminar in Health Management Research;
    - A change to the course requirements for the Accounting specialization of the Business Ph.D. program, reducing the number of course required from the
• Faculty of Science
  o A change to calendar copy for the Chemistry M.Sc. program to clarify the unit count for 600-level courses;
  o A change to program requirement to include a pass/fail seminar course in the M.Sc. and Ph.D. in Biology;
  o An expansion to the list of core course options for the Ph.D. in Physics, with the overall course requirement remaining the same;
  o An addition to the list of available electives for the M.Sc. in Health and Radiation Physics Masters.
• Faculty of Social Sciences
  o New program calendar copy for the M.A. in Indigenous Studies, describing admission and program requirements;
  o A change to program requirements for the Ph.D. in Political Science, removing the requirement for all students to demonstrate competence in a language other than English and instead noting that competence in a language other than English will depend on the student’s field of study;
  o The addition of a Jewish Studies area to the Western Religious Traditions field for the Religious Studies M.A. and Ph.D. programs.

3. New Awards
At the same meeting Graduate Council approved the following new awards:

**Name of Fund:** The Sam Samad MBA Entrance Scholarship

**Terms of Reference for Fund:**
Established in 2023 by Sam Samad. To be awarded by the School of Graduate Studies, on the recommendation of the DeGroote School of Business, to a student entering the Master of Business Administration program in the DeGroote School of Business, who demonstrates academic excellence and a commitment to community engagement. Preference will be given to international students.

**Name of Fund:** The Physics & Astronomy Graduate Support Award

**Terms of Reference for Fund:**
Established in 2023 by Dr. Doug Welch. To be awarded by the School of Graduate Studies on the recommendation of the Department of Physics and Astronomy to graduate students enrolled in Physics & Astronomy MSc and PhD programs who demonstrate academic and research progress. The recipient may not hold a major award.

[Note: A complete file for the information items listed above is available in the Graduate Council office, cbyerce@mcmaster.ca.]
### Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones

Please read the following notes before completing this form:

1. This form must be completed for all changes involving degree program requirements/procedures. All sections of this form must be completed.

2. An electronic version of this form (must be in MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).

3. A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>DeGroote School of Business</th>
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<tbody>
<tr>
<td>NAME OF PROGRAM and PLAN</td>
<td>Master of Finance (MFin)</td>
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<tr>
<td>DEGREE</td>
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**NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)**

Is this change a result of an IQAP review?  ☐ Yes  ☒ No

| Creation of a New Milestone | ☐                 |

| Change in Admission Requirements  | ☒                 |
| Change in Comprehensive Examination Procedure | ☐                 |
| Change in Course/Program Requirements   | ☐                 |

**EXPLAIN:**

Admission Requirements

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<th>Other Changes:</th>
<th>Explain:</th>
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**Describe the existing requirement/procedure:**

Updating Admission Requirements/ Required Documentation section to include GRE and GMAT Focus updates. Aligns with current practice.
Provide a detailed description of the Recommended Change *(Attach additional pages if space is not sufficient.)*

We are specifying a requirement for the GRE because the GRE website is no longer providing a GMAT equivalency calculator for potential applicants.

As of late 2023, the previous version of the GMAT test we accepted is no longer offered. The GMAT Focus edition test is replacing the previous requirement.

Rationale for the Recommended Change *(How does the requirement fit into the department’s program and/or tie to existing Program Learning Outcomes from the program’s IQAP cyclical review?)*:

Aligning with current practice and admission requirements stated on website and external websites.

Provide implementation date *(Implementation date should be at the beginning of the academic year)*

September 1, 2024

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

N/A

Provide a description of the recommended change to be included in the calendar *(please include a tracked changes version of the calendar section affected if applicable)*:

Admission Requirements/Required Documentation

Applicants must have an Honours Bachelor’s degree or equivalent with a cumulative grade point average (over the whole length of the degree) of at least B+. In addition, they must have an average of B+ in their last year of relevant courses. Students with an undergraduate
degree in business, economics, or any quantitative-oriented field are good candidates for this program. Students from other fields are welcome to apply and they are highly encouraged to complete at least a few relevant finance, economics, statistics, and math courses.

1. Completed on-line application form (Please see a link to the form on [http://mfin.degroote.mcmaster.ca/apply/](http://mfin.degroote.mcmaster.ca/apply/))
2. Unofficial transcripts of all postsecondary education completed and in progress. If an offer is extended to the applicant, one of the conditions will be to request the official transcripts to be sent directly from the issuing institutions.
3. An official GMAT score report. Normally, a minimum score of 600 is required. In lieu of the GMAT, the program will consider a GRE test with a score above the 50th percentile in the quantitative reasoning section.
4. A test report for one of these following tests:
   1. GMAT test with a minimum total score of 600 and a quantitative percentile of at least 50%.
   2. GMAT Focus Edition test with a minimum total score of 555 and a quantitative percentile of at least 50%.
   3. GRE test with at least 50% in quantitative reasoning.
5. Two letters of recommendation, with at least one from an academic source. Please note that McMaster University uses the Electronic Referencing System. By entering the email address of your referee through the online application, the system will automatically send an eReference request on your behalf.
6. An official report of a TOEFL score or an IELTS score (for applicants whose native language is not English). A minimum TOEFL score of 92 (internet-based test) or IELTS score of 6.5 is required. Applicants who have completed a university degree for which English is the language of instruction may be exempted from this requirement.
7. Participation in a video interview.

Contact information for the recommended change:

Name:  Greg Rombough   Email:  rombogr@mcmaster.ca  Date submitted:  Feb. 6, 2024
If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca
**Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones**

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**Please read the following notes before completing this form:**

1. This form must be completed for all changes involving degree program requirements/procedures. All sections of this form must be completed.

2. An electronic version of this form (must be in MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).

3. A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

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<tbody>
<tr>
<td>NAME OF PROGRAM and PLAN</td>
<td>Graduate Program in Professional Accountancy</td>
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<tr>
<td>DEGREE</td>
<td>Graduate Diploma</td>
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**NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)**

Is this change a result of an IQAP review? ☒ Yes ☐ No

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<thead>
<tr>
<th>Change in Admission Requirements</th>
<th>Change in Comprehensive Examination Procedure</th>
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**EXPLAIN:**

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**Other Changes:**

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<tr>
<td>Change to Admission Section</td>
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Describe the existing requirement/procedure:

See current description below:

Admission

The admission requirements are:

(i) A four-year honours bachelor degree;
(ii) At least a B- (70 - 72%) average in courses on economics; statistics; corporate finance; introductory, intermediate and advanced financial accounting; introductory, intermediate and advanced managerial accounting; accounting theory; audit and assurance, and taxation with a passing grade (≥ 60%) in each course; and
(iii) At least a B (73 - 76%) average in each of the last two years of university study.

To comply with the School of Graduate Studies’ admission requirements for graduate diplomas, applicants must have at least a B+ average (equivalent to a McMaster 8.5 Grade Point Average (GPA) out of 12) in the final year in all courses in the accounting discipline, or relating to the accounting discipline.

Candidates from other Canadian universities who have completed the equivalence of the technical and enabling competencies of the CPA Preparatory Courses will be considered, on a case-by-case basis, for admission to the Graduate Diploma program, subject to an assessment of the detailed course outlines for courses listed under (ii). Candidates must submit the relevant course outlines in their application.

Provide a detailed description of the Recommended Change (Attach additional pages if space is not sufficient.)

Aligning wording in calendar with current CPA wording. Removal of redundant admission requirement / criteria that is no longer in current practice.

Rationale for the Recommended Change (How does the requirement fit into the department’s program and/or tie to existing Program Learning Outcomes from the program’s IQAP cyclical review?):


Provide implementation date: *(Implementation date should be at the beginning of the academic year)*

September 1, 2024.

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

N/A

Provide a description of the recommended change to be included in the calendar (please include a tracked changes version of the calendar section affected if applicable):

**Admission**

The admission requirements are:

(i) A four-year honours bachelor degree;

(ii) At least a B- (70 - 72%) average in the pre-requisite courses identified on the CPA and program website, in the areas of courses on economics; statistics; corporate finance; introductory, intermediate and advanced financial accounting; introductory, intermediate and advanced managerial accounting; accounting theory; audit and assurance, and taxation with a passing grade (≥ 60%) in each course; and

(iii) At least a B (73 - 76%) average in each of the last two years of university study.

To comply with the School of Graduate Studies' admission requirements for graduate diplomas, applicants must have at least a B+ average (equivalent to a McMaster 8.5 Grade Point Average (GPA) out of 12) in the final year in all courses in the accounting discipline, or relating to the accounting discipline.

Candidates from other Canadian universities who have completed the equivalence of the technical and enabling competencies of the CPA Preparatory Courses will be considered, on a case-by-case basis, for admission to the Graduate Diploma program, subject to an assessment of the detailed course outlines for courses listed under (ii). Candidates must submit the relevant course outlines in their application.
Contact information for the recommended change:

Name: Greg Rombough   Email: rombogr@mcmaster.ca   Date submitted: Feb. 6, 2024

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca
SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING DEGREE PROGRAM REQUIREMENTS / PROCEDURES / MILESTONES

**IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:**

1. This form must be completed for **ALL** changes involving degree program requirements/procedures. **All** sections of this form **must** be completed.

2. An electronic version of this form (must be in MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).

3. A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>DeGroote School of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME OF PROGRAM and PLAN</td>
<td>Business Administration, Co-op, MBA</td>
</tr>
<tr>
<td>DEGREE</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td>NATURE OF RECOMMENDATION</td>
<td>Is this change a result of an IQAP review? ☒ Yes ☐ No</td>
</tr>
<tr>
<td>CHANGE IN ADMISSION REQUIREMENTS</td>
<td>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</td>
</tr>
<tr>
<td>CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR</td>
<td>EXPLAIN: Proposal to add additional alternatives to the GMAT (specifically Peng and CPA)</td>
</tr>
<tr>
<td>OTHER CHANGES</td>
<td>EXPLAIN:</td>
</tr>
</tbody>
</table>
DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Current admissions criteria for MBA Co-op Program:

- **Degree**: Completion of an Honours Bachelor’s degree from a recognized university.
- **GPA**: Recommended B average (equivalent to a McMaster 8.0 GPA out of 12) or higher. GPA will be calculated using the two most recent years of undergraduate or graduate study, 20 courses, or the equivalent of 60 academic credits. A combination may be used and is determined on a case-by-case basis.
- **GMAT**: Required. Applicants may submit the following in lieu of a GMAT (please contact the MBA Recruitment and Admissions Office for further details):
  - GRE
  - MCAT
  - CFA Level 2
- **Proof of English Language Proficiency**: Required for applicants:
  - Whose previous degree was not completed with the language of instruction of English.
  - Who have been resident in an English-speaking country for less than four years.
  - Who have completed less than three years of full-time post-secondary education with English as the primary language of instruction, excluding ESL courses.
- **Acceptable English Language Proficiency Tests**:
  - Academic IELTS
  - TOEFL
- **Work Experience**: Although work experience is an asset no post-graduate work experience is required.
- **References**: Provide two (2) references. Applicants are encouraged to seek one academic and one professional (current or former direct supervisor or manager) reference.
- **Interview**
  - Applicants are required to complete an online interview prior to submission of their application.
  - Applicants may be invited to an additional one-on-one interview with a member of our Career and Professional Development team after the submission of their application.

Please note: meeting minimum admission requirements does not guarantee acceptance into the program.
Applicants to the MBA Co-op Program are expected to meet the following requirements/provide the following required documentation:

- Completed on-line application accompanied by the application fee ($150 Cdn). Further details can be found at https://mbarecruit.degroote.mcmaster.ca/admissions/
- Degree: Completion of an Honours Bachelor’s degree from a recognized university.
- GPA: Recommended B average (equivalent to a McMaster 8.0 GPA out of 12) or higher. GPA will be calculated using the two most recent years of undergraduate or graduate study, 20 courses, or the equivalent of 60 academic credits. A combination may be used and is determined on a case-by-case basis.
- GMAT: Required. Applicants may submit the following in lieu of a GMAT (please contact the MBA Recruitment and Admissions Office for further details):
  - GRE
  - MCAT
  - CFA Level 2
  - Canadian CPA
  - PEng
- Proof of English Language Proficiency: Required for applicants:
  - Whose previous degree was not completed with the language of instruction of English.
  - Who have been resident in an English-speaking country for less than four years.
  - Who have completed less than three years of full-time post-secondary education with English as the primary language of instruction, excluding ESL courses.
- Acceptable English Language Proficiency Tests:
  - Academic IELTS
  - TOEFL
- Work Experience: Although work experience is an asset no post-graduate work experience is required.
- References: Provide two (2) references. Applicants are encouraged to seek one academic and one professional (current or former direct supervisor or manager) reference.
- Interview
  - Applicants are required to complete an online interview prior to submission of their application. Applications will not be reviewed until all components are completed and received.
  - Applicants may be invited to an additional one-on-one interview with a member of our Career and Professional Development team after the submission of their application.

Please note: meeting minimum admission requirements does not guarantee acceptance into the program.
RATIONALE FOR THE RECOMMENDED CHANGE (How does the requirement fit into the department’s program and/or tie to existing Program Learning Outcomes from the program’s IQAP cyclical review?):

Both CPA and PEng designations offer a strong quantitative component and are similar in scope to CFA Level 2 (which is currently accepted as an alternative to the GMAT) and so the recommendation is to also include these designations. In addition, a review of the MBA admissions requirements at other Business schools noted that Ivey (Western) and Rotman (University of Toronto) have now included the addition of CPA and PEng designations as alternatives to the GMAT.

PROVIDE IMPLEMENTATION DATE: (Implementation date should be at the beginning of the academic year)

September, 2024

ARE THERE ANY OTHER DETAILS OF THE RECOMMENDED CHANGE THAT THE CURRICULUM AND POLICY COMMITTEE SHOULD BE AWARE OF? IF YES, EXPLAIN.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Goran Calic    Email: calicg@mcmaster.ca    Date submitted: February 1st, 2024

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca
# Recommendation for Change in Graduate Curriculum

**Involving Degree Program Requirements / Procedures / Milestones**

## Important: Please Read the Following Notes Before Completing This Form:

1. This form must be completed for **ALL** changes involving degree program requirements/procedures. **All** sections of this form must be completed.

2. An electronic version of this form (must be in MS Word not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).

3. A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

<table>
<thead>
<tr>
<th>Department</th>
<th>DeGroote School of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Program</td>
<td>Business Administration, Full-Time, MBA</td>
</tr>
<tr>
<td>Degree</td>
<td>Master of Business Administration</td>
</tr>
</tbody>
</table>

## Nature of Recommendation (Please Check Appropriate Box)

Is this change a result of an IQAP review?  
☐ Yes  ☒ No

## Creation of New Milestone

<table>
<thead>
<tr>
<th>Change in Admission Requirements</th>
<th>Change in Comprehensive Examination Procedure</th>
<th>Change in Course Requirements</th>
</tr>
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<tbody>
<tr>
<td>Create New Milestone ☐</td>
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</table>

## Change in the Description of a Section in the Graduate Calendar

Explain:

- Proposal to add additional alternatives to the GMAT (specifically Peng and CPA)

## Other Changes

Explain:
PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (Attach additional pages if space is not sufficient.)

Applicants to the Full-Time MBA Program are expected to meet the following requirements/provide the following required documentation:

- Completed on-line application accompanied by the application fee ($150 Cdn). Further details can be found at https://mbarecruit.degroote.mcmaster.ca/admissions/
- Degree: Completion of an Honours Bachelor’s degree from a recognized university
• GPA: Recommended B average (equivalent to a McMaster 8.0 GPA out of 12) or higher. GPA will be calculated using the two most recent years of undergraduate or graduate study, 20 courses, or the equivalent of 60 academic credits. A combination may be used and is determined on a case-by-case basis.

• GMAT: Required. Applicants may submit the following in lieu of a GMAT (please contact the MBA Recruitment and Admissions Office for further details):
  o GRE
  o MCAT
  o CFA Level 2
  o Canadian CPA
  o PEng

• Proof of English Language Proficiency: Required for applicants:
  o Whose previous degree was not completed with the language of instruction of English.
  o Who have been resident in an English-speaking country for less than four years.
  o Who have completed less than three years of full-time post-secondary education with English as the primary language of instruction, excluding ESL courses.

• Acceptable English Language Proficiency Tests:
  o Academic IELTS
  o TOEFL

• Work Experience: 1 year of post-graduate work experience is required.
  * Although we recommend one year of work experience, exceptional applicants will be considered with less than one year of experience.

• References: Provide two (2) references. Applicants are encouraged to seek one academic and one professional (current or former direct supervisor or manager) reference.

• Interview: Applicants are required to complete an online interview prior to submission of their application. Applications will not be reviewed until all components are completed and received.

Please note: meeting minimum admission requirements does not guarantee acceptance into the program.

RATIONALE FOR THE RECOMMENDED CHANGE (How does the requirement fit into the department’s program and/or tie to existing Program Learning Outcomes from the program’s IQAP cyclical review?):

Both CPA and PEng designations offer a strong quantitative component and are similar in scope to CFA Level 2 (which is currently accepted as an alternative to the GMAT) and so the recommendation is to also include these designations. In addition, a review of the MBA admissions requirements at other Business schools noted that Ivey (Western) and Rotman (University of Toronto) have now included the addition of CPA and PEng designations as alternatives to the GMAT.

PROVIDE IMPLEMENTATION DATE: (Implementation date should be at the beginning of the academic year)
September, 2024

ARE THERE ANY OTHER DETAILS OF THE RECOMMENDED CHANGE THAT THE CURRICULUM AND POLICY COMMITTEE SHOULD BE AWARE OF? IF YES, EXPLAIN.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Goran Calic Email: calicg@mcmaster.ca Date submitted: February 1st, 2024

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca
**Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones**

**Please read the following notes before completing this form:**

1. This form must be completed for all changes involving degree program requirements/procedures. All sections of this form must be completed.
2. An electronic version of this form (must be in MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).
3. A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

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</tr>
</thead>
<tbody>
<tr>
<td>NAME OF PROGRAM and PLAN</td>
<td>Master of Business Administration</td>
</tr>
</tbody>
</table>

**NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)**

Is this change a result of an IQAP review? ☐ Yes ☐ No

<table>
<thead>
<tr>
<th>Change in Admission Requirements</th>
<th>Change in Comprehensive Examination Procedure</th>
<th>Change in Course/Program Requirements</th>
</tr>
</thead>
<tbody>
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<td>✗</td>
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</tbody>
</table>

**EXPLAIN:**
Change to General MBA Admission Requirements/Required Documentation Section of calendar to reflect new GMAT test (GMAT Focus) as well as including further details for how GPA is calculated and that admissions interviews will occur (either virtual, live or both)

<table>
<thead>
<tr>
<th>Other Changes:</th>
<th>Explain:</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>
Describe the existing requirement/procedure:

General MBA Admission requirements/Required Documentation

1. Completed on-line application accompanied by the application fee ($150 Cdn). Further details can be found at https://mbarecruit.degroote.mcmaster.ca/admissions/
2. Official transcripts are to be sent by the school’s registrar (or equivalent officer) from each postsecondary institution attended. In the final 2 years of study, a B average is recommended.
3. For MBA Programs requiring completion of the GMAT a score of 600 is normally competitive. Each application is processed on its own merits with higher scores on some criteria compensating for lower scores in other areas.
4. Two letters of recommendation are to be completed by individuals who can supply information relating to the applicant’s abilities. For more detail on requirements please see specific admissions requirements for each MBA program.
5. A full résumé must be supplied. For work experience requirements please see specific admissions requirements for each MBA program.
6. Applicants who did not complete their undergraduate degree in English must write the TOEFL or IELTS tests. TOEFL results (if applicable) are to be sent directly by the Educational Testing Service (www.toefl.org). Minimum required scores are 250 on the computer-based test or 100 on the internet-based test. IELTS (www.ielts.org) is also accepted with a minimum score of 7.0.

Provide a detailed description of the Recommended Change (Attach additional pages if space is not sufficient.)

The current General Admissions requirements do not reflect the new GMAT Focus test (which will replace the existing GMAT test in December, 2023). In addition, further clarification needs to be provided as to how the GPA is calculated to align with the descriptor provided in each program specific admissions criteria. Finally, information needs to be provided that admissions interviews will occur for all MBA programs (video interview and then potential for live interview for Co-op program).

We are proposing the following changes – highlighted in yellow & green:

General MBA Admission requirements/Required Documentation

1. Completed on-line application accompanied by the application fee ($150 Cdn). Further details can be found at https://mbarecruit.degroote.mcmaster.ca/admissions/
2. Official transcripts are to be sent by the school’s registrar (or equivalent officer) from each postsecondary institution attended. GPA will be calculated using the two most recent years of undergraduate or graduate study, 20 courses or the equivalent of 60 academic credits. A combination may be used and is determined on a case-by-case basis. **GPA will be calculated based on degree either in progress or degree completed.**
3. For MBA Programs requiring completion of the GMAT a score of 600 (GMAT Classic) or 565 (GMAT Focus) is normally competitive. Each application is processed on its own merits with higher scores on some criteria compensating for lower scores in other areas.
4. Two letters of recommendation are to be completed by individuals who can supply information relating to the applicant’s abilities. For more detail on requirements please see specific admissions requirements for each MBA program [https://mbarecruit.degroeuto.mcmaster.ca/admissions/].

5. A full résumé must be supplied. For work experience requirements please see specific admissions requirements for each MBA program [https://mbarecruit.degroeuto.mcmaster.ca/admissions/].

6. Applicants who did not complete their undergraduate degree in English must write the TOEFL or IELTS tests. TOEFL results (if applicable) are to be sent directly by the Educational Testing Service [www.toefl.org]. Minimum required scores are 250 on the computer-based test or 100 on the internet-based test. IELTS [www.ielts.org] is also accepted with a minimum score of 7.0.

7. Applicants are required to complete an online interview prior to submission of their application. Applications will not be reviewed until all components are completed and received. Applicants may be invited to an additional one-on-one interview with a member of the Career and Professional Development team after the submission of their application (applicable only to applicants to the MBA with Co-op Program).

Non-Degree Applicants

Each year, the DeGroote School of Business is prepared to admit to the MBA program a small number of highly qualified students who do not hold a bachelor’s degree. The Admissions Advisory Committee will consider applicants with a minimum of seven years of successful business experience along with a GMAT score that ranges upward from 600 (GMAT Classic) or 565 (GMAT Focus).

Rationale for the Recommended Change (How does the requirement fit into the department’s program and/or tie to existing Program Learning Outcomes from the program’s IQAP cyclical review?):

The criteria reflects the most up to date admission requirements for the MBA programs and reflects current changes to external testing (i.e. GMAT). Additionally, to ensure our review process around the online interviews is clear we have added additional wording to ensure this is clear. These changes are mostly considered as housekeeping items to ensure that General Admissions language within the calendar is reflective of the program specific admissions criteria.

Provide implementation date: (Implementation date should be at the beginning of the academic year)

September, 2024
Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

Provide a description of the recommended change to be included in the calendar (please include a tracked changes version of the calendar section affected if applicable):

(changes are tracked in yellow)

General MBA Admission requirements/Required Documentation

1. Completed on-line application accompanied by the application fee ($150 Cdn). Further details can be found at https://mbarecruit.degroote.mcmaster.ca/admissions/

2. Official transcripts are to be sent by the school’s registrar (or equivalent officer) from each postsecondary institution attended. GPA will be calculated using the two most recent years of undergraduate or graduate study, 20 courses or the equivalent of 60 academic credits. A combination may be used and is determined on a case-by-case basis. GPA will be calculated based on degree either in progress or degree completed.

3. For MBA Programs requiring completion of the GMAT with a score of 600 (GMAT Classic) or 565 (GMAT Focus) is normally competitive. Each application is processed on its own merits with higher scores on some criteria compensating for lower scores in other areas.

4. Two letters of recommendation are to be completed by individuals who can supply information relating to the applicant’s abilities. For more detail on requirements please see specific admissions requirements for each MBA program (https://mbarecruit.degroote.mcmaster.ca/admissions/).

5. A full résumé must be supplied. For work experience requirements please see specific admissions requirements for each MBA program (https://mbarecruit.degroote.mcmaster.ca/admissions/).

6. Applicants who did not complete their undergraduate degree in English must write the TOEFL or IELTS tests. TOEFL results (if applicable) are to be sent directly by the Educational Testing Service (www.toefl.org). Minimum required scores are 250 on the computer-based test or 100 on the internet-based test. IELTS (www.ielts.org) is also accepted with a minimum score of 7.0.

7. Applicants are required to complete an online interview prior to submission of their application. Applicants will not be reviewed until all components are submitted and received. Applicants may be invited to an additional one-on-one interview with a member of the Career and Professional Development team after the submission of their application (applicable only to applicants to the MBA with Co-op Program).

For students who have entered the program as of September, 2016 a new transfer credit and waiver policy is in place. The intention of this policy is to enhance DeGroote’s cohort-based, experiential curriculum model, which requires all MBA students to follow the same programming throughout their degree. To support this model, no transfer credits or waivers will be granted for MBA, MBA with Co-op or Blended Learning Part-time MBA students.

Applicants to the Accelerated program who have earned their degree within the last 10 years from a recognized Canadian or American University and have obtained a minimum B grade (B- for McMaster graduates) in the equivalent course will have their courses reviewed automatically for credit and will be admitted into Level 700 MBA courses (second year courses).

Specializations:
As of September 2018, areas of specialization that are available are as follows:

8. Accounting and Financial Management Services
9. Business Analytics
10. Finance
11. Health Services Management (certain restrictions may apply)
12. Strategic Business Valuation
13. Strategic Marketing
14. General

Students registered prior to September 2018 in any full-time, part-time and co-op programs will be grandfathered based on the specialization they registered for.

Due to the nature of the academic curriculum, specializations are not available to students enrolled in the BLPT MBA program.

Please note that starting September 2016 program minors will no longer be available in the MBA program.

Non-Degree Applicants

Each year, the DeGroote School of Business is prepared to admit to the MBA program a small number of highly qualified students who do not hold a bachelor’s degree. The Admissions Advisory Committee will consider applicants with a minimum of seven years of successful business experience along with a GMAT score that ranges upward from 600 (GMAT Classic) or 565 (GMAT Focus).

Contact information for the recommended change:

Name: Goran Calic   Email: calicg@mcmaster.ca   Date submitted: December 21, 2023

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca
**Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones**

**Please read the following notes before completing this form:**

1. This form must be completed for all changes involving degree program requirements/procedures. All sections of this form must be completed.

2. An electronic version of this form (must be in MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).

3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

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</tr>
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<tbody>
<tr>
<td>NAME OF PROGRAM and PLAN</td>
<td>Chemistry MSc</td>
</tr>
<tr>
<td>DEGREE</td>
<td>Chemistry MSc</td>
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</tbody>
</table>

**NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)**

Is this change a result of an IQAP review? ☐ Yes ☒ No

Creation of a New Milestone ☐

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Change in the Description of a section of the Graduate Calendar

**EXPLAIN:**

Other Changes:

**Explain:**

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Describe the existing requirement/procedure:

600 level courses are counted as 3 units in the calendar and in Mosaic, but only as 1.5 units towards the program requirements. Also, the Advance Credit option ([https://academiccalendars.romcmaster.ca/content.php?catoid=46&navoid=9200&hl=%22advanced+%22&returnto=search#2.3_Advance_Credit_and_Determination_of_Course_Equivalency](https://academiccalendars.romcmaster.ca/content.php?catoid=46&navoid=9200&hl=%22advanced+%22&returnto=search#2.3_Advance_Credit_and_Determination_of_Course_Equivalency)) is not currently available to students.

Provide a detailed description of the Recommended Change (Attach additional pages if space is not sufficient.)

All courses will be counted towards the program requirements with their actual unit count. The possibility of receiving advance credit for a 400 level Chemistry course for which a 600 level equivalent Chemistry course exists will be introduced and specifically highlighted.

Rationale for the Recommended Change (How does the requirement fit into the department’s program and/or tie to existing Program Learning Outcomes from the program’s IQAP cyclical review?):

It causes confusion that the program administrator has to tell the students something different from Mosaic about whether they have fulfilled their course requirement, and it is not possible to change the unit count of 600 level courses in Mosaic. In either case, the required workload in a 600 level course justifies 3 units credit. For the Advance Credit, some of our undergrads are already loading up in 4th year on hard chemistry courses, working very hard in undergrad and ending up short of good course options when they start their MSc, effectively getting punished.

Provide implementation date: (Implementation date should be at the beginning of the academic year)

September 2024.

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

The 1.5 to 3 unit count change would be in effect immediately. No implementation plan is required since it simply requires the program to accept the existing reality of how courses are counted in Mosaic.

Provide a description of the recommended change to be included in the calendar (please include a tracked changes version of the calendar section affected if applicable):

The minimum course requirement for the M.Sc. degree is five graduate modules (1.5 units each, 7.5 units total) or the equivalent, including CHEM 700 (1.5 units), with the remainder selected from any of the offered Chemistry modules, 600-level courses, or extra-departmental
graduate courses. The minimum passing grade for any course is B-. Students are strongly encouraged to complete a minimum of two prescribed modules within their sub-discipline (see Chemistry, Ph.D). A maximum of one 600-level course may be included in the minimum course requirement. In place of a 600-level course, students may instead receive advance credit for one Chemistry 400-level course taken (while completing 600-level material) in the department during their undergraduate degree at McMaster if a Chemistry 600-level equivalent of the course is listed in the Graduate Calendar (see Advance Credit). Advance credit must be approved by the supervisor of the student, the Associate Chair Graduate, Chemistry, as well as the Associate Dean Graduate, Science. Additional courses beyond the minimum requirement may be recommended by the supervisory committee.

Contact information for the recommended change:

Name: Peter Kruse   Email: pkruse@mcmaster.ca Date submitted: 26 Jan 2024

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca
REPORT TO THE SENATE
from the
UNDERGRADUATE COUNCIL

FOR APPROVAL

1. New Non-Academic Microcredential in Engaging and Partnering for People-Centred Care

At the meeting held on February 27, 2024, the Undergraduate Council reviewed and approved the new Non-Academic Microcredential in Engaging and Partnering for People-Centred Care. While normally non-academic micro credentials would be reported for information to the Undergraduate Council, the Faculty of Health Sciences made a submission to the University Student Fees Committee and as such, requires approval of the Senate.

This item was approved by the University Student Fees Committee on March 19, 2024, and by the University Planning Committee on March 27, 2024.

It is recommended,

that the Senate approve the establishment of the Non-Academic Microcredential in Engaging and Partnering for People-Centred Care, as circulated.

2. New Program Proposal: Combined Honours in Leadership and Civic Studies and Another Subject

At the meeting held on March 26, 2024, the Undergraduate Council reviewed and approved the proposal for the Combined Honours in Leadership and Civic Studies and Another Subject degree program for inclusion in the 2025-2026 Undergraduate Calendar. Further details can be found in the circulated materials.

This item was also approved by the University Student Fees Committee on March 19, 2024, and by the University Planning Committee on March 27, 2024.

It is recommended,

that the Senate approve the establishment of the Combined Honours in Leadership and Civic Studies and Another Subject degree program for inclusion in the 2025-2026 Undergraduate Calendar, and as circulated.
3. **Curriculum Revisions for Inclusion in the 2024-2025 Undergraduate Calendar**

At the same meeting, the Undergraduate Council reviewed and approved revisions to the Academic General Regulations as proposed by the Faculty of Social Sciences. Further details can be found in the circulated materials.

It is recommended,

that the Senate approve the revisions to the Faculty of Social Sciences’ Academic General Regulations for inclusion in the 2024-2025 Undergraduate Calendar, as circulated.

4. **Revisions to the Policy on Requests for Relief for Missed Academic Term Work**

At the same meeting, the Undergraduate Council reviewed a set of proposed revisions to the Policy on Requests for Relief for Missed Academic Term Work, which included the name change of the policy. As the meeting lost quorum during discussion on the item, an electronic vote was held between March 28\textsuperscript{th} and April 2\textsuperscript{nd}, during which the Undergraduate Council approved the policy revisions. The tracked changes version in your package reflects the feedback provided by the Undergraduate Council during the meeting. Further details can be found in the circulated materials.

It is recommended,

that the Senate approve the revisions to the Policy on Requests for Relief for Missed Academic Term Work, including the name change of the policy, effective July 1, 2024 and as circulated.

FOR INFORMATION

5. **Terms of Award**

At the same meeting, the Undergraduate Council reviewed and approved the following Terms of Award.

a. **Proposed New Awards**
   The Amicus Academic Grant
   The RSM Canada Scholarship in Business

b. **Changes to Award Terms**
   The Albert Shalom Travel Scholarship
c. **Proposed New Bursary**  
The Chiedza-Light Bursary

d. **Awards Removed from the Undergraduate Calendar**  
The Social Sciences Scholarship for Leadership (20004151)

e. **Changes to Bursary Terms**  
The Dr. Kenneth and Joan Hall Bursary

6. **Minor Curriculum Revisions for Inclusion in the 2024-2025 Undergraduate Calendar**

   At the same meeting, the Undergraduate Council reviewed and approved minor curriculum revisions as proposed by the Faculties of Business and Health Sciences, as well as the Arts & Science program, for inclusion in the 2024-2025 Undergraduate Calendar.

   Documents detailing items for information are available for review on the [Secretariat’s website](mailto:secretariat@mcmaster.ca).
This document outlines a proposal for a new non-academic micro-credential to be offered by the Public and Patient Engagement Collaborative at McMaster University.

BACKGROUND

The Engaging and Partnering for People-Centred Care micro-credential provides current and future employees working in the health and social care sector with the knowledge, skills and competencies required to support effective engagement and partnering with patients, clients, families, and caregivers. Many health organizations across Ontario, including the newly formed Ontario Health Teams (OHTs) and their affiliated hospital and community care agencies are prioritizing more collaborative relationships with patients, clients, families, and caregivers to achieve more people-centred health and social care systems. These priorities align with expectations outlined in provincial legislation for patient/client, family and caregiver engagement at the direct care, program design and governance level (Connecting Care Act, 2016; People’s Health Care Act, 2019). Despite the government’s commitment to patient/client, family and caregiver engagement, many current and prospective employees in the health and community care sector lack the specialized knowledge and skills needed to develop effective partnerships with their patients, clients, and family members (OHT Patient Family and Caregiver Engagement and Partnering Community of Practice survey, 2022).

The Engaging and Partnering for People-Centred Care micro-credential provides in demand training to individuals with a variety of backgrounds within the health and social care sector, meeting a need identified by the field.

Course Development

The Public and Patient Engagement Collaborative (PPEC) at McMaster University, led by Dr. Julia Abelson (Professor, HEI) has recognized expertise in the design, implementation and evaluation of public and patient engagement in health systems and policy. The micro-credential offering was developed by the PPEC in collaboration with two community partners – the Greater Hamilton Health Network (GHHN) and VON Canada – with funding awarded through McMaster’s successful application to the Government of Ontario’s Micro-credentials Challenge Fund in 2021 (Ministry of Colleges and Universities and Ministry of Labour, Training and Skills Development).

Our partner organizations, VON Canada and the GHHN, played an integral role in the development of the micro-credential. Each organization identified 1 – 2 staff members and 1 – 2 patient/client partners who joined an advisory group to oversee the development of the offering over a 6-month period. Discussions with our partners informed the format of the micro-credential, the content and structure of the modules, the resources to be included, and the approach to assessment. More in-depth interactions with patient advisors generated content for case studies embedded throughout the course. This partnership ensured that the micro-credential was developed to meet the specific needs of the target learners and the organizations hiring and retaining staff and patient/client and family caregiver advisors.

Pilot offering

The micro-credential is currently being offered on a pilot basis (no fees) to 23 staff and patient partners from our two partner organizations (approval obtained from the VP Teaching and Learning through the INSPIRE office in September...
COURSE OVERVIEW

Objectives

The objectives of the micro-credential are to:

- Build learners’ understanding of the key conceptual underpinnings of patient, client, family and caregiver engagement and partnering and its relationship to people-centred care;
- Introduce learners to the history, key legislation and organizational policies for engagement and partnering for people-centred care;
- Train learners in the current methods and approaches for engaging patients, clients, families and caregivers in the personal care and health decisions, program and service design, and policy, strategy and governance, as outlined in Ontario’s Patient Partnering Framework (Health Quality Ontario, 2017)

Learning Outcomes

By the end of this micro-credential, learners will be able to:

- Demonstrate understanding of key terms and concepts in the patient, client, family and caregiver engagement field;
- Demonstrate awareness of relevant policies, legislation, regulations, funding arrangements and key structures that guide and/or support the role of patient, client, family and caregiver partners in delivering patient-centered care;
- Articulate guiding principles for engaging and partnering with patients, clients, family and caregivers;
- Understand and apply current methods and approaches for engaging patients, clients, family and caregivers in personal care and health decisions, service design, and policy, strategy, and governance;
- Describe how to approach the provision of relevant supports and enablers to patient, client, family and caregiver partners in various roles within and across organizations (e.g., recruitment, onboarding and orientation, compensation);
- Demonstrate basic knowledge about approaches to evaluating the quality and impacts of patient, client, family and caregiver engagement and partnering; and,
- Articulate the benefits of engaging patient, client, family and caregiver partners within various levels of the health system.

Structure

The micro-credential will be offered asynchronously through Avenue to Learn to allow learners to progress through the material at their own pace and within their own schedule, given the demands of their work and the likelihood that many are working varied hours (e.g., shift work). Two opportunities for synchronous learning are currently planned – one as an introduction to the course shortly after launch and one towards the end of the course, when most learners have completed their tasks, to review and consolidate key material together. These synchronous sessions are optional, but highly recommended, and will be held via Zoom. Sessions are offered during the day and evening to improve accessibility and will be recorded for those who cannot attend.

Timing and course offerings

The micro-credential will be offered twice per year – in Fall and Spring. Learners will have up to 6 months to complete the micro-credential at their own pace. The number of learners per section is limited to a maximum of 30 to allow for quality interaction. Multiple sessions per offering could be added if demand required this, and there may be
opportunities for organizations or groups to request specific offerings for their teams (e.g., Ministry of Health, Ontario Health, health care delivery organizations).

**Micro-credential content**

The micro-credential consists of four modules (and various sub-modules), structured around a recognized framework (the Ontario Patient Engagement Framework):

- **Pre-module**: Introduction to engagement and partnering for people-centred care;
- **Module 1**: Introduction patient, client, family and caregiver engagement (includes 3 sub-modules)
- **Module 2**: Engagement in care (includes 3 sub-modules)
- **Module 3**: Engagement in program/service design, strategy and governance (includes 3 sub-modules)
- **Module 4**: Evaluating patient, client, family, caregiver engagement

A summary of the modules is included in Appendix A (detailed course content can be provided on request).

Learners are required to complete several types of assignments and assessments including discussion posts (6), case studies (3) and quizzes (3). Learners must receive a minimum of 70% on all quizzes and complete all discussions and case studies to pass the course. It is anticipated it will take learners up to 30 hours to complete the course.

**PROPOSED BUDGET (for cost recovery)**

A high-level budget for each course offering is included below.

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPEC Lead, HEI Faculty (J. Abelson) to support course development, promotion, instruction and learner support (approx. 25 hours)</td>
<td>$3,000</td>
</tr>
<tr>
<td>PPEC Staff/Graduate Students to support course development, course promotion, administration, instruction and learner support (approx. 100 hours)</td>
<td>$6,500</td>
</tr>
<tr>
<td><strong>TOTAL per offering</strong></td>
<td><strong>$9,500</strong></td>
</tr>
</tbody>
</table>

*Note: costing is based on 25-learner group cohorts*

**Fees**

We are proposing charging a base rate of $400 per learner to recover costs related to course development, administration, instruction and learner support. There are a wide range of fees currently in place for micro-credentials across campus. Similar micro-credentials through Continuing Education cost between $0 (Caregiving essentials) and $749 (Fundamentals of Health Research Methodology). Our proposed fee structure acknowledges the time and expertise that is required to run this micro-credential, while also considering that our target learners may be individuals who are unemployed or underemployed or individuals working within the caregiving sector, which are often lower paying fields and our desire to ensure accessibility of the course to a broad range of Learners.

**Customization**

Given the focus of this work, we anticipate there will be interest from organizations and government to offer the course on a wider basis to a number of their employees or stakeholders. Should an organization / group express interest in this, we will consider a single offering for the group that could be moderately tailored as needed for the context of the organization. The fee for this offering would be on a cohort basis and would be set at $9,000 for a learner group of 25 people. If there’s more tailoring needed for the group, there might an additional cost for the course design work, negotiated individually with each organization.
## APPENDIX A: High level overview of the offering

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Module Learning Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Module: Introduction to the Engaging and Partnering for People-Centred Care Micro-credential</strong></td>
<td>• Introduction to the micro-credential</td>
<td>• Understand the micro-credential’s goals, objectives, structure and format</td>
<td>• Discussion post: Post a short introduction to the message board introducing yourself, your role in the health system and your experience with engagement</td>
</tr>
<tr>
<td><strong>MODULE 1: Introduction to Patient, Client, Family and Caregiver Engagement &amp; Partnering</strong></td>
<td>• What is patient/client, family and caregiver engagement?</td>
<td>• Describe what patient, client, family and caregiver engagement is</td>
<td>• Discussion post: How have you seen patient, client, family and caregiver engagement unfolding within your work or your personal experiences with the health system? Can you think of any examples of how you may have either engaged patients, clients, families and caregivers or been engaged yourself?</td>
</tr>
<tr>
<td>Module 1-1: Introducing Patient, Client, Family and Caregiver Engagement</td>
<td>• Brief history of engagement and partnering</td>
<td>• Define key terms and concepts including why patient, client partners should be engaged in the health system</td>
<td></td>
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<tr>
<td></td>
<td>• Key terms/concepts (including goals/rationales, supporting evidence)</td>
<td>• Explain key events and stages in the history of engagement and partnering in Canada</td>
<td></td>
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<tr>
<td></td>
<td>• Domains of engagement</td>
<td>• Identify the three main domains of patient, client, family and caregiver engagement as outlined in Ontario’s patient engagement Framework</td>
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<td></td>
<td>• Myths / Perceived barriers to engagement</td>
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<tr>
<td>Module 1-2: Patient/Client engagement in the Ontario Health System</td>
<td>• Overview of patient/client engagement in the Ontario Health System including key policies, legislation and other structures that support patient/client, family and caregiver engagement in Ontario</td>
<td>• Understand the basics of how patient, client, family and caregiver engagement is embedded in the Ontario Health System</td>
<td>• Discussion post: Find an example of a patient, family and caregiver declaration of values or a patient engagement strategy/policy from a healthcare organization in your region. Post the link to this on the discussion board along with your initial thoughts and reflections on how the strategy/policy/declaration might manifest in better people-centred care.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the relevant legislation, regulations, funding arrangements and additional structures in place that support the role of patient, client, family and caregivers in delivering patient-centered care</td>
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<tr>
<td>Module</td>
<td>Topics</td>
<td>Module Learning Outcomes</td>
<td>Evaluation</td>
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</table>
| **Module 1-3:** Principles and core Skills/Competencies for High-Quality Engagement | • Principles of high-quality engagement  
• Theories of engagement  
• Core competencies for engagement (that apply to all levels of engagement)  
• Challenges of engagement (e.g., supports/capacity, power differentials, tokenism) | • Describe the principles of high-quality engagement (e.g., partnership, learning, empowerment, transparency, responsiveness, respect)  
• Describe the key theories of engagement  
• Demonstrate awareness of the core competencies for engagement (what are the skills needed to ensure that you are embedding the principles of high-quality engagement in your work regardless of the level at which you are working).  
• Assess the challenges of engagement and the consequences of poor-quality engagement | • Quiz on Module 1 content |
| **Module 2: Engagement in Care** | | | |
| **Module 2-1:** Introduction to the principles of people-centred care | • What is people-centred care?  
• Principles of people-centred care  
• Importance of engagement in personal care and health delivery (supporting evidence)  
• Case example | • Define what people-centred care is and provide examples of what this would look like in practice  
• Identify the key principles of people-centred care  
• Understand and describe why it is important to engage patient, family and caregivers in care. | • Discussion post: Reflect on your experience with people-centred care in this discussion posting. Is this a new concept for you or something you’re familiar with already? |
| **Module 2-2:** Engaging patient, client, family and caregiver partners in care | • How do you engage patients/clients, families and caregivers in their own care/health decisions?  
• Key competencies for patient-centred care | • Identify strategies for engaging patients/clients, families and caregivers in their own care  
• Describe what shared decision-making is, and how to create an environment that supports this | • Case study: Review a case description of a patient in hospital preparing for discharge. How would you engage with this patient/client to make a shared decision about their care? What challenges / potential barriers do you foresee? |
<table>
<thead>
<tr>
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<th>Evaluation</th>
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<tbody>
<tr>
<td>• Practice communicating with patients/clients, families and caregivers to allow for engagement and shared care</td>
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<tr>
<td>Module 2-3: Implementing people-centred care</td>
<td>• How is patient/client-centred care implemented in practice (e.g., supervision, embedding in care)</td>
<td>• Implement people-centred care and describe the impacts this will have on those involved</td>
<td>• Discussion: Think of a situation that a patient/client may be in (please do not share any real examples or any identifying information). Write a short description of this client/patient and their situation. Now, consider how the client/patient could be engaged at each of the levels of the continuum of engagement (consultation, involvement, partnership). What challenges do you see in implementing this engagement? How could you support this patient/client?</td>
</tr>
<tr>
<td>• Patient/client-centred care in specific situations (e.g., discharge planning / warm transfer)</td>
<td>• Identify some of the key challenges when implementing people-centred care and how to address them</td>
<td></td>
<td></td>
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<tr>
<td>• Challenges implementing patient/client-centred care</td>
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</tr>
<tr>
<td>Module 3: Engagement in Program/Service Design, Strategy and Governance</td>
<td>• What does engaging patients/clients, family and caregiver partners in program/service design, strategy and governance look like?</td>
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</tr>
<tr>
<td>Module 3 – 1: Introduction to Engaging Patient, Client, Family and Caregiver Partners in Program/Service Design, Strategy and Governance</td>
<td>• Understand how and why patient/client, family and caregiver partners should be engaged in program/service design, strategy and governance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Principles of engagement in program/service design, strategy and governance</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Importance of engagement in program/service design, strategy and governance (supporting evidence)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Case examples</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• List the principles of engagement in program/service design, strategy and governance</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Describe the importance of engaging patient/client, family and partners in program/service design, strategy and governance</td>
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<tr>
<td>• Discussion: Reflect on patient/client engagement within service design/governance. Why should PFC partners be engaged in program/service design, strategy and governance? Have you seen this happen in practice?</td>
<td></td>
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</tr>
<tr>
<td>Module</td>
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<td>Module Learning Outcomes</td>
<td>Evaluation</td>
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</tbody>
</table>
| **Module 3-2:** Methods for Engagement in Program/Service Design, Strategy and Governance | • How do you engage patients/clients, families and caregivers in program/service design, strategy and governance  
• Key competencies for engaging patients/clients, family and caregiver partners in program/service design, strategy and governance | • Explain how you engage patients/clients, families and caregivers  
• Understand the levels of engagement  
• Demonstrate how to understand readiness for engagement  
• Apply the various methods that can be used to engage patient, client, family and caregiver partners  
• Identify how different methods might be used to achieve different goals for patient, client, family and caregiver engagement  
• Demonstrate how to select the most appropriate engagement method | • Case study: Review a case study on the development of a new primary care online booking site. Consider how you’d engage individuals in this decision, including the goals and methods of the engagement and the challenges you foresee. |
| **Module 3-3:** Implementing Engagement in Program/Service Design, Strategy and Governance | • Methods for engaging patient/client, family and caregiver partners  
• Matching methods to purpose (planning engagement activities)  
• Case examples  
• Challenges implementing engagement (including challenges with organizational buy-in) | • Engage and partner with individuals from different populations and communities  
• Evaluate a case study to determine who should be engaged and how to reach them  
• Identify and then mitigate the challenges to implementing engagement | • Quiz on module 3 |
| **MODULE 4: Evaluating Patient, Client, Family and Caregiver Engagement** | **Evaluating your Patient, Client, Family and Caregiver Engagement Activities** | • Why evaluate? Importance of evaluation  
• Types of evaluation (process, impact)  
• Evaluation methods and tools | • Understand the value and purpose of evaluating patient, client, family and caregiver engagement  
• Describe the different types of evaluation and when each are used  
• List the methods for evaluating patient, |
<p>| | | | • Case study: Reflect on 2 case studies. Consider the engagement activities described in these case studies. Describe how each of the engagement activities should be evaluated. |</p>
<table>
<thead>
<tr>
<th>Module</th>
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<th>Module Learning Outcomes</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>client, family and caregiver engagement and tools that can support this work</td>
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</tbody>
</table>
NEW PROGRAM PROPOSAL:
COMBINED HONOURS IN
LEADERSHIP AND CIVIC STUDIES
AND ANOTHER SUBJECT

Wilson College of Leadership and Civic Engagement
March 28, 2024
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COMPLETING THE NEW PROGRAM PROPOSAL DOCUMENT

This New Program Proposal template is structured to correspond with the evaluation criteria outlined in McMaster’s Policies, Procedures and Guidelines: https://www.mcmaster.ca/policy/AdminAcad/AcadAdmin/AcademicProgramReview.pdf. For additional information, contacts or guidebooks, departments can visit the IQAP website https://mi.mcmaster.ca/iqap/ or email iqap@mcmaster.ca.

Please ensure that your department refers to the New Program Proposal Guidebook for clarification and further information on the types of evidence required and, where applicable, what resources are available to assist in retrieval or interpretation of the information required for this proposal.

CHECKLIST FOR NEW PROGRAM PROPOSALS

The following section indicates all the items that are required as part of a complete new program proposal package which includes all the necessary documents. Part I, II and III should be submitted as separate files to iqap@mcmaster.ca.

PART I: COMPLETE NEW PROGRAM PROPOSAL DOCUMENT

☐ Complete New Program Proposal Template
☐ Faculty CVs (can be submitted on CD or USB)
☐ Memorandum(s) of Understanding (Letters of Support) (if applicable)

PART II: RESOURCE IMPLICATIONS AND FINANCIAL VIABILITY

☐ Completed
☐ Approved

PART III: FEES MEMO

☐ Completed
☐ Approved
Chair’s Declaration of New Program Proposal Completeness:

I, Donald Abelson, Academic Director, have reviewed the New Program Proposal for Combined Honours BA in Leadership and Civic Studies and Another Subject and agree that it is complete and satisfies all of the requirements McMaster University’s Policy on Academic Program Development and Review.

Signature:

Dean’s Declaration of New Program Proposal Completeness:

I, Pamela Swett, Dean, Faculty of Humanities, have reviewed the New Program Proposal for Combined Honours BA in Leadership and Civic Studies and Another Subject and agree that it is complete and satisfies all of the requirements McMaster University’s Policy on Academic Program Development and Review.

Signature:

Dean’s Declaration of New Program Proposal Completeness:

I, Jeremiah Hurley, Dean, Faculty of Social Sciences have reviewed the New Program Proposal for Combined Honours BA in Leadership and Civic Studies and Another Subject and agree that it is complete and satisfies all of the requirements McMaster University’s Policy on Academic Program Development and Review.

Signature:
1 PROGRAM

1.1 PROGRAM DESCRIPTION

In an era characterized by profound social, economic, environmental, and political challenges, the role of universities is pivotal. Not only do they educate future leaders, activists, researchers, and innovators, but they provide, in classrooms, meeting spaces, outreach, and collaborations, models of citizenship and inclusion that foster strong, sustainable, diverse, and resilient civic cultures. To this end, Canadian universities are increasingly called upon to develop pedagogical practices emphasizing the importance of collaboration with local, regional, national, and international communities; the integration of education, research, creative and critical practice, and public engagement; and the provision of innovative, multi-disciplinary, accessible spaces where tomorrow's leaders can cultivate the ideas, capacities, and relationships to effect positive social change. At the same time, the challenges and dynamics of leadership itself are rapidly changing in the wake of shifting technological, social, and political realities. This calls for new questionings, understandings, and practices of leadership, a challenge that the proposed new program will meet with its innovative curriculum, cocurricular programming, community outreach, and pedagogical spaces.

By strategically combining the strengths and resources of the Faculties of Humanities and Social Sciences at McMaster, Wilson College's proposed new Combined Major in Leadership and Civic Studies and Another Subject (hereafter WCLCS) will provide the mentorship, resources, infrastructure, and connections with communities needed to foster and sustain a robust culture of civic leadership and inclusion in service of Canada and the larger world. This proposed new interfaculty program, unique to Canada, will integrate experiential learning, research, practical application, and public engagement to advance our understanding of how to foster inclusive, ethical, and sustainable civic cultures. An interdisciplinary approach to civic studies will combine historical, theoretical, and critical perspectives that harness humanistic and social scientific learning to study and practice diverse models of leadership in the civic realm. These outcomes will be pursued and reinforced through experiential learning opportunities, fostering the practical application of knowledge through a level IV community placement and capstone project, as well as through innovative cocurricular programming, public outreach, and other hands-on opportunities for problem-solving, innovation, and civic engagement.

Students in the WCLCS program will pursue a unique core curriculum centred on diverse models of leadership and civic engagement that utilizes experiential learning and spans all four levels of study. Complementing this core curriculum, students will choose from a list of already existing, program-related courses from various disciplines in the Humanities and Social Sciences. Combined with the core curriculum, these courses will provide a focused but contextualized grounding in leadership, ethics, justice, and civic engagement.

At level II, students will also declare a second discipline from the Social Sciences and Humanities to complete their Combined Major. This combination of a unique core curriculum with program-related courses and a second major will offer an integrated, structured educational path that also enables a considerable amount of diversity and
choice, allowing students to tailor their education according to their needs and interests while still maintaining a strong, cohesive foundation in leadership and civic studies.

**The Wilson College of Leadership and Civic Engagement**

WCLCS will be key programming for the newly formed Wilson College of Leadership and Civic Engagement (hereafter Wilson College), an institution made possible with the generous help, in 2022, of a $50 million gift by former university Chancellor Lynton “Red” Wilson (please see Appendix E for the Memoranda of Agreement of the formation of Wilson College). A joint initiative of the Faculties of Humanities and Social Sciences, Wilson College mobilizes interdisciplinary perspectives and methodologies in the only program in Canada that focuses exclusively on leadership and civic engagement. The proposed WCLCS degree will join an already developed minor in Leadership and Civic Studies, and forthcoming graduate programming, to offer innovative curriculum that provides the skills, knowledge, perspectives, and contextual understandings students need to address the complex social challenges facing Canada and the world. This aim will be furthered by Wilson College’s mobilization of diverse perspectives and expertise from multiple disciplines within the Faculties of Social Sciences and Humanities, as well as by an annual Visiting Fellows Program. It will be supported by a unique governance structure by which the college’s Academic Director and Internal Governing Board will collaborate with an External Director and External Advisory Council (described below in Section 3.2) to expand the impact of the college in Canadian civic and academic life, with a public scope ranging from the local to the international. Through its unique curriculum, cocurricular programming, and public outreach initiatives, Wilson College seeks to lead public conversations and offer a hub for the reinvigoration of participatory leadership cultures in Canada and abroad.

The college will pursue these outcomes through a pedagogical model that combines traditional research and teaching with experiential learning strategies, offering students diverse opportunities to meaningfully engage with the public, private, and community sectors in ways that enact social change for the public good. These strategies will include Wilson College’s robust cocurricular programming, which will put civic education into practice through such activities as Model United Nations competitions, policy hackathons, a Student Advisory Council, affinity groups, possible membership as Canada’s first Open Think Tank network site, and collaboration with existing units on campus such as the Office of Community Engagement. Further experiential learning opportunities will be provided by the college’s public outreach activities such as the Wilson Commentaries Annual Public Lecture Series, and Engagement Commons. The latter will be special events organized around specific themes that will bring together academics, students, and leaders from government, business, and community organizations, connecting academic and non-academic leaders across disciplinary and professional boundaries to address pressing societal concerns (for more about Engagement Commons please see Section 4.2.2). This cocurricular and outreach programming will enrich the education of all Wilson College students, as well as fostering a culture of participatory research, collaboration, and shared knowledge that will contribute to social health and well-being.
As a hub for the reinvigoration of leadership culture, the activities outlined above will be supported by a new Wilson College building, scheduled for completion in June of 2026. Centrally located on the Arts Quad between the Faculties of Humanities and Social Sciences, the building will house at least 75 residence spaces alongside a mix of learning and social spaces designed to foster collaboration, creativity, and connectivity in a dynamic living and learning community. The new building will provide the living and learning spaces for the proposed WCLCS program, as well as for the minor and planned graduate programming. It will also provide spaces and administrative resources for the college's cocurricular programming and outreach events. At the heart of the building, a central common area will allow students, teachers, and members of the public to meet, exchange ideas, and cultivate diverse knowledges, providing opportunities for transformative encounters and collaborations. Around this space will be further learning environments, meeting and event spaces, and offices. With guaranteed residence for all first year WCLCS students, the resources and relationships supported by the new college will be integral to providing students from diverse backgrounds with a sense of cohort and community that will foster their development as researchers and leaders.

1.2 PROPOSAL PREPARATION AND CONSULTATION PROCESS

The design of Wilson College and its programming was led by the Deans of Humanities and Social Sciences, Pamela Swett and Jeremiah Hurley, with guidance from President David Farrar and Provost Susan Tighe, other campus leaders such as Dean of Students and Associate Vice-President (Students and Learning), Sean Van Koughnett, and the Associate Deans, Undergraduate Studies in each of Humanities and Social Sciences, Sean Corner and Tracy Prowse, respectively, with Karen McGarry beginning her term as Associate Dean, Undergraduate Studies of Social Sciences as of July 1, 2023. After the public announcement of Mr. Wilson's transformative gift in September of 2022, Dean Swett and Dean Hurley began broader consultations within each of their faculties, including consultations with the Chairs and Directors of existing departments, schools, and programs and whole-Faculty meetings open to all faculty. Consultations were also held with educational developers at the MacPherson Institute for Leadership, Innovation and Excellence in Teaching. In November 2022, project staff were hired on a part-time basis to help develop Wilson College; Kathryn Denney started as Project Lead for the College and Pat Fraser commenced as the Project Coordinator with a focus on the undergraduate program development.

In December of 2022, a Curriculum Working Group was formed for the proposed WCLCS program with representatives from both faculties. The CWG was comprised of:

- Alpha Abebe, Assistant Professor, Communication Studies and Media Arts
- Todd Alway, Assistant Professor, Political Science
- Sean Corner, Associate Dean, Undergraduate Studies, Humanities
- Ken Cruikshank, Professor, History
Karen McGarry, Associate Dean, Undergraduate Studies, Social Sciences (after July 1, 2023)*

Tracy Prowse, Associate Dean, Undergraduate Studies, Social Sciences (to July 1, 2023)

In the same month, McMaster commissioned Academica Group, a research and consulting firm for higher education, to do a three-phase feasibility study that included an environmental scan, industry consultation, and learner consultation. In January 2023, a professional writer, Simon Orpana, was hired to help write the IQAP New Program Proposal in collaboration with the Curriculum Working Group and other personnel associated with the proposed program.

In early February 2023, President Farrar, Deans Swett and Hurley, and other campus leaders hosted a meeting with industry and community leaders to solicit feedback about Wilson College and to begin the process of assembling an External Advisory Council, which will act as a liaison between Wilson College and others in the public, private, and third sectors. On February 28th, 2023, representatives from all departments and programs in the Faculties of Social Sciences and Humanities were invited to a meeting hosted by educational developers from the MacPherson Institute. Also invited and present were representatives from The Office of Community Engagement, Student Affairs and Success Centre, student representatives from both the McMaster Social Sciences Society and the McMaster Humanities Society and a post-doctoral student from Humanities. The goal of this meeting was to collaboratively articulate the skills, knowledge, and aptitudes that every graduate of the WCLCS program will be expected to achieve. The ideas shared at this meeting provided the foundation for the Program Learning Outcomes developed by the Curriculum Working Group in further meetings. Further meetings were held with Rob Innes, Chair of Indigenous Studies, and Renata Hall, Manager of Inclusion and Anti-Racism Education at McMaster. In June 2023, the Curriculum Working Group began consultations with Mark Busser, Manager of Careers and Experiential Education in the Faculty of Social Science, Cristina Foley, Manager of Career and Experiential Programs in the Faculty of Humanities, and Cindy Schooley, Career Development Advisor in the Faculty of Social Sciences to develop strategies pertaining to the WCLCS program’s experiential components, such as the level IV capstone course placements. In July 2023, Sheena Jary, a Postdoctoral Fellow in the Office of the Vice Provost (Teaching and Learning), began working on developing the level I curriculum for the WCLCS program.

In early spring of 2023, McMaster retained RDH Architects in partnership with SZA Shoalts and Zabak for the planning phase of the new Wilson College building and began a feasibility study. In the summer of 2023, a feasibility study for the proposed new Wilson College building began with the business case/final option for the building to be approved by the Board of Governors in fall of 2023, with a targeted opening for summer 2026.

In October of 2023, Dr. Don Abelson, whose research explores the extent to which think tanks in Canada and the United States engage various stakeholders, started as the Academic Director of Wilson College and began contributing to the development of the WCLCS program and the larger college.

*Starting July 1st, 2023, the position of Associate Dean, Academic was renamed Associate Dean,
Undergraduate Studies at McMaster, though the duties of the role did not change. Prior to becoming Associate Dean, Undergraduate Studies for Social Sciences, on July 1st, 2023, Dr. McGarry was a member of the Curriculum Working Group as an Associate Professor of Anthropology.

1.3 CONSISTENCY WITH MCMaster’S MISSION AND ACADEMIC PLAN

The university’s mission statement is as follows:

> At McMaster, our purpose is the discovery, communication and preservation of knowledge. In our teaching, research, and scholarship, we are committed to creativity, innovation, and excellence. We value integrity, quality, inclusiveness and teamwork in everything we do. We inspire critical thinking, personal growth, and a passion for lifelong learning. We serve the social, cultural, and economic needs of our community and our society.¹

The proposed WCLCS program’s provision of interdisciplinary, experiential learning and research coupled with an emphasis on public engagement and inclusion will accord with the bold aspirations expressed in McMaster’s mission statement. The two faculties collaborating on this program each bring unique strengths in teaching, research, and resources that complement one another to uphold McMaster’s commitment to providing education that responds to the changing needs of communities, cultures, and nations. Addressing the complex challenges that face Canada and the world requires informed, innovative, critical, and creative thinkers, researchers, activists, and leaders. WCLCS students will benefit from an interdisciplinary education focused on leadership and public service within a broad, humanistic, and socially informed framework that affirms multiple perspectives and diverse ways of knowing. The proposed WCLCS program uses an interdisciplinary approach to examine the social, political, historical, and cultural contexts that underlie and help strengthen practices of community engagement, public service, and social innovation, while drawing critical attention to the barriers to civic engagement that many individuals, cultures, and groups have historically faced.

The mission of the Faculty of Social Sciences is to ask challenging questions, pursue understanding, and work with others to create a more sustainable, just society. With over 200 full- and part-time faculty and staff members researching and teaching in twelve departments and programs, the faculty pursues inclusive excellence in research, education, and service, on campus and beyond, by engaging with diverse peoples, perspectives, and ways of knowing. In realizing these goals, the faculty’s Strategic Plan 2021-2025 ² articulates five priority areas: interdisciplinarity; experiential learning and career guidance; equity, diversity, and Indigenous strategies; engagement with local and global communities; and operational excellence. Wilson College’s unique, interdisciplinary curriculum, experiential learning strategies, and inclusive, community-engaged orientation are in alignment with these priorities and will greatly contribute to the realization of the Faculty of Social Sciences’ core values and mission.

The Faculty of Humanities is a Canadian leader in research excellence and innovative teaching with a strong focus on care, a commitment to justice, and creative engagement with students and communities at the local, national, and international levels. Humanities
faculty, which include about 115 full-time professors across eight departments, contribute to a thriving community based on values of curiosity, diversity, integrity, rigour, and courage. The Strategic Plan for the Faculty of Humanities 2022-2025 articulates a shared vision of “inspiring sustainable futures through humanistic education, research, and the creative arts.”

In service to this vision, the faculty has pledged to support new and existing interdisciplinary degree programs both within the Faculty of Humanities and within other faculties at McMaster. The WCLCS program is in keeping with the Faculty of Humanities’ contemporary vision statement and contributes to a long and rich history of innovative cross-disciplinary collaborations such as the celebrated Arts & Science program and the Integrated Business and Humanities program.

1.3.1 McMaster’s Strategic Mandate Agreement

The proposed WCLCS program will advance McMaster’s core mission by offering activities and programming that integrate learning and knowledge in the four key areas of education, research, community-engagement, and service. More specifically, the new program addresses priorities articulated in McMaster’s Strategic Mandate Agreement (SMA):

A. Interdisciplinary Programming: The WCLCS program will be consistent with the priority identified in the SMA to expand McMaster’s ongoing commitment to providing interdisciplinary programming that promotes human and societal health and well-being. By combining resources from the Faculties of Humanities and Social Sciences, the WCLCS curriculum will enable students to develop and practice leadership knowledge and skills articulated within a broad humanistic and socially informed context. The robust set of analytical tools, perspectives, and methodologies fostered by the WCLCS program’s integrated, interdisciplinary curriculum, coupled with a second discipline students choose from the Humanities or Social Sciences, will provide graduates with the diversified skillsets and experience needed to address complex challenges facing Canada and the world.

B. Experiential Learning: Experiential learning teaches knowledge and skills through practical application by providing students opportunities for hands-on experiences in both the classroom, through practices such as guest talks and problem-based learning, and the larger world, through such practices as placements and other forms of involvement with workplaces and communities. The full integration of diverse forms of experiential learning across the WCLCS curriculum will reinforce McMaster’s longstanding commitment to offering engaging, innovative pedagogy.

C. Graduate Employment: WCLCS’ unique curriculum will contribute to McMaster’s high success rate in student employability. In September 2019, the QS World University Rankings: Graduate Employability Rankings placed McMaster 98th in the world and fourth in Canada. In the 2018 Ontario University Graduate Survey of McMaster graduates, 90.93% of graduates in full-time employment indicated that they were working in a field closely or somewhat related to the skills they learned at university (the Ontario average is 88%). The proposed WCLCS program’s strong focus on interdisciplinary, experiential, and community-engaged learning will produce
graduates well-positioned to contribute to Canada’s highly skilled workforce in the public, private, and third sectors.

1.3.2 McMaster’s Current Priorities
McMaster refreshed its vision statement in 2021, calling for:

*Impact, Ambition and Transformation through Excellence, Inclusion and Community: Advancing Human and Societal Health and Well-being* 7

Advancing societal health and well-being is the definitive goal of Wilson College and the WCLCS program. The proposed new curriculum is designed to equip students with the knowledges, capacities, and leadership skills needed to be engaged and successful global citizens. Community outreach and civic engagement are central to this mission. The WCLCS program and the college’s cocurricular programming and outreach will seek to lead public discussions by facilitating community, government, and industry consultation, and by providing opportunities for collaborative public discourse and debate across multiple venues and platforms. In pursuing these aims, the WCLCS program will help fulfill key priorities McMaster has identified in its SMA, EDI framework, mission, and vision statements:

A. **Interdisciplinarity**: Interdisciplinary learning is central to the vision of the WCLCS program. Students will have the opportunity to take courses from across disciplines in two faculties, providing a breadth of study to augment the core curriculum’s focus on leadership, ethics, justice, and civic engagement. This strong focus on interdisciplinarity is consistent with the priority articulated in the SMA, cited above. It is also in accord with McMaster’s 2019-2022 EDI Action Plan, which names “inclusivity and interdisciplinarity in curricula and scholarship” as one of six thematic areas for strategic action.8

B. **Inclusive Excellence**: Alongside interdisciplinarity, the 2019-2022 EDI Action Plan recognizes the key role that diversity of identity, background, and perspective play in cultivating creativity and innovation, and in sustaining inclusive and collegial learning environments. This includes increasing the representation of groups that have been historically under-represented or under-served in higher education, and removing biases and inequities that hinder participation in a robust and inclusive learning community. The policies, curriculum, and cocurricular programming of WCLCS will incorporate best practices regarding inclusive excellence. These practices range from state-of-the-art active classroom technologies that can accommodate a variety of learning styles and needs, to providing every student with a $1500 entrance scholarship, to a supplemental application component that will allow for factors beyond grade point average to be considered during the application process. An Advisory Committee of diverse students will meet regularly with the Academic Director of Wilson College to discuss the ideas and needs of students, and two student representatives will be part of the Internal Governing Board to ensure that students’ interests and voices are heard.
C. **Teaching and Learning**: McMaster seeks to advance human and societal health and well-being through skilled and innovative approaches to teaching and learning. The WCLCS program will address this priority both inside and outside the classroom with integrated experiential learning, community/societal engagement, and related programming. The WCLCS program’s core curriculum will be augmented and reinforced by its unique cocurricular programming and public outreach initiatives, providing valuable living, and learning opportunities that promote a cohesive culture of scholarship, collaboration, and civic engagement. This emphasis on enhancing learning through practical, real-world application builds upon McMaster’s reputation for developing hands-on approaches to education, such as the problem-based learning pioneered by McMaster’s medical school. Wilson College faculty and staff will work closely with McMaster’s MacPherson Institute to ensure that the college is at the forefront of curriculum design, learning strategies, and integrating innovative technologies into the classroom.

D. **Research and Scholarship**: Affiliated faculty and students will pursue research and scholarship in leadership and civic studies with the aim of positioning Wilson College as a thought leader in both academia and the broader community. One way this will be accomplished is through the WCLCS program’s living and learning programming, as informed by the college’s External Advisory Council in collaboration with the Academic Director and Internal Governing Board. WCLCS students will participate in public talks and debates, and town-hall style meetings regarding key issues affecting local, national, and global communities. The college will also host periodic Engagement Commons (Please see Section 4.2.2 for a description of these). With both in-person and online components, such events will create accessible, collaborative spaces that will inform and promote the community-engaged work done at the college. Wilson College’s architecture will be designed to reinforce these priorities by including technologically augmented shared spaces where faculty, students, and guests can meet and collaborate. Large venues, such as a theatre and a central hub space, which are planned to accommodate 150 people each, will help facilitate these kinds of events.

E. **Operational Excellence**: The design of Wilson College’s governance and administration, detailed in Section 3.1 below, will facilitate operational excellence. College staff will work closely with existing faculty-specific staff to ensure the responsiveness and effectiveness of the WCLCS curriculum and programming. An Internal Governing Board chaired by the Deans of Humanities and Social Sciences will include faculty and student representatives from the two faculties, as well as one Dean representative from outside the two governing faculties. An Academic Director will manage the college and oversee the WCLCS program. In October 2023, Dr. Don Abelson started in this vital role. Dr. Abelson is an award-winning educator whose work focuses on understanding how think tanks engage various stakeholders to shape public opinion and policy in North America. Dr. Abelson, who has served as Director of the Brian Mulroney Institute of Government at St. Francis Xavier University, will draw upon an extensive network of researchers and community connections to foster profitable relationships with the public, private, and community sectors for the college and its students. (Please see Appendix D for Dr. Abelson’s full CV.) There will also be an External Director, envisioned as a high-profile non-
academic, who will be appointed to a part-time role for a multi-year term, and whose prime responsibility will be to Chair the Wilson College External Advisory Council. Under the guidance of the AD and IGB, this council, comprising of diverse leaders external to McMaster, will act as a liaison between Wilson College and others in the public, private, and community sectors. As a joint initiative of the Humanities and Social Sciences administratively housed in Humanities, Wilson College will support three new faculty hires and a Visiting Fellow program, as well as the Academic Director. The college will be supported by a full staff complement. (Please see Section 3.1 for a full breakdown of the college’s governmental and support structure.)

F. Civic University: With its interdisciplinary and experientially oriented curriculum, community collaborations, and public outreach, the WCLCS program is an exemplar of that to which McMaster aspires as a Civic University. Centrally located amidst the Faculties of Social Sciences and Humanities, the new college building housing the WCLCS program will provide an important educational and social space that embodies the values, priorities, and aspirations of McMaster as an institution committed to societal and civic flourishing. With guaranteed residence spaces for all first-year students, and through the college’s robust living and learning cocurricular components, WCLCS students will be engaged contributors to the college's culture. By combining leading academic research with community-informed modes of practice and collaboration, the WCLCS program will be embedded in the social fabric of McMaster and the larger community as a space of learning, exploration, cooperation, and inclusive problem-solving.

1.3.3 References
3. Faculty of Humanities Strategic Plan. Mcmaster.ca. From https://www.humanities.mcmaster.ca/about-the-faculty-of-humanities/strategic-plan/
5. Ibid. Pg. 9.
6. Ibid.

1.4 PROGRAM LEARNING OUTCOMES
By the end of the program, students will be able to:

1. Identify and critique diverse models of leadership in their application to a range of
2. Articulate how social inequality and other forms of injustice and oppression are (re)produced, resisted, and addressed.

3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility.

4. Articulate a complex understanding of different perspectives and negotiate shared understandings and goals based on these differences.

5. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.

6. Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts.

7. Effectively communicate with diverse audiences using multiple engagement strategies, technologies, tools, and formats.

8. Critically analyse social issues from interdisciplinary, historical, and theoretical perspectives to inform our understanding of public decision-making and policy development.

1.5 CONSISTENCY WITH DEGREE LEVEL EXPECTATIONS

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<thead>
<tr>
<th>1. Depth and Breadth of Knowledge</th>
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1. Identify and critique diverse models of leadership in their application to a range of local and global social problems.

2. Knowledge of Methodologies

2. Articulate how social inequality and other forms of injustice and oppression are (re)produced, resisted, and addressed.

3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility.

4. Articulate a complex understanding of different perspectives and negotiate shared understandings and goals based on these differences.

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8. Critically analyse social issues from interdisciplinary, historical, and theoretical perspectives to inform our understanding of public decision-making and policy development.

3. Application of Knowledge

1. Identify and critique diverse models of leadership in their application to a range of local and global social problems.

4. Communication Skills

1. Identify and critique diverse models of leadership in their application to a range of local and global social problems.
2. Articulate how social inequality and other forms of injustice and oppression are (re)produced, resisted, and addressed.
3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility.
4. Articulate a complex understanding of different perspectives and negotiate shared understandings and goals based on these differences.
5. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.
6. Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts.
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8. Critically analyse social issues from interdisciplinary, historical, and theoretical perspectives to inform our understanding of public decision-making and policy development.

| Identify and critique diverse models of leadership in their application to a range of local and global social problems. | 5. Awareness of Limits of Knowledge |
| Articulate how social inequality and other forms of injustice and oppression are (re)produced, resisted, and addressed. | |
| Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility. | |
| Articulate a complex understanding of different perspectives and negotiate shared understandings and goals based on these differences. | |
| Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim. | |
| Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts. | |
| Critically analyse social issues from interdisciplinary, historical, and theoretical perspectives to inform our understanding of public decision-making and policy development. | |

| Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility. | 6. Autonomy and Professional Capacity |
| Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim. | |
| Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts. | |
1.6 DEMAND FOR PROGRAM

1.6.1 Evidence of Societal/Labour Market Need

Addressing such challenges as the climate crisis, rapid technological and economic innovation, mounting inequality and ongoing legacies of colonialism, discrimination, and exploitation requires leaders who are critically, socially, and historically informed, ethically engaged, and passionately involved. The proposed WCLCS program will equip students with the knowledge, skills, resources, and mentorship needed to address these and other challenges facing communities, nations, and the planet. The college’s core curriculum will provide a grounding in diverse leadership practices examined through interdisciplinary perspectives, providing students with a firm foundation in the historical, political, ethical, and social dimensions of civil society and democratic practice. A wide array of program-related course offerings chosen from across the Social Sciences and Humanities to facilitate breadth of knowledge will further contextualize students’ understandings of participatory democracy, civic engagement, societal challenges, and ethical community stewardship. With mounting political, economic, and environmental crises posing critical threats to social cohesion in many communities, Wilson College’s curriculum will allow students to assess the history and effectiveness of diverse leadership practices, while adapting and developing new theories and modes of civic engagement.

In this challenging work, students will benefit from a dynamic living and learning environment that emphasizes experiential learning, civic engagement, and collaborative problem-solving. The experiential components threaded through all four levels of the WCLCS program will provide invaluable opportunities for practical application and life experience, as students develop skills, knowledge, and best practices by engaging with key issues facing contemporary communities and nations. On-campus living in the newly built Wilson College Residence, guaranteed to all first-year students, will offer students a valuable sense of cohort and community. The building is scheduled for completion in 2026, so the first cohort of Wilson College students, in 2025-2026, will be guaranteed housing, as a group, in an existing residence. A cohort experience will be further fostered by special events, volunteer projects, and other opportunities for civic engagement and professional development afforded by the college’s uniquely integrated spaces. The college’s supportive and dynamic learning environment will help students cultivate the confidence, inquisitiveness, and sense of community needed to address contemporary and future leadership challenges.

The WCLCS program’s unique curriculum coupled with the college’s living and learning environment will provide the skills, knowledge, resources, and relationships graduates need to pursue a wide range of careers in the public, private, and community sectors. Graduates of the college will be well-positioned for managerial work in such fields as civil service, public administration, policy research and analysis, community development, international agencies, social advocacy and lobbying, urban planning, messaging strategies and public relations. A broad, contextual knowledge base coupled with agile communication skills and critical grounding in theories and practices of leadership will also provide strong foundations for careers in the culture industry, such as journalism and creative project management, and for administrative roles in higher education.
The World Economic Forum’s *Future of Jobs Report* (May 2023), which surveyed 803 companies across 27 industry clusters and 45 economies from all world regions, identified the top ten skills for workers in 2023.¹ In keeping with already established labour trends, the report named analytical thinking and creative thinking as the top two core skills required by the contemporary labour landscape. Wilson College’s integration of Social Sciences and Humanities perspectives in its core curriculum will ensure that graduates have strong critical thinking and creative problem-solving skills that will be applicable to a wide variety of contemporary career paths. Significantly, the *Future of Jobs* ranked “leadership and social influence” ninth in the list of core skills most important for workers, marking 2023 as the first time this skillset has entered the top ten core skills. “Empathy and active listening” also entered the top ten for the first time, ranking as the eighth most important core skillset for contemporary workers. Furthermore, the report found that skills such as leadership, empathy, and active listening, while rapidly increasing in importance, are not always reflected in corporate upskilling strategies, indicating that Wilson College graduates with a strong background in these areas will be well-positioned to respond to emergent labour trends.² WCLCS’s curriculum and Program Learning Outcomes place emphasis on developing leadership qualities that include the nuanced understanding of multiple perspectives, creative, collaborative problem-solving, attentiveness to the complex needs and inputs of multiple stakeholders, as well as self-reflexivity and epistemic humility. These capacities, coupled with strong analytical understandings of social histories and contexts, will equip WCLCS graduates with flexible skills that address the changing labour needs of a complex and unpredictable world.

Alongside a specific focus on leadership and civic engagement, the WCLCS’ interdisciplinary scope will prepare students for a rapidly shifting contemporary labour landscape where employers increasingly seek candidates whose capacities cut across disciplinary majors, with core skills such as critical thinking, skillful communication, and complex problem solving often being weighted higher than a particular undergraduate major.³ Wilson College’s Program Learning Outcomes will ensure that all graduates possess practical, transferrable skills such as critical thinking, clear and agile communication, collaborative and creative problem-solving, personal reflexivity and sensitivity to broad social and historical contexts. On average, more than a quarter of skills requested in job postings, even in technical careers such as information technology, healthcare, and engineering, are “baseline skills,” with writing, communication, and organizational skills reported as in demand across nearly every sector.⁴ A WCLCS degree is designed to foster these crucial transferrable skills through coursework, community engagement, and experiential learning opportunities within and beyond the classroom. Facing a labour market where employers give increasing weight to holistic, transferrable aptitudes beyond credentials, graduates of WCLCS will have the practical experience, ethical awareness, and broad, critical knowledges and skills they need to engage with the world as adaptable, creative leaders and inquisitive, informed human beings.

The Academica Group’s labour scan commissioned by McMaster identified three common trends that emerged out of interviews with eight different employers and professionals from diverse sectors:

- **Inclusive and Rights-Based Planning Frameworks**: Organizations across sectors are recognizing the importance of addressing social injustices, developing capacities, and integrating equitable practices into leadership and planning processes. This trend is
driven by an increasing recognition of the need to address factors like intersectionality, reconciliation, and the effects of climate change within organizations and the communities they serve. The proposed WCLCS program’s focus on diverse, collaborative approaches to leadership with critical attention to ethics, rights, Indigeneity, and addressing legacies of colonialism, patriarchy, and exploitation will provide students with a solid grounding in principles and practices of social justice. WCLCS graduates' social awareness and equitable leadership skills will be valuable to employers seeking to address these issues.

- **Modernization and Skill Shift for Critical Demand:** This trend involves updating systems, processes, and policies in various sectors to meet rapidly evolving needs in the post-pandemic landscape. For example, regional chambers of commerce are experiencing a shift in skill demands, which include community building, strategic planning, and policy expertise alongside traditional networking skills. Governments increasingly seek to hire skilled staff with diverse backgrounds to address critical role shortages, reflecting a modernization of hiring practices and a valuing of diverse skillsets and experiences. WCLCS graduates will have strong, diversified skillsets to tackle contemporary challenges related to governance, policy, social cohesion, and leadership. These aptitudes will be coupled with a joint Humanities or Social Sciences major, positioning graduates to become qualified leaders in diverse fields of their choosing.

- **Digital Transformations and Technological Advancements:** The emergence of multi-channel platforms like TikTok and Twitter/X have fragmented traditional sources of information, requiring organizations to navigate various platforms and adapt their communication strategies. Government and industry face a gap between service expectations and technical capabilities, with outdated technology and a lack of technical skills hindering efficient service delivery. Embracing digital tools, platforms, and practices has become crucial for organizations and governments to stay relevant and meet changing expectations. The WCLCS curriculum is designed to provide students with the skills, confidence, and supports they need to develop as effective leaders who can communicate with diverse publics via multiple formats. The core curriculum will provide scaffolded opportunities for students to practice these skills, leading to a level IV capstone project that will include communicating research and findings with instructors, peers, stakeholders, and members of the public. The interpretive and communicative skills that students acquire in the WCLCS program will provide flexible, transferrable aptitudes that are highly valued by contemporary employers.

Wilson College graduates will be prepared for a wide range of occupations. Table 1 shows suitable job openings for WCLCS graduates in Ontario based on National Occupation Classification (NOC) system data gathered from the Ontario government’s analysis of labour markets. “Total Openings” indicate jobs available in late April 2023. “Projected Change” and “Outlook” indicate a 2021-2025 projection based on the Ontario Ministry of Labour’s data.

**Table 1. Growth rate and total openings in Ontario**
<table>
<thead>
<tr>
<th>Public &amp; Not-for-Profit Sector</th>
<th>Total Openings</th>
<th>Projected Change</th>
<th>Outlook</th>
</tr>
</thead>
<tbody>
<tr>
<td>40030 – Managers in social, community and correctional services</td>
<td>3,100</td>
<td>11.1% - 12%</td>
<td>Above Average</td>
</tr>
<tr>
<td>41403 – Social policy researchers, consultants, and program officers</td>
<td>2,300</td>
<td>6.1% -7%</td>
<td>Below Average</td>
</tr>
<tr>
<td>41407 – Program officers unique to government</td>
<td>1000</td>
<td>3.1%-4%</td>
<td>Below Average</td>
</tr>
<tr>
<td>40010 – Government managers – health and social policy development and program administration</td>
<td>600</td>
<td>4.1% - 5%</td>
<td>Average</td>
</tr>
<tr>
<td>40011 – Government managers – economic analysis, policy development and program administration</td>
<td>600</td>
<td>3.1%-4%</td>
<td>Average</td>
</tr>
<tr>
<td>40020 – Administrators – post-secondary education and vocational training</td>
<td>1000</td>
<td>&lt; 0%</td>
<td>Average</td>
</tr>
<tr>
<td>Private Sector</td>
<td>Total Openings</td>
<td>Projected Change</td>
<td>Outlook</td>
</tr>
<tr>
<td>11201 – Professional occupations in business management</td>
<td>10,200</td>
<td>13.1%-14%</td>
<td>Above Average</td>
</tr>
<tr>
<td>51110 - Editors</td>
<td>1,800</td>
<td>16.1%-17%</td>
<td>Average</td>
</tr>
<tr>
<td>50011 – Managers – publishing, motion pictures, broadcasting and performing arts</td>
<td>1,100</td>
<td>19.1%-20%</td>
<td>Above Average</td>
</tr>
<tr>
<td>21202 – Urban land use planners</td>
<td>1000</td>
<td>12.1%-13%</td>
<td>Average</td>
</tr>
</tbody>
</table>

*The information presented in this chart is from the Ontario Ministry of Labour’s analysis of labour markets: [https://www.services.labour.gov.on.ca/labourmarket-ui/search#occupation-search](https://www.services.labour.gov.on.ca/labourmarket-ui/search#occupation-search)

The above table indicates the wide range of fields for which the WCLCS program, with its combination of the Humanities and Social Sciences, will prepare graduates. While cuts to public services across Canada in the wake of the COVID-19 pandemic might lead to further privatization and reduce the supply of mid-skilled public service jobs, the Ontario Government’s NOC data suggests that the need for managers in social services, community services, and government will remain steady. Furthermore, a recent RBC report argues that in the face of climate change, skills in effective collaboration between businesses, government,
and other organizations are vital for Canada's transition to Net Zero, as are skills to tackle chronic, systemic problems of many kinds. In the face of such challenges, the Public Policy Forum has even suggested that one essential skill in terms of policy development and implementation will be the ability to operate within a landscape of chronic uncertainty. Developed with these kinds of challenges in mind, WCLCS' curriculum is designed to provide students the resources, supports, flexibility of skills, and relationships they need to foster agile, collaborative, and informed modes of decision making and leadership.

In a study spanning from April 2018 to February 2023, the Academica Group’s Labour Market Analysis commissioned by McMaster found strong growth trends in job postings suitable for WCLCS graduates. Academica primarily used Lightcast Occupational Taxonomy (LOT) data to assemble a list of relevant job postings that has a more granular specificity than the categories used in the NOC data presented above. Using LOT, the Academica report examined the following occupations to gather data on job postings suitable to Wilson College graduates:

- Board Member
- City/Town Manager
- Community/Political Organizer
- Community Planner
- Director of Government Affairs
- Economic/Social Policy Analyst
- Economic and Workforce Development Program Director (Public Sector)
- Education and Social Policy Program Director (Public Sector)
- Education Policy Analyst
- Governor
- Grants/Manager/Administrator
- Legislative Policy Analyst
- Legislative Staffer
- Legislator
- Mayor
- Non-Profit Executive Director
- Policy Analyst
- Program Officer
- Public Administrator (General)
- Public Affairs Director
- Public Affairs Manager
- Public Information Director
- Survey Researcher

This list focuses primarily on the public and third sector and omits occupations in business management and cultural industries, but still indicates a steady growth trend in a specific subset of jobs that WCLCS graduates will be qualified to pursue. Figure 1 shows the number of monthly relevant job postings the Academica report found from March 2018 to February 2023. Relevant monthly postings fluctuated within a range of about 30 jobs each year, with a dip during 2020 followed by an overall rise throughout 2021 and the first half of 2022, with normal fluctuation since then.
Figure 2 shows the annual job postings identified by Academica in the 12 months prior to each February within that same five-year period. When considered on this larger scale without the monthly fluctuations, the trendline indicates the same dip in the middle of the five-year period (with the lowest yearly total of 327 jobs in February of 2021) but implies strong growth in both 2022 and 2023. By February 2023, the yearly total of relevant job postings reached 735, a 55% increase over the previous year.

Figure 3 demonstrates the top job titles used among Academica’s data of relevant postings, with Program Officer (51 postings) and Policy Analyst (35) each being more than twice as prevalent as the next most common title, Community Outreach Coordinator (17). Beyond general policy, other Analyst roles among the top 15 include Medical Policy Analysts (7 jobs), MDM Analysts (7), and International Policy Analysts (6). As with identified occupations, the low consistency of job titles in Academica’s data indicates a wide variety of opportunities among the relevant postings.
1.6.2 Evidence of Student Demand

Understanding and responding to the challenges posed by a complex and changing world requires an interdisciplinary approach that the proposed WCLCS program, with its combination of humanities and social sciences pedagogies, is designed to provide. The program's intensive focus on leadership, democratic practice, and civic service coupled with the breadth of knowledge, methodologies, and perspectives offered by its interdisciplinary curriculum will appeal to students who desire to effect positive change in their communities and the larger world. A combined social sciences and humanities approach to questions posed within the realms of civics, governance, policy, human rights, and social justice will be unique in Canada and will allow students interested in developing leadership skills in community-engaged contexts to couple this training with a second discipline of their choice. Integrated experiential learning opportunities will provide valuable hands-on expertise and help reinforce transferable, flexible skills in communication, collaboration, critical thinking, and creative problem-solving that will enable students to thrive as leaders and innovators in their careers and civic life.

As part of the feasibility study commissioned by McMaster, the Academica group conducted a survey of 106 high school students between 16 and 19 years of age and from diverse backgrounds that align well with the student body the program seeks to attract. Many respondents (53%) were in McMaster’s immediate catchment and most (90%) were from Ontario. 92% reported their overall grade from the 2022-23 school year as being in the 80-100% range, indicating that respondents tended to be the kind of highly motivated students the WCLCS program hopes to attract. 3% of respondents were international students, 7% identified as First Nations, Métis, or Inuit, and 44% identified as from a background other than Caucasian. 69% of respondents identified as women, 19% as men, 9% as non-binary, and 3% preferred not to answer. Respondents were given a description of the WCLCS program that included examples of courses from the core curriculum and skills students would possess upon graduating. 76% of respondents reported being at least moderately interested in applying to the program, with the following breakdown: 17% extremely interested; 21% very interested; 38% moderately interested. Only 3% of respondents were not at all interested, and 4% did not know. Top reasons for interest in the program included placement opportunities (49%), passion for the area of study (41%), and relevance of the program to their planned career (40%). Other reasons for interest included the joint degree (35%), and civic engagement opportunities (34%).
Respondents also liked the program’s making them feel part of a community (24%) and the chance to do a leadership capstone project (24%).

The enrolment numbers of the programs Academica studied for its competitor review have been summarized between 2016 and 2020, below (Table 2). From 2016 to 2017 there is a sizable increase in total applications, due in part to the launch of the Human Rights and Social Justice program at Carleton in 2017 (which in 2016 was called Human Rights Studies). The last two years in the data set (2019, 2020) saw slight decreases in total applications.

Table 2. Total Applications by competitor programs [2]

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Name</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algoma</td>
<td>Community Economic and Social Development</td>
<td>21</td>
<td>27</td>
<td>25</td>
<td>53</td>
<td>20</td>
</tr>
<tr>
<td>Carleton</td>
<td>Human Rights and Social Justice</td>
<td>78</td>
<td>162</td>
<td>138</td>
<td>131</td>
<td>108</td>
</tr>
<tr>
<td>Huron</td>
<td>Governance, Leadership &amp; Ethics</td>
<td>0</td>
<td>0</td>
<td>35</td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td>Saint Paul</td>
<td>Ethics and Contemporary Social Issues</td>
<td>11</td>
<td>11</td>
<td>6</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Wilfrid Laurier</td>
<td>Human Rights and Human Diversity</td>
<td>159</td>
<td>191</td>
<td>187</td>
<td>134</td>
<td>120</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>269</td>
<td>391</td>
<td>391</td>
<td>367</td>
<td>319</td>
</tr>
</tbody>
</table>

[2] This data represents total applications, not unique applicants. There may be duplicates in the data by virtue of it using anonymized application records, and because students commonly apply to multiple universities.

Total registrations in similar programs have had considerable fluctuation over the period studied, with Huron’s program increasing in size while registrations at other institutions have decreased (Table 3). The ratio of applications per registration increased steadily from 2017 to 2018 before dropping in 2019 and then rebounding in 2020. Overall, the applications per registration ratio indicates that there is healthy demand for these programs in Ontario.

Table 3. Total registration by competitor programs
<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Name</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algoma</td>
<td>Community Economic and Social Development</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Carleton</td>
<td>Human Rights and Social Justice</td>
<td>14</td>
<td>30</td>
<td>18</td>
<td>25</td>
<td>14</td>
</tr>
<tr>
<td>Huron</td>
<td>Governance, Leadership &amp; Ethics</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Saint Paul</td>
<td>Ethics and Contemporary Social Issues</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Wilfrid Laurier</td>
<td>Human Rights and Human Diversity</td>
<td>12</td>
<td>17</td>
<td>8</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>33</td>
<td>55</td>
<td>34</td>
<td>57</td>
<td>34</td>
</tr>
<tr>
<td><strong>Ratio of Applications to Registrations</strong></td>
<td></td>
<td>8.1:1</td>
<td>7.1:1</td>
<td>11.5:1</td>
<td>6.4:1</td>
<td>9.4:1</td>
</tr>
</tbody>
</table>

The WCLCS program will appeal to students seeking a structured and integrated, but individualized, hands-on education in leadership and governance pursued alongside another social sciences or humanities degree of their choosing, supported by Wilson College’s unique cohort experience and cocurricular programming. This combined degree will prepare students for diverse employment in the public and private sectors as well as preparing them for graduate school, should they choose this route. Students will develop specialized skills in policy analysis and development, public administration, and the history and practice of democratic governance and institutions. They will gain crucial flexible skills in communication, critical thinking, research, project management, planning, writing, and collaborative problem-solving; skills that are highly valued by contemporary employers. This skillset will be combined, reinforced, and augmented with capacities specific to a graduate’s second major, tailoring students’ education to fit their ambitions and making a WCLCS degree applicable to a wide array of professional fields.

1.6.3 Justifiable Duplication
While there are several university programs in McMaster’s catchment and further afield that offer interdisciplinary and experiential leadership programs or components, we feel that the proposed WCLCS program is unique in its integrated curricular focus on leadership, governance, and ethics across all four levels of study; its mobilization of expertise and resources from two faculties in a major research university; the integration of student engagement with communities and professions outside McMaster through cocurricular and outreach programming; and a physical and institutional infrastructure supporting a robust community experience for large cohorts of students.
Speaking to this last point, the proposed WCLCS program will be larger than any comparable program in Canada, and possible in North America. As outlined in Section 2.2 below, the targeted, steady-state enrollment for the WCLCS program is seventy-five students per year, which is much higher than that of the competitor programs listed in the previous section. We have set this target with the confidence that McMaster’s reputation as an internationally recognized research institution with a history of developing interdisciplinary programs that utilize innovative, experiential teaching methods will foster strong demand for the proposed program. WCLCS students will contribute to a diverse population of 35,000 students and will benefit from many opportunities for activity and engagement that an institution of this size can provide. On campus, WCLCS students could volunteer for such initiatives as the Student Success Centre’s Peer Leader Program or Student Open Circles, with many more volunteer opportunities available off-campus. McMaster is well connected to the City of Hamilton through such institutions as the Office of Community Engagement, the Centre for Community Engaged Narrative Arts, and CityLAB. McMaster also has a longstanding relationship with the Six Nations of the Grand River. At the international level, WCLCS students will have opportunities to study abroad with leading universities around the world through the McMaster Exchange Program. The college’s own experiential education advisory staff will also be available to facilitate the level IV capstone placements, support spring/summer internships, and foster other opportunities for community-engaged learning. All these elements make McMaster the right place for a program of this size.

It must be noted that several universities in McMaster’s catchment offer leadership programs as part of their business schools, with a good example being the Ivey Business School’s Leadership Program at Western University. While these tend to focus on leadership within organizations, they are often positioned as providing training for professionals already working in different fields. This is reflected in curriculum that specifically focuses on organizational leadership strategies, and in high tuition costs aimed at already-established professionals. The orientation of the proposed WCLCS program, and the college that will support it, is quite different from that of business school leadership offerings, which Wilson College does attempt to replicate or compete with in any way. The WCLCS program’s interdisciplinary humanities and social sciences approach will contextualize leadership and governance within a broad, liberal arts framework that is different from most business leadership programs. The program’s curriculum and intake practices (described in Sections 2 and 3, below) are designed to appeal to, and accommodate, students with a diverse range of backgrounds, interests, and ambitions. Because the WCLCS program’s interdisciplinary, integrated, and accessible focus on leadership and civic engagement pursued within a broad, humanistic and socially scientific context differs greatly from business school leadership programs, we did not include any such programs in our overview of competitor programs.

**REVIEWED PROGRAMS**

The Competitor Review commissioned by McMaster from Academica examined seven comparable programs. Five of these are in Ontario, one is in New Brunswick, and one is in Massachusetts:

- Bachelor of Science in Civic Studies (Co-Major) at Tufts University
• Bachelor of Arts in Governance, Leadership and Ethics at Huron University College (affiliated with Western University)
• Bachelor of Arts in Human Rights and Human Diversity (Leadership Option) at Wilfrid Laurier University
• Bachelor of Arts in Community Economic and Social Development (Social Justice specialization) at Algoma University
• Bachelor of Arts in Human Rights and Social Justice at Carlton University
• Bachelor of Arts in Ethics and Contemporary Social Issues at Saint Paul University (Affiliated with the University of Ottawa)
• Bachelor of Philosophy in Interdisciplinary Leadership at the University of New Brunswick

Table 4. Campus location and program title of competitor programs

<table>
<thead>
<tr>
<th>Institution</th>
<th>Campus Location</th>
<th>Program Title</th>
<th>Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tufts University</td>
<td>Medford, MA, USA</td>
<td>Civic Studies (Co-Major)</td>
<td>Bachelor of Science</td>
</tr>
<tr>
<td>Huron University College</td>
<td>London, ON</td>
<td>Governance, Leadership &amp; Ethics</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>Wilfrid Laurier University</td>
<td>Waterloo, ON</td>
<td>Human Rights and Human Diversity (Leadership Option)</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>Algoma University</td>
<td>Sault Ste. Marie, ON; Brampton, ON</td>
<td>Community Economic and Social Development (Social Justice Specialization)</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>Carleton University</td>
<td>Ottawa, ON</td>
<td>Human Rights and Social Justice</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>Saint Paul University</td>
<td>Ottawa, ON</td>
<td>Ethics and Contemporary Social Issues</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>University of New Brunswick</td>
<td>Fredericton, NB</td>
<td>Interdisciplinary Leadership Studies</td>
<td>Bachelor of Philosophy</td>
</tr>
</tbody>
</table>

In McMaster’s immediate catchment, Huron University College’s BA in Governance, Leadership and Ethics (hereafter GLE) is a multidisciplinary program offered jointly by the departments of History, Philosophy, Political Science, and Management and Organization Studies. This program integrates teaching, research, and community-based learning with the analysis of
organizational behaviour, public policy, civic engagement, and social responsibility in decision-making. In contrast to WCLCS' first-year entry, students enter GLE in year two by taking three core courses. They then choose elective credits from three groupings of courses, leading up to a fourth-year capstone. GLE can be combined with a minor, major or specialization from any other Huron program, as well as many programs offered at Western and the affiliated King's College.

Though GLE is comparable to WCLCS' proposed curriculum in its interdisciplinary scope and focus on leadership, governance, and civic engagement, as well as in its integration of community-informed learning opportunities, GLE has core curriculum only at level II. In contrast, WCLCS students will take 27 units of compulsory core courses distributed throughout all four levels of study, thus ensuring a shared, experiential learning foundation that fosters a cohesive sense of cohort and community for WCLCS students while building knowledge, confidence, and skills in preparation for their fourth-year capstone project. This integrated core curriculum, combined with the WCLCS program’s cohort experience and supported by the physical, administrative, and educational resources of Wilson College, will provide a unique program that will be attractive to diverse groups of students. Furthermore, though it is affiliated with Western, Huron University College maintains significant autonomy, offering its students an experience that is distinguished from Western’s larger campus. WCLCS students, in contrast, will live and study on campus in a newly built facility located centrally to the Faculties of Social Sciences and Humanities. McMaster’s position as a large, research-intensive institution will ensure that WCLCS students are able to access a wide array of resources, faculty, spaces, and student supports, and that their educational journeys are embedded within, and an integral part of, McMaster’s pursuit of pedagogical and research excellence.

A second institution within McMaster’s catchment, Wilfrid Laurier University, has several leadership components available to students at the minor, option, and certificate levels. While none of these are similar to the WCLCS program in scope or scale on their own, a Leadership Option combined with Laurier’s Human Rights and Human Diversity degree does combine elements similar to the WCLCS program. Like WCLCS, students in the HRHD (Leadership Option) have scaffolded, core curriculum at all four levels of study, though this amounts to the equivalent of 9 (McMaster) units in total versus 27 units of core curriculum for WCLCS. Furthermore, Laurier’s HRHD (Leadership Option) is not a distinct program with integrated leadership, ethics, and governance components, but rather a combination of the HRHD program with an Option in Leadership that can be taken by any Laurier student. WCLCS, in contrast, integrates leadership, justice, human rights, ethics and citizenship into a robust core curriculum at all four levels of study, thus providing students with an integrated, scaffolded educational path that is shared with a distinct cohort. In terms of program size and resources, Laurier’s enrollment in HRHD, averaging 11 students per year between 2016 and 2020, is also considerably smaller than the WCLCS program’s projected steady-state enrollment. The unique living/learning opportunities offered by Wilson College will further position the WCLCS program as desirable to students seeking to pursue the integrated study and practice of leadership, ethics, democratic citizenship, justice, and human rights.

Laurier offers several certificates that incorporate leadership elements, such as the Certificate in Non-Profit Career Foundations, which can be combined with any Honours BA or Combined Honours BA. Students pursuing this certificate in combination with the HRHD program learn
about human rights and diversity alongside practical leadership, advocacy, and communication skills. As certificates that students can combine with any other Laurier BA, however, such curricula are quite different from the WCLCS program's specific, integrated, and sustained focus on leadership, governance, ethics, and engagement. Furthermore, the focus of the Non-Profit Career Foundations certificate is on the third sector. Alongside initiatives such as an Experiential Certificate in the Social and Non-Profit Sector, such offerings are aimed at students who are pursuing careers in social work and not-for-profit organizations. In contrast, the WCLCS program's emphasis on governance and citizenship provides a broad focus on the knowledge and skills students can use to pursue leadership roles in a wide array of careers and areas, including government, the culture industries, and business. These differences in curriculum scope, integration, and application, alongside the unique living and learning resources Wilson College will provide, distinguishes the WCLCS program from this and other certificates offered by Laurier that incorporate leadership elements.  

Outside of McMaster's immediate catchment, Carleton University in Ottawa offers a General, Honours and Combined Honours program in Human Rights and Social Justice. This program draws from the Social Sciences and Humanities to advance an interdisciplinary understanding of Human Rights and Social Justice. In relation to WCLCS, HRSJ is comparable to Laurier's HRHD program described above in that both Laurier and Carleton's programs focus on human rights, while WCLCS incorporates justice and human rights into a focus on leadership, ethics, and democratic governance. HRSJ's enrolment is the highest of the Canadian competitor programs reviewed for this report: an average of 18 students per year between 2016 and 2020. 

Another program outside McMaster's immediate catchment is Saint-Paul University's Honours BA in Ethics and Contemporary Social Issues (affiliated with the University of Ottawa). ECS offers core curriculum at all four levels of study leading to a fourth-year research project, as well as student internships in the public service and/or non-governmental organizations. With a strong focus on ethics, ECS bears similarity to elements of the proposed WCLCS curriculum. However, ECS does not have comparable core curriculum explicitly addressing theories and practices of leadership. Furthermore, the ECS program has had limited enrollment between 2016 and 2020, distinguishing it from WCLCS' projected enrollment, and from the cohort experience that Wilson College's living/learning programming and infrastructure will provide. 

The last three of the programs reviewed for this study fall outside of McMaster's catchment zone but are comparable in different degrees to WCLCS. Algoma University's Community Economic & Social Development Program is an interdisciplinary program that draws from social work, sociology, political science, geography, economics, and business administration to provide students with knowledge and skills to advocate for positive, social, and economic change. A specialized focus on social justice and economic development in rural, northern, and Indigenous communities makes CESD unique to Canada, and distinguishes the program from WCLCS, which has a more diversified core curriculum and a specific but widely applicable focus on leadership, ethics, and civic engagement. 

The University of New Brunswick's Renaissance College offers a Bachelor of Philosophy in Interdisciplinary Leadership through its Leadership Studies Program, which places emphasis on experiential and discussion-based learning and provides an option for students to complete the program in under three years, including two summer placements. Though students in the LSP
are required to concentrate a portion of their elective credits towards the equivalent of a UNB minor, this emphasis on a secondary discipline is different than the WCLCS Combined Honours, which requires students to pair their degree in Leadership and Civic Studies with a second major from the humanities or social sciences. LSP’s enrollment of 25-30 students per year is also significantly less than WCLCS’ projected enrollment, which will offer diverse students a robust cohort experience supported by cocurricular programming and college infrastructure.

Finally, in the fall of 2018, Tufts University in Medford, Massachusetts became the first institution in the world to establish a Civic Studies Co-Major through their Faculty of Arts and Sciences. In terms of its focus on critical, ethical engagement with questions of civics, decision-making, justice, power, and social movements, with the aim of empowering students to effect positive social change, CS provides an inspirational model for the development of the WCLCS program. At the same time, the proposed WCLCS program has been designed with an integrated core curriculum scaffolded over all four levels of study. This distinguishes it from Tufts’ CS program where many of the core courses are cross listed with other departments and programs. CS students all take a first-level Introduction to Civic Studies course, after which they assemble their own curriculum by choosing from a list of approved courses, building to an upper-level internship and capstone seminar. In contrast, while WCLCS’ proposed curriculum asks students to select 18 credits from a list of related humanities and social science courses, this accompanies 27 credits of core courses that are unique to the program and required for all Wilson students.

In summary, though the programs detailed above each have curricular elements similar to those of WCLCS, none of the comparators in McMaster’s immediate catchment combine the critical study and practice of leadership with an emphasis on ethics, democratic citizenship, human rights, and social justice while providing scaffolded, core curriculum at all four levels of study. This curriculum coupled with a second discipline from the humanities or social sciences will provide students with diverse critical perspectives and practical leadership skills balanced by broad social and historical contextualization. The program’s large projected enrollment with guaranteed college residence for all first-year students further distinguishes the WCLCS program from all Canadian institutions studied for this report. With its interdisciplinary core curriculum, cocurricular programming, infrastructurally supported cohort experience, and experiential, community-engaged emphasis combined with a second degree, the WCLCS program promises to be unique in Canada and possibly the world.

1.6.4 References
2. Ibid. Pg. 38.

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8. In 2022, McMaster ranked 37th in the world in the Times Higher Education Impact Ratings which recognize the contributions of universities worldwide to making the world a safer, more sustainable place. The 2023 Times Higher Education University Rankings placed McMaster among the world’s top 85 universities.

9. Laurier’s website also describes a Humanities with Leadership Foundations program through the Faculty of Liberal Arts at their Brantford campus. However, admissions for this program have been suspended for 2023-2024, and WCLCS’ combined Humanities and Social Sciences scope will be broader than the Liberal Arts focus of this program. Please see: https://students.wlu.ca/programs/liberal-arts/humanities-with-leadership-foundations/index.html


### 1.7 DEGREE NOMENCLATURE
Wilson College will offer a Combined Honours Bachelor of Arts in Leadership and Civic Studies and Another Subject. This degree will be completed in four years of study.

### 2 ADMISSION & ENROLMENT

#### 2.1 ADMISSION REQUIREMENTS

The WCLCS curriculum is designed to admit applicants at level I of a four-year undergraduate degree. To be considered for admission to level I, each applicant must satisfy the existing general requirements of the university, which can be found at the latest version of the McMaster University Undergraduate Calendar.¹ For application from an Ontario school will require completion of a High School Diploma plus six Grade 12 U/M level courses, including ENG4U: Grade 12 English (University).

There may be outstanding students from other post-secondary institutions with the pre-requisites outlined above who seek admission to the program. Wilson College will consider
these applicants on a case-by-case basis, including where transfer credits for courses already taken can be applied.

2.1.1 References
1. https://academiccalendars.romcmaster.ca/

2.2 ENROLMENT PLANNING AND ALLOCATIONS

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Cohort Year 1</th>
<th>Cohort Year 2</th>
<th>Cohort Year 3</th>
<th>Cohort Year 4</th>
<th>Cohort Year 5</th>
<th>Total Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2025</td>
<td>40</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>40</td>
</tr>
<tr>
<td>2026</td>
<td>38</td>
<td>50</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>88</td>
</tr>
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<td>2027</td>
<td>36</td>
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<td>-</td>
<td>-</td>
<td>144</td>
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<td>43</td>
<td>54</td>
<td>71</td>
<td>75</td>
<td>243</td>
</tr>
</tbody>
</table>

Due to the specific nature of the program and the quality of students we expect to attract, these enrollment targets assume a 95% retention rate.

2.3 ALTERNATIVE REQUIREMENTS
Because we expect strong demand for this program from a diverse and accomplished group of applicants and have fixed enrollment capacities, the proposed program will include a supplemental application requirement in the form of a short, personal essay that outlines an applicant’s interests, ambitions, background, accomplishments, and reasons for applying to the WCLCS program (please see Section 2.4, below). This extra measure will ensure that entrance to the program is not based solely on GPA and will help foster inclusivity and diversity by considering a wider range of factors in the application process.

2.4 ACCESSIBLE AND EQUITABLE ADMISSIONS PROCESSES AND PRACTICES
As part of the application process, applicants will be asked to write a short, 500-1000 word essay describing their interests, ambitions, accomplishments, and reasons for applying to WCLCS program. Applicants will be encouraged to share anything about their background and community that would help the admissions committee assess the applicant’s status in terms of belonging to equity-deserving or under-represented groups. This information will help staff take factors such as race, ethnicity, Indigeneity, gender identity, sexual orientation, and class background into consideration, so that application to the college is not based solely on grade point averages. The aim of this process is to ensure that WCLCS admits students with a wide range of backgrounds, interests, and orientations, and to help compensate for barriers to higher education experienced by many people and communities. These materials will be reviewed by a minimum of two reviewers, with a third reviewer added if the scores of the initial two reviews differ significantly. All reviewers will have completed McMaster’s unconscious bias awareness training modules. All WCLCS students will receive a $1500 scholarship in their first year of the program. This will help ease some of the financial burden associated with university education.
3 STRUCTURE

3.1 ADMINISTRATIVE, GOVERNANCE AND COMMUNICATION

The proposed WCLCS program will be offered jointly by the Faculties of Humanities and Social Sciences as a central programming element of Wilson College. It will be overseen by an Academic Director in collaboration with Wilson College’s Internal Governing Board, detailed below. Wilson College is a joint initiative governed by a Memorandum of Agreement (MoA) between the Faculty of Humanities and the Faculty of Social Sciences. The MoA articulates the governance and administrative structure of the college, as well as the cost and revenue sharing of its programs and activities. (Please see Appendix E for the MoA.) The college is overseen by an Academic Director advised by an Internal Governing Board (IGB) chaired by the Deans of Humanities and Social Sciences, with membership organized as follows:

Table 5. Wilson College Governing Board Membership

<table>
<thead>
<tr>
<th>Co-Chairs</th>
<th>Dean, Faculty of Humanities; Dean, Faculty of Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ex Officio</strong></td>
<td>President; Provost &amp; VP Academic; Associate Dean (Undergraduate Studies) Faculty of Social Sciences; Associate Dean (Undergraduate Studies) Faculty of Humanities; Associate Dean (Graduate Studies and Research) Faculty of Humanities; Associate Dean (Graduate Studies), Faculty of Social Sciences</td>
</tr>
<tr>
<td><strong>Wilson Faculty Representatives</strong></td>
<td>1 faculty member affiliated with Wilson College from each of the Humanities and Social Sciences (two-year term)*</td>
</tr>
<tr>
<td><strong>Wilson Student Representatives</strong></td>
<td>2 Wilson College students (two-year term)**</td>
</tr>
<tr>
<td><strong>Non-Humanities/Social Sciences Dean Representative</strong></td>
<td>1 Dean from another faculty on a rotating basis (two-year term)</td>
</tr>
<tr>
<td><strong>Staff Representatives</strong></td>
<td>Directors of Finance and Administration from Humanities and Social Sciences</td>
</tr>
<tr>
<td><strong>Staff Representatives</strong></td>
<td>Communications managers from Humanities and Social Sciences (observers)</td>
</tr>
</tbody>
</table>

* Until Wilson affiliated faculty are appointed, these roles will be filled by one faculty member from each of the Faculties of Humanities and Social Sciences who are interested in contribution to Wilson College.

** Until the 2025/26 academic year, these roles will be filled by one student from each of the Faculties of Humanities and Social Sciences who are interested in contribution to Wilson College.

The IGB will have at least three 90-minute meetings per year in each of the Fall, Winter, and Spring/Summer terms. Its responsibilities will be to:
• provide stewardship and guidance to ensure that all Wilson College activities are in alignment with the college’s vision and mission.
• guide and facilitate relationships at senior levels of university administration and champion support for Wilson College.
• endorse and support the implementation of Wilson College’s strategic plan and budget.
• appoint/approve the college’s recruitment of leaders and affiliates, such as the External Director, External Advisory Council (described below), affiliate faculty, fellows, etc.
• in coordination with Facilities Services and the Wilson Building Steering Committee, oversee the development of the Wilson College building and associated renovations.

The administrative home for Wilson College will be the Faculty of Humanities. The operations and management of the College will be overseen by an Academic Director (AD) supported by administrative staff (Please see Chart 1, below). The AD will take the lead on internal operational matters pertaining to academic programming, including the WCLCS program and the undergraduate minor, with the possibility of developing a graduate program in coming years of operation. The AD will also be responsible for leading research and scholarly activities, supporting Wilson faculty and the affiliated faculty (who will hold academic appointments in existing departments), Wilson Fellows, and staff. The AD will provide a report to the IGB for each of its meetings. These reports will include a status update, reflection upon how WCLCS’ curricular and cocurricular activities (as well as that of the minor and graduate programming) are supporting and informing the educational mission of the college, budget/resourcing items, key risks and opportunities, and upcoming activity. The AD will also work closely with the External Director, described below, to collaborate on external civic engagement priorities for Wilson College and for the WCLCS program.

Chart 1. Wilson College Administrative Structure

3.1.1 External Director and Advisory Council
Wilson College will include an External Director (ED), who will be a high-profile non-academic appointed to a part-time role for a multi-year term. With oversight from the AD and the IGB, the primary responsibility of the ED is to Chair the Wilson College External Advisory Council (EAC),
comprised of diverse leaders external to McMaster, and to act as a liaison between Wilson College and others in the public, private, and third sectors. The EAC will meet three times a year, with the agenda for the meetings set by the Governing Board Co-Chairs, the AD, and the ED. The purpose of the EAC is to:

- advise the AD and IGB regarding the development and implementation of external programming for Wilson College.
- advise the AD and IGB regarding developments in the external economic, social, political, and cultural conditions that present opportunities or threats to Wilson College and recommend strategic responses to them.
- advise the AD and IGB regarding opportunities to raise the profile of Wilson College, drive student recruitment, and support resource generation.

The ED will also promote the interests of the college, draw on their networks to create opportunities for the college and its students, and facilitate programming that engages with sectors outside of the university to help integrate education, research, outreach, and practice. The Wilson College Internal Governing Board will appoint the ED and members of the EAC through a review process that follows collaboratively determined criteria and established EDI practices to ensure that the composition of the board reflects a broad and diverse range of perspectives, identities, and professional backgrounds. The IGB and AD will also maintain close oversight of the EAC’s activities.

### 3.2 STRUCTURE AND REGULATION

#### 3.2.1 Structure and Program Learning Outcomes

Wilson College’s governance structure is designed to ensure that the Program Learning Outcomes for the WCLCS degree are achieved and maintained in the ongoing administration of the curriculum, programming, and larger college. A key responsibility of the AD will be to ensure that curriculum, cocurricular programming, external programming, and community outreach of WCLCS are aligned with, and contribute to, the PLOs and DLEs articulated in Sections 1.4 and 1.5. The AD will perform this responsibility in collaboration with the Internal Governing Board and with the help of support staff, led by the Assistant Director, Planning and Administration. At every IGB meeting (minimum three times per year), the AD will present an update on Wilson activities. This will include assessments of how the college’s curriculum, cocurricular programming, and external programming align with the PLOs and educational mission of the proposed degree as well as suggesting and reviewing any changes to the PLOs themselves. The composition of the IGB, which includes Deans, Associate Deans, and faculty from both the Humanities and Social Sciences, will ensure that the equitable and interdisciplinary nature of the program is upheld in all decisions related to curriculum, programming, and the PLOs. A further responsibility of the AD, working in collaboration with the IGB, will be to inform and advise the External Director and the External Advisory Council regarding the priorities of the WCLCS program as reflected in the PLOs and curriculum. By working closely with the External Director and the External Advisory Council, the AD will ensure that Wilson College’s activities, outreach and living and learning initiatives are in service of the PLOs.

The AD will also be responsible for overseeing the various instruments by which students, graduates of the college, faculty, and community partners provide feedback about the WCLCS
program, its cocurricular programming, and external events. The AD will work with the IGB to ensure that this ongoing feedback and evaluation will inform the WCLCS curriculum, PLOs, and mission of the college as it responds to the changing needs of students and society. For more detailed description of the proposed program’s indicators of quality, feedback, and self-evaluation processes, please see Sections 5.1 and 7.1, below.

3.2.2 Breakdown of Curriculum
At McMaster, 3 units is the equivalent of a one-semester course, and 6 units designates a two-semester course. The WCLCS program is comprised of 120 units of coursework, which students will complete in four years of study. During the program, WCLCS students will take a total of 45 units of Wilson College courses, which includes 27 units of core curriculum and 18 units of program related courses from a list of existing Humanities and Social Sciences options. WCLCS students will also take 24 units of general elective courses at level I, which will help them declare their second major at level II. To fulfill the Combined Honours, students will typically take 36 units in another discipline chosen from the Humanities or Social Sciences. They will also typically choose 15 units of general elective courses at levels II-IV chosen from any McMaster discipline or program, provided the student has fulfilled any necessary prerequisites.

This combination of WCLCS’ core curriculum, related existing courses, courses from a second discipline, and general electives will ensure that students receive an individualized, interdisciplinary education that has both breadth of knowledge and specificity of focus. Students will benefit from a sense of cohort and community through all four levels of study due to the college’s integrated, core curriculum and living and learning programming. They will also have significant opportunities to tailor their learning path according to their individualized interests and career goals, both in their choices regarding breadth and depth courses and general electives and in their choice of a second discipline to complete the Combined Honours degree.

WCLCS students will have support from an Academic Advisor affiliated with the college who will understand the unique requirements of the program and its relationship to the second disciplines in the Humanities and Social Sciences that students might choose.

Table 6 shows an overview of the composition of the WCLCS Combined Honours. Number values refer to the total number of units in each category.

Table 6. Combined Honours Curriculum Overview

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Year of Program</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 courses chosen by student</td>
<td>1  2  3  4</td>
<td>24**</td>
</tr>
<tr>
<td>WC core courses</td>
<td>6  9  6  6</td>
<td>27</td>
</tr>
<tr>
<td>WC breadth and depth component courses from Humanities and Social Sciences</td>
<td>18</td>
<td>18  45**</td>
</tr>
</tbody>
</table>

Table 6
Table 7 shows the breakdown of the 45 credits of curriculum specific to Wilson College that students will complete during their course of study. This curriculum is organized according to three overarching themes or topic areas: Leadership and Civic Engagement; Ethics, Governance, and Democracy; Justice, Human Rights, and Communication.

Addressing the first of these areas, Wilson College will design 27 units of new, program-specific curriculum that focuses on diverse critical, historical, and practical approaches to leadership and civic engagement. Out of these 27 credits of newly designed courses, 15 units will be open to WCLCS students only. Distributed through all four levels of study, these courses will help create a supportive sense of cohort and community for WCLCS students as they learn fundamental concepts, methodologies, contexts, and skills regarding leadership and civic engagement. Another 9 units of compulsory, core courses specific to the WCLCS program will be open to all McMaster students, thus helping to integrate the WCLCS curriculum with the larger McMaster community, and giving students in the program a sense of how the WCLCS curriculum engages the interests of students in other disciplines and programs. At Level II, a compulsory 3-unit course in Foundations of Community Engagement offered by the Office of Community Engagement will round out the core curriculum of the Leadership and Civic Engagement topic area.

During Levels 2-4 of their studies, students will be required to complete a total of 18 units from a list of program-related courses from various disciplines across the Humanities and Social Sciences. This list of already-existing courses in the Humanities and Social Sciences is grouped into two further topic areas. The two overarching areas are: Ethics, Governance and Democracy (designated by “A” on Table 7, below) and Justice, Human Rights and Communication (designated by “B” on Table 7). Students will be required to take 9 units of courses in each of the two areas. Out of the 18 units of related course offerings, students must also take 9 units of courses from the Humanities and 9 units from the Social Sciences. An Academic Advisor familiar with the WCLCS program will be available to support students with their course selection and scheduling. (For a full list of program-related Humanities and Social Sciences courses organized according to topic areas, please see Appendix B.)
3.2.3 Overview of Student Progression through Curriculum

The WCLCS program's proposed core curriculum is designed to ensure that all the PLOs described in Section 1.4 are met. The core curriculum at each level of study is scaffolded to give students the confidence, support, knowledge, and skills they need to progress to the next level. A level IV capstone project will enable students to demonstrate the skills and knowledge they have cultivated through the entire program, and to share their work with each other and with communities within and beyond McMaster (Please see Section 5.2.2 for more details about the capstone project). For full course descriptions of the WCLCS’ core curriculum, please see Appendix A.

Level I Program

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WILSON 1A03 – Introduction to Leadership and Civic Engagement *†</td>
<td>3</td>
</tr>
</tbody>
</table>
The level I WCLCS curriculum will provide foundational skills and knowledge in leadership and civic engagement and will introduce students to the inquiry model of research and learning in a way that engages with contemporary issues and challenges. **WILSON 1A03 – Introduction to Leadership and Civic Engagement** will look at theories and practices of leadership and participation in civic life to provide a broad introduction to these themes that addresses their relevance to contemporary social concerns. **WILSON 1B03 – Inquiry and Contemporary Issues** will introduce students to the fundamentals of inquiry-based learning with a focus on one or two specific challenges facing contemporary communities and societies. This course will provide foundational knowledge and skills regarding asking good questions, making a research plan, utilizing resources, and effectively communicating findings. Students at level I will also take 24 additional units of level I courses from disciplines of their choosing. This will help them identify a second discipline to pursue in their Combined Honours, which they will declare at level II of their studies. At level I, students must take 3-6 units of courses from the discipline they will declare as their second major at level II. The specific units of level I courses needed varies by discipline.

**Level II Program**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WILSON 2D03 – Deconstructing Leadership: Leadership and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>CMTYENGA 2A03 – Foundations of Community Engagement</td>
<td>3</td>
</tr>
<tr>
<td>WILSON 2C03 – Leadership, Civic Engagement, and Contemporary Communication</td>
<td>3</td>
</tr>
<tr>
<td>Program-Specific Humanities &amp; Social Sciences Courses</td>
<td>9</td>
</tr>
</tbody>
</table>

*Indicates that the course will be newly developed for the Wilson College curriculum.
† Indicates that the course will be open to all McMaster students.
∆ Indicates that the course will be available to Wilson College students only.

Level II will build upon and expand students’ knowledge and skills in leadership and civic engagement gained in level I. **WILSON 2D03 – Deconstructing Leadership: Leadership and Diversity**, will provide a critical examination of diverse theories and practices of leadership and governance, informed by such perspectives as race, Indigeneity, gender, class, and the Global South. This course will incorporate diverse voices by inviting guest instructors to co-teach specific modules. **CMTYENGA 2A03 – Foundations of Community Engagement**, taught in collaboration with the Office of Community Engagement, will examine the politics, ethics, and
practices pertaining to community participation and leadership, with a focus on developing key skills for effective and ethical community engagement. This course will help prepare students for the level III course, WILSON 3F03 - Leadership & Civic Engagement Skills and Methods, and for their level IV capstone project. WILSON 2C03 – Leadership, Civic Engagement, and Contemporary Communication will examine theories and practices of communication with the aim of engaging with diverse publics by utilizing multiple modes of address, active listening, collaboration, and persuasion. The course will examine how publics, identities, opinions, and belonging are formed and influenced through communicative media, including print, public speaking, and the digital realm.

In addition to these 9 units of program-specific core curriculum, students at level II will typically take 9 units of program-related courses chosen from a list of 34 offerings from the Humanities and Social Sciences. These courses are divided between the two topic areas: Ethics, Governance, and Democracy; and Justice, Human Rights, and Communities. The program-related courses are from a wide range of disciplines such as History, Anthropology, Political Science, Indigenous Studies, iArts, Environment & Society, French, and many others. For a full list of program-specific courses categorized by topic areas, please see Appendix B.

At level II, students will also declare the second discipline in the Humanities or Social Sciences that they will pursue for their Combined Honours and take the courses appropriate to this program and level of study.

Level III Program

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WILSON 3E03 – Future of Canada Challenges * †</td>
<td>3</td>
</tr>
<tr>
<td>WILSON 3F03 – Leadership &amp; Civic Engagement Skills and Methods *</td>
<td>3</td>
</tr>
<tr>
<td>Program-Specific Humanities &amp; Social Sciences Courses</td>
<td>9</td>
</tr>
</tbody>
</table>

*Indicates that the course will be newly developed for the Wilson College curriculum.
† Indicates that the course will be open to all McMaster students.
∆ Indicates that the course will be available to Wilson College students only.

At Level III, students will take WILSON 3E03 – Future of Canada Challenges, a course open to all McMaster students that will invite leaders from diverse fields and industries to talk with students about emerging trends and challenges in Canada, and strategies for addressing these. The wide-ranging perspectives students encounter in this course will help them identify a topic for their Level IV capstone project, as well as pointing students toward further resources, ideas, communities, and institutions with which to engage in addressing their chosen topic. WILSON 3F03 – Leadership & Civic Engagement Skills and Methods will hone crucial methodologies and capacities that students will utilize in developing their capstone project. Topics will include ethics, quantitative and qualitative methods, project management, collecting, analysing, and communicating data, and responsible reporting to stakeholders. As with Level II, students will
also take up to 9 units of program-related courses divided between two topic areas (Please see Level II, above, for details and Appendix B for a full list of courses.) At this level, as at level II, students will also complete courses and electives as required by the second discipline of their Combined Honours.

**Level IV Program**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WILSON 4A06 – Civic Leadership Placement and Project *Δ</td>
<td>6</td>
</tr>
</tbody>
</table>

*Indicates that the course will be newly developed for the Wilson College curriculum.
Δ Indicates that the course will be available to Wilson College students only.

At level IV, students will take WILSON 4A06—Civic Leadership Placement and Project, a full-year course that will provide the time, resources, mentorship, and peer support needed to complete an original capstone project (Please see Section 5.2.2 for more details about the capstone project). At level IV students will also take any courses needed to complete the 18 units of program-related courses required by the WCLCS degree, as well as any coursework needed to complete the second discipline of their Combined Honours.

## 4 CURRICULUM AND TEACHING

### 4.1 PROGRAM CONTENT

The proposed WCLCS program’s emphasis on civic engagement and leadership will be truly interdisciplinary in its integration of Humanities and Social Sciences perspectives, methodologies, and knowledges. As a joint initiative, the HCLCS core curriculum will integrate scholarship and expertise from the two partner faculties, while allowing students to choose from a diverse list of program-specific electives from a wide range of disciplines. The Combined Honours will require students to pair their education in leadership and civic engagement with another discipline in the social sciences or humanities, further deepening and broadening their knowledge base and skillsets in ways that reflect students’ individual interests, goals, and career paths. With input from External Director and the External Advisory Council and in collaboration with the Office of Community Engagement, the WCLCS program will provide students valuable opportunities for engaging with communities and organizations beyond McMaster in coursework, projects, and cocurricular events. These experiential learning opportunities include the mandatory level IV part-time placements, elective summer internships, in-course components such as guest talks, and cocurricular activities such as workshops, Engagement Commons (see Section 4.2.2), volunteer activities, and public lecture series. Close collaboration with the Indigenous Studies Department will provide students the opportunity to respectfully engage with Indigenous culture, learning, and knowledge at all four levels of Wilson College’s curriculum, ensuring that students’ educations in leadership and civic engagement are informed by the traditions, histories, and knowledges of Indigenous scholars and community leaders. Close, ongoing collaboration between the chairs and directors in the
two faculties will also ensure that the WCLCS curriculum reflects the most current teaching practices, methodologies, and research from the Social Sciences and Humanities.

This diverse, interdisciplinary, community-informed approach to leadership and civic engagement will be augmented and reinforced by Wilson College’s unique living and learning programming. Cocurricular events such as workshops, symposia, guest talks, service trips, food drives, student governance, and more will be developed with the input of the External Advisory Council and student representatives to provide WCLCS students with important opportunities for developing skills, experience, and community connections. With guaranteed first year residency in a newly constructed building that combines living, learning, and collaborative social spaces, Wilson College will provide an interdisciplinary, community-informed, supportive, and dynamic cohort experience for upwards of 75 students per year.

4.2 PROGRAM INNOVATION

4.2.1 Integrating Social Sciences and Humanities

The HCLCS degree will entail a critical grounding in diverse theories and practices of leadership in the civic realm, informed by modalities such as critical race theory, gender studies, Indigenous culture, class analysis, and Global South perspectives. Similarly, WCLCS students will pursue a robust, interdisciplinary, and diverse understanding of civil society and modes of social engagement, informed by skilled faculty and visiting experts who will offer valuable insights into contemporary societal challenges.

Students’ scaffolded cultivation of theory and practice will be shaped by the college’s ties to communities, groups, and institutions in and beyond McMaster and guided by ethical best practices for community engagement that are integral to the core curriculum. The 18 units of program-related courses will allow students to further explore and expand their understanding of governance, civics, policy, human rights, social justice, and ethics by pursuing courses from diverse disciplines in the Social Sciences and Humanities. Collaboration with the Indigenous Studies Department in the Faculty of Social Sciences will provide students with program-related course options focusing on Indigenous knowledges, cultures, governance, and history, with these themes integrated into the core curriculum as well. To complete the Combined Honours, a second discipline chosen from the humanities or social sciences will further develop students’ contextual understanding and practical skillsets while augmenting the college’s core curriculum through deeper study of a chosen field. These initiatives are designed to deliver an interdisciplinary education in leadership and civic engagement that is broad, diverse, and tailored to the needs of individual students, but also integrated by key concerns, methodologies, and best practices.

4.2.2 Living and Learning Cocurricular Programming

Wilson College’s core curriculum and program-related electives will be augmented by unique living and learning programming that offers cocurricular opportunities for students to hone their knowledge and practical skills while making valuable professional connections through engagement with communities in and beyond McMaster. Wilson College’s living and learning programming will include such initiatives as guest talks, volunteer and service opportunities, workshops, Engagement Commons (see below), a Student Advisory Council, affinity groups, Model United Nations competitions, policy hackathons, and possible membership as Canada’s first Open Think Tank network site. Wilson College faculty and staff will develop this
programming in collaboration with the External Advisory Committee and existing units on campus such as the Office of Community Engagement. The cocurricular programming will benefit from the newly built Wilson College’s spaces for collaboration, social engagement, and outreach events, which alongside classroom and residential facilities will be integral to the college’s contributions to civic life at McMaster, in Hamilton, and beyond. To help students cultivate an individualized narrative that synthesizes cocurricular experiences with their coursework at the college, building a self-reflective Leadership Portfolio will be an integral part of the core curriculum through all four levels (please see Section 5.2.1 for more details about Leadership Portfolios). In tandem with scheduled one-on-one student meetings with a college-appointed academic advisor, this self-reflective element of Wilson College’s curriculum will allow students to create a personal and professional narrative about their development as civically engaged leaders.

**ENGAGEMENT COMMONS**

Organized around specific themes, Engagement Commons are special events that will bring together academics, students, and leaders from government, business, and community organizations to connect academic and non-academic leaders across disciplinary and professional boundaries. Wilson College will provide the necessary time and resources for groups of students, faculty, fellows, and off-campus partners to address the selected research area. Meeting over the course of at least several months, up to two years, EC groups will foster a culture of collaboration and innovation that addresses pressing societal concerns and issues. They will disseminate their findings to a broad public, including relevant stakeholders in government, business, and civil society. For instance, an Engagement Commons might bring together students, researchers, housing activists and tenants, governmental experts, social housing specialists, and business leaders to address the issue of affordable housing. Wilson College would thus help provide a space in which people working on an issue from diverse backgrounds and perspectives could meet to share resources and insights, generate discussion, enlarge public understanding, and realize shared goals.

**4.2.3 Indigenous Perspectives**

The level I course, WILSON 1A03 – Introduction to Leadership and Civic Engagement, will introduce students to themes related to diverse cultures and modes of leadership, including non-Western and Indigenous approaches, with an intersectional emphasis on histories of settlement and the struggles of marginalized groups for recognition and justice. At level II, all WCLCS students will be required to take WILSON 2D03 – Deconstructing Leadership: Leadership and Diversity, at least one module of which will be co-taught by an Indigenous instructor and will focus on Indigenous approaches to leadership and social organization. This course will provide background and context for other courses about Indigenous history, culture, and politics that students may choose as part of their 18 units of program-related humanities and social sciences courses (Please see Appendix B for a full list of courses). Other core courses, such as WILSON 3E03 – Future of Canada Challenges will invite key figures from outside of McMaster to talk about specific topics of relevance to contemporary leadership and civic engagement, including leaders from Indigenous communities such as nearby Six Nations. Like the level II Deconstructing Leadership course, WILSON 3F03 – Leadership & Civic Engagement Skills and Methods will incorporate a co-teaching component whereby
specialists from various fields will teach modules on specific topics, including Indigenous-settler relations and traditional ways of knowing. The robust inclusion of Indigenous scholarship, culture, and community leaders in the WCLCS program’s core curriculum will be facilitated in collaboration with the Indigenous Studies Department, and will ensure that, in the spirit of furthering the crucial work of reconciliation, Indigenous perspectives, histories, and interests are an integral part of the WCLCS curriculum.

4.2.4 Community-Informed Learning

The WCLCS program’s curriculum and cocurricular programming is designed to educate students in modes of leadership and civic engagement that are responsive to the complex needs, histories, and cultures of diverse communities. The WCLCS curriculum places an equal emphasis on theoretical knowledge and the practical cultivation of skills in response to evolving societal needs and contexts. For example, while WILSON 1A03 – Introduction to Leadership and Civic Engagement is conceived as a broad, critical introduction to key concepts, questions, theories, and models of leadership and civil society, WILSON 1B03 – Inquiry and Contemporary Issues will be a more practically oriented course introducing students to the fundamentals of inquiry-based learning that, starting with an identified real-world challenge or need, helps students assemble the kinds of questions, research materials, skills, and supports needed to respond to these challenges. This level I introduction to inquiry-based learning will start students thinking about the relationships between leaders and community by focusing on contemporary, community-informed needs, issues, and challenges. The level II course, CMTYENGA 2A03 – Foundations of Community Engagement, taught in collaboration with the Office of Community Engagement, will build upon the level I inquiry-based foundations by providing mentorship and cultivating best-practices for ethical collaborations with communities. The level III course, WILSON 3E03 – Future of Canada Challenges, will be structured around a series of guest visits by specialists and community leaders from outside McMaster who will be invited to talk to students about topics of pressing contemporary concern. This course, alongside the level III core course, WILSON 3F03 – Skills for Leadership & Civic Engagement, will provide students with the inspiration, skills, confidence, and understanding of societal contexts they need to tackle their year-long, community-informed capstone project at level IV (Please see Section 5.2.2 for more details about the capstone project).

The WCLCS curriculum’s scaffolded approach to inquiry-based learning will ensure that students’ educational progress is informed, at each level of study, by the knowledges, histories, challenges, and needs of diverse communities. Under the guidance of skillful instructors, community priorities will shape students’ understanding of leadership and civic engagement, as well as deeply informing their coursework and capstone projects. The program’s reciprocal approach to community-engaged learning will emphasize the relational nature of knowledge, leadership, and social change by affirming the contributions, histories, and ways of knowing of diverse communities that contribute to the social fabric. This emphasis on community and reciprocity is also reflected in Wilson College’s governance structure, which includes an External Advisory Council composed of community members from diverse sectors of society. The EAC and the External Director will work with the Academic Director and the Internal Governing Board to further the interests of WCLCS students by cultivating relationships with diverse communities in the public and private sectors, and by helping shape the curricular and cocurricular activities of the college. (Please see Section 3.2 for more detailed information about governmental structure.)
4.3 MODE(S) OF DELIVERY

The WCLCS program’s core curriculum will combine a variety of teaching strategies to balance knowledge and theory with experiential and practical application, and to cultivate the capacities and skillsets described in the PLOs. A combination of skilled instruction, experiential learning, inquiry-based learning, student-centred learning, and community-informed learning will ensure that the program’s pedagogical strategies accommodate a wide variety of learning styles. Classroom experiences will be coupled with cocurricular programming to reinforce the PLOs and to foster a supportive sense of cohort and community integration. The dynamic living and learning spaces of Wilson College’s newly built facility will help foster this sense of social cohesion and community engagement.

4.3.1 Skilled Instruction

Highly skilled instructors from both the Humanities and Social Sciences will deliver the WCLCS program’s core curriculum, providing mentorship that integrates methodologies, perspectives, and knowledges from these two faculties. More traditional lecture-based delivery will be combined with small group discussions and brainstorming exercises, student-led presentations, real-world simulations, and thought experiments to provide dynamic, multi-modal engagements with the core curriculum. Innovative learning will be enhanced and supported by Wilson College’s active learning classrooms, which will combine technology with architectural design to diversify the activities and interactions that foster learning for diverse cohorts of students.

4.3.2 Student-Centred Learning

Opportunities for individualized, practical application of knowledge will help WCLCS students cultivate the skills, knowledges, capacities, and relationships that allow them to develop as effective leaders and community-builders. This requires balancing the mentorship of skilled instructors with student-centred modes of learning that provide the space and supports for risk-taking, exploration, trial-and-error, and the emergence of unexpected insights and discoveries. Diversified assignments and assessment practices, including student self-reflection and collaborative peer review (please see Section 5.2) will accommodate students with different learning styles. The college’s administrative and broad, professional resources will also cater to a diverse student body. All WCLCS students will have access to a college-appointed academic advisor who will help them identify their specific needs and navigate their academic careers and decisions. The college’s Experiential Learning Manager and Assistant will help WCLCS students find level IV capstone placements that support their interests and projects, as well as optional internships, and other opportunities for hands-on learning that further students’ specific projects and goals. The Wilson College Visiting Fellows program will also provide important mentorship, while the External Director and Advisory Council will help connect students with institutions, resources, and communities beyond McMaster.

4.3.3 Inquiry-Based Learning

For over four decades, McMaster has been a world leader in developing and refining inquiry-based learning, which asks students to take a more active role in their education than some traditional models of teaching and learning that emphasize the instructor as an expert who bestows knowledge to the student. In the inquiry model, learning is explicitly student directed and the instructor provides support and coaching, helping the student ask good research questions, identify, and effectively use resources, produce, and share their findings, and assess their own progress in learning. The WCLCS core curriculum integrates inquiry-based learning at
all four levels of study. With WILSON 1B03 – *Inquiry and Contemporary Issues*, students will be introduced to the practices and principles of inquiry-based learning, laying the foundations for higher level courses, such as WILSON 3F03 - *Leadership and Civic Engagement Skills and Methods*, which will incorporate inquiry as part of its methodology. The inquiry-based learning threaded through the program's core curriculum will prepare students for their level IV capstone project, which will require them to use the skills they have cultivated by planning and pursuing a self-directed, community-informed research project that responds to an identified societal challenge or need. This project, detailed fully in *Section 5.2.2*, is structured upon an inquiry-based model, and will allow students to utilize the knowledge and skills they have cultivated over the course of their studies.

### 4.3.4 Community-Informed Learning

Just as inquiry-based learning asks us to reimagine more traditional forms of pedagogy by placing an emphasis on student agency, community-informed learning looks beyond the “ivory tower” stereotype of higher education to recognize that knowledge and innovation are based in reciprocal relationships between universities and the larger communities that support and sustain them. Knowledge, in this model, does not follow a one-way path from academic specialists into the wider world, but rather emerges from the relationships amongst researchers, teachers, students, and communities. The WCLCS’ curriculum and cocurricular programming are deeply informed by these principles. At all levels of study, critical, theoretical, and historical knowledges are integrated with modes of practical application based upon reciprocal interaction with diverse communities. Given its community-informed focus, the WCLCS curriculum is designed to emphasize respect for the already existing knowledges of people and communities, which is why the cultivation of epistemic humility is an emphasized priority in the program’s PLOs (Please see *Section 1.4*).

The WCLCS core curriculum integrates best practices of community-informed learning at all levels of study to provide a scaffolded learning structure that builds the skills, capacities, and relationships necessary to successfully complete an original, community-informed, level IV capstone project that emphasises the relational nature of knowledge, learning, and leadership. Community-informed pedagogy is likewise built into the inquiry model of learning, from the preliminary stages of determining research questions based on community-defined needs, to identifying resources which include community skills, knowledge, and archives, to the ethical collaboration with stakeholders, and finally to the sharing of findings in ways that can be received and utilized by diverse publics. The inquiry model will be introduced to WCLCS students at level I, in the *Inquiry & Contemporary Issues* course, and these fundamental principles will be further developed and expanded upon in several core courses at levels II and III in preparation for the level IV capstone project students (Please see *Section 3.2.3* and *Appendix C* for curriculum details, and *Section 5.2.2* for the capstone project).

As part of their level IV capstone course, all WCLCS students will do a placement with a non-academic organization. The WCLCS program will have significant resources and expertise to ensure that students are provided placement options that coincide with their specific projects, goals, and interests. Wilson College’s Academic Director, Don Abelson, will draw from an extensive network of professional and community ties, as well as collaborating closely with college faculty and members of the External Advisory Committee, to cultivate and expand reciprocal relationships with community and professional partners. This work will be supported
by the college’s Experiential Learning Manager and Assistant, who will work closely with WCLCS faculty, the Office of Community Engagement, the Experiential Education Office in Social Sciences, and the Student Experience Office. Wilson College faculty and staff will continue to collaborate with Cristina Foley, Manager of Career and Experiential Programs in the Faculty of Humanities Careers & Experience office, and Mark Busser, Manager of Careers and Experiential Education in the Faculty of Social Sciences to ensure that the WCLCS program’s placement strategies and priorities align with already existing community partner initiatives and relationships from the program’s two partner faculties. The WCLCS placements will allow students to gain valuable experience working in community, expand their professional capacities as leaders and collaborators, and complete their undergraduate coursework in a manner that underscores the value and knowledges of community partners. These partners will be invited to share in the student success that they have helped to foster during the annual research symposium, where the contributions of community partners will be recognized and celebrated.

Students’ cultivation of skills for responsibly and reciprocally learning in and from communities will be augmented by Wilson College’s cocurricular programming. As articulated above in Section 3.2, the Academic Director and the Internal Governing Board will work closely with the External Director, the Office of Community Engagement, and the External Advisory Council, as well as with the Careers and Experiential Education Office in Social Sciences and the Student Experience Office in Humanities to provide cocurricular programming that integrates the life of the college with communities, institutions, and initiatives in and beyond Hamilton.

4.4 EXPERIENTIAL LEARNING

Experiential learning that reinforces critical knowledge with opportunities for practical experience and application is essential to developing strong leadership skills and is a fundamental element of the WCLCS program’s curriculum and cocurricular programming. As detailed in Sections 4.3.3 and 4.3.4, above, the proposed WCLCS program integrates the inquiry model of learning and community-informed learning as key components running through its core curriculum. These curricular elements will be augmented with Wilson College’s innovative and diverse cocurricular programming, which will allow students to participate in the life of the college and its community outreach through initiatives such as workshops, student’s council, public talks, Engagement Commons, food drives, voter recruitment, affinity groups and other activities that will be developed by the Academic Director and Governing Board in collaboration with the External Director and Advisory Council, and with students.

4.5 ACCESSIBILITY & INCLUSION

McMaster’s Equity, Diversity, and Inclusion (EDI) Strategy is central to Wilson College’s mission to provide an accessible undergraduate education in leadership and civic engagement for diverse cohorts of students. Of particular importance are the EDI Strategy’s guiding principles of Cultural Relevance, Community Ownership, and Collective Responsibility.¹

4.5.1 Cultural Relevance

The EDI Strategy’s Guiding Principles for Best Practice describes cultural relevance as responding to:

¹
• the distinct rights and entitlements of Indigenous peoples, and recognizing the primacy of education, relationship-building, and reconciliation in advancing Indigenous priorities

• the unique lived experiences and barriers faced by different equity-seeking groups and recognizing the importance of considering both intersectional and disaggregated issues and needs of these differently marginalized groups

The WCLCS program’s core curriculum is designed to critically challenge models of governance, socio-economic relations, and decision-making that have contributed to colonialism, racism, exploitation, patriarchy, and discrimination, and to offer progressive alternatives and remedies to these legacies. Critical and historical perspectives coupled with models of collaboration and community-informed leadership inherent to the WCLCS program’s inquiry model of research will be relevant to Indigenous students and students from equity-deserving groups. The college also incorporates Indigenous knowledges, history, and culture in its core curriculum and is committed to including Indigenous voices and leadership in its cocurricular programming and outreach (please see Section 4.2.3 for more details about Indigenous curriculum).

4.5.2 Community Ownership
The EDI Strategy’s Guiding Principles for Best Practice describes collective responsibility as “promoting transparent communication, regular consultation, and meaningful opportunities for campus-wide engagement.” Wilson College’s Internal Governing Board is composed of administration, faculty, and students from both the Humanities and Social Sciences, with rotating, two-year membership of the Dean of another Faculty, to ensure that decisions pertaining to the mission and running of the college are informed by a wide range of voices and interests. The IGB will also include two communications experts (one from each of the Social Sciences and Humanities) who will help ensure that the college’s operations and affairs are communicated to the larger university and external audiences in ways that are accessible and transparent. The IGB and Academic Director will also work closely with the External Director and External Advisory Council to ensure that the college’s programming and initiatives engage communities beyond McMaster in ways that are accessible and equitable (please see Section 3.1 for more about governance). A Student Advisory Committee composed of Wilson students from diverse backgrounds will meet regularly with the Academic Director to ensure that the needs of students are being met, and two Wilson College students will sit on the Internal Governing Board to ensure that student voices and needs are being clearly represented. Cocurricular programming and outreach will be designed to engage with and accommodate diverse communities (please see Section 4.5.6 for accommodation details), and college events such as speaker’s series, town hall meetings, Engagement Commons, and workshops will help to maintain meaningful bonds with the communities that sustain and inform its research and teaching. With assistance from the Office of Community Engagement, the Experiential Education Office in Social Sciences, and the Student Experience Office in Humanities, the AD, faculty, and staff of the WCLCS program will work closely with community partners to maintain reciprocal, sustained, and productive relationships in service of the placements for the level IV capstone project (please see Section 5.2.2 for details about the capstone). The annual symposium of student work from the capstone projects will a key event that brings students, faculty, community partners, and the public together and will help promote the principles of reciprocity and community service that inform Wilson College’s central mission.
4.5.3 Collective Responsibility
McMaster's EDI Strategy describes Collective Responsibility as helping to build “individual and organizational capacity, as well as urging senior institution-level accountability and distributed unit-level leadership.” This acknowledges that creating inclusive, accessible institutions of learning requires the ongoing work of many people, departments, units, and governing bodies in accordance with practices that are equitable and accountable. The Wilson College governing structures, the WCLCS curriculum, and the cocurricular elements described above have been designed to promote accountability, inclusivity, and transparency, but the program can only realize these principles by working closely with other units at McMaster, such as the Equity and Inclusion Office, the MacPherson Institute, the Black Student Success Centre, Indigenous Studies Department, the Gender and Social Justice program, and many other units and institutions, including groups and organizations beyond McMaster. As the first college to be established by McMaster, Wilson College aspires to use its spaces, resources, and community connections to further the culture and practice of inclusive excellence at McMaster.

4.5.4 Course Design and Delivery
Wilson College faculty and staff will work closely with teaching and learning specialists at the MacPherson Institute to ensure that courses are designed and delivered with a diversity of instructional and assessment methods in mind to provide an inclusive and accessible teaching experience for all WCLCS students. Websites and media associated with course work and the program will be designed in an accessible manner to facilitate the diverse needs of students. Instruction and discussion will be conducted with an emphasis on validating the voices, ideas, and experiences of all students, while recognizing the systemic barriers faced by many due to society's suppression of identities based on ethnicity, race, class, gender, language, age, and ability. Lived experience of these barriers provides expertise and knowledge that will be welcome and valued in WCLCS classrooms.

4.5.5 Inclusive Assessment Practices
The WCLCS program’s curriculum will employ multiple, diverse, and flexible modes of assessment. Traditional assessments such as essays and presentations will be combined with alternative components such as peer feedback, Learning Portfolios, and opportunities for students to choose within a range of grading schemes for assignments. The Learning Portfolios will provide a creative space in which students can record and reflect upon their activities, learning, and accomplishments. They are designed to promote self-reflection and confidence as students produce a narrative of the challenges, insights, and successes that shape their development as leaders and engaged citizens (for more details please see Section 5.2.1). The level IV capstone project will incorporate inclusive assessment practices. The project is designed to allow students to utilize the skills, knowledges, and community resources they have developed in the WCLCS program. It will be accompanied by a reflective essay that, building upon the work students have done in their Leadership Portfolio, outlines the various challenges and solutions pursued by students and highlights the best practices, skills, and insights that informed their work. Part of this reflection will include outlining, in early stages, aspects of the project that might go wrong and, after completion, elements that turned out differently than planned. By offering a space to constructively address failure, contingency, and success, the capstone project incorporates flexible and inclusive modes of assessment that will foster a wide range of student abilities and interests (please see Section 5.2.2 for the capstone project).
4.5.6 Cocurricular Programming

To promote the community ownership and collective responsibility described above, EDI best practices will inform the cocurricular programming of the college. Activities and events will be organized in ways that are sensitive to the needs of diverse students and participants. Materials and presentations will be formatted and delivered in such a way as to accommodate the needs of differently abled participants. Meetings will be held in accessible spaces with an awareness of diverse situations, including transportation to and from events, childcare considerations, dietary requirements if food is involved, and the scheduling needs of participants from different walks of life. As one possible cocurricular activity, students will be encouraged to form affinity groups. These will provide students having common interests, backgrounds, and needs with spaces and resources to collaboratively advocate for and work towards identified goals.

4.5.7 Accessible Infrastructure

Access and inclusivity will be supported by the architecture of the newly built college, which will meet or exceed all AODA standards. Current plans show the building having active learning classrooms with flexible seating, multiple large screens, multiple desktop ports for laptops and technology, braille signage, and desktop microphones, providing accessible and media-enhanced classroom experiences. These spaces will support hybrid delivery and teaching activities beyond the traditional lecture format, supporting diverse needs and learning styles. These spaces are designed to support active learning strategies such as group discussion, brainstorming, whiteboard mapping, think-pair-share, multi-media presentations, and collaborative problem solving, providing students different modalities by which to engage with course content. The college also plans to have a community room with movable furniture capable of hosting 50+ students and community members, a student lounge for 25 people, and an interactive hub space for up to 150 people. These spaces will ensure that WCLCS students have access to multiple-use common and social areas that contribute to their overall well-being, as well as providing spaces for cocurricular groups and projects. Close collaboration with McMaster’s Equity and Inclusion office will ensure that all Wilson College classrooms, common areas, and residential areas are spaces in which students and community members with diverse backgrounds and orientations can feel welcome, safe, and supported.

4.5.8 References


4.6 RESEARCH REQUIREMENTS

The proposed WCLCS program contains a mandatory 6-unit course, WILSON 4A03 – Civic Leadership Placement and Project, during which students will use the inquiry research method to produce an original, community-informed capstone project. The WCLCS’ core curriculum is scaffolded so that students will develop skills, knowledge, and best practices for community-informed research during levels I-III and will use and showcase these aptitudes during the level IV capstone project. (For more details about the inquiry method, please see Section 4.3.3, above. For a more detailed description of the capstone project, please see Section 5.2.2, below.)

5 ASSESSMENT OF LEARNING
5.1 OVERALL PROGRAM QUALITY

The proposed WCLCS program will be the first degree to be offered by McMaster’s first college. One of the Academic Director’s top priorities will be to collect data and feedback regarding the program’s first years of operation, with the aim of ensuring that the PLOs, curriculum, cocurricular activities, and outreach programming are supporting the mission and values of the college and meeting the educational and career needs of students and society. This will require collecting feedback and data as detailed in Section 7.1, below. The AD will share this with the Deans and Associate Deans of Social Sciences and Humanities at informal meetings over the course of the academic year, and with an annual report delivered at a meeting of the Internal Governing Board. In the report, the AD will compare feedback gathered from WCLCS students with existing surveys from both McMaster and external sources. Examples of McMaster surveys are the In-Program Survey for undergraduate students, the Early Leaver Survey, and the Student Censuses and Experience Surveys (SCES). Examples of external surveys that will help the AD interpret data collected about the WCLCS program are the Canadian University Survey Consortium (CUSC), the Canadian Bureau for International Education (CBIE) International Student Survey, the Canadian Campus Wellbeing Survey (CCWS) and the World Mental Health International College Student (WHM-ICS) Survey. The program will also conduct its own surveys at key moments of student progress through the program. There will be an annual WCLCS program retreat of all affiliated faculty to assess what is working well, what is not working well, and how to address issues of concern, all with the intent of maintaining and improving the quality of the program, adherence to the PLO/DLEs, and monitoring how the program integrates with other elements of Wilson College.

With the first cohort of students planned to enter the WCLCS program in the fall of 2025, there will not be graduates of the program until 2029. At this time, the AD will work closely with the college’s support staff to maintain connections with college alumni with the aim of gathering feedback regarding the ways in which their experiences at the college have informed their career paths and lives. It is part of the WCLCS program’s collegial mission to cultivate a sense of identity and belonging that will extend beyond graduation. Graduates will be invited to college events such as speaker series, workshops, and Engagement Commons, as well as to the annual Research Symposiums where WCLCS students display their community-informed capstone projects. These and other opportunities, such as guest talks by graduates, will provide mentorship and inspiration to students in the program, and allow graduates to maintain an ongoing relationship with the college. They will also be opportunities for faculty and the AD to assemble profiles and feedback about graduate experiences, which will contribute to the ongoing assessment and adjustment of the WCLCS program and the college’s outreach programming.

5.1.1 References

1. For links and information about these surveys, please see: https://ira.mcmaster.ca/surveys/

5.2 METHODS FOR ASSESSING STUDENTS

The multidisciplinary nature of Wilson College’s curriculum will require multiple methods to assess student progress and development. These methods are linked to the PLOs and DLEs articulated in Sections 1.4 and 1.5 and are designed to gauge and advance student learning by delivering assessments through multiple modalities. These methods will include:
• Formative and summative testing and examination: these might take the form of short quizzes or longer in-class tests, as well as formal, end of term examinations.
• In-class and take-home assignments: these might include short, in-class or take-home assignments such as thesis statement writing and workshops, bibliography writing and workshops, research question writing and workshops, workshops and assignments for using communicative media, and assignments related to different genres of writing, such as policy, briefs, platform and mission statements, etc.
• Formative feedback, such as progress meetings, peer evaluation, project stakeholder evaluation, etc.
• Student self-evaluation and reflection: workshops and assignments that might contribute to the Leadership Portfolios described below.
• Leadership Portfolios (please see Section 5.2.1, below).
• Creative/critical essay writing, written proposals, and reports. Essays tend to be more interpretive and critical; reports tend to be more descriptive and analytical.
• Verbal presentations and demonstrations
• Presentations utilizing creative media work, such as video, audio, and podcasting, etc.
• Experiential projects, such as collaboratively designing a community service program, either as a simulation or in collaboration with actual community partners.
• Course engagement, such as attendance and participating in discussions either in class or asynchronously.
• Level IV capstone project (please see Sections 5.2.2 and 7.1.1, below).

The WCLCS core curriculum will balance assessment by instructors with student self-evaluation and peer feedback to give students a sense of agency and collaboration in shaping their growth and development as leaders. For the community-informed elements of the curriculum such as the level IV capstone placements, Engagement Commons, workshops, guest talks, and the level IV capstone project itself, community and stakeholder feedback will also play a vital role. This will occur through formal processes, such as stakeholder evaluation at various stages of the capstone project development, or through feedback and follow-up with guest speakers, workshop hosts, community partners etc. Less formal feedback will also occur through social events such as the student symposium for sharing their work and achievements, and social interactions with the External Director and members of the External Advisory Council.
5.2.1 Leadership Portfolios
WCLCS students will begin assembling their Leadership Portfolios in the first year of their studies and contribute to them over the course of the program. Portfolios may take the form of an online document, such as a blog or website, or a physical, paper document. They will consist of student reflections on their work, interests, and projects, descriptions, and associated media (photos, videos, etc.) of cocurricular activities students have participated in or found particularly inspiring, and reflections about how these activities have informed their overall development as researchers and leaders. The portfolios will also provide a space for students to set goals and learning objectives, and to record questions, difficulties, and accomplishments that develop in relation to these. The portfolios will thus help students frame a personal narrative that synthesizes the various aspects of the degree: the WCLCS core curriculum, cocurricular programming, the second major, and engagements with professionals and communities outside of McMaster. The portfolios will be handed in once per year in one of the core WCLCS courses (WILSON 1B03, 2D03, 3C03, and 4A06) and graded on a pass/fail basis, with the opportunity to re-submit in the case of a potential failure. The portfolios are not designed to test student’s knowledge or skill, but rather to help them identify key goals, challenges, accomplishments, and ongoing questions, and to chart their own unique path as researchers and leaders. To this extent, they will with be useful in multiple ways: as an important resource for students’ meetings with the college’s academic advisors, and for coaching sessions with faculty mentor; as a key resource to which students can refer while developing their level IV capstone projects and accompanying reflective essays (please see Section 5.2.2, below); as basis for portfolios, resumes, and cover letters that students develop as they enter their careers, as well as for applications to graduate schools, grants, and other professional opportunities.

5.2.2 Capstone Project & Reflective Essay
All WCLCS students will complete a capstone project during the two-semester level IV Civic Leadership and Placement Project course. This project will use the inquiry method described in Section 4.3.3 to complete an original, community-informed project that responds to an identified social problem or need. As part of this project, students will complete a placement in locations such as municipal, provincial, or federal government, NGOs, and community organizations, with supports offered through McMaster’s Office of Community Engagement in collaboration with the course instructor, AD, and college administration. Because these projects will be original and complex works that involve collaborating with groups within and/or outside of McMaster, students will be provided with skilled mentorship and peer support at all stages of their work. This will include workshopping their initial ideas and research questions with peers and instructors, communicating with community partners and soliciting feedback, determining best practices and obtaining permission from the McMaster Research Ethics Board when necessary, identifying modes of reciprocity for working with outside partners, identifying challenges and framing solutions as they emerge during the project, communicating findings and results with instructors, peers, and partners and soliciting further feedback. At various stages of the project, students will thus have opportunities to reflect, incorporate feedback, and adjust their work, giving them the support and instruction needed to take risks and produce original work.

Towards the end of the course, students will be required to submit a reflective essay about their project that outlines such topics as their research questions and process, the resources and theories that have informed their work, the challenges and unexpected developments they
encountered and how students navigated these, the way partner/community knowledge and resources have shaped their project and outcomes, and the best practices and modes of reciprocity they have used. Part of the materials for this essay might be drawn from the Leadership Portfolios to which students have been contributing over the course of their studies. The reflective essay accompanying the capstone project will thus be an opportunity for students to reflect upon, synthesize, and articulate what they have learned in the course of their work.

5.3 CURRICULUM MAP

Please see Appendix C for a full curriculum map of the proposed program.

SCAFFOLDED LEARNING

WCLCS' core curriculum is designed to develop skills, knowledge, and methodologies in a way that introduces new elements while reinforcing key elements at higher levels of study. This scaffolded approach ensures that concepts and skills are introduced at an appropriate level and revisited at later levels and in different contexts, enabling students to incrementally build confidence and familiarity with the program content, and to relate to this content in increasingly more sophisticated ways, leading to a wholistic understanding of the discipline at upper levels of the program. In scaffolded learning, knowledge is also reinforced through specific modes of practical activity so that students have specific tasks associated with each new component of their learning. In the WCLCS core curriculum, methods, concepts, and skills are incrementally introduced and reinforced as the components necessary to complete the level IV capstone project detailed in Section 5.2.2, above.

At the introductory level, students are expected to remember and understand concepts, and to demonstrate the ability to summarize, explain, interpret, and discuss course materials. At the intermediate level, there is a greater emphasis on applying and analyzing course content, with such skills as comparing and contrasting, demonstration, and problem solving highlighted. At the advanced level, the emphasis is upon students being able to apply knowledge and skills already gained in service of evaluating new situations and creating innovative ideas and responses to these situations.

5.4 DEMONSTRATING STUDENT ACHIEVEMENT

The mission WCLCS is to provide the mentorship, knowledge, skills, supports, and resources that students need to emerge as creative, capable leaders with a sense of responsibility for the common good. Such leadership entails the ability to actively listen to and collaborate with diverse communities and individuals; to assemble and utilize resources, knowledges, and expertise from different fields of expertise in response to collaboratively identified needs and goals; to communicate with diverse publics via multiple modalities; to understand, analyze, and frame policy decisions; and to understand and implement leadership practices that respond to complex situations, histories, and social responsibilities. The proposed WCLCS program's interdisciplinary approach and emphasis on experiential learning are designed to provide students a broad, nuanced understanding of leadership, political processes, and social contexts alongside the practical skills and confidence needed to work towards positive change in a complex and changing world. The program’s scaffolded core curriculum will offer an integrated, structured program that fosters diverse critical knowledges in tandem with practical skills and
experience, while the program-related humanities and social sciences courses and second major will provide a broad, individually tailored learning path. This combination of skills, knowledge, and experience from both the social sciences and humanities will provide graduates with the practical capacities, confidence, knowledge, and connections to communities they need to effect positive social change in a variety of professional and civic realms. The breadth and depth of knowledge and skills cultivated by WCLCS students will also entail foundational, transferrable skills that will aid graduates in their lifelong growth as leaders.

In-course assessments, peer feedback, community consultation, and reflective self-assessment will be used in the WCLCS core curriculum to provide students with the structured support and guidance they need to develop as effective researchers, communicators, and leaders. In accordance with inquiry-based methodologies, students will play an active role in determining and defining success, guided by instructors, peers, and informed community members. Skillful instruction and feedback from WCLCS faculty, Wilson Fellows, and external partners will ensure that student progress is shaped and informed by the PLOs defined in Section 1.4. The symposium of student work designed to showcase the capstone projects will also be an important moment of celebration and transition for both students and community partners.

6 RESOURCES

6.1 UNDERGRADUATE PROGRAMS

6.1.1 ADMINISTRATIVE, PHYSICAL AND FINANCIAL RESOURCES

Gift from the Wilson Foundation

The fall 2022 announcement of a generous donation of 50 million dollars by philanthropist Lynton “Red” Wilson (via the Wilson Foundation) has made the proposed WCLCS program possible. A portion of the gift will directly cover the capital cost of the academic spaces of the newly constructed Wilson College. The remaining portion of the gift will be established as an endowment to help fund continued operations of the college, including the WCLCS program, experiential learning, external programming, UG research studentships, workshops, guest talks, and other co-curricular activities. The endowment will also cover the expenses associated with the External Director role, the External Advisory Council, and the guaranteed scholarships for incoming students.

Capital costs associated with the residential portion of the new building will be funded by McMaster, in addition to an annual commitment to support costs associated with academic programming, and other internal operations of the college.

Administrative Staff

The administrative resources for the proposed new program will consist of an Administrative Director (1 full-time equivalent or FTE unit) supported by two Administrative Assistants (1 FTE and .5 FTE) and an External Relations Coordinator (1 FTE). The college will also support an Academic Advisor (1 FTE), Communications Specialist (.5 FTE), Experiential Learning Manager
(.75 FTE), and an Experiential Learning Assistant (.5 FTE). All these positions will be new, rather than existing FTEs.

The program will also have TAs supporting teaching for the core curriculum of the WCLCS program. These TAs will be upper-year WCLCS undergraduates or, in the early years of the program, graduate students from disciplines in the humanities and social sciences who have expressed interest in working at the college.

**Wilson College Building**

Wilson College, and the core curriculum and cocurricular elements of the WCLCS program, will be housed in a newly constructed building scheduled for completion in summer of 2026. The new facility will include classrooms, meeting and research spaces, community and hub spaces, offices, a lecture hall/theatre, and guaranteed residential living space for at least 75 students. Situated centrally to the main buildings for the Faculties of Humanities and Social Sciences, and flanking key new McMaster facilities such as the Peter George Centre for Living and Learning, the new Wilson College building will provide an important community, learning, and research hub for McMaster, with extracurricular activities and special events extending the college’s reach far beyond McMaster itself.

The preferred option for the new building will be presented to Planning and Resources Committee and the Board of Governors in the fall of 2023. The anticipated date for the completion of the Wilson College building and residences is summer 2026. Students in the first cohort, entering level I of the college in 2025, will be guaranteed a spot for the first year of their studies in an existing residence on campus. These students will be housed in a single wing or floor to foster a sense of community among the WCLCS students.

### 6.1.2 Library, Technology, and Laboratory Resources

The program budget uses the budget template of undergraduate programs, which properly compensates the library and UTS for the use of their resources. We do not anticipate that WCLCS students and faculty will require such resources beyond the normal usage.

### 6.1.3 Faculty

In October 2023, Dr. Donald Abelson started as the Academic Director of the college. He will teach in the WCLCS program as well as oversee the day-to-day running of the curriculum, cocurricular programming, and outreach activities. Please see Appendix D for Dr. Abelson’s CV. Recruitment is currently underway to fill the Wilson College Endowed Chair, with an anticipated start date of July 1, 2024. In addition, Wilson College will hire two new, full-time junior faculty members who will teach in the WCLCS program. Recruitment for the first is underway with an anticipated start date of July 1, 2024; the anticipated start date for the second is July 1, 2025. Faculty filling all these positions will be appointed into an existing department in Humanities or Social Science, with teaching obligations in both their home department and Wilson College. The college will also have affiliate faculty drawn from the existing faculty complements in Humanities and Social Sciences, who will teach in the WCLCS program and have roles at Wilson College.

### 6.1.4 Anticipated Class Size

The intake for the first year of the WCLCS program’s operation is targeted at 40 students, with
gradual growth over three years to reach a steady state of 75 students by the start of year four. Please see Section 2.2 for a detailed breakdown of the enrolment plan. Students will be enrolled in classes as a cohort and will proceed through the program in a manner that maintains this supportive peer experience.

6.1.5 PROGRAM IMPLEMENTATION

The proposed program’s permanent home will be a new building that is scheduled for completion in summer of 2026. We aim to enrol the first cohort of students for September of 2025. To foster a supportive, cohort experience that will provide the foundations for students’ subsequent growth as leaders and scholars, this first cohort will be housed together in an existing McMaster residence for the first year of their studies. Their courses and studies will take place in existing classroom and teaching spaces during this first year, until the new building is ready in 2026. A comprehensive orientation program, as well as the involved nature of the core curriculum and cocurricular programming, will ensure a cohesive cohort experience for this first group of students. As the very first group of WCLCS students, they will play a formative role in the creation of some of the cocurricular elements, such as the Student Advisory Committee and potential affinity groups. The experiences and feedback of this first cohort will be carefully gathered and monitored by the AD, as part of the assurances of program quality described in Section 5.1.

Table 9 provides a timeline for Wilson College's proposed program implementation:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2023</td>
<td>Feasibility study to develop the business case/final option for the new building</td>
</tr>
<tr>
<td>September 2023</td>
<td>Launch of the undergraduate Minor in Leadership and Civic Studies</td>
</tr>
<tr>
<td>September 26, 2023</td>
<td>Inaugural meeting of the External Advisory Council</td>
</tr>
<tr>
<td>October 2023</td>
<td>Dr. Don Abelson, Academic Director starts</td>
</tr>
<tr>
<td>Fall 2023</td>
<td>Recruitment of Wilson College junior faculty member</td>
</tr>
<tr>
<td>Fall 2023</td>
<td>Business case/final option for building to be approved by the Board of Governors</td>
</tr>
<tr>
<td>Fall 2023</td>
<td>Recruitment of initial administrative staff (Administrative Director and Administrative Assistant) for Wilson College</td>
</tr>
<tr>
<td>October 2023</td>
<td>First meeting of the Internal Governing Board</td>
</tr>
<tr>
<td>November 20 &amp; 21, 2023</td>
<td>Scheduled IQAP site visit</td>
</tr>
<tr>
<td>Winter 2024</td>
<td>Graduate Seminar, term II, WILSON 700 commences, Studies in Leadership and Civic Engagement – Selected Topics</td>
</tr>
<tr>
<td>Winter/Spring 2024</td>
<td>Recruitment of External Director</td>
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<tr>
<td>Spring 2024</td>
<td>Development of Wilson College Visiting Fellows Program</td>
</tr>
<tr>
<td>April 2024</td>
<td>IQAP report submitted to Quality Council Appraisal Committee and Quality Council, Council of Colleges and Universities for approval</td>
</tr>
<tr>
<td>Spring – Summer 2024</td>
<td>Endowed Chair position filled</td>
</tr>
<tr>
<td>Spring 2024</td>
<td>Recruitment of additional administrative staff for Wilson College</td>
</tr>
<tr>
<td>Spring 2024</td>
<td>Construction commences for Wilson College</td>
</tr>
<tr>
<td>July 1, 2024</td>
<td>Wilson College faculty hire starts</td>
</tr>
<tr>
<td>Spring 2024 – Fall 2024</td>
<td>Outreach campaign to student councillors in Ontario high schools and beginning of digital recruitment campaign</td>
</tr>
<tr>
<td>Fall 2024</td>
<td>Recruitment of Wilson College junior faculty member</td>
</tr>
<tr>
<td>July 1, 2025</td>
<td>Wilson College faculty hire</td>
</tr>
<tr>
<td>September 2025</td>
<td>Intake of first cohort of students into the program</td>
</tr>
<tr>
<td>June 2026</td>
<td>Proposed completion of Wilson College building and residences</td>
</tr>
</tbody>
</table>

7 QUALITY AND OTHER INDICATORS

7.1 ACADEMIC QUALITY OF THE PROGRAM

Wilson College’s Academic Director will collaborate with the Internal Governing Board and, when appropriate, with the External Director and External Advisory Board to conduct and review ongoing evaluations of the WCLCS program’s curricular, cocurricular, and outreach programming. These evaluations will include feedback and profile data gathered from students, graduates (once graduate data becomes available), community partners and leaders, and Wilson College affiliated faculty. It will be one of the AD’s responsibilities to assemble and review this data, with the help of the college’s administrative staff. The AD will share this summary with the IGB via annual reports, and more frequently during informal meetings with the Deans and associate Deans of Humanities and Social Sciences. The aim of these meetings and reports is to shape and improve the program’s curriculum, cocurricular programming, and outreach in ways that further the PLOs and, when necessary, adjust the PLOs and priorities of the program to respond to the changing needs of students and society.

Feedback that will inform the day-to-day operation of the program will include:

- Student feedback regarding faculty and courses
- Student feedback regarding the capstone project and community placement
• Student feedback regarding the cocurricular and residential elements of the program
• Feedback from the External Director and External Advisory Board
• Feedback from off-campus partners involved in placements and other college initiatives and events
• Feedback from faculty, Fellows, and administrative staff such as the Experiential Learning Manager and Academic Advisor
• Review of capstone projects and learning portfolios
• Surveys of graduates of the program pursued six months, one year and three years after graduating from Wilson College.
• Key program statistics, including enrolments, grades, placements offered, placements taken up, participation in cocurricular programming, etc. This data will be crucial, especially in the early years of the program before data on graduates is available.
• Surveys of employers in the public and private sectors that would be likely to hire Wilson College graduates
• Application numbers and completion rates
• Rates of employment gathered from the graduate surveys mentioned above
• External reviews

7.2 INTELLECTUAL QUALITY OF THE STUDENT EXPERIENCE

The proposed WCLCS program responds to the need for innovative, informed, ethical leaders with diverse backgrounds and experiences who can tackle the political, social, economic, and ecological challenges facing nations and the world. The program will assemble a diverse range of informed, dedicated faculty, fellows, and support staff, alongside leaders and advisors from beyond academia to provide students with the mentorship, skills, opportunities, experiences, and community connections they need to become inquisitive, effective leaders who can serve the best interests of their communities. The program's unique, core curriculum is designed to couple an emphasis on academic diversity and rigour with experiential learning opportunities that respond to identified social priorities and needs. Skilled faculty from the social sciences and humanities will teach these courses, providing an interdisciplinary approach to fostering innovative, collaborative, and critically informed leadership skills.

This core curriculum will be augmented and reinforced by the college's robust living and learning cocurricular programming, which will offer multiple and varied opportunities for students to engage with faculty, researchers, community and business leaders, and peers as they develop novel solutions and initiatives addressing key societal challenges. (Please see Section 4.2.2 for cocurricular programming.) A yearly symposium showcasing projects from the level IV capstone course will provide an opportunity for students of all levels to interact with faculty, community partners, and each other, as will many other events and activities during the year, such as speakers' series and workshops. Once the program enters its fifth year, graduates will also be invited to these events, where they will participate in the ongoing life of the college. The design of Wilson College's new building will facilitate these and other initiatives, with dedicated common areas, social spaces, research office spaces, and presentation spaces. First year residence spaces guaranteed to all incoming WCLCS students will likewise foster a cohesive cohort experience that will be an integral part of the college's living and learning element.

The key role of Academic Director has been filled by Dr. Donald E. Abelson, who began his work at the college in October 2023. Dr. Abelson served as the Inaugural Director of the Brian Mulroney Institute of Government, the Steven K. Hudson Chair in Canada-US Relations, and a...
Professor of Political Science at St. Francis Xavier University since January 2019. As a highly accomplished researcher, writer, and teacher, Dr. Abelson will provide excellent mentorship to all WCLCS students. At St. FX, he received the University Research Publication Teaching Award for three consecutive years (2020, 2021, 2022) and was the recipient of numerous teaching awards from Western University, where he worked in the Department of Political Science from 1997-2002. Having taught undergraduate and graduate courses in such topics as American Foreign Policy, Interest Groups and Social Movements, Foreign Policy Analysis, and Economic Sanctions, Dr. Abelson’s expertise and research interests are well suited to providing WCLCS students with the guidance needed to inform their development as effective leaders, activists, analysts, and researchers. Please see Appendix D for Dr. Abelson’s CV. Further college-affiliated faculty and administrative staff will be carefully chosen to ensure that WCLCS students benefit from a robust culture of research, learning, and civic inclusion. This process of recruitment will begin in late 2023.

McMaster aims to provide skillful, innovative mentorship that meets the individualized needs of a diverse student population. The proposed WCLCS program’s blend of a scaffolded, experientially oriented core curriculum with robust cocurricular programming and innovative living and learning opportunities is designed to provide an education in leadership and civic engagement that is cohesive and structured while also allowing students significant options to tailor their program to meet their specific needs, goals, and ambitions. Students will be able to choose from a wide array of cocurricular elements to augment their learning path. They will also be able to choose 18 units (the equivalent of 6 one-semester courses) from a list of 34 of humanities and social science courses that suit their interests. The choice of a second major from the humanities or social sciences will further individualize their education while also augmenting their college experience with deeper understanding of a chosen field. Graduates of the program will be encouraged to return to participate in special events, and to give guest talks and provide mentorship to students, reinforcing the program as a hub for inclusive, community-oriented leadership that inspires, nurtures, and supports a culture of informed, collaborative, and innovative civic engagement.

Please note that if the program is approved, some additional information will be requested:

- Brief program description which can be posted on the Quality Council website (1-2 paragraphs)
- Program details for OSAP eligibility purposes
# TRACKING THE APPROVALS PROCESS FOR NEW UNDERGRADUATE PROGRAMS

PLEASE NOTE: This table must be appended to the New Program Proposal Document and updated as each step in the approvals process is completed.

<table>
<thead>
<tr>
<th>STEP IN THE NEW PROGRAM APPROVALS PROCESS</th>
<th>NAME OF COMMITTEE/INDIVIDUAL PROVIDING CONSULTATION</th>
<th>DATE OF DOCUMENT APPROVAL</th>
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<td>Resource Implications &amp; Financial Viability (Budget)</td>
<td>Melissa Pool&lt;br&gt;Associate Vice-President of Finance and Academic Planning</td>
<td>September 27, 2023</td>
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<td>University Students Fees Committee Approval of Budget</td>
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<td>Departmental &amp; Faculty Approvals</td>
<td>Faculty of Humanities</td>
<td>October 19, 2023</td>
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<tr>
<td></td>
<td>Faculty of Social Sciences</td>
<td>October 19, 2023</td>
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Please note that approvals from the following internal committees is also required before the New Program Proposal can be sent to Quality Council & MTCU: *Curriculum & Admissions Committee, Undergraduate Council, University Planning Committee* and *Senate.*
Appendix A: Course Calendar Descriptions

**WILSON 1A03 – Introduction to Leadership and Civic Studies** (Wilson College)
This course introduces leadership and civic engagement by examining foundational theories and practices of human social organization and civil society. Informed by such frameworks as Indigeneity, race, gender, class and Global South perspectives, this course will examine diverse models of leadership, situating these within broad historical and theoretical contexts.
Three hours; one term
Open to all McMaster students

**WILSON 1B03 – Inquiry & Contemporary Issues** (Wilson College)
This course will introduce students to the fundamentals of inquiry-based learning, including articulating strong research questions, defining a line of inquiry, cultivating research methods and resources, and identifying, defining, and executing a research project related to contemporary issues related to leadership and civic engagement.
Three hours; one term
Prerequisites(s): Enrolment in Level I of Wilson College’s Combined Honours program.

**WILSON 2D03 – Deconstructing Leadership: Leadership and Diversity** (Wilson College)
This course examines theories and practices of leadership from diverse, critical perspectives including Indigeneity, class, gender, race, age, and ability. Students will gain a critical, historical understanding of group and social dynamics with the aim of being able to assess and mobilize different civic engagement strategies.
Three hours; one term
Prerequisites(s): Registration in Level II of Wilson College or above.

**WILSON 2C03 – Leadership, Civic Engagement and Contemporary Communication** (Wilson College)
This course will examine theories and practices of communication with the aim of engaging diverse publics utilizing multiple modes of address, active listening, collaboration, and persuasion. We will examine how publics, identities, opinions, and belonging are formed and influenced through communicative media, including print, public speaking, and the digital realm.
Three hours; one term
Prerequisite(s): Registration in Level II of Wilson College or above.

**CMTYENGA 2A03 – Foundations of Community Engagement** (Office of Community Engagement)
This course explores the politics, processes and functioning of communities and provides foundational knowledge and skills for effective and principled community engagement. Students will gain an understanding of how communities function, and the politics and processes involved in community participation and leadership. It will focus on developing the beginning skills for effective and ethical community engagement.
Three hours; one term
Prerequisite(s): Registration in Level II or above; priority will be given to students in Level II

**WILSON 3E03 – Future of Canada Challenges** (Wilson College)
This topics-based course will be structured around a series of guest speakers who will talk to students about pressing issues of contemporary concern to Canadian societies and the world. Possible topics include climate change, Indigenous struggles, ethnic and racial discrimination, civic cohesion, and democratic recession. The course will have an experiential, community-based element that takes students outside of the classroom to discuss issues of concern with pertinent communities.

Three hours; one term
Prerequisite(s): registration in Level III of any McMaster program.

**WILSON 3F03 – Leadership and Civic Engagement Skills and Methods** (Wilson College)
This experiential, project-based course will provide students with training in ethical quantitative and qualitative methods to develop solutions to a specific societal challenge, need or concern. Students will gain such skills as project management, gathering, analysing, and communicating data, and responsible reporting to stakeholders.

Three hours; one term
Prerequisite(s): Registration in Level III of Wilson College’s Combined Honours program.

**WILSON 4A06 – Civic Leadership Placement & Project** (Wilson College)
This course provides supports, resources, and mentorship to complete a major independent or group project related to civic engagement and leadership. The project will combine research and community-informed work and will include volunteer placements in community-based organizations. Final projects will be presented at a year-end symposium where key stakeholders, including the larger public, will be invited to share in students’ findings and accomplishments.

Six hours; two terms
Prerequisite(s): Registration in Level IV of Wilson College’s Combined Honours Program.

Appendix B: List of Humanities and Social Sciences Courses by Topic Area

**Area A: Ethics, Governance, and Democracy**
Students must take 9 units from this area. Out of the 18 total units of Wilson-related Humanities and Social Sciences courses, 9 units must be from the Social Sciences and 9 units must be from the Humanities; at least 6 units must be from each of levels II and III:

- ANTHRO 3ET3 – Anthropology of Ethics*/crosslist: SCAR 3ET3, first offering Winter 2024
- ECON 2D03 – Economic Issues
- ECON 2K03 – Economic History of Canada
- FRENCH 3HH3 – Francophone Voices in Canada
- HISTORY 2TT3 – Survey of Canadian History, 1885 to the Present
- HISTORY 3CG3 – Canadians in a Global Age, 1914 to the Present
- INDIG ST 3J03 – Government and Politics of Indigenous People
PHILOS 2G03 – Social and Political Issues
PHILOS 2YY3 – Ethics
PHILOS 3N03 – Political Philosophy
POLSCI 2F03 – Politics, Power, and Influence in Canada
POLSCI 2M03 – Governance, Representation, and Participation in Democracies
POLSCI 2U03 – Public Policy and Administration
SCAR 3LL3 – Human Being / Being Human
SOCIOL 2EE3 – Introduction to Indigenous-Settler Relations in Canada
WORKLABR 2A03 – Unions in Action
WORKLABR 3P03 – Workers' Resistance Past and Present

Area B: Justice, Human Rights, and Communities

Students must take 9 units from this area. Out of the 18 total units of Wilson-related Humanities and Social Sciences courses, 9 units must be from the Social Sciences and 9 units must be from the Humanities; at least 6 units must be from each of levels II and III:

ANTHROP 3HH3/GLOBALZN 3A03 – Globalization, Social Justice and Human Rights
CMST 3RR3 – Race, Religion and Media
CMST 3DJ3 – Digital Justice
ENGLISH 2CL3 – Canadian Literature of Dissent and Social Justice
ENGLISH 3A03 – Critical Race Studies
ENGLISH 3GG3/PEACJUST 3GG3: Theories of Decolonization and Resistance
ENVSOCTY 2E13 – Environment & Society: Challenges and Solutions (formerly Geog 2E13)
ENVSOCTY 2EK3 – Traditional Indigenous Ecological Knowledge (administered by Indigenous Studies Department; cross list Anthrop 2DA3; INDIGST 2D03)
HISTORY 3XX3/PEACJUST 3XX3: Human Rights in History
HISTORY 3N03/IBH 3BC3 – Poverty, Privilege, and Protest in Canadian History
HLTHAGE 3K03 – Social Determinants of Population Health in Canada
iARTS 2PC3 – Perspectives C: Arts in Community
Appendix C: Curriculum Maps

Program Learning Outcomes

(For reference only. Please see Section 1.4)

1. Identify and critique diverse models of leadership in their application to a range of local and global social problems.

2. Articulate how social inequality and other forms of injustice and oppression are (re)produced, resisted, and addressed.

3. Demonstrate core leadership qualities and competencies including creativity, ethical decision making, personal reflexivity and epistemic humility.

4. Articulate a complex understanding of different perspectives and negotiate shared understandings and goals based on these differences.

5. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.

6. Design and implement collaborative strategies to effect change in Canadian, Indigenous, and global contexts.
7. Effectively communicate with diverse audiences using multiple engagement strategies, technologies, tools, and formats.

8. Critically analyse social issues from interdisciplinary, historical, and theoretical perspectives to inform our understanding of public decision-making and policy development.

### Level I Curriculum Map

<table>
<thead>
<tr>
<th>Program Learning Outcomes (PLOs)</th>
<th>Related Degree Level Expectations (DLEs)</th>
<th>Course Name</th>
<th>WILSON 1A03 – Introduction to Leadership and Civic Engagement</th>
<th>WILSON 1B03 – Inquiry &amp; Contemporary Issues</th>
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<td>PLO 1.</td>
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<td>Teaching</td>
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<td></td>
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### Level IV Curriculum Map

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</table>
Appendix D: Academic Director's CV

DONALD E. ABELSON, PhD
Academic Director, Wilson College of Leadership and Civic Engagement, and Professor, Political Science
McMaster University

EDUCATION:
PhD, Department of Political Studies, Queen’s University, 1993
M.A, School of Journalism, The University of Western Ontario, 1991
M.A, Department of Political Studies, Queen’s University, 1986
B.A (Hons), Political Science, The University of Toronto, 1985

EMPLOYMENT HISTORY:
Academic Director, Wilson College of Leadership and Civic Engagement, and Professor, Political Science, McMaster University, October 2023-

Director, Brian Mulroney Institute of Government, Steven K. Hudson Chair in Canada-US Relations, and Professor, Political Science, St. Francis Xavier University, January 2019-October 2023

Professor Emeritus, Department of Political Science, The University of Western Ontario, January 2022-

Adjunct Research Professor, Department of Political Science, The University of Western Ontario, January 2019-December 2021

Professor, Department of Political Science, The University of Western Ontario, 2002-2018

Associate Professor, Department of Political Science, The University of Western Ontario, July 1997-2002

Assistant Professor, Department of Political Science, The University of Western Ontario, 1993-1997

EXTERNAL APPOINTMENTS:


Visiting Fellow, Robert C. and Janice S. McNair Center for the Advancement of Free-Enterprise and Entrepreneurship, Northwood University, Midland, Michigan, April 2021-

Adjunct Professor, Department of Political Science, Dalhousie University, July 2019-

Honorary Research Fellow, Department of International Politics, City University London, UK, April 2018

Visiting Professor, Université Aix-Marseille, Aix-en-Provence, France, October 2014

Visiting Professor, Sciences Po Lyon –Institut d’études Politiques, Lyon, France, November 2014

Member, Advisory Council, L’Observatoire des Think Tanks, Paris, France, October 2013

Visiting Fellow, Centre for the Study of the United States, Munk School of Global Affairs, University of Toronto, January-June 2013

Researcher, Chaire Raoul Dandurand en études stratégiques et diplomatique, Université de Québec à Montréal (UQAM), 2010-

Non-Resident Fellow, Fulbright Foundation, Ottawa, January-June 2007

ACADEMIC HONORS AND AWARDS:
St.FX University/Research/Publication/Teaching Award (URPTA), 2023
St.FX University/Research/Publication/Teaching Award (URPTA), 2022
St.FX University/Research/Publication/Teaching Award (URPTA), 2021
St.FX University/Research/Publication/Teaching Award, (URPTA), 2020
UWO, USC Teaching Honour Roll Award of Excellence, 2015-16
UWO, Dean’s Award of Excellence, 2015-16
UWO, USC Teaching Honour Roll Award of Excellence, 2009-10
UWO, USC Teaching Honour Roll Award of Excellence, 2003-04
UWO, USC Teaching Honour Roll Award of Excellence, 2002-03
UWO, Panhellenic Council Teaching Award, March 1997
UWO, Finalist, The University Student Council Teaching Award of Excellence, March 1996
UWO, USC Teaching Honour Roll Award of Excellence, 1995-96
UWO, Panhellenic Council Teaching Award, March 1996
UWO, Panhellenic Council Teaching Award, March 1994

TEACHING:

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SUPERVISION:
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<td>Kokkoros, Nick. New Directions in American Foreign Policy. M.A. Thesis, The University of Western Ontario.</td>
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<td>Zurowski, Thomas. Interventionism: Where has it gone? Where is it going?</td>
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<td>Smith, Matthew. Assessing the Think Tank-Foundation Relationship.</td>
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<td>Appel, Jeremy. Kicking the Vietnam Syndrome: The Dual Dynamic of Neo-conservatism and Liberal Interventionism from the Gulf to Kosovo. (American Studies Program)</td>
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<td>Kurkjian, Joshua V. NAFTA as an Arena for Cross-Border Linkages Among Labor and Environmental Coalitions. (American Studies Program)</td>
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<td>Skinner, Jacob. Mitt Romney’s Mormonism not a Factor in 2012 US Presidential Election: The Economy and Race will Decide (American Studies Program)</td>
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<td>Atta, Yussra. The United States and Israel: The Factors that may have contributed to this special relationship.</td>
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<td>The Red, White, and Blue: Exploring the Convergence of Factionalism and Government Outsourcing in American Foreign Policy.</td>
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<td>Making the Pieces Fit: A Scholarly Review of International Relations Theory through an Examination of Realism, Neorealism and Complex Interdependence.</td>
<td>Byrne, Darius.</td>
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<td>Consistent Inconsistency around the Midpoint of the Engagement-Disengagement Spectrum: The United States of America’s Foreign Policy Vis À Vis the Democratic People’s Republic of Korea.</td>
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<td>Summer, Matthew. Evolutionary Terrorism.</td>
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<td>Merry, Patrick J. Understanding 9/11: The Islamist Attacks on the United States.</td>
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<td>Iatzko, Ian. The United States and Israel: Explaining the Special Relationship.</td>
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<td>Murphy, Daniel. Humanitarian Intervention: The Emerging Right to Intervene.</td>
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Rastrick, Christopher. Atlantic Adrift: Supranational and American Think Tanks in Comparison.


Undergraduate Theses

2003-2004

1996-1997


Second Reader - Undergraduate Theses

2014

2016
King-Congram, Kendall. Welcome to “Incarceration Nation.” (American Studies)

Teaching Evaluations for Undergraduate and Graduate Courses

Summary of "Overall Effectiveness" Rating from Student Surveys
(Maximum score 7)

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PolSci 4401F/G  6.6 6.3 6.6 6.5 6.1 6.6
PolSci704A/974B  7 6 6.6 6.6 N/A
PolSci3395G     6.6 6.6 6.5

PUBLICATIONS:

Books


**Chapters/Encyclopedic Entries**


Abelson, Donald E. “If it doesn’t matter, why measure it? Reflections on think tank rankings and policy influence,” in Donald E. Abelson and Christopher Rastrick (ed.), Handbook on Think Tanks in Public Policy, Cheltenham, UK: Edward Elgar, 2021: 134-149.

Abelson, Donald E. “The rise or demise of American think tanks?” in Donald E. Abelson and Christopher Rastrick (eds.) Handbook on Think Tanks in Public Policy, Cheltenham, UK: Edward Elgar, 2021: 221-238.


Abelson, Donald E. “And the Winner Is: Why Measuring Think Tank Performance is inherently


Abelson, Donald E. “In the Line of Fire: Think Tanks, the War on Terror and AntiAmericanism,” in Richard Higgott and Ivona Malbasic (eds), The Political Consequences of Anti-Americanism. London: Routledge, 2008: 44-57.


James, Patrick, Abelson, Donald E. and Michael Lusztig. Introduction: The Myth of the Sacred in the Canadian Constitutional Order,” in Patrick James, Donald E. Abelson, and Michael


**Peer Reviewed Journal Articles**


Abelson, Donald E. "Environmental Lobbying and Political Posturing: The Role of Environmental Groups in Ontario's Debate Over NAFTA." *Canadian Public Administration* 38 (3) Fall 1995: 352-381.


**Peer Reviewed Articles in Conference Proceedings/Reports**


**Non-Peer Reviewed Journal Articles/Research Papers/Commentaries**


Abelson, Donald E. “Brian Mulroney, Ronald Reagan, and the Politics of Friendship.” *Occasional Paper*, Robert C. and Janice S. McNair Center for the Advancement of Free Enterprise and Entrepreneurship, Northwood University, April 2022. A version of this paper was published in the *Mulroney Papers in Public Policy and Governance*, Number 8, May 2022, Brian Mulroney Institute of Government, St. Francis Xavier University.


**Book Reviews/Review Essays**


**Invited Presentations/Conference Papers**

“For the Dignity of the Jewish Community and for the Honour of Canada: Brian Mulroney’s Enduring Battle Against Anti-Semitism” (with Monda Halpern). Presentation to J.E.M (Jewish Educational Manna), London, Ontario (via Zoom), December 5, 2022.


Host and moderator, “In Conversation with the Hon. Sean Fraser, Minister of Immigration, Refugees and Citizenship of Canada.” Sponsored by the Brian Mulroney Institute of Government, St. Francis Xavier University, September 22, 2022.

Host and moderator, “Transatlantic Relations: Challenge and Resilience – A Discussion for Our Times.” Virtual event sponsored by the Brian Mulroney Institute of Government, St. Francis Xavier University and the College of Europe, May 18, 2022.


Host and moderator for Michael Adams’ presentation, “American Backlash, Canadian Compromise: Are Canadians and Americans Converging or Diverging?” Virtual event organized by the Brian Mulroney Institute of Government, St. Francis Xavier University, March 2, 2022.

Moderator and panelist, “Think Tanks; Global Reach, Global Perspectives,” 2021 OTT (On Think tanks) Conference, 21 April 2021.


“A Primer on American Think Tanks.” Virtual Presentation to the Austrian Red Cross, Vienna, Austria, September 29, 2020.


“Think Tanks and the 2016 Republican race for the presidency.” Presentation to the Department of Political Science, Trinity College Dublin, Dublin, Ireland, 29 January 2016.

“Come to Think of It: Reconsidering the relationship between Presidential Nominees and American Think Tanks.” Presentation to the School of Politics and International Relations (SPIRe) Seminar Series, University College Dublin, Dublin, Ireland, 28 January 2016.


“The Domestic Sources of US Foreign Policy: The Role of Lobbies and Think Tanks.” Presentation at a conference entitled, Who Decides in Washington? The Making of US Foreign Policy. Université du Québec à Montréal (UQAM), Montreal, Québec, March 26, 2015. Sponsored by the Raoul Dandurand Chair of Strategic and Diplomatic Studies, Center for the United States Studies.


“Think Tanks, Soft Power, and US Foreign Policy.” Presentation to LERMA (Center for the Study of the Anglophone World), Université Aix-Marseille, Aix-en-Provence, France, October 14, 2014.

“The Role of Think Tanks in International Relations: A View from North America.” Presentation given at Blanquerna- School of Communications and International Relations, Ramon Llull University, Barcelona, Spain, April 25, 2014.

“A World of their Own: Think Tanks and Global Politics.” Presentation given at Blanquerna, School of Communications and International Relations, Ramon Llull University, Barcelona, Spain, April 24, 2014.


by the China Development and Reform Institute and the Chinese School of Social Science – Tsinghua University and Shanghai University, Beijing, China, June 30, 2013.


“Evaluating the Influence of Think Tanks in US Foreign Policy: Competing Perspectives, Models and Theoretical Approaches.” Presentation to the Center for Foreign Policy Studies, Dalhousie University, Halifax, Nova Scotia, March 1, 2012.


“Can the American Think Tank Experience be Exported to Israel?” Presentation made to the Israeli Institute for Regional Foreign Policies. Sponsored by the Friedrich Ebert Stiftung, Tel Aviv, Israel, May 18, 2011.


“The Evolution of Think Tanks in U.S. Foreign Policy.” Presentation made de la Hautes études internationales, Université Laval, Québec City, February 28, 2011.

“Do Foreign Policy Think Tanks Matter?” Presentation made de la Hautes études internationales, Université Laval, Québec City, March 1, 2011.


“Think Again: Reevaluating Models of Think Tank Influence.” Paper presented at The University of Southern California (co-sponsored by the Center for International Studies and the Canadian Studies Program), Los Angeles, California, October 31, 2007.


“Think Fast: American Think Tanks and their efforts to Influence US Foreign Policy.” Paper presented to the Canadian Institute of International Affairs (CIJA) - Thunder Bay Branch, Lakehead University, April 25, 2007.


Think Tanks and Foreign Policy Formulation in the US.” Roundtable discussion sponsored by the Hanns Seidel Foundation, Wildbad Kreuth, Bavaria, Germany, December 4-5, 2003.

‘Think Tanks and US Foreign Policy.” Presentation to the Department of Political Science, Distinguished Speakers’ Series, University of Windsor, January 20, 2003.


“Marketing the Message: Designing Effective Media Strategies for Think Tanks.” Paper presented at a conference co-sponsored by the Center for International Enterprise (CIPE) and the World Bank, Moscow, September 16, 1998.


With Christine M. Carberry, "Following Suit or Falling Behind? A Comparative Analysis of Canadian and American Think Tanks." Paper presented at the Annual Meetings of the Canadian Political Science Association, Memorial University, St. John's, Newfoundland, June 1997.


"On the Road to the White House: Presidential Candidates and the Think Tanks that Advised Them." Paper presented at the Annual Meetings of the Canadian Political Science Association, Universite du Quebec a Montreal, Montreal, Quebec, 4-6 June 1995.

America, Chateau Laurier Hotel (sponsored by Carleton University), Ottawa, Ontario, 3-5 November 1994.


Lectures/Presentations given on behalf of St. Francis Xavier University


“Presentation to Students, Staff, Faculty and Antigonish Community on BMIG and Mulroney Hall.” September 21, 2019.


Lectures/Presentations given on behalf of The University of Western Ontario
“If I were a Rich Man: A Jewish Perspective on Donald Trump, his politics, and his values.” JEM Speakers’ Series, London Jewish Community Centre, January 29, 2018.


“A Welcome Intervention? Think Tanks and US Foreign Policy.” Presentation to the 18th Annual National Conference of the Canadian Political Science Student’s Association (CPSSA), The University of Western Ontario, January 23, 2014.

“Balancing the Interests of a Diverse Membership: A View from The University of Western Ontario.’ Presentation made to the CAUT Forum for Presidents, Ottawa, January 19, 2013.

Panelist, “Tenure and Promotion Workshop for Faculty.” Sponsored by the Office of Faculty Relations and the University of Western Ontario Faculty Association, Weldon Library, December 6, 2012.


Panelist, “Promotion and Tenure Workshop for Members of P and T Committee.” Organized by the Office of Faculty Relations, David S. Chu International Student Centre, September 12, 2012.

“Reflections on the Changing World of Think Tanks.” Presentation to MA Program, School of Journalism, University of Western Ontario, June 13, 2012.


“On Second Thought; Reflections on the Changing Role of Think Tanks in American Politics.” Presentation made to the Ottawa Branch of the UWO Alumni Association, Canadian Museum of Civilization, Gatineau, Quebec, November 9, 2011.

Panelist, “Promotion and Tenure Workshop.” Organized by the Office of Faculty Relations, David S. Chu International Student Centre, October 4, 2011.

“Do Think Tanks Matter? Debating the Relevance of Policy Institutes in Canada and the United States.” Presentation to the School of Journalism, Faculty of Information and Media Studies, June 10, 2011.


“Do Think Tanks Matter to Journalists?” Lecture presented to the School of Journalism, Faculty of Information and Media Studies, June 11, 2010.


“An Overview of Think Tanks in Canada and the United States.” School of Journalism, Faculty of Information and Media Studies, June 12, 2009.


“Understanding the role of think tanks in Canada and in the United States.” School of Journalism, Faculty of Information and Media Studies, June 6, 2008.


“Think Tanks and the Media in Canada.” School of Journalism, Faculty of Information and Media Studies, June 8, 2007.


“Peddling Ideas: Think Tanks and US Foreign Policy.” Political Inquiry Colloquium, Department of Political Science, March 17, 2007.

“The US Mid-term Elections and Beyond.” Occasional Lecture Series, Department of Political Science, November 10, 2006

Panelist, Roundtable on the US Mid-term Elections. Sponsored by the Centre for American Studies, University College, UWO, November 8, 2006.

Works in Progress

Abelson, Donald E. Split Decision: Think Tanks, Universities, and the Politics that Divide Them. (Book manuscript)

Abelson, Donald E. “A Cardinal Sin? Tracing the conflict between the Hoover Institution and Stanford University.”

Abelson, Donald E. “Come to Think of It: Reconsidering the relationship between American Think Tanks and Presidential Nominees.”

Reviews of Manuscripts for Journals and Presses:

Canadian Journal of Media Studies

Canadian Journal of Political Science
Canadian Public Administration
Canadian Public Policy
Commonwealth and Comparative Politics
Edward Elgar
Governance: An International Journal of Policy, Administration, and Institutions
Journal of Transport Geography
McGill-Queen’s University Press
Nelson Canada
Oxford University Press
Palgrave Macmillan
Political Studies
Prentice-Hall
Routledge
Stanford University Press

**RESEARCH/GRANT FUNDING:**

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<td>Abelson</td>
<td>Alumni Research Award, UWO</td>
<td>“Thinking about Peace? Israeli Think Tanks and the Search for Order”</td>
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<td>2000</td>
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<td>Mary Wiktorowicz</td>
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<td>School of Policy Studies, Queen's University</td>
<td>Interest Groups and Health Care in Ontario</td>
<td>$13,000</td>
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<td>Patrick James</td>
<td>Abelson, Michael Lustzig</td>
<td>Canadian Embassy (Washington) Research/Conference Grant</td>
<td>The Constitution and the Courts in Canada</td>
<td>$6,500</td>
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<td>UWO VP Research Award</td>
<td>Think Tanks in Canada</td>
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<td>Social Sciences and Humanities Research Council of Canada</td>
<td>Preparing Presidents to Govern</td>
<td>$20,000</td>
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**ADMINISTRATIVE DUTIES – St. Francis Xavier University (2019-2023)**

March 2022- Member, Internal Advisory Committee, Atlantic Economic Forum

March 2022- Member, Advisory Committee on Student Experience in Israel

March 2021- Member, Bombardier Scholarship Advisory Committee

September 2019 Member, Frank McKenna Centre for Leadership Advisory Board

August 2019- Member, Leadership Council

January 2019- Director, Brian Mulroney Institute of Government

January 2019- Member, External Advisory Board, Brian Mulroney Institute of Government
January 2019- Chair, Internal Advisory Committee, Brian Mulroney Institute of Government

January 2019- Member, Public Policy, and Governance (PGOV) Steering Committee

**ADMINISTRATIVE DUTIES - Western University (2007-2018)**

**Departmental**

May 2017 Chair, Administrative Officer (Staff) Hiring Committee

November 2015 Member, Hiring Committee, Receptionist

July 2015-18 Chair, Department of Political Science

July 2015-18 Chair, Appointments Committee

July 2015-18 Chair, Annual Performance Evaluation Committee

July 2015-2018 Chair, Priorities and Planning Committee

July 2015-2018 Chair, Teaching Awards Committee

July 2015-2018 Chair, Workload Committee

July 2015-2018 Member, Promotion and Tenure Committee

July 2015-2018 Member, Local Government Program Advisory Committee

July 2013-2018 Member, Priorities and Planning Committee

June 2011-18 Member, Appointments Committee

June 2011-18 Member, Teaching Awards Committee

May 2008 Chair, Administrative Officer (Staff) Hiring Committee

January 2008 Chair, Undergraduate Coordinator Hiring (Staff) Committee

July 2006 Chair, Local Government Program Hiring (Staff) Committee

July 2005-June 2010 Chair, Department of Political Science

July 2005-June 2010 Chair, Annual Performance Evaluation Committee

July 2005-June 2010 Chair, Appointments Committee

July 2005-June 2010 Chair, Priorities and Planning Committee
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<td>Chair, Teaching Awards Committee</td>
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<td>June 2004-June 2010</td>
<td>Member, Promotion and Tenure Committee</td>
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<td>July 2003-June 2005</td>
<td>Chair, Graduate Program</td>
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<td>June 2017</td>
<td>Director, Centre for Canada-US Studies</td>
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<td>Member, History Chair Selection Committee</td>
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<td>Member, Hiring Committee, Administrative Assistant, CAS</td>
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<td>Member, Graduate Committee, Centre for American Studies Dec.2009-</td>
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<td>Member, Department of Economics Chair’s Selection Committee</td>
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<td>Chair, Nominating Committee</td>
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<td>February 2017</td>
<td>Member, Vice-President (International) ad hoc committee on US Travel Ban.</td>
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<td>September 2016</td>
<td>Faculty of Social Science Representative, Medical School Admissions Committee, Schulich School of Medicine, and Dentistry.</td>
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<td>October 2015</td>
<td>Member, University Research Board Task Force Steering Committee-Support for Research in Social Science, Arts and Humanities at Western</td>
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<td>December 2013</td>
<td>Member, Communications Committee, UWO Faculty Association</td>
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<td>Chair, Nominating Committee, UWO Faculty Association</td>
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<td>Observer, Senate (representing UWOFA)</td>
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<td>President, UWO Faculty Association</td>
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<td>Chair, Board of Directors, UWO Faculty Association</td>
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July 2012  Member, Pay Equity Advisory Committee, UWOFA-LA
July 2011-  Member, Executive, UWO Faculty Association
July 2011-  Member, Board of Directors, UWO Faculty Association
July 2011- June 2013- Member (ex officio), Grievance Committee, UWO Faculty Association
July 2011-June 2012 Member, Joint Committee, UWO Faculty Association
July 2011-June 2012 Chair, Policy, and Governance, UWOFA Committee, UWO Faculty Association Committee, UWO Faculty Association
July 2011-June 2012 Member, Nominating Committee, UWO Faculty Association
October 2010- Member, Arts & Humanities Council
January 2010-2017 Director, The Canada-US Institute
January 2010 Member, Academic Leaders’ Summer Conference Steering Group (ALSC)
March 2009 Member, Hellmuth Award Selection Committee
April 2008 Member, Senate Honorary Degrees Committee
Jan. 2008 Member, Senate Committee on Academic Policy and Awards (SCAPA)
Sept. 2007 Member, Appointments Committee for cross- appointment in Political Science and Epidemiology and Biostatistics
June 2007-2010 Member, Faculty of Health Sciences School of Kinesiology Advisory Committee on Sports, and Recreation
July 2006-June 2014 Director, Centre for American Studies
Sept. 2005-10 Member, Space Committee
Sept. 2005 Member, Post-Doctoral Admissions Committee, RBC Financial Group University
Nov.2006- 2008 Member, Senate
Nov. 2006-2008 Member, Senate Nominating Committee
Nov. 2006-Mar 2007  Member, Faculty of Arts and Humanities Decanal Selection Committee

**Editorial Duties**


**COMMUNITY SERVICE: (Last 18 years)**

*Media Relations*

**2005**


October 17, 2005:  “Clinton’s visit to London.” Interview on *CJBK Morning Radio*.


October 17, 2005:  “Canadian American Relations.” Interview on *CBC TV National Evening News*.


December 13, 2005:  “Stephen Harper and the War in Iraq.” Interview with *Canadian Press*.


**2006**


March 2, 2006: “Think Tanks in the United States.” Interview with Evita Neefs of the Belgium newspaper, *De Standaard Buitenland*.


March 29, 2006: “Think Tanks in Canada.” Interview with Nathan Swinn, Freelance Reporter for *CBC Radio*.


June 27, 2006: Guest panelist on *TV Ontario’s More 2 Life*. Discussed the impact of political humor in Canada and in the United States.


November 9, 2006: “The Democratically Controlled Congress.” Interview with *CIXX 106.9 FM*- (London).


2007


January 24, 2007: “President Bush’s State of the Union Address.” Interview with *Adler Online - Corus Radio Network*. 


May 28, 2007: Interview with Canadian Press, “The Western Hemisphere Travel Initiative.”

July 4, 2007: Interview with Mike Stubbs, CJBK Radio (London) to discuss “The Bush Legacy.”


October 2, 2007: Interview with Deirdre McMurdy, The Ottawa Citizen “The Fraser Institute.”

November 21, 2007: Interview with CIXX 106.9 FM (London) on cross-border security issues.

November 21, 2007: Interview with Jessica Gray, CIXX 106.9 FM (London) on the evolution of political speeches.

2008


January 4, 2008: Interview with Business News Network (BNN) on the results of the Iowa caucus.

January 4, 2008: Interview with John Wilson, AM 980 Radio (London) on the results of the Iowa caucus.

January 7, 2008: Interview with Scott Kitching, CJBK Radio 1290 (London) on predicting the outcome of the New Hampshire primaries.


January 29, 2008: Interview with Mike Stubbs, CJBK Radio (London) on President Bush’s State of the Union Address.


January 31, 2008: Interview with John Wilson, AM 980 Radio (London) on the lead up to Super Tuesday’s presidential primaries.


February 5, 2008:  Interview with Jim Birchard, *CFOS Radio 560 AM (Owen Sound)* on Super Tuesday and the Presidential Primaries.


February 5, 2008:  Interview with Adam Truman, *CIXX-FM 106.9 (London)* on why 15% of Ontarians would like to vote in the US presidential election.

February 5, 2008:  Phone-In Guest, “*Ontario Today*, CBC Radio” discussing the US presidential primaries.

February 6, 2008:  Phone-In Guest, “*Ontario Morning, *CBC Radio” discussing the results of Super Tuesday.

February 7, 2008:  Interview with Ashley Houghton, *CHRW Radio (London)* on Senator Hillary Clinton’s campaign for the presidency.

February 12, 2008:  Guest on *The Michael Coren Show, CTS (Burlington)* to discuss the US presidential primaries.


February 19, 2008:  Interview with Kristina Benjamin, *CIXX 106.9 FM (London)* on the Bush Administration’s reaction to Fidel Castro’s resignation.

February 21, 2008:  Interview with John Wilson, *AM 980 (London)* to discuss the US presidential primaries.


March 5, 2008:  Interview with John Wilson, *AM 980 (London)* on the Ohio and Texas primaries.
March 18, 2008: Guest on The Michael Coren Show, CTS (Burlington) to discuss new developments in the US presidential primaries.


March 19, 2008: Interview with Deanne Kondrat, CIXX FM News 106.9 on the US presidential primaries.

March 25, 2008: Interviews with 7 separate CBC Radio (Syndicated Stations- Windsor, Cape Breton, Whitehorse, Victoria, Regina, Edmonton and Winnipeg) on the trade impact of Canada-US border security.


April 23, 2008: Interview with John Wilson, AM 980 (London) on the results of the Pennsylvania Primary.


May 6, 2008: Interview with Melissa Leong, The National Post on the future of Canadian American Relations.


May 13, 2008: Guest on The Michael Coren Show (CTS, Burlington) to discuss the US presidential primaries.


May 21, 2008: Interview with John Wilson, AM 980 (London) on the Kentucky and Oregon Primaries.


June 9, 2008: Interview on *AM770 CHQR Calgary - The Morning News with Bruce Kenyon* on Hillary Clinton’s decision to concede the Democratic Presidential Nomination.


2009


January 20, 2009: Phone-In Guest on CBC Radio “Ontario Today” with Rita Celli, to discuss the Obama inauguration.

January 20, 2009: Interview with Cory Kolt, Newstalk 980 CJME (Saskatoon) on the Obama Inauguration.

February 6, 2009: Interview with John Ward, Canadian Press (Ottawa) on the upcoming visit of President Obama to Ottawa.

February 12, 2009: Interview with Craig Offman, The National Post on President Obama’s visit to Ottawa.

February 16, 2009: Interview with CBC Syndicated Morning Radio in 10 cities (Windsor, Regina, Goose Bay, Gander, Cornerbrook, Kelowna, Vancouver, Winnipeg, Whitehorse, Prince George) to discuss President Obama’s position on border security.

February 17, 2009: Interview with Wei Chan, CBC Radio “Ontario Morning” on President Obama’s position on border security.

February 19, 2009: Interview with John Wehrstein, CKOT Radio (Tillsonburg) on President Obama’s Visit to Ottawa.

February 19, 2009: Interview with John Divinski, The Beach 97.9 FM Radio (Saugeen Shores) on President Obama’s Visit to Ottawa.

February 19, 2009: Interview with Kevin Bernard, CFOS Radio (Owen Sound) on President Obama’s Visit to Ottawa.

July 3, 2009: Interview with Jim Birchard, CFOS Radio (Owen Sound) on President Obama’s track record in office.

July 16, 2009: Interview with Misty Harris, Canwest News Service on the propensity of politicians to dodge questions.

July 22, 2009: Interview with Aude Perron, Commerce Magazine on the top economic think tanks in North America.

October 29, 2009: Interview with CIXX FM 106.9 on Ted Sorensen’s talk at The University of Western Ontario

October 30, 2009: Interview with Bhagyashree Garekar, The Straits Times (Singapore) on think tanks and US foreign policy.

November 19, 2009: Interview with CHQR AM 770 Radio (Calgary) on the release of Do Think Tanks Matter?

2010

January 6, 2010: Interview with Mike Blanchard, *CHQR AM 770 Radio* (Calgary) on President Obama’s first year in office.


January 21, 2010: Interview with Jim Birchard, *CFOS* (Owen Sound) on President Obama’s first year in office.

February 23, 2010: Interview with Mary Ann Colihan, Freelance Journalist on the creation of the Canada-US Institute.

February 24, 2010: Interview with Misty Harris, *Canwest News* on the relationship between political attitudes and appearance.

March 5, 2010: Interview with Mick Blanchard, *CHQR AM 770 Radio* (Calgary) on Sarah Palin’s presidential aspirations.


2011


August 1, 2011: Interview with *CTV News Channel* (Toronto) on the debt crisis in the United States.


August 11, 2011: Interview with *CTV News Channel* (Toronto) on the Republican presidential candidates’ debate in Iowa.


October 21, 2011: Interview with *CTV News Channel* on President Obama’s announcement about withdrawing US troops from Iraq.

December 30, 2011: Interview with *CTV News Channel* on the Iowa Caucus.

2012

January 2, 2012: Interview with Mike Smith, *CKNW AM 980 Radio* (Vancouver) on the influence of think tanks in Canada.


March 16, 2012: Interview with Amanda Bell, 106.9 FM News (London) on the Republican presidential primaries.


May 10, 2012: Interview with 106.9 FM News (London) on President Obama’s decision to support same sex marriage.
<table>
<thead>
<tr>
<th>Date</th>
<th>Interviewee and Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 26, 2012</td>
<td>Interview with Ashley Csanady, <em>The Toronto Star</em> on proposed reforms for changing the Ontario Lobbying Registration Act.</td>
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<tr>
<td>August 24, 2012</td>
<td>Interview with Beth Hong, <em>The Vancouver Observer</em> on the Fraser Institute.</td>
</tr>
<tr>
<td>September 5, 2012</td>
<td>Interview on <em>CTV News Channel</em> about the Democratic National Convention.</td>
</tr>
<tr>
<td>October 12, 2012</td>
<td>Guest on <em>The Agenda with Steve Paikin, TVO</em> to discuss President Obama and Governor Romney’s foreign policy goals.</td>
</tr>
<tr>
<td>October 17, 2012</td>
<td>Interview on <em>CTV News Channel</em> to discuss the second US Presidential Debate.</td>
</tr>
<tr>
<td>October 18, 2012</td>
<td>Interview with Eva Bertrand, <em>Voice of Russia</em> on the US Presidential Election.</td>
</tr>
<tr>
<td>November 5, 2012</td>
<td>Interview with <em>CTV News Channel</em> (Toronto) on the US Presidential Election.</td>
</tr>
</tbody>
</table>


November 7, 2012: Guest, *The Morning Show, Global TV* (Toronto) to discuss the US Presidential Election.


2013

January 8, 2013: Interview with Sunny Freeman, *Huffington Post Canada* on how Obama’s second term will affect Canada.


November 12, 2013: Interview with Spencer Gowan, *XFM 106.9* (London) on the 50th anniversary of the Kennedy assassination.

November 22, 2013: Interview with Steve Garrison, *CJBK Newstalk AM 1290* (London) on the 50th anniversary of the Kennedy assassination.

2014


December 23, 2014: Interview with Zev Singer, *Mishpacha Magazine* (Israel) to discuss the politics surrounding the Keystone XL Pipeline.

**2015**


February 16, 2015: Interview with Steven Marcus, *Newsday* (New York) on the political ramifications of the 1980 US Men’s Hockey Team’s victory over the Soviets in Lake Placid.


October 20, 2015: Interview with Adam Kovac, *USA Today*, on how Justin Trudeau’s victory will influence Canada-US relations.

October 20, 2015: Interview with Valentina Pasquali, *Aspenia Online* (publication of the Aspen Institute), on how US think tanks are funded.
October 22, 2015: Interview with Francesc Ponsa, *Association of Political Scientists of Catalonia*, on the changing global think tank landscape.

October 27, 2015: Eight Interviews on *CBC Syndicated Radio* (Yellowknife, Cape Breton, Calgary, Edmonton, Toronto (Here and Now), Sudbury, Saskatchewan, and Winnipeg) on the future of Canada-US relations.

2016

January 9, 2016: Guest on *Viewpoints* with Todd van der Heyden, *CJAD 800* (Montreal) to discuss the Iowa Caucus.

January 15, 2016: Guest on *Viewpoints* with Todd van der Heyden, *CJAD 800* (Montreal) to discuss the US presidential primaries.

January 29, 2016: Guest on *Viewpoints* with Todd van der Heyden, *CJAD 800* (Montreal) to discuss the Republican presidential primaries.

February 23, 2016: Interview with Evita Neefs, *De Standaard (Belgium)*, on US think tanks and presidential candidates.

February 24, 2016: Interview with Christina Romualdo, *Humber Radio 96.9 FM* (Toronto), about how a Trump presidency would affect Canada.

March 1, 2016: Interview with Mike Stubbs, *CJBK1290 Radio* (London), on Donald Trump and Super Tuesday.

March 1, 2016: Interview with Dave Bradley, *CFRB 1010 Radio* (Toronto) on Super Tuesday.

March 1, 2016: Interview on *CTV National News* about Super Tuesday.


March 10, 2016: Interview with Andrew Miller, *Monocle 24*, (London, UK) on Prime Minister Justin Trudeau’s state visit to Washington.

April 7, 2016: Interview with Craig Needles, *AM 980* (London), on the Democratic and Republican primaries.

April 8, 2016: Guest on *Viewpoints* with Todd van der Heyden, *CJAD 800* (Montreal) to discuss the Democratic and Republican primaries.
April 14, 2016: Interview with Randi Druzin, Freelance journalist writing an article for *U.S. News & World Report*, on Canadian perceptions of Donald Trump.

May 3, 2016: Interview with Craig Needles, *AM 980* (London) on the Republican and Democratic presidential primaries.

May 13, 2016: Guest on *Viewpoints* with Todd van der Heyden, *CJAD 800 AM* (Montreal) to discuss the Republican presidential primaries.

May 22, 2016: Guest on *Dave’s World* with Dave Fisher, *CJAD 800 AM* (Montreal) to discuss the US presidential primaries.

June 8, 2016: Phone-in Guest on *CBC Radio Ontario Today*, to discuss the potential impact of a Trump presidency on Canada.


June 29, 2016: Interview with Mark Gollom, *CBC News.ca*, on Donald Trump and NAFTA.

July 18, 2016: Phone-in Guest on *CBC Radio Saskatchewan- Blue Sky* with Garth Materie, to discuss the Republican National Convention.

July 22, 2016: Interview with Kate Bueckert, *CBC-KW*, on Canada’s reaction to the 2016 US presidential election.

July 29, 2016: Guest on *Viewpoints* with Todd van der Heyden, *CJAD 800* (Montreal) to discuss the Republican and Democratic National Conventions.

August 8, 2016: Interview with Craig Needles, *AM 980* (London) on the US presidential election.

August 11, 2016: Interview with Nicolas Berube, *La Presse* (Montreal), on Donald Trump and the US presidential election.

September 6, 2016: Interview with Monique Muise, *Global News* (Ottawa), on polling the US presidential election.

September 8, 2016: Interview with Kyle Duggan, *iPolitics.ca* (Ottawa) on *Northern Lights: Exploring Canada’s Think Tank Landscape*.

September 14, 2016: Interview with Colin Gowdy, *CIXX 106.9 FM* (London), on Hillary Clinton’s comments about “deplorable” Trump supporters.

September 19, 2016: Interview on *CTV News Channel* (Toronto), on the US presidential election.


October 5, 2016: Interview with Monique Muise, *Global News* (Ottawa) on relationship between the US president and Congress.


October 18, 2016: Interview with Adela Talbot, *Western News*, on *Northern Lights: Exploring Canada’s Think Tank Landscape*.

October 19, 2016: Interview with Craig Needles, *AM 980* (London), on the third US presidential debate.


October 27, 2016: Interview with Julia Belluz, *Voxmedia*, on the differences between American and Canadian elections.

October 28, 2016: Interview with *CIXX FM 106.9 News* (London) on the leadership and provincial politics.


November 9, 2016: Interview on the Morning Show with Ken and Lisa, Newstalk Radio 1290 CJBK (London), on the results of the US Presidential Election.

November 9, 2016: Interview with Lynn Desjardins, CBC Radio International Canada, on what a Trump victory means for Canada.

November 9, 2016: Interview with Amy Minsky, Global News, on the impact of third-party candidates on the US Presidential election.

November 9, 2016: Interview with Gary Ennett, CBC Radio London, on the outcome of the US presidential election.

November 9, 2016: Interview with Alan Coombs, Newstalk Radio 1290 CJBK (London) on the outcome of the US presidential election.


November 9, 2016: Interview with Colin Gowdy, CIXX 106.9 FM News (London), on the outcome of the US presidential election.

November 9, 2016: Interview with Marek Sutherland, CTV News (London), on the outcome of the US presidential election.

November 9, 2016: Interview with Richard Raycraft, CHRW (London), on the results of the US presidential election.

November 9, 2016: Interview with Darryl Newcomb, CTV News (London), on Trump and Women voters.

November 10, 2016: Interview with Craig Needles, AM 980 (London), on the fallout from the US presidential election.

November 10, 2016: Interview with Samuel Gallant, XFM 106.9 FM (London), on the implications of faithless electors.

November 17, 2016: Commentary, “Trump, America off the trail and into an historic transition.” Western News.


December 9, 2016: Interview with Rick Seltzer, Inside Higher Education, on the creation of university-based think tanks.

December 19, 2016: Interview with Craig Needles, AM 980 (London) on faithless electors and the US presidential election.

December 29, 2016: Interview with James Mennie, CJAD AM 800 (Montreal) on what to expect from a Trump presidency.

2017

January 6, 2017: Interview with Emma Ellis, WIRED (New York), on think tanks engaged in pseudoscience.


January 19, 2017: Interview with John Wehrstein, Easy 101 FM CKOT (Tillsonburg), on what to expect from a Trump presidency.

January 19, 2017: Interview with Scott Kitching, Blackburn Radio, on the inauguration of Donald Trump.

January 20, 2017: Interview with Adela Talbot, Western News, on the inauguration of Donald Trump.


January 25, 2017: Interview with Monique Muise, Global News (Ottawa) on Donald Trump’s use of executive orders.

January 29, 2017: Interview with Jill Bennett, The Jill Bennett Show, CKNW 980 (Vancouver), on Trump’s executive order to impose a travel and immigration ban.

February 10, 2017: Interview with Jillian Kestler-D’Amours, Al Jazeera English, on Justin Trudeau’s first official meeting with Donald Trump.

February 13, 2017: Interview with Craig Needles, AM 980 (London) on Prime Minister Trudeau’s visit to Washington, DC.
February 14, 2017: Interview on the Leslie Roberts Show, CJAD AM 800 (Montreal), on the resignation of National Security Adviser Michael Flynn.

February 14, 2017: Interview with Monica Scaglione, 106.9 FM (London), on the use of social media by world leaders.

February 14, 2017: Interview with Siddharth Venkataramakrishnan, School of Journalism, Columbia University, on the current state of American think tanks.

February 24, 2017: Guest on Viewpoints with Todd van der Heyden, CJAD AM 800 (Montreal), on Trump’s first month in office.

February 28, 2017: Interview with Angela Kokott, CHQR Newstalk AM 770 (Calgary), on Donald Trump’s speech to Congress.

March 2, 2017: Interview with Emma Ellis, Wired Magazine (New York) on the relationship between Political Scientists and contemporary politics.

March 6, 2017: Interview with Colin Gowdy, CIXX 106.9 FM London, on Donald Trump’s second travel ban.

March 7, 2017: Interview with Craig Needles, AM 980 (London) on Donald Trump’s accusations about the Obama administration wiretapping Trump Tower.

March 15, 2017: Interview with Patrick Malinowski, CIXX 106.9 FM (London) on the release of President Trump’s partial tax return.


April 28, 2017: Interview with Angela Kokott, Newstalk Radio 770 (Calgary) on Donald Trump’s first 100 days in office.

June 8, 2017: Interview with Jillian Kestler-D’Amours, Al Jazeera English, on Canada’s foreign policy priorities.

July 13, 2017: Interview with Marcia Clemmitt, Congressional Quarterly Researcher, on challenges facing US think tanks.


October 31, 2017: Interview with Leslie Young, *Global News*, on the indictments handed down by the FBI on Paul Manafort and his colleagues involved in the Trump-Russia probe.

November 2, 2017: Interview with Natalie Bruzda, *Las Vegas Review-Journal*, on a think tank being established at UNLV.


November 8, 2017: Interview with *The Voice* (Vancouver), on Canada-US relations during the first year of the Trump presidency.

December 1, 2017: Interview with *China Central Television* (*CCTV, Shanghai*) on think tanks and their role in policymaking.

2018


February 15, 2018: Interview with *OTT (On Think Tanks)*, on the state of American Think Tanks, London, UK.

March 19, 2018: Interview with Gordon Hoekstra, *The Vancouver Sun*, on the role of interest groups opposing the construction of pipelines in BC.

May 24, 2018: Interview with Jennifer Yang, *The Toronto Star*, on the creation of an Indigenous think tank at Ryerson University.


June 7, 2018: Guest, “Background Briefing with Ian Masters,” *KPFK FM 90.7*, (Los Angeles), on Donald Trump and the G7 Summit.


June 19, 2018: Interview, *CTV News Channel* with Todd van der Hayden,” on the souring relations between Canada and the US.


July 11, 2018: Guest, *The Mike Farwell Show, 570AM Kitchener*, to discuss Donald Trump’s visit to the UK.


September 28, 2018:  Guest, *The Mike Farwell Show*, 570AM Kitchener, to discuss the confirmation of Judge Kavanaugh to the US Supreme Court.

October 30, 2018:  Interview with Madison Ranta, Carleton University School of Journalism, about the state of US hegemony.


November 7, 2018:  Interview with Larry Fedoruk, 610 CKTB Radio, (St. Catharines), on the outcome of the US mid-term elections.

December 18, 2018:  Interview with Mark Cardwell, *University Affairs*, on think tanks in Canada.

2019

January 4, 2019:  Guest, *The Mike Farwell Show*, 570AM Kitchener, to discuss allegations of sexual harassment by staff in the Bernie Sanders 2016 Democratic presidential bid.

January 9, 2019:  Guest, *The Mike Farwell Show*, 570AM Kitchener, to discuss Donald Trump’s speech on border security.


February 20, 2019:  Interview with Mathias Sindberg, *Dagbladet Information* (Copenhagen), on the implications of older candidates running for the US presidency.


September 25, 2019: Guest, *Kitchener Today with Brian Bourke, 570 News*, to discuss the Democrats drive to impeach Donald Trump.

September 26, 2019: Interview, *CTV News Channel (Atlantic) with Steve Murphy*, on the impending impeachment proceedings against Donald Trump.

September 26, 2019: Interview with Larry Fedoruk, *610 CKTB* (St. Catharines) on the impending impeachment proceedings against Donald Trump.

October 1, 2019: Interview with Zoe Mason, *The Fulcrum (University of Ottawa)*, on the state of Canada-U.S. Relations.

October 30, 2019: Interview with Will Campbell Walkey, *Columbia University School of Journalism*, on think tanks and US politics.

November 13, 2019: Interview with Sheldon MacLeod, *97.5 FM* (Halifax) on the Trump Impeachment Hearings.

November 13, 2019: Interview with Jack Morse, *The Hawk 101.5* (Port Hawkesbury) on the Trump Impeachment Hearings.

November 13, 2019: Interview, *CTV News Channel (Atlantic)* with Steve Murphy, on the Trump Impeachment Hearings.

November 15, 2019: Guest, *The Rick Howe Show, 95.7FM* (Halifax), on the Trump Impeachment Hearings.


November 26, 2019: Guest, *The Rick Howe Show, 95.7FM* (Halifax), on the Trump Impeachment Hearings.


December 10, 2019: Guest, *The Craig Needles Show, 980 CFPL Radio* (London) to discuss the Articles of Impeachment against Donald Trump.

December 10, 2019: Guest, *Kitchener Today with Brian Bourke, 570 News*, to discuss the Articles of Impeachment against Donald Trump.

December 10, 2019: Interview with Sheldon MacLeod, *97.5 FM* (Halifax), to discuss the Articles of Impeachment against Donald Trump.

December 12, 2019: Guest, *The Rick Howe Show, 95.7FM* (Halifax), to discuss the Articles of Impeachment against Donald Trump.

December 19, 2019: Interview with Tim Denis, *Niagara in the Morning, 610 CKTB* (St. Catharines), to discuss the impeachment of Donald Trump.

December 19, 2019: Guest, *The Mike Farwell Show, 570AM Kitchener*, to discuss the impeachment of Donald Trump.

December 19, 2019: Guest, *The Rick Howe Show, 95.7FM* (Halifax), on the impeachment of Donald Trump.


2020

January 9, 2020: Interview with Tim Denis, *Niagara in the Morning, 610CKTB* (St. Catharines), to discuss Donald Trump’s actions against Iran.

January 9, 2020: Interview with Sheldon MacLeod, *97.5FM* (Halifax) on the US-Iran conflict and its impact on Canada.


January 20, 2020: Interview with Tim Denis, *Niagara in the Morning, 610CKTB* (St. Catharines) to discuss the Impeachment trial of Donald Trump.

January 21, 2020: Guest, *The Rick Howe Show, 95.7FM* (Halifax) to discuss the Impeachment trial of Donald Trump.

January 22, 2020: Interview with Jonathan Michels, (Freelance Journalist, North Carolina) on the role of conservative think tanks in debates over Canadian health care.

January 22, 2020: Interview with *CTV News Channel (Atlantic)* with Amanda Debison, on the Impeachment trial of Donald Trump.


January 30, 2020: Guest, *The Rick Howe Show, 95.7FM* (Halifax) to discuss the Impeachment trial of Donald Trump.

February 3, 2020: Guest, *The Tom McConnell Show, 610 CKTB* (St. Catharines), to discuss the importance of the Democratic Iowa Caucuses.

February 3, 2020: Guest, *Kitchener Today with Brian Bourke, 570 News*, to discuss the importance of the Democratic Iowa Caucuses.


February 4, 2020: Interview with Sheldon MacLeod, *97.5 FM* (Halifax) on the turmoil surrounding the Iowa Caucuses.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>February 5, 2020</td>
<td>Guest, <em>CBC Radio Noon with Shawn Apel</em> (Montreal), to discuss Trump’s impeachment and the State of the Union Address.</td>
</tr>
<tr>
<td>February 6, 2020</td>
<td>Interview with Tim Denis, <em>Niagara in the Morning, 610 CKTB</em> (St. Catharines), on the acquittal of Donald Trump.</td>
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<tr>
<td>February 13, 2020</td>
<td>Guest, <em>The Rick Howe Show, 95.7FM</em> (Halifax) to discuss the results of the Democratic New Hampshire primaries.</td>
</tr>
<tr>
<td>February 17, 2020</td>
<td>Guest, <em>The Tom McConnell Show, 610 CKTB</em> (St. Catharines), to discuss the democratic primaries.</td>
</tr>
<tr>
<td>March 2, 2020</td>
<td>Interview with Sheldon MacLeod, <em>97.5 FM</em> (Halifax) on the importance of Super Tuesday.</td>
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<tr>
<td>March 3, 2020</td>
<td>Guest, <em>Kitchener Today with Brian Bourke, 570 News</em>, to discuss the importance of Super Tuesday.</td>
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<tr>
<td>March 3, 2020</td>
<td>Interview with Matt Holmes, <em>610 CKTB</em> (St. Catharines) on the results of Super Tuesday.</td>
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<td>March 4, 2020</td>
<td>Interview with Tim Denis, <em>Niagara in the Morning, 610 CKTB</em> (St. Catharines), on the results of Super Tuesday.</td>
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<tr>
<td>March 16, 2020</td>
<td>Interview with Jillian Kestler-D’Amours, <em>Al Jazeera English</em>, on Prime Minister Trudeau’s decision to exempt US citizens from a travel ban imposed to curtail the spread of the corona virus.</td>
</tr>
<tr>
<td>March 27, 2020</td>
<td>Interview with Andrew MacDonald, <em>The MacDonald Notebook</em>, on the Trump administration and the handling of the corona virus pandemic.</td>
</tr>
<tr>
<td>March 27, 2020</td>
<td>Interview with Sheldon MacLeod, <em>97.5 FM</em> (Halifax) on the Trump administration’s handling of the corona virus pandemic.</td>
</tr>
<tr>
<td>March 27, 2020</td>
<td>Guest, <em>The Tom McConnell Show, 610 CKTB</em> (St. Catharines) on the Trump administration’s proposal to place US troops along the Canada-U.S. border.</td>
</tr>
</tbody>
</table>
April 8, 2020: Guest, The Tom McConnell Show, 610 CKTB (St. Catharines) on Bernie Sanders decision to drop out of the 2020 Democratic Presidential Race.


April 9, 2020: Interview with Wendy Bergfeldt, CBC Radio Mainstreet Cape Breton, on Canada-U.S. relations during the corona virus pandemic.

April 9, 2020: Interview with Andrew MacDonald, The MacDonald Notebook, on Bernie Sanders decision to drop out of the 2020 Democratic Presidential Race.

April 16, 2020: Interview with Tim Denis, Niagara in the Morning, 610 CKTB (St. Catharines), on Canada-U.S. Relations during the coronavirus pandemic.

April 16, 2020: Guest, The Mike Farwell Show, 570AM (Kitchener), on the Trump administration’s decision to freeze funding to the World Health Organization (WHO).


June 2, 2020: Guest, The Tom McConnell Show, 610 CKTB (St. Catharines), to discuss Donald Trump’s willingness to invoke the Insurrection Act to suppress riots.

June 2, 2020: Interview, The Afternoon Show with Jess Brady, Global News Radio 980CFPL (London), on the Trump administration’s reaction to riots following the killing of George Floyd.

June 3, 2020: Interview with Jack Morse, The Hawk 101.5FM, (Port Hawkesbury), on Donald Trump’s clash with US protesters.

June 3, 2020: Interview, The Afternoon Show with Jess Brady, Global News Radio 980 CFPL (London) on President Obama’s remarks on US race relations following the killing of George Floyd.

June 4, 2020: Interview with Tim Denis, Niagara in the Morning, 610 CKTB (St. Catharines) on the state of US race relations and Canada-US relations.

June 4, 2020: Interview with Sheldon MacLeod, 97.5FM (Halifax), on Donald Trump’s mishandling of US race relations.
June 4, 2020: Interview with Brandon Conradis, *The Hill* (Washington, DC), on Canada’s reactions to the protests in the United States.


August 7, 2020: Interview, *CBC Syndicated Radio*, on President Trump’s decision to impose tariffs on Canadian aluminum. **Ten separate CBC interviews** - Edmonton, Cape Breton, New Brunswick, Yellowknife, Ottawa, Calgary, Whitehorse, Victoria, Saskatchewan, and Kelowna.
August 11, 2020: Guest, *The Mike Farwell Show, 570 AM* (Kitchener), on the imposition of tariffs on Canadian aluminum by Donald Trump.

August 12, 2020: Interview, *The Matt Holmes Show, 610 CKTB, Niagara*, to discuss Senator Kamala Harris’s selection as Joe Biden’s running mate.


August 26, 2020: Interview with Tim Denis, *Niagara in the Morning, 610 CKTB (St. Catharines)*, on the Republican National Convention.


September 21, 2020: Guest, *The Morning Show with Devon Peacock, 980 CFPL (London)*, to discuss the legacy of Ruth Bader Ginsburg, and the politics surrounding her replacement on the US Supreme Court.

September 21, 2020: Guest, *The Tom McConnell Show, 610 CKTB* (St. Catharines), to discuss the legacy of Ruth Bader Ginsburg, and the politics surrounding her replacement on the US Supreme Court.

September 22, 2020: Interview with Tim Denis, *Niagara in the Morning, 610 CKTB (St. Catharines)*, to discuss the politics surrounding the replacement of Ruth Bader Ginsburg on the US Supreme Court.


September 29, 2020: Interview with Matt Holmes, *Newstalk 610 CKTB (Niagara)* to discuss the first presidential debate between Donald Trump and Joe Biden.
September 29, 2020: Interview with Sheldon MacCleod, 97.5 FM (Halifax) to discuss Donald Trump’s tax returns and his first presidential debate with Joe Biden.

September 29, 2020: Interview with Maura Forrest, Politico, to discuss the first presidential debate between Donald Trump and Joe Biden.

September 30, 2020: Interview with Portia Clark, Information Morning, CBC Radio (Halifax), to discuss the first presidential debate between Donald Trump and Joe Biden.

September 30, 2020: Guest, The Morning Show with Devon Peacock, 980 CFPL (London), to discuss the first presidential debate between Donald Trump and Joe Biden.

September 30, 2020: Guest, The Mike Farwell Show, 570 AM (Kitchener), to discuss the first presidential debate between Donald Trump and Joe Biden.

September 30, 2020: Interview with Tim Denis, Niagara in the Morning 610 CKTB (St. Catharines) to discuss the first presidential debate between Donald Trump and Joe Biden.

September 30, 2020: Interview, The Afternoon Show with Jess Brady, Global News Radio 980 CFPL (London), to discuss the first presidential debate between Donald Trump and Joe Biden.

October 1, 2020: Interview with Andrew MacDonald, The MacDonald Notebook, to discuss the US presidential election.


October 3, 2020: Interview with Bruce Frisko, CTV Atlantic News (Halifax) to discuss President Trump testing positive for Covid-19.


October 7, 2020: Guest, Kitchener Today with Brian Bourke, 570 News (Kitchener), to discuss the US vice-presidential debate.

October 8, 2020: Interview, The Afternoon Show with Jess Brady, Global News Radio 980 CFPL (London) to discuss the US vice-presidential debate.

October 13, 2020: Interview with Tim Denis, Niagara in the Morning, 610 CKTB (St. Catharines), to discuss the nomination of Judge Amy Coney Barrett to the US Supreme Court and the US presidential campaign.
October 14, 2020: Interview with Yuliya Talmazan, *NBC News* (London Bureau), to discuss Canada’s relations with President Trump.

October 17, 2020: Interview, *The Matt Holmes Show, 610 CKTB* (Niagara), to discuss the Town Hall performances of Donald Trump and Joe Biden.


October 23, 2020: Interview with Portia Clark, *Information Morning, CBC Radio* (Halifax), to discuss the final presidential debate between Donald Trump and Joe Biden.

October 23, 2020: Interview with Shelby Knox, *Newstalk 610 CKTB* (Niagara), to discuss the final presidential debate between Donald Trump and Joe Biden.

October 27, 2020: Guest, *The Morning Show with Devon Peacock, 980 CFPL* (London), to discuss the final week of the US presidential election.

October 28, 2020: Interview with Tim Denis, *Niagara in the Morning, 610 CKTB* (St. Catharines) to discuss the final days of the US presidential election.

October 28, 2020: Interview with Sheldon MacCleod, *97.5 FM* (Halifax) to discuss the final days of the US presidential election.

October 29, 2020: Interview with Sophia Harris, *CBC News.ca*, to discuss Canadian attitudes toward the United States and Donald Trump.

October 29, 2020: Interview with Steve Murphy, *CTV Atlantic News* (Halifax) to discuss the US presidential campaign and how a Biden presidency might affect Canada.

November 3, 2020: Interview with Amanda Debison, *CTV Morning Live* (Halifax), to discuss the US presidential election.

November 3, 2020: Interview, the *Matt Holmes Show, 610 CKTB* (St. Catharines), to discuss the US presidential election.

November 3, 2020: Guest, *The Rick Howe Show, 97.5 FM* (Halifax), to discuss the US presidential election.

November 4, 2020: Interview with Paul Brothers, *Global TV* (Halifax), to discuss the results of the US presidential election.

November 4, 2020: Interview with Amanda Debison, *CTV Morning Live* (Halifax), to discuss the results of the US presidential election.

November 4, 2020: Interview with Portia Clark, *Information Morning*, *CBC Radio* (Halifax) to discuss the results of the US presidential election.

November 4, 2020: Interview with Tim Denis, *Niagara in the Morning*, *610 CKTB* (St. Catharines), to discuss the results of the US presidential election.

November 4, 2020: Guest, *The Mike Farwell Show*, *570AM* (Kitchener), to discuss the results of the US presidential election.

November 4, 2020: Guest, *The Rick Howe Show*, *97.5 FM* (Halifax), to discuss the results of the US presidential election.

November 4, 2020: Interview with Jack Morse, *The Hawk 101.5 FM* (Port Hawkesbury), to discuss the results of the US presidential election.

November 5, 2020: Guest, *The Morning Show with Devon Peacock*, *980 CFPL* (London) to discuss the results of the US presidential election.

November 5, 2020: Interview, *The Matt Holmes Show*, *610 CKTB* (St. Catharines), to discuss the US presidential election.

November 5, 2020: Interview with Jock Wilson, *770 CHQR* (Calgary), to discuss the result of the US presidential election.

November 9, 2020: Interview with Shelby Knox, *Newstalk 610 CKTB* (Niagara), on America’s reaction to the US presidential election.

November 9, 2020: Interview with Danielle Smith, *630 CHED* (Edmonton) and *770 CHQR* (Calgary), on America’s reaction to the US presidential election.

November 9, 2020: Guest, *Kitchener Today with Brian Bourke*, *570 News* (Kitchener), on America’s reaction to the US presidential election.

November 9, 2020: Interview with Sheldon MacLeod, *97.5 FM* (Halifax), on America’s reaction to the US presidential election.


November 10, 2020: Interview with Amanda Debison, *CTV Morning Live* (Halifax) on Donald Trump’s refusal to concede the US presidential election to Joe Biden.
November 12, 2020: Interview with Jillian Kestler D’Amours, *Al Jazeera* (English) to discuss what a Biden presidency may mean for Canada.

November 15, 2020: Interview with Dan Ahlstrand, *The Todd Veinotte Show, News 97.5 FM* (Halifax), on the political fallout from the US presidential election.

November 17, 2020: Guest, *Let’s Talk London with Jess Brady, 980 CFPL* (London), to discuss Canada’s invitation to host Joe Biden and Kamala Harris in Ottawa.

November 27, 2020: Interview with Sophia Harris, *CBC News.ca*, to discuss border restrictions between Canada and the US.

December 14, 2020: Guest, *The Tom McConnell Show, 610 CKTB* (St. Catharines), to discuss the results of the Electoral College.


2021


January 4, 2021: Guest, *Let’s Talk London with Jess Brady, 980 CFPL* (London), to discuss Donald Trump’s phone call to Georgia Secretary of State Brad Raffensperger.

January 5, 2021: Interview, *The Matt Holmes Show, 610 CKTB* (St. Catharines) to discuss the Georgia Senate run-off election.

January 6, 2021: Interview with Tim Denis, *Niagara in the Morning, 610CKTB* (St. Catharines), to discuss the results of the Georgia Senate run-off election.


January 7, 2021: Interview with Tim Denis, *Niagara in the Morning, 610 CKTB* (St. Catharines) to discuss the insurrection on the US Capitol.

January 7, 2021: Guest, *The Mike Farwell Show, 570AM* (Kitchener), to discuss the insurrection on the US Capitol.

January 8, 2021: Interview with Amanda Debison, *CTV Morning Live* (Halifax), to discuss the siege on the US Capitol.
January 8, 2021: Guest, The Morning Show with Devon Peacock, 980 CFPL (London) to discuss the possible impeachment of Donald Trump.

January 8, 2021: Guest, The Rick Howe Show, 97.5FM (Halifax), to discuss the possible second impeachment of Donald Trump.

January 11, 2021: Guest, Let’s Talk London with Jess Brady, 980 CFPL (London) to discuss the second impeachment of Donald Trump.

January 13, 2021: Interview with Jack Morse, The Hawk 101.5FM (Port Hawkesbury), to discuss the second impeachment of Donald Trump.

January 14, 2021: Interview with Tim Denis, Niagara in the Morning, 610 CKTB (St. Catharines) to discuss the second impeachment of Donald Trump.

January 14, 2021: Guest, The Danielle Smith Show, 630 CHED (Edmonton) and 770 CHQR (Calgary), to discuss the second impeachment of Donald Trump.

January 18, 2021: Interview with Portia Clark, Information Morning, CBC Radio (Halifax) to discuss the Trump impeachment and the inauguration of Joe Biden.

January 19, 2021: Interview with Samantha Long, AllNovaScotia, on the impact of a Biden administration on Canada-U.S. relations.

January 19, 2021: Guest, Kitchener Today with Brian Bourke, 570 News (Kitchener) to discuss the pardon power of US presidents.

January 20, 2021: Interview with Amanda Debison, CTV Morning Live (Halifax) to discuss the Trump legacy and the inauguration of Joe Biden.

January 20, 2021: Interview with Paul Brothers, Global News (Halifax) to discuss the Trump legacy and the inauguration of Joe Biden.

January 20, 2021: Interview with Tim Denis, Niagara in the Morning, 610 CKTB (St. Catharines) to discuss Joe Biden and Canada-U.S. Relations.

January 20, 2021: Guest, Live with Mike Stubbs, 980 CFPL (London) to discuss Joe Biden and Canada-U.S. Relations.


January 21, 2021: Interview with Heidi Petracek, CTV News Atlantic (Halifax), to discuss Joe Biden and Canada-U.S. Relations.


February 9, 2021:  Guest, *The Tom McConnell Show*, 610 CKTB (St. Catharines), on the second impeachment trial of Donald Trump.


February 15, 2021:  Interview, *The Matt Holmes Show*, 610 CKTB (St. Catharines), on the outcome of the Trump impeachment trial.

February 22, 2021:  Interview with Jillian Kestler D’Amours, *Al Jazeera (English)* on the virtual meeting between Joe Biden and Justin Trudeau.


February 23, 2021:  Interview with Chelsea Bird and Shaye Ganam, 630 CHED Mornings (Calgary and Edmonton), on the virtual summit between Joe Biden and Justin Trudeau.

February 24, 2021:  Interview with Rob Breakenridge, 770 CHQR (Calgary), on the virtual summit between Joe Biden and Justin Trudeau.

February 24, 2021:  Guest, *Kitchener Today with Brian Bourke*, 570 News (Kitchener), on the virtual summit between Joe Biden and Justin Trudeau.

February 24, 2021:  Guest, *The Tom McConnell Show*, 610 CKTB (St. Catharines), on the virtual meeting between Joe Biden and Justin Trudeau.


November 18, 2021:  Interview with Shaye Ganam, *CHED (Edmonton)/CHQR (Calgary)* to discuss the “Three Amigos” Summit in Washington, DC.

November 19, 2021:  Guest, *The Morning Show with Devon Peacock*, 980 CFPL (London) to discuss the “Three Amigos Summit” in Washington, DC.

December 6, 2021:  Interview with Christopher Sands, Director, Canada Institute, Woodrow Wilson International Center for Scholars, on the passing of Dr. James McGann. Article entitled, “Insight and Analysis: Understanding the Role
of Think Tanks in Canada and the United States.” Available at https://www.wilsoncenter.org/article/understanding-role-think-tanks-canada-and-united-states

2022

January 6, 2022: Guest, Kitchener Today with Brian Bourke, 570 News (Kitchener), on the one-year anniversary of the January 6th insurrection on the US Capitol.


January 13, 2022: Interview with Geoff Dembicki, DeSmog, on the linkages between Canadian and American think tanks.

March 3, 2022: Interview with Glenn Howard, University of Victoria, on the role and influence of Canadian and American think tanks.

April 1, 2022: Interview with Victoria Senetchko, Carleton University School of Journalism, on anti-Americanism in Canada.

May 12, 2022: Interview with Kathryn May, Institute for Research on Public Policy (Montreal), about the release of the Top-of-Mind study with the Institute on Governance.

June 14, 2022: Guest, The Shaye Ganam Show, 630 CHED (Edmonton) and 770 CHQR (Calgary), to discuss the rise of populism in the United States and Canada.

June 14, 2022: Interview with Jillian Kestler-D’Amours, Al Jazeera English, on populist movements in Canada and the United States.

June 23, 2022: Guest, Ottawa at Work with Andrew Pinsent, CFRA Radio (Ottawa), to discuss the need to restore trust in democratic institutions.

June 23, 2022: STEPHEN VAN DINE AND DON ABELSON, OPINION. THE HILL TIMES “Senior public servants feel ill-equipped and fearful to provide fearless advice.”

July 14, 2022: Interview with Geoff Dembicki, DeSmog, to discuss Netflix’s donation to the MacDonald-Laurier Institute.

August 18, 2022: Guest, The Morning Show with Devon Peacock, 980 CFPL (London), to discuss Liz Cheney’s defeat in the Wyoming Republican primaries.

September 8, 2022: Guest, *The Spark with Junia Doan*, Midland, Michigan (via Zoom), to discuss the role of think tanks and the importance of Canada-US Relations.

November 2, 2022: Podcast Interview with Silvia Menegazzi, Department of Political Science, LUISS Guido Carli University, Rome, Italy.


November 10, 2022: Guest, *The Mike Farwell Show, City News* (Kitchener), to discuss the results of the 2022 US Midterm Elections.

2023

January 9, 2023: Guest, *The Mike Farwell Show, City News* (Kitchener), to discuss Kevin McCarthy becoming Speaker of the US House of Representatives.

April 10, 2023: Guest, *The Mike Farwell Show, City News* (Kitchener), to discuss the arraignment of Donald Trump on 34 felony charges.

August 4, 2023: Guest, The Mike Farwell Show, City News (Kitchener), to discuss the arraignment of Donald Trump on 4 felony charges.

REFERENCES

Dr. Kent Calder, Professor and Director, Edwin O. Reischauer Center for East Asian Studies, Johns Hopkins School of Advanced International Studies (SAIS), Washington, DC. Can be reached at kcalder@jhu.edu

Dr. Evert Lindquist, Professor, School of Public Administration, University of Victoria, Victoria, BC, (250) 721-8416; email: evert@uvic.ca

Dr. Richard Vernon, Distinguished University Professor, Department of Political Science, University of Western Ontario, London, Ontario, N6A 5C2; email ravernon@uwo.ca
Appendix E: Memorandum of Agreement

Wilson College of Leadership and Civic Engagement (Wilson College)
Memorandum of Agreement between Faculty of Humanities and Faculty of Social Sciences
(DRAFT August 2023)

1. Purpose and Scope of the Memorandum of Agreement

The purpose of this Memorandum of Agreement (MOA) is to indicate how the objectives of Wilson College will be met administratively and financially in the most mutually beneficial and transparent manner by the Faculty of Humanities and the Faculty of Social Sciences. As such, this MOA focuses primarily on the budgetary, administrative, and governance aspects of the College; the MOA together with additional documents, appended, provide a comprehensive framework for the program’s achievement of its objectives and administrative operations.

The MOA also fulfills the Institutional Quality Assurance Process (IQAP) obligation for the interdisciplinary undergraduate program, Combined Honours Program in Leadership and Civic Studies and Another Subject.

Issues not contemplated or explicitly referred to in this Memorandum of Agreement will be resolved through mutual agreement of the Dean of the Faculty of Humanities and the Dean of the Faculty of Social Sciences.

2. Introduction

Wilson College was approved by the Board of Governors as a joint program of the Faculties of Humanities and Social Sciences on November 17, 2022. Made possible by the generous gift of $50 million by former Chancellor, Lynton “Red” Wilson, Wilson College will train future leaders to foster and sustain a civic culture for Canada that engages all citizens. The College’s activities emphasize the importance of collaboration between McMaster’s academic community and local, regional, and national leaders and is intended to advance our understanding of how to create a civic culture for a flourishing Canada. As such, Wilson College will include educational programs, research and scholarly activities, and a variety of externally focused engagement activities.

Wilson College is a joint initiative of the Faculties of Humanities and Social Sciences. It is administratively housed within the Faculty of Humanities.

The Faculty of Social Sciences and the Faculty of Humanities at McMaster University jointly have developed an interdisciplinary Undergraduate program entitled Combined Honours BA in Leadership and Civic Studies and Another Subject, that will be offered by Wilson College. The program was approved by both Faculty Councils. It later received the necessary University approvals at the Senate meeting on ________, the Ontario Universities Council on Quality Assurance on ________. The Ontario Ministry of Advanced Education and Skills Development has approved the new program, with tuition of ________ for the academic year ________ and a WGU value of ________.
Full details about the undergraduate program structure and intended program learning outcomes are found in the New Program Proposal (appended). By combining resources from the Wilson gift with resources from the university, Wilson College’s curriculum will allow students to develop and practice leadership knowledge and skills, articulated within a broad humanistic and socially informed context. The robust set of analytical tools, perspectives and methodologies fostered by Wilson College’s integrated, interdisciplinary programming, coupled with a second discipline that students will choose from the Humanities or Social Sciences, will provide graduates with the diversified skillsets and experience needed to address grand challenges facing Canada and the world.

3. Governance and Administration

The guiding principles for Wilson College are articulated in the Strategic Vision document (appended).

In addition, as is the practice with interdisciplinary MOA’s, each participating Faculty dean commits to the following governing principles:

- Seek broad support within the Faculties and from McMaster’s academic and administrative leaders
- Ensure decision-making is transparent, informed and collaborative, to achieve the vision of the College as complementary to the strategic goals of the Faculties
- Ensure equal representation and coordination of the two Faculties in the program’s academic, external, and administrative activities
- Governance and oversight:
  - is representative of the various stakeholders involved in the College
  - provides an open environment for different perspectives
  - delivers timely and direct resolution of conflicts

The governance and administrative structures of Wilson College are designed to ensure both Faculties will be represented and involved in strategic and operational decision-making of the College to achieve the above principles.

Wilson College is overseen by an Internal Governing Board co-chaired by the Deans of Humanities and Social Sciences, with membership as listed below that includes senior leadership, faculty, staff, students, and rotating membership by other Deans (see attached Terms of Reference).

Wilson College Internal Governing Board

- Co-Chairs: Dean, Faculty of Humanities and Dean, Faculty of Social Sciences
- Ex Officio: President
  - Provost
  - Associate Dean (Undergraduate Studies), Faculty of Humanities
  - Associate Dean (Undergraduate Studies), Faculty of Social Sciences
- Wilson Faculty Representatives: 1 faculty member from each of Humanities and Social Science
Wilson Student Representatives: 2 Wilson College students
Non-Humanities/Social Sciences Dean Representative: One Dean from another Faculty on a rotating basis
Staff Representative: Director of Finance and Administration from Humanities
Staff Representative: Director of Finance and Administration from Social Sciences
Staff Observer: Manager Communications from Humanities
Staff Observer: Manager Communications from Social Sciences

The operations and management of Wilson College will be overseen by the Academic Director, supported by administrative staff as appropriate. The Academic Director is a faculty member who will take the lead on operational matters pertaining to the academic programs (initially a combined Honours BA, undergraduate minor, and graduate seminar), research and scholarly activities, external civic engagement activities, and staff.

The Academic Director will be selected by a committee co-chaired by the two Deans (or their delegates). The normal term of appointment for the Academic Director shall be five years, with the possibility of renewal once. The Academic Director will be accountable to the Internal Governing Board and will report jointly to the Deans of Humanities and Social Sciences. Remuneration for the Academic Director (e.g., stipend, course releases,) will be provided by the College (see appended terms of Reference for the position of Academic Director).

An External Director of the College will be appointed for a multi-year term. This high-profile non-academic will promote the interests of the College, draw on their networks to create opportunities for the College and its students, and facilitate programming that engages with sectors outside the university to integrate education, research, and practice. The ED’s primary responsibility is to Chair the Wilson College External Advisory Council (also external to McMaster), advise the Academic Director and Internal Governing Board, and to act as a liaison between Wilson College and leaders in the public, private, and third sectors. The External Director is appointed by and reports to the Internal Governing Board (see attached Terms of Reference for the position of External Director).

4. Revenue and Expense Sharing
Wilson College activities, including the undergraduate program, will rely on revenue from the trust endowment, future provincial student grant funding, tuition revenue, University contributions, external event and donor revenue, application, and other miscellaneous fees.

It is the responsibility of the Director of Finance and Administration, Faculty of Humanities, to create a separate cost center in the MOSAIC system to collect the program revenues (allocated or otherwise) and expenses. Wilson College has a distinct budget envelope and assumes all risk or reward for deficits and surpluses. The Wilson College trust funds will be managed by the Provost’s office. All activity on the Wilson College trust funds (75 and 77), including transfers from the trust funds to the operating fund will be initiated and approved by the Provost’s Office.

Expenses charged to the Wilson College cost center will include all direct program costs including, but not limited to:
• Teaching related costs (for example, Affiliated and Wilson College faculty teaching Wilson College courses, teaching assistant costs, sessional instruction, director stipend and course relief, scholarships/studentships/travel bursaries, experiential learning costs, program, and course development costs)
• External civic engagement costs (for example, costs supporting external engagement events and activities, External Advisory Council and External Director activities and stipends)
• Research and scholarly activities costs (for example, seed funding, leadership course relief, visiting fellow stipends)
• Administrative costs (for example, staff and leadership salary costs pertaining to Wilson College administration, support function costs, including IT),
• Wilson College building operations (occupancy and building services)

The Assistant Director, Planning and Administration for Wilson College will have the overall responsibility of preparing the financial statements, the budget review process, and annual budget submission.

Teaching Assignments
For the undergraduate program and for all graduate courses, tuition revenue will flow to Wilson College through the Faculty of Humanities. Teaching contributions to Wilson College by Wilson College affiliated faculty in the Faculty of Social Sciences or the Faculty of Humanities will be compensated. In costing this teaching, the Protocol on Faculty Recovery for Teaching Release guidelines will be used as a reference to determine values.

It is the responsibility of the Academic Director to ensure that faculty members from the Faculty of Humanities and Faculty of Social Sciences are allocated for teaching Wilson College courses and that their home departments are appropriately compensated for teaching in Wilson College.

Faculty Member Participation in the College
Faculty members of Wilson College will comprise two categories; those directly hired to contribute to Wilson College and Affiliate faculty members (see appended Guidelines for Affiliate Faculty Appointments). Affiliate faculty appointments shall normally be for a 3-year term. The Academic Director will review each member’s participation in the College annually, reporting significant contributions to the College to the faculty member’s Chair (or equivalent) and Faculty Dean. Each year, the Academic Director will inform participating faculty members’ Chair (or equivalent) and Faculty Dean of any changes to or updates in faculty participation in the College through teaching, supervision, or administration.

5. Faculty of Convocation
Students in the Combined Honours BA in Leadership and Civic Studies and Another Subject will convocate as a cohort on an annual rotating basis from the Faculty of Humanities and the Faculty of Social Sciences.

6. MOA Term, Review, Modification and Termination
The MOA shall be in force for the five-year period from ____ to ____. Within six months of the end date of the MOA, the relevant Faculties must review the MOA to determine if modifications or termination of the MOA is required for the next MOA period.

To ensure proper alignment between the MOA and interdisciplinary program operations, review and potential revision of the MOA document may be necessary ahead of the document’s scheduled expiry. Review can be triggered in the following situations:

1. A request by one of the Faculty Deans.
2. A decision by the Internal Governing Board to review the MOA.
3. A material change in the revenue or cost structures.
4. Recommended revision by Quality Council.

In the event of Wilson College termination, the MOA shall be deemed null and void.

Signatures

The following signatures are required to confirm the acceptance of the MOA. After which, the MOA must be sent to the University Secretary, who will provide copies to each participating Faculty Dean as well as to the Provost and Vice-President Academic.

Per: __________________________ Per: __________________________
Name: __________________________ Name: __________________________
Title: Dean, Faculty of Humanities Title: Dean, Faculty of Social Sciences

Appendices to Wilson College of Leadership and Civic Engagement

Memorandum of Agreement between Faculty of Humanities and Faculty of Social Sciences

Proposal for the Wilson College of Leadership and Civic Engagement
IQAP New Program Proposal for the Combined Honours BA in Leadership and Civic Studies and Another Subject
Wilson College Vision Document
Governance (IGB, admissions and curriculum committee) and administrative structures (to demonstrate administrative practices to ensure collaboration and representation of both faculties)
Academic Director Terms of Reference
External Director Terms of Reference
Guidelines for Affiliate Faculty Appointments
Reference to gift agreement (which includes annual Univ contribution to operations)
OUTLINE OF THE VISIT ON CAMPUS

Was the site visit: In person: ☒ Virtual site visit: ☐ Desk Review: ☐

If the review was conducted either virtually or via desk review, was this format agreed to by both external reviewers? Yes ☐ No ☐

Was sufficient rationale provided by the Provost/Provost’s delegate for an off-site visit? Yes ☐ No ☐

For those reviews that included an in-person or virtual visit, please indicate the following (or insert the site visit schedule below):

• Who was interviewed?
• What facilities were seen?
• Comment on any other activities relevant to the appraisal.

Or: insert the site visit schedule below

[External Reviewers’ Response: Please find below the site visit schedule]

In order to continuously improve the effectiveness and efficiency of in-person site visits/virtual site visits, please comment on the following:

• How effective was the proposal brief in preparing you for the in-person visit/virtual site visit?

  External Reviewers’ Response: The proposal was comprehensive in description, analysis and content and thorough in approach.

• How could the logistics of the in-person visit/virtual site visit be improved?

  External Reviewers’ Response: Excellent as it is.
ON SITE VISIT SCHEDULE

McMaster University
Wilson College IQAP Undergraduate Program Review

Schedule for Combined Honours BA in Leadership and Civic Studies and Another Subject Review Team Visit
Monday, November 21 and Tuesday, November 22, 2023
**All meetings in Chester New Hall, Room 425/426, unless otherwise noted**

Review Team Members:
Dr. Rajesh Chandra Shukla, Associate Professor, Faculty of Philosophy, Faculty, Ethics and Contemporary Social Issues Program, Saint Paul University (Affiliated with University of Ottawa)

Dr. William Irwin, Associate Professor, Management and Organizational Studies, and Professor, Governance, Leadership and Ethics, Huron College, Western University

Dr. Emad Mohammad, Associate Professor, Accounting and Financial Management, DeGroote School of Business, McMaster University

| DATE: Monday, November 20, 2023 | 
|---|---|
| 8:00 am | Reviewer pick-up at hotel (MacPherson to arrange) |
| 8:30 am | Introductory meeting:
* Kim Dej, ViceProvost, Teaching and Learning
* Amy Gullage, Lead Educational Developer, Curriculum Development (MacPherson) |
| 9:00 am – 9:45 am | Introductory meeting with:
* Pamela Swett, Dean, Faculty of Humanities
* Jeremiah Hurley, Dean, Faculty of Social Sciences
* Donald Abelson, Academic Director, Wilson College |
| 9:45 am – 10:45 am | Meeting with Sean Corner and Karen McGarry, Associate Deans, Undergraduate Studies, from Humanities and Social Sciences |
| 10:45 am – 11:30 am | Meeting with Don Abelson, Academic Director, Wilson College |
| 11:30 am – 12:00 pm | Meeting with Matheus Grasselli, Deputy Provost |
| 12:00 pm – 1:30 pm | Lunch at University Club with:
* Deans Pamela Swett and Jerry Hurley & Review Team |
| 1:30 pm – 2:15 pm | Tour of proposed building space, ALC’s in LRW |
| 2:15 pm | Review Team Meeting Time |

| DATE: Tuesday, November 21, 2023 |
|---|---|
| 8:30 am | Reviewer pick-up at hotel (MacPherson to arrange) |
| 9:00 am – 9:30 am | Meeting with Marcy Murchie and Juliette Prouse, Directors of Finance and Administration (Humanities and Social Sciences) |
| 9:30 am – 10:30 am | Meeting with members of the Curriculum Working Group
Sean Corner, Karen McGarry (Co-Chairs), Ken Cruikshank, Alpha Abede, Simon Orpana |
10:30 am – 10:45 am | Break
10:45 am – 11:15 am | Meeting with students, Chloe Valentine (Social Sciences) and Ori Epstein (Humanities)
11:15 am – 11:45 pm | Wrap up meeting:
- Amy Gullage, Lead Educational Developer, Curriculum Development (MacPherson)
- Kim Dej, Vice-Provost, Teaching and Learning
11:45 am | Lunch TBA or Review team meeting time

PROGRAM

- Comment on if the program’s objectives are clearly described
- Comment on the appropriateness of the degree nomenclature, given the program’s objectives
- Comment on the consistency of the program with McMaster’s mission and academic plan; whether the program learning outcomes are clear, appropriate and aligned with the undergraduate or graduate Degree Level Expectations.
- McMaster’s Current Priorities and Strategic Mandate Agreement should be at the forefront of program design. This information can be found in the links provided below

Comment on if the program’s objectives are clearly described

At the outset, the undergraduate program at Wilson College seems to be inspired by a very thoughtful and holistic vision that 1) seeks to understand the social, economic, cultural and political realities and disparities of our times and 2) wants to empower its students through education, learning and training to make positive changes in the Canadian society – and indeed, in the whole World. The program objectives give a concrete shape to the above vision and are clearly laid out in the submitted proposal. Among other things, they highlight the value of experiential learning, civic education, inclusion, diversity, and socially conscious leadership in Canada. Emphasizing the importance of an interdisciplinary teaching and research, this program approaches leadership and civic studies from a non-binary perspective, making room for competing ideas and arguments in our social sphere and policy-making processes. Program objectives concretize the above approach and aspiration.

More strongly, the students in Wilson College’s proposed program in “Combined Major in Leadership and Civic Studies and Another Subject” (WCLCS) will be encouraged to understand
the complexities of our social world as well as its historical and cultural underpinnings prior to engaging in problem solving processes and leadership roles. In our interactions with faculties and curriculum creating group, we also realized that they deeply valued interpersonal dialogues and communication, civic sympathy and reconciliation, and want to “create contexts to listen and to be heard” and have developed suitable courses and pedagogies to facilitate such interactions in this academic program. We are confident that the students in WCLCS will able to break the socially and culturally imposed barriers on cognition and see themselves as the agents of change and future leaders, capturing the letter and spirit of program objectives in WCLCS that seek to cultivate “diverse models of leadership and civic engagement that utilizes experiential learning and spans all four levels of study” (P. 6). In short, the program objectives break new grounds and are fully actualized in the submitted proposal.

**Comment on the appropriateness of the degree nomenclature, given the program’s objectives**

The proposed new program is called “Combined Major in Leadership and Civic Studies and Another Subject”. The adopted nomenclature captures the intent that runs through this program and the courses that are utilized in its service, setting up a strong connection between the title, learning modules and associated pedagogy. Aiming to create a new generation of leaders with civic awareness and social commitments, the program creators have designed some very interesting and thought provoking courses to the above end. The core courses emphasize the value of leadership and civic studies in the curriculum, situating them in the context of contemporary issues, diversity, inclusion, community and civic engagement, reconciliation, and social belonging. Moreover, academic engagements associated with the core and optional courses, capstone project and curriculum, teaching and research at McMaster and its commitment to be seen as a Civic University shed additional lights on the relevance of adopted nomenclature. It aims to sharpen the intellectual abilities of students and strengthen their communitarian social resolve by challenging them to think big and empathetically despite the ongoing polarization in our civic life and democratic discourse. Furthermore, the adopted nomenclature will inspire confidence among students to discover their own leadership qualities and societal obligations. The WCLCS students will be engaging in “empathy and active listening” while going through their academic program.
In this sense, the nomenclature is not only timely and relevant but also socially considerate and responsive.

**Comment on the consistency of the program with McMaster’s mission and academic plan; whether the program learning outcomes are clear, appropriate and aligned with the undergraduate or graduate Degree Level Expectations**

The proposed program gives a concrete manifestation to McMaster’s mission and academic plan and builds on their stated priorities and ambitions. During the campus visit, one thing that was consistently highlighted to external evaluators and that also finds expression in the McMaster’s mission statement is that the university values “social, cultural, and economic needs of our community and our society” (P. 10). This program is intended to create a new generation of leaders coming from different strata of Canadian society – and the global community, including underprivileged and marginalized students breaking the traditional modes of ‘homogeneous thinking’ in public life and policy-making processes. Even though diversity in leadership tends to have a descriptive component normally due to historical encumbrances of Canadian society, WCLCS program takes it seriously and holistically going much beyond its binary understanding and formulation. Remaining sensitive to the needs of marginalized students and communities, this program is geared towards providing its graduates with creative thinking, experiential learning, measured reasoning and differentiating cognition so that they can see themselves in leadership roles and acquire necessary epistemic tools and humility to be productive and successful while engaging with competing priorities, groups, civil societies, businesses, think tanks and policy-making organizations.

The Program Learning Outcomes are clear and appropriate; they are completely aligned with the stipulations of Institutional Quality Assurance Process (IQAP). Identifying eight learning yardsticks in the WCLCS program, the submitted proposal provides us with necessary details and clarifications (P. 15), supporting the degree level expectations in full measure (P. 15, 16, 17). While each learning outcome is important in its own right, constituting the core of learning, curriculum, and pedagogy in this Program, they can be broadly characterized under two heads: 1) intellectual formation of students, and 2) civic and community informed learning. Intellectual formations are about acquiring theoretical knowledge pertaining to the modes and modalities of leadership, critical thinking, articulation of imagination and judgement, creativity, ethical decision
making, personal reflexivity and manifestation of epistemic humility in all walks of life. Civic and community informed learning is going to challenge the students at Wilson College to develop socially responsible leadership and serve as the agents of change in their respective societies or to paraphrase Gandhi “be the change that you wish to see in the world”. Both outcomes synch together in WCLCS program, resulting in an scaffolding approach to “inquiry-based learning [that] will ensure that students’ educational progress is informed at each level of study, by the knowledge, histories, challenges and the needs of diverse communities” (P. 45).

**McMaster’s Current Priorities and Strategic Mandate Agreement should be at the forefront of program design**

The proposed program, moreover, appears to complement strongly McMaster’s Strategic Mandate Agreement (SMA) as well as current priorities. Considering that the program is offered in association with the Faculties of Humanities and Social Sciences, it will benefit greatly from the available resources in both faculties. It will have a tremendous intellectual environment and dependable logistical support system. In other words, the co-operation of two faculties will enhance experiential learning and cross-fertilization of ideas among students; they will not only get exposure to the professorial staff of different departments but also have the opportunity to practice interdisciplinarity in their classrooms and curriculum. The dynamic nature of such cognitive episodes can hardly be overstated. They will capture the wealth of professorial knowledge from different disciples, an active participation of students, values of equity and social justice, illuminating “the differences on the margin”. The WCLCS students will be able to express their intellectual creativity with confidence, knowing full well that their professors encourage new ideas and thought processes, going much beyond the “centrally established benchmarks of success”.

A successful delivery of program objectives will also translate in the realization of civic virtues and social solidarity, enhancing our “societal health and well-being” which resides at the heart of McMaster’s current priorities, consolidating its reputation as a Civic University (P. 11 & 14). While McMaster is well-known for its academic excellence, research and scholarship, teaching and learning activities, WCLCS program adds a strong new dimension to its global image as a thought leader in civic education and leadership. Even by a modest estimate, this program can
make life changing impact on the underprivileged and marginalized students who hardly get a chance to see themselves in leadership positions. If you can imagine it, you can do it, seems to be the approach in WCLCS; to be sure, such commitments, sincerity and intellectual conviction will go a long way in the creation of future leaders in Canada and beyond.

A practical realization of McMaster’s mission and vision statement, the SMA and success of the proposed program at Wilson College requires an outstanding and goal driven leadership that can steer subsequent cohort of students in the right direction by fermenting their ideas, thinking, intellectual creativity, imagination and empathy. During the campus visit, External reviewers got to meet the colleagues involved in the creation and delivery of WCLCS program and appreciated their dedication to the program and its successful functioning in the years to follow. The WCLCS has found a very thoughtful, capable, approachable and hands-on Program Director. Dr. Donald Abelson brings in a wealth of experience, knowledge, professionalism and managerial attributes with him. He has not only served as the Director of Brian Mulroney Institute of Government at Saint Francis Xavier but also contributed to numerous Think Tanks, media and research organizations, public and private sector institutions and groups, and is totally appropriate in this new role. His exceptional leadership, vast experiences, and easy presence will encourage students to reach out and “break the silos”, cultivating their academic and civic interests and leadership qualities. Reviewers also appreciated the idea of starting a new journal “Taking the Lead” and housing it in the Wilson College.

ADMISSION & ENROLMENT

- Comment on whether the admission requirements (including any alternative requirements) are appropriately aligned with the program learning outcomes (and/or Degree Level Expectations) established for completion of the program.

- Are there any applicable alternative admission requirements, including how the program recognizes prior work or learning experience, and if so, are they appropriate?

**Comment on whether the admission requirements (including any alternative requirements) are appropriately aligned with the program learning outcomes (and/or Degree Level Expectations) established for completion of the program.**
The admission requirements are clearly and concisely stated and are in agreement with the Program Objectives, Learning Outcomes and Degree Level Expectations in Ontario, fulfilling all expectations associated with the IQAP.

As per the provisions of proposed program, Ontario students will be eligible to apply once they meet McMaster’s admission requirements for an undergraduate degree after completing a “High School Diploma plus six Grade 12 U/M level courses, including ENG4U: Grade 12 English (University)” (P. 32). This stipulation is in line with similar program requirements in Ontario institutions and satisfies the degree level expectations. The admission in this program, however, will not be solely dependent on academic score or grade point average of perspective students; some contextual factors will be considered. This is because the creators of this program seem to believe – and rightly so, that the quest for social equity and fairness should not come to a halt when faced with a particular criterion of intellectual assessment, competence and scholarship. Context, there is a powerful oral tradition among the First Peoples of Canada that does not lend itself easily to the established modes of intellectual assessments. Yet, it would be a worthy goal to have Indigenous students in this program. Adopting a more robust and socially progressive criterion, WCLCS program creates place for marginalized and underrepresented individuals and groups that can be in the position of disadvantage due to their “race, ethnicity, Indigeneity, gender identity, sexual orientation, and class background” (P. 33). This is indeed a sympathetic step and ought to be celebrated as such.

**Are there any applicable alternative admission requirements, including how the program recognizes prior work or learning experience, and if so, are they appropriate?**

Alternative admission requirements include a short essay, 500-1500 words, written by the applicants “describing their interests, ambitions, accomplishments and reasons for applying to WCLCS program” (P. 33). Applicants will be encouraged to share their life stories, challenges, interests and ambitions to demonstrate that they will make a suitable candidate and that they benefit from their education and learning at Wilson College. The essay is to be reviewed by two reviewers with a possibility of third review if necessary. This positioning of candidates and appreciation of their lives will remove many barriers and open the doors of higher education to unrepresented and underrepresented groups and people.
The enrollment expectations are reasonable and modest and should be easily met once the program starts running. The first cohort is stated to take 40 students and then subsequent cohort numbers are varied to make necessary adjustments. Market research has been conducted to assess the potential demand for this program among High School students, and the data shows a positive reception. In our estimation, it is highly likely that within a short period of time this program will grow in popularity and strength, and become one of the most coveted undergraduate program in the Humanities and Social Sciences all over Canada.

**STRUCTURE**

- Comment on how the program’s structure and regulations meet the specified program learning outcomes.

*NOTE: The Quality Assurance Framework requires a clear distinction between program objectives, program-level learning outcomes, and Degree Level Expectations. See the Guidance on Program Objectives and Program-level Learning Outcomes for details on the distinction.*

- Is the program’s structure and the requirements to meet the program objectives and program-level learning outcomes appropriate?

- Do the program’s structure, requirements and program-level learning outcomes ensure students meet the institution’s Undergraduate or Graduate Degree Level Expectations?

- Does the (proposed) mode of delivery facilitate students’ successful completion of the program-level learning outcomes?

- Does the curriculum address the current state of the discipline or area of study?

*Comment on how the program’s structure and regulations meet the specified program learning outcomes*

Program’s structure and regulations complement each other strongly, making sure that the learning objectives and degree level expectations are fully materialized after the completion of four years of study and intellectual formation at Wilson College. While this complementarity is present in the whole document submitted for review, it is clearly manifest in the design of curriculum where yearly progression opens up new courses and learning opportunities for students. A careful structuring of this program also ensures that students will continue to grow in cognition by
acquiring new knowledge appropriate to their level of study and that they will climb up in the pedigree leadership education and awareness each passing year. Corresponding to each year of study, the Program creators have thoughtfully laid out some core courses that will be delivered in that year, starting with “WILSON 1A03 – Introduction to Leadership and Civic Engagement” in the first year at Level I and culminating with “WILSON 4A06 – Civic Leadership Placement and Project” in the fourth year at Level IV. Similarly, “CMTYENGA 2A03 – Foundations of Community Engagement” at the Level II and “WILSON 3E03 – Future of Canada Challenges” at the Level III, along with other core courses, will reinvigorate students curiosity and academic purpose in the second and third year of study respectively.

Considering the nature of this program, it’s structure and pedagogy, leadership potential and activist possibilities, it can be probably said that the core course carriage would be holistically infused taking a long view of social and economic justice, racial and cultural inequities, Indigenous priorities and reconciliation, and community engagements and environmental considerations in Canada. Such a multifaceted holistic approach is bound to create a cohesive and optimal balance between teaching and learning at Wilson College, providing us with a safe space and solid platform where students with divergent ideas, differing viewpoints, competing ideologies and different social perceptions can flourish together. More strongly, a holistic approach can be helpful in building on the positive attributes of Canadian and Western intellectual tradition, overcoming their blind spots wherever we find them, and in laying out a bright path forward for the Wilson College graduates.

**Is the program’s structure and the requirements to meet the program objectives and program-level learning outcomes appropriate?**

Along with the academic formation, administrative structure is also well defined in this program. The Deans of Humanities and Social Sciences act as Co-Chairs at Wilson College and an Academic Director (AD) is responsible for managing academic activities and routine operating procedures in the Program. Submitted proposal shows that the Deans and AD have considerable resources available to them and can draw upon the two host faculties as outlined earlier in this report. The joint leadership of the Deans and AD is greatly helpful in comprehending the future functioning of this program, its positive trajectory and administrative collaboration, collegiality and team work, and will be instrumental in the realization of program objectives and learning
outcomes. In our interactions with Drs. Pamela Swett, Jeremiah Hurley and Donald Abelson, we learned a great deal about the specific steps taken to concertize the program objectives and learning outcomes not only theoretically in the curriculum and pedagogy but also in practice on campus. The creation of an Engagement Commons will surely “bring together academics, students, and leaders from government, business, and community organizations to connect academic and non-academic leaders across disciplinary and professional boundaries” (P. 44). Furthermore, with the help of Indigenous Studies Department at McMaster, this program is stated build on available Indigenous scholarship on campus, providing WCLCS students with additional vistas for ‘truth and reconciliation’ study and leadership. In short, the Program structure captures the crux of “scaffolding approach to students’ learning” and relational nature of knowledge in the Humanities and Social Sciences.

Do the program’s structure, requirements and program-level learning outcomes ensure students meet the institution’s Undergraduate or Graduate Degree Level Expectations?

Yes; they do that confidently. Like other undergraduate programs at McMaster, WCLCS necessitates 120 units of coursework to be completed within a span of four years and meets the demands of academic excellence associated with the present degree. The submitted proposal explicitly identifies six degree level expectations. They are: 1) Depth and Breath of Knowledge, 2) Knowledge of Methodologies, 3) Application of Knowledge, 4) Communication Skills, 5) Awareness of Limits of Knowledge, 6) Autonomy and Professional Capacity. While each of these degree level expectations have been solidly supported by several learning outcomes stated in the proposal, the “awareness of limits of knowledge” deserves our focal consideration, also because this point was made intensely by Socrates in a similar historical context: When people claim to know with certitude, they often don’t know. The WCLCS program has an in-built safeguard against inclinational certitudes and provides future leaders with an enduring normative foundation. Exposures to epistemic humility and moral courage will help Wilson College graduates in generating right level of responses in their leadership roles and decision-making processes.

Does the (proposed) mode of delivery facilitate students’ successful completion of the program-level learning outcomes?
Yes, completely. The mode of program delivery takes forward program objectives and learning outcomes specified in the submitted document and is deliberately crafted with multiple teaching and learning components and strategies (P. 46). A large part of this strategy seems to gravitate around familiar modes of university teaching where professors transmit knowledge to students in a classroom setting, adopting a preferred lecture mode. This is an appropriate strategy in terms of learning, thinking and argumentation. It can also be equally effective in organizing on-campus interactions, Engagement Commons, leadership and civic formation, and research and training of students at Wilson College. Accordingly, the professorial staff and instructors will be implicated in the delivery of courses in various ways, catering the requirements of 1) skilled instruction, 2) student centered learning, 3) inquiry based learning, 4) community informed learning, and 5) experiential learning etc. Given the expertise of academics at McMaster and Wilson College, students in WCLCS will have an exceptional exposure to learning content, benefitting greatly from their education and training in a classroom set up as well as internship opportunities. Building on the societal value of this program, it would be reasonable to assume that WCLCS pedagogical success will contribute significantly to leadership and civic studies in Canada.

**Does the curriculum address the current state of the discipline or area of study?**

This is an ambitious program both in terms of academic aspirations and pedagogical content. It makes a strong case for a meaningful expansion of the educational philosophy of the day, asking educators to make a positive contribution in the lives of students as well as their social, cultural and civic institutions. In addition to teaching students what is the right thing to do in a given context or what is it to be a good leader in an organization, this program and its curriculum have a demonstrative value and practical capacity: They show students how to become a good leader by engaging them in experiential learning and situational awareness that “critically challenge models of governance, socio-economic relations, and decision-making that have contributed to colonialism, racism, exploitation, patriarchy, and discrimination, and to offer progressive alternatives and remedies to these legacies” (P. 49). As such, WCLCS’ curriculum has a terrific potential of leaving a permanent transformative mark on students at Wilson College and also of advancing knowledge in the discipline.

**CURRICULUM AND TEACHING**
Comment on how the curriculum reflects the current state of the discipline or area of study; evidence of significant innovation or creativity in the content and/or delivery of the program; the appropriateness and effectiveness of the modes of delivery at meeting program learning outcomes; and how teaching in the program prioritizes areas of accessibility and removes barriers to learning.

In terms of curriculum design, an emphasis on experiential learning aligns with the current practices of degree areas designed to “bridge theory with practice”. Gen Z students are seeking learning opportunities of this nature. Our meeting with student representatives at McMaster clearly demonstrated that there was a “thirst” for this type of learning environment. Core courses integrated with students from a variety of interdisciplinary backgrounds will provide a wide range of ideas and perspectives to be shared at the classroom level, providing a more eclectic world view for students.

One challenge to be considered is the cohort approach to enrollment in the degree. While cohorts can create a special sense of community for students, they can also create a sense of elitism, exasperated in this case with students having their own space – the Wilson Centre. Care should be taken to ensure that this does not occur as it will demise the core mission of the degree, to build greater leadership with broader civic and community engagement.

The conversation regarding student accessibility to the program was an interesting one, as on more than occasion the concept of addressing social-economic accessibility was raised. Growing accessibility to post-secondary opportunities given increased social-economic gaps is an area that we all need to be concerned about. Given the mission of this program, building future leadership, it is especially important to safeguard future enrollment for all potential students.

**ASSESSMENT OF LEARNING**

- Comment on the appropriateness and effectiveness of the proposed methods of assessment in demonstrating achievement of the program learning outcomes, as well as the extent to which the program(s) assess graduating student achievement of the program learning outcomes.

The mixed method assessment approach identified best suits this type of learning environment. The community-based pedagogy will benefit from the insights and comments of the co-curricular partners. A mix of both individual and group work will benefit the strengths of students,
mirroring the post-graduation work environment of the students. Reflection, peer and self, is critical as reflection is a central feature of experiential education and serves the function of solidifying connection between what a student experienced and the meaning/learning that they derived from that experience.

There is a broad set of learning outcomes ascribed to this degree. Their design is best placed to meet future challenges, principally within a Canadian context. The cultural context is the great unknown here, given the rapidly changing pace of societal development, want necessitates future leadership requirements is difficult to quantify. Certainly, many traditional leadership theories do not translate well in our evolving social and political environment. Noting that students are being prepared to demonstrate leadership in an unknown future and need to be able to assess unimagined scenarios would be beneficial.

- Are the plans in place to monitor and assess the following, both appropriate and effective?
  
  i. The overall quality of the program;
  
  ii. Whether the program is achieving in practice its proposed objectives;
  
  iii. Whether its students are achieving the program-level learning outcomes; and
  
  iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.

The first few years of program evaluation will need to take on a formative approach. Formative as the evaluation will both be assessing early student success, as well as program success and development. Certainly, a degree of emergent design (making it up as you go along) should be planned for. The External Advisory Council could have a role to play in creating this formative evaluation mechanism. There will be a need to reach beyond the traditional academic models of determining student success, with the significant emphasis on activities taking place beyond the walls of the university.

The program quality is sound, with both its emphasis on interdisciplinary and experiential modes of learning. For future undergraduate liberal arts programs both of these elements are essential to meet the demands of Gen Z students.
In terms of proposed program objectives embedding leadership into a wide range of liberal arts offerings can be seen as imperative in terms of making the liberal arts relevant to current students. The core leadership courses will hopefully benefit from having students who are also enrolled in a variety of Humanities and Social Science departments.

RESOURCES TO MEET PROGRAM REQUIREMENTS

- Comment on evidence that there are adequate human, physical and financial resources to sustain the quality of scholarship produced by undergraduate students.

There is ample evidence that resources are being committed to meet the program requirements. In terms of academic faculty, a qualified program director is in place for the 2025 launch. Plans are also in place to hire two dedicated faculty, a senior tenured faculty in rank and a junior tenure track faculty. Both positions will dedicate half of their teaching load to the program, and the other half will be dedicated to the Humanities or Social Science Department they become part of. It will be interesting to note how this joint appointment process works out.

We also understand that other core course requirements in the program may be instructed by existing faculty and/or per-course hires. Starting the course off slowly (targeting 40 first year students vs. planned 75) will also help resourcing. As there is a scaffolding nature to course delivery, the program has 4 years to build towards its planned size – so again plenty of time to adjust resourcing needs as they may develop.

On the staffing side we understand that six positions have been identified to date: a staff person to the external council, administration, experiential learning coordinator (.75 time), communications and finance. Certainly, given the program size, this should be an adequate number of staff support for the program, and we see no issue in how the staff positions are being aligned.

- Given the program’s class sizes and cohorts as well as its program-level learning outcomes:
  a) Is the number and quality of core faculty who are competent to teach and/or supervise sufficient to achieve the goals of the program and foster the appropriate academic environment?
b) When adjunct/sessional faculty play a large role in the delivery of the program, is their role appropriate? Are plans in place to ensure the sustainability of the program and the quality of student experience and if so, are these suitable?

c) Is the provision of supervision of experiential learning opportunities adequate, if applicable?

d) Taking into consideration implications for other existing programs at the university, is the administrative unit’s planned use of existing human, physical and financial resources appropriate?

e) Are there adequate resources available to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access?

As noted, we believe that the initial plans for faculty hires will meet the program needs in its initial stage. Given the scaffolding approach and planned program growth over four years, there should be adequate time to adjust faculty requirements. It is unknown at this time what the exact mix of core, seconded and sessional staff will be. Still, it appears that adequate planning has already taken place so that there will be a fair number of courses instructed by core faculty. Certainly, the challenge we note in many post-secondary institution is the rising number and percentage of courses being instructed by per-course sessionals.

Given the significant emphasis on experiential learning, we suggest that the hiring of a .75 experiential learning coordinator be reconsidered. Finding, maintaining and nurturing these partnerships is critical to the success of this program. To what degree this individual has working with students versus the responsibility of faculty or the director in this role is unclear.

There appears to not be any considerable reliance on existing resources at the university for this program, given its rich and robust financial situation. This is refreshing, and outside the current normal practice.

New building, with new spaces, the External advisory Council, financial resources for internships and co-curricular activity all lead to the assumption that the program is very adequately resourced to carry out its planned mission.

**QUALITY AND OTHER INDICATORS**
Please provide commentary on the indicators the department will use over the first five years to document and to demonstrate the quality of the program.

Comment on the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record, appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring).

Comment on any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

Comment on any evidence of how faculty members will ensure the intellectual quality of the student experience.

Please provide commentary on the indicators the department will use over the first five years to document and to demonstrate the quality of the program.

The Academic Director (AD) is tasked with maintaining the quality of program at Wilson College. In carrying out this task, the AD will also have the support and collaboration of External Director and the External Advisory Council. To maintain the quality of the program, the AD will engage in “evaluations of the WCLCS program’s curricular, cocurricular, and outreach programming” as per the process (P. 59). Despite having a significant normative component in the WCLCS, the submitted proposal identifies concrete metrics of quality evaluation in terms student evaluation, data collection, student surveys, program statistics, a yearly symposium, mentorship, and feedback from teaching faculty as well as students. The AD is also responsible for ensuring that students in WCLCS successfully acquire new knowledge, follow timelines, progress as stipulated, meeting the high standards set out in the submitted proposal. Along with the AD, the role of teaching faculty, mentorship, support staff, and interdisciplinary curriculum cannot be over emphasized in the program delivery and quality assurance. Similarly, it is also an excellent idea to invite Graduates of the program to “participate in special events, and to give guest talks and to provide mentorship to students”. Former graduates are not only be the best ambassadors of a program but also great role models for new cohorts. The professional experience and welcoming personality of current AD will be instrumental in building links between subsequent cohorts, attracting new students, and addressing routine issues arising out of a new program.

Comment on the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record, appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring).
Since the WCLCS is being offered jointly by the faculties of Humanities and Social Sciences, it will have, in principle, access to all professors teaching in the two faculties. This constitutes an unbelievable amount of talent pool supporting an undergraduate program. A brief look at these two faculties shows the presence of some very accomplished thinkers and eminent scholars. The above expertise was also evident in the meeting with the Curriculum Working Group. The Co-Chairs Dr. Karen McGarry and Sean Corner envision WCLCS program to be well supported academically and administratively. Both of them highlighted the virtues of academic excellence and empathy, thinking that WCLCS will also provide an educational platform for the underprivileged students ‘who do not see themselves as elites’. Wilson College will also add a few professors to teach the core courses after identifying their ‘home departments’. The profile of current Academic Director is greatly suited to run this program. Dr. Abelson’s teaching and research expertise at the undergraduate and graduate level, and his engagements with policy-making groups and think tanks, make him particularly appropriate to lead the subsequent cohorts in this program by “providing WCLCS students with the guidance needed to inform their development as effective leaders, activists, analysts, and researchers” (P. 61).

Comment on any other evidence that the program and faculty will ensure the intellectual quality of the student experience:

During our on campus visit on Monday, November 21, and Tuesday, November 22, 2023, we got to meet colleagues and professionals involved in the creation of WCLCS and its future delivery as well. All of them were 1) intellectually empathetic and 2) generous with their time in responding to reviewers questions and curiosities. This combination of intellectual empathy and generosity seems to inform the academic culture at Wilson College, and will go a long way in making undergraduate students feel at home, adding much value to their academic life and experiences on campus. It was equally evident that the culture of academic respect, mutuality, encouragement and holistic formation is valued in faculties of Humanities and Social Sciences, and that WCLCS students will benefit from it. Our interactions with the Deans, Drs. Pamela Swett and Jeremiah Hurley, and Associate Deans, Drs. Karen McGarry and Sean Corner have consolidated the above perception. Similarly, the Vice-Provost Dr. Kim Dej and Deputy Provost Dr. Matheus Grasselli also highlighted the role of ‘holistic and transformative learning’ in WCLSC, emphasizing the value epistemic humility in learning, cognition and transformative change. In essence, McMaster
seems like ideal place to run WCLCS, expect a very high level of student satisfaction rate in this program.

**Comment on any evidence of how faculty members will ensure the intellectual quality of the student experience:**

Looking at the profile of faculty members and curriculum, it can be easily concluded that WCLCS is very well-thought out, socially conscious, intellectually progressive and rigorous undergraduate program. Espousing the idea of a meaningful dialogical communication between faculty and students, this program creates multiple venues for their mutual engagement and co-operation. Explicitly, the theoretical and normative underpinnings of the program are going to be sustained by faculty members in the classroom, emphasizing the ideas of experiential learning and ethical co-operation in our social world. Next, faculties will also play an important role in the realization of Program Objectives and Learning Outcomes that seek to instill a sense of leadership and confidence, equity and moral courage, civic solidarity and social justice among WCLCS graduates. These obligations are highlighted at Wilson College. In our meeting with the Deans, Drs. Pamela Swett and Jeremiah Hurley underscored the idea of ‘providing students with adequate tools before they engage with community partners’, ‘yearly progression and scaffolding approach to inquiry based learning’ and ‘McMaster as a Civic University’. Academic Director Dr. Donald Abelson also suggested that they want their students to be well prepared as ‘the outside world may not be that accommodating and that students need to have the ability to cope up with pressure and outside civil society’. Our interactions at McMaster and Wilson College clearly demonstrated that these objectives will be met and that Wilson College is ideally suited to offer this program.

**CONFIDENTIAL SECTION**

Provide any commentary or recommendations on confidential areas.

*Comments: Please provide enough commentary that can lead to your recommendations (could include various strengths, ideas, and include a recommendation).*

**External Reviewers’ Response:** None.
SUMMARY & RECOMMENDATIONS

Provide a brief summary of the review. Please include commentary on any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it, as applicable. Recommendations that are clear, concise, and actionable are the most helpful for universities as they prepare to launch new programs. Include specific steps to be taken on any essential or otherwise desirable modifications to the proposed program.

NOTE: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.

External Reviewers Response

Undoubtedly, WCLCS is an outstanding academic Program. It is progressive in curriculum and content, strong in research and methodology, comprehensive in thinking and imagination, and totally inspirational in its social commitments and ambition. It seeks to create a new generation of leaders in Canada – and also in the whole world – who are motivated by the ideals of civic participation, social justice and the common good. Emphasizing the importance of teaching, learning, education and scholarship in the formation of future leaders, the creators of this program provide us with a genuine platform where undergraduate students of all stripes can come together to sharpen their awareness, skills, knowledge and organizational obligations associated with leadership roles of various kinds.

Recommendation 1: Considering the growth in immigrant population in the GTA area and Ontario, primary sources of recruitment for this program, it may be helpful to consider a core course on “Immigration, Leadership and Social Solidarity” at an opportune time.

Recommendation 2: In some form, the benefits of this program can be extended to non-traditional and working professions in Ontario by offering them a condensed week long “Summer School” on site or online.

Signature: Rajesh C. Shukla (Electronic Signature)
Signature: Bill Irvin (Electronic Signature)
Date: December 19, 2023
We would like to express our gratitude to the External Reviewers for preparing such a detailed and methodical report on the proposed Combined Honours BA Program in Leadership and Civic Studies with another discipline (drawn from the Faculty of Humanities or the Faculty of Social Sciences) at McMaster University. We found their comments to be very thoughtful and insightful and are very pleased that they share our enthusiasm for the program we have proposed as the cornerstone for the Wilson College of Leadership and Civic Engagement.

After carefully evaluating the program’s structure, objectives, curriculum, learning outcomes, admissions and enrollment strategy, resources, and indicators to assess student performance, as well as how the program’s goals align with the strategic mandate and priorities of McMaster University, the reviewers offer two recommendations. In addition, they have highlighted four concerns that warrant a response.

First, the reviewers have recommended that given the emphasis the program places on recruiting and training a diverse population of students with varied life experiences that, at an appropriate time, we include a course on “Immigration, Leadership, and Social Solidarity.” We are prepared to take this recommendation under consideration, and will discuss when, and at what stage of the program, students would benefit most from exploring this important area of inquiry. There are several faculty in the Faculties of Humanities and Social Sciences who have expertise in this field. Second, the reviewers have recommended that given the unique nature of this program we consider offering a condensed one-
week in-person and/or on-line version of it to non-traditional and working professions in Ontario. This is something we have considered, and we recognized the enormous benefits of extending a version of this program well beyond the traditional academic year. We have no doubt that this kind of initiative would be well received and supported at McMaster.

In evaluating the proposal for the combined honours degree, the reviewers have also noted four concerns: the dangers of cohort elitism and hardening of disciplinary silos; socio-economic access; leadership in the face of unpredictability; and staff resources allocated to experiential learning.

On page 13 of the report, the reviewer’s note:

“One challenge to be considered is the cohort approach to enrollment in the degree. While cohorts can create a special sense of community for students, they can also create a sense of elitism, exasperated in this case with students having their own space – the Wilson Centre. Care should be taken to ensure that this does not occur as it will demise the core mission of the degree, to build greater leadership with broader civic and community engagement.”

In developing the mandate and core curriculum for Wilson College, careful consideration and sensitivity was given to creating a living and learning environment, while at the same time ensuring that those enrolled in leadership and civic studies would have ample exposure to students and faculty in other disciplines. As we conveyed to the reviewers, once the new building for academic space and residential rooms has been constructed, residence rooms will be set aside for first-year students in Leadership and Civic Studies as well students enrolled in other programs. This will provide an environment which will allow students in Wilson College to interact and create friendships with students in other disciplines. This feature of residence life, along with the combined honours program which requires students in Wilson College to pursue another discipline in the Faculty of Humanities or Social Sciences, should go a long way in addressing concerns of elitism and the hardening of academic silos. Indeed, the interdisciplinary nature of the program should do the opposite – create well-rounded and better-informed students. It should also be pointed out that while some of the core courses offered by Wilson College are reserved for those in the combined honours program, others are open.

A concern was also raised about the socio-economic make-up of Wilson College students, and the fear that this type of program would disproportionately attract students with a higher socio-economic status. From the time the program at Wilson College was conceived, considerable time and effort has been invested in conveying to stakeholders both on and off-campus that the main goal of Wilson College is to train future leaders who reflect our communities. We are committed to doing this by reaching out to potential applicants from diverse backgrounds with varied life experiences who can contribute to a more equitable and inclusive environment. More specifically, we are committed to reaching, as part of the mix, students who have not necessarily seen themselves as leaders. The strategic marketing firm, BAM Strategy, has been hired to help Wilson College focus on proper evaluation and recruitment strategies, and conversations are underway to remove as many barriers as possible to students interested in enrolling in this program. It is also worth noting that a commitment is underway in the current fundraising campaign at McMaster to secure funds for Wilson College student scholarships and bursaries.

Third, the reviewers have noted with caution that Wilson College will be preparing students for leadership roles in an uncertain and unpredictable environment. We agree, but we believe that this should not be cause for concern, but rather should be seen as an opportunity to equip students with the academic background and practical skillset they will require to tackle complex issues relating to
leadership and civic engagement. Canadians understand there is a tremendous leadership vacuum in our country and beyond. This is why it is so important to train students for a world that is unpredictable, uncertain, and frequently chaotic. Part of Wilson’s leadership training will be how to handle uncertainty and unpredictability in leadership contexts. To help students make better sense of the environment they might one day inhabit, Wilson College will be offering the Future of Canada Challenges course as well as a course on Deconstructing Leadership. Among other things, these courses will critically assess different models of leadership and how they might align with different situations and problems.

Finally, the reviewers suggest that it might be prudent to hire a full-time staff person responsible for overseeing experiential learning (EL) opportunities for students. At present, the proposal for the combined honours program calls for a 0.5 EL Assistant in addition to the 0.75 FTE EL Manager. Moreover, resources are also available in both the Faculty of Humanities and in the Faculty of Social Sciences to contribute to the management and oversight of EE. In the beginning stages, Wilson will draw upon the knowledge and structure of our existing Experiential Education and Careers programming which should go a long way in addressing this concern. We regard this suggestion as useful, but not necessarily critical to the functioning of the program.

In sum, we very much appreciate the two recommendations and four concerns outlined in the External Reviewers’ report and look forward to identifying the most effective ways to implement them.
We want to begin by thanking the review team, Drs. Shukla, Irwin, and Mohammad for taking the time to participate in the review and for sharing their expertise with us on campus and in their thoughtful, comprehensive report.

We also want to thank the program director for Wilson College, Dr. Abelson, and our Associate Deans for Undergraduate Studies, Drs. Sean Corner, Karen McGarry and Tracy Prowse for their contributions to Wilson College and the program proposal to date, including Dr. Abelson’s thorough response to the review team’s report. As Dr. Abelson notes, the review team was exceedingly supportive of the new program proposal. They lauded the attention that has been paid to the program structure and innovative curriculum, especially its experiential education elements, as well as the plans for recruitment and enrollment, and the thought that has been given to the long-term career success of program graduates.

The review team made two recommendations to which Dr. Abelson replied. He noted that there may be consideration in future of adding a course on issues related to immigration. We concur that over time additional courses will be added to the program. We agree that the two Faculties (Humanities and Social Sciences) have researchers with expertise in this area, and that we can foresee the possibility of adding a course of this nature. Wilson College will review its courses on an annual basis to remain rigorous and relevant in its offerings.
The second recommendation was for the program to offer a week-long intensive training program in Leadership and Civic Studies for working professionals. We concur with Director Abelson that there may be some excellent opportunities to expand the reach of Wilson College programming. In addition to executive training, there is also the possibility of a summer experience for high school students. Our immediate priority is to launch the undergraduate program and co-curricular activities for program students, but we believe that the time will come to explore other opportunities to raise revenue and reach more Ontarians with an interest in developing their leadership and civic engagement acumen. We look forward to this possibility and thank the reviewers for their encouragement.

The program response also references four concerns in the report that deserve comment from us. The first pertains to the fact that the living-learning experience has the potential to isolate Wilson College students and breed elitism. We have been cognizant of this concern from the start, as noted by Dr. Abelson. As he explains, we do plan to make residence space available to non-program students and to include non-program students in some of the core courses. While it remains outside the scope of this new program proposal, Wilson College will also offer a minor to all students on campus. Doing so will attract students from other programs to our courses and also engage them in some of the co-curricular activities, such as guest lectures and workshops. Finally, as mentioned in the program response, designing the major as a combined honours program with another subject guarantees that Wilson College program students will interact with students and faculty members in other programs and disciplines.

A related concern is the potential that the program may only attract a narrow segment of our population, in particular students from privileged backgrounds who already see themselves as potential leaders and contributors to civic culture. Dr. Abelson is right to say that we have been working from day one (and investing resources) to ensure this does not happen. Our aim is to attract a student cohort that reflects Canada’s diverse population and help all program students understand how they can participate in building a stronger, more resilient, and more inclusive Canada.

We also concur that the world is changing rapidly and that this fact creates challenges for all those who work in higher education, but we believe our proposed program meets this challenge. We intend to address these very issues in our curriculum. How can individuals best respond at work and in their communities to the challenges we face? How can leaders manage uncertainty and create opportunities for others to realize their potential? In answering these questions, our program design offers an enviable combination of foundational and theoretical courses alongside courses that focus on the application of skills through experiential opportunities. We are confident that content intended to address the unpredictability of our age and our pedagogically mixed approach to course delivery will create well-rounded students who can handle what the future brings.

The last concern raised by the review team and program director was the size of the staffing complement planned for experiential education components of the program. The review team suggested 1 FTE. Currently, as explained in the program response, we have dedicated 1.25 FTE shared by two roles. We feel, therefore, that we are on the right path, especially given that both Faculties have additional experiential education staff who can work with those employed by Wilson College. As students arrive and begin accessing these services, however, we recognize the need to review staffing to ensure we cover student and curricular needs.

Pamela Swett (Dean, Humanities) and Jeremiah Hurley (Dean, Social Sciences)
REPORT TO SENATE
FACULTY OF SOCIAL SCIENCES
ADDENDUM TO THE
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2024-2025

Below is the summary of substantive curriculum changes being proposed by the Faculty of Social Sciences in this Addendum.

1.0 NEW PROGRAMS: N/A

2.0 PROGRAM CLOSURES: N/A

3.0 MAJOR REVISIONS: N/A
The following changes are being made to the Faculty of Social Sciences General Academic Regulations section of the Calendar as follows:

**ACADEMIC REGULATIONS**

*Letter of Permission Courses to Graduate*

Students taking the final courses for completion of their degree program on a Letter of Permission at another university must ensure that the official transcripts are sent to the Office the Associate Dean (Academic), Undergraduate Studies, Social Sciences at McMaster University. For students expecting to graduate at the Spring Convocation, transcripts must be received by May 15 and for Fall convocation, by September 30.

*Letter of Permission*

Students in good academic standing who wish to attend another accredited degree granting university to take courses for credit toward a McMaster degree must first request a Letter of Permission (LoP) from the Office the Associate Dean (Academic), Undergraduate Studies, in the Faculty of Social Sciences. The request should be initiated through the Student Centre in Mosaic.

The Faculty of Social Sciences will permit a maximum of 18 units to be taken at another university on Letter of Permission towards either a three-year B.A. or a four-year Honours B.A. degree. Required courses for the student’s degree program may not be taken elsewhere unless departmental approval is given. Electives may be taken through the Letter of Permission policy.

Students should take note of any conditions on the Letter of Permission that might apply, including the requirement of a grade of at least C- for transfer credit. Courses taken at another university cannot be used to satisfy the university’s minimum residence requirements, will not be included in the calculation of the Grade Point Average (GPA) at McMaster, and therefore cannot be used to raise standing. The transcript designations will read T, indicating Transfer, when a grade of C- or better is attained or NC indicating not complete if less than a C- grade is obtained.

Students must ensure that the official transcripts for completed courses are sent to the Office the Associate Dean (Academic), Undergraduate Studies, Social Sciences. Students expecting to graduate upon completion of a course on Letter of Permission should refer to the heading Letter of Permission Courses to Graduate.
Students who choose not to use the Letter of Permission or cancel the course(s), must supply the Office the Associate Dean (Academic), Undergraduate Studies, Social Sciences with a transcript showing the cancelled course, or a certified letter from the host university, confirming that the student was not registered for the courses and session.

Students should refer to the Letter of Permission section in the Academic Regulations section of the calendar for the university’s policies and procedures regarding taking courses on Letter of Permission.
April 3, 2024

TO: Members of the Senate

FROM: Kim Dej
Vice Provost, Teaching & Learning

SUBJECT: McMaster Student Absence Form Policy [MSAF Policy]

Dear Members of the Senate,

As many of you are aware, last year the Undergraduate Council (UGC) facilitated several revisions to the Policy on Requests for Relief for Missed Academic Term Work, which is the policy governing accommodation requests for student absences and implemented through the McMaster Student Absence Form (MSAF). The policy was overly complex and required simplification. Furthermore, implementation of the policy was often challenging. The exercise of developing and approving several urgent revisions posed numerous difficulties last year, at both UGC and at the Senate, but highlighted the need to examine this policy more thoroughly.

As such, an ad hoc committee, governed by a majority of members from McMaster’s Undergraduate Council and supported by the University Secretariat, was tasked with continuing the review of the policy. All Faculties were represented on this committee as well as two undergraduate student representatives. The conversations led to some valuable policy updates that we are bringing forward for consideration. After extensive deliberation, the Ad Hoc Committee on Relief for Student Absences presented its final version of the policy to Undergraduate Council on March 26, 2024. As the meeting itself lost quorum during discussion of the item, an electronic vote was held between March 28th and April 2nd, during which the Undergraduate Council approved the policy revisions. The tracked changes version in your package reflects further feedback provided by the Undergraduate Council during the meeting.

As a reminder, the committee discussed the increase in the usage of the MSAF which may lead to negative outcomes for both students and instructors. I want to highlight three areas of discussion that are important for you to be aware of as they fall outside of the language in policy.

1. The need for increased communication to better inform students of the intent of the MSAF form. Deferring and falling behind on work can be detrimental and we want students to make decisions that are in their best interest. We also feel that it is important to communicate clearly when relief may not be provided, as per policy. Students will be an important part of this communication campaign.
2. We discussed the need to employ more universal design in learning (UDL) tools in our course design. Many colleagues have designed creative ways to reduce the use of MSAFs and it is important to provide forums to share these successful measures. It is also important for students to understand the intersection between MSAF usage and UDL processes within a class.

3. We recognized that much of the clarity in the use of MSAFs in an individual course (including UDL) can and should be explained in the Course Management Policy. We have identified some recommendations to review and incorporate into that policy as a next step.

Thank you for your consideration of the policy changes being brought to you today. To address a question at the previous Senate meeting, I have consulted with the President of MUFA, Catherine Anderson. She and the other MUFA members of the Joint Committee have agreed that because the changes are minor and do not affect faculty workload, this update does not need discussion at Joint Committee nor by the MUFA Executive. I look forward to more conversation on policy implementation, as well as a culture shift in sentiment towards MSAF usage.

Best wishes,
Kim
Complete Policy Title: McMaster Student Absence Form Policy [MSAF Policy]

Policy Number (if applicable): Draft 13

Approved by: Senate

Responsible Executive: Vice-Provost (Teaching and Learning)

Date(s) of Original Approval: March 10, 2021; effective May 1, 2021

Date of Most Recent Approval: TBD

Supersedes/Amends Policy Dated:
- Requests for Relief for Missed Academic Term Work; eff. September 1, 2023
- Policy on Requests for Relief for Missed Academic Term Work; eff. May 1, 2021

Policy-Specific Enquiries: Vice-Provost (Teaching and Learning)

Students should contact their respective Faculty/Program Office (refer to Section D)

Disclaimer: If there is a discrepancy between this electronic policy and the approved copy held by the University Secretariat, the approved copy prevails.

Accessible Format Requests and General Policy Enquiries: policy@mcmaster.ca
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Section A: Introduction

Preamble and Scope

1. McMaster University recognizes that undergraduate students periodically require relief for missed academic work due to extenuating circumstances. This Policy will support the management of these requests by reducing the requirement for doctor's notes/documentation from a healthcare practitioner for short-term absences, while considering the needs and obligations of undergraduate students, instructors, and administrators.

Definitions

2. For the purpose of interpreting this Policy:
   a) student means an undergraduate student;
   b) extenuating circumstances are when a student is unable to meet their academic obligations due to a situation that is outside of their control, such as an illness, medical event, or other situation;
   c) MSAF (Self-Report) means the McMaster Student Absence Form (Self-Report), where students can self-report absences that result in missed academic work;
   d) MSAF (Administrative Report) means the McMaster Student Absence Form (Administrative Report), where Faculty/Program Office staff may record approved longer-term absences for students that result in missed academic work.

Types of Absences Referred to Other Policies

3. Accommodations to meet religious, Indigenous or Spiritual Observances may not be processed under this Policy, students are directed to use the Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances for these requests.
4. Students seeking accommodations related to a disability or a retroactive accommodation are directed to use the Academic Accommodation of Students with Disabilities policy.

Absences for Other Known Obligations

5. Students are directed to contact their Faculty/Program Office to seek guidance on absences for obligations that are known about in advance ("known obligations").

6. Known obligations may include the following: mandatory legal obligations (e.g., jury duty, court dates); planned surgeries; and mandatory military obligations.

7. The granting of relief for known obligations is at the discretion of the Faculty/Program Office and are not appealable. These offices will use the MSAF tool for communications.

Exclusions

8. This Policy can not be used:

a) for the purpose of time-management;

b) for academic work such as online assessments (e.g., quizzes, tests, etc.), where the student has already completed the work, or has attempted to complete the work. This includes the viewing and/or partial completion of online assessments (e.g., quizzes, tests, etc.);

c) to apply for relief for any final examination or its equivalent (refer to Petitions for Special Consideration: Request for Deferred Examination, in the Undergraduate Calendar);

d) for absences in a student's clinical placement, co-op placement, or internship; and

e) for McMaster Continuing Education (MCE) programs and courses. MCE students are directed to contact their course instructor.
Academic Integrity

9. Requests for relief should be made with a commitment to academic integrity in mind. Requests that deviate from this commitment will be handled under the Academic Integrity Policy and/or Code of Student Rights and Responsibilities, where appropriate.

10. Requests for relief must be accurate in terms of dates and value of the piece of work, as described in the course outline. For example, representing a piece of work as being worth twenty-four percent (24%) when it is actually worth thirty percent (30%) is a violation of the Academic Integrity Policy.

Privacy

11. The University, and its employees and agents, will protect personal information and handle records in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA) and the Personal Health Information Protection Act (PHIPA).

Appeals

12. Decisions by the Faculty/Program Office made under this Policy are final and are not appealable.
Section B: MSAF (Self-Report)

13. Students are directed to read Section A for information on the types of absences that do not qualify for an MSAF (Self-Report).

Requirements

14. The MSAF (Self-Report) is a single request which covers all of the student's courses and applies only to the work due within the time period of the request.

15. MSAF (Self-Report) requests for relief shall meet all three of the requirements below:

   a) the piece of work is worth less than twenty-five percent (25%) of the final grade;

   b) is resulting from extenuating circumstances (refer to the definitions in Section A); and

   c) the absence (time period covered by the request) lasts up to three (3) calendar days.

Regulations

16. The MSAF (Self-Report) should be submitted when the student is ready and able to return to their academic studies/duties.

17. Students must submit their MSAF (Self-Report) within twenty-four (24) hours of the end of the three (3) calendar day period, and failure to do so may negate the opportunity for relief.

18. Students may only apply the MSAF Policy once to a single piece of work. A second MSAF submission for the same piece of work is not permitted.

19. The MSAF (Self-Report) may only be submitted once per Term, not per course.
20. Normally, relief for missed work will not be provided where the cumulative value of missed work within a course, prior to the exam period, is greater than thirty-five percent (35%).

Procedures

20-21. Before filing an MSAF (Self-Report), students should review their course outline(s) as instructions may have already been provided on how requests will be addressed (e.g., how missed academic work will be accommodated) and further communication expectations.

21-22. Students shall use MOSAIC to make an MSAF (Self-Report) request, in compliance with the regulations listed above.

22-23. Students shall not submit accompanying documentation with the MSAF (Self-Report) request.

23-24. The MSAF (Self-Report) is available in the MOSAIC Student Center (in the drop-down menu under Other Academic.)

24-25. Once submitted, if the request meets the criteria of this Policy, students should consider their request to be approved.

25-26. An automated email will be sent to the course instructor(s) to inform them of the request.

Students Required to Contact Instructor

26-27. Students must contact their instructor(s) no later than one (1) calendar day after submitting the request unless the course outline states otherwise. Failure to do so may negate the opportunity for relief.

27-28. Students are advised that instructors teaching large classes may require more time to respond.
Instructors

28-29. Instructor(s) will determine the reasonable relief for the request, in accordance with this Policy.

29-30. In the absence of a statement in their course outline on how requests will be addressed and communication expectations (e.g., posting information on A2L), instructors are expected to inform students of the relief in a reasonable timeframe.

Absences Longer Than 3 Calendar Days

30-31. For absences that exceed three (3) calendar days, students are directed to the MSAF (Administrative Report), as described in the next section.

Meeting with an Academic Advisor

32. Students must arrange a meeting with an academic advisor for absences that last more than two weeks or relief may not be provided.

33. Students must meet with an advisor to discuss their options when:
   a) the cumulative value of missed work within a course is greater than thirty-five percent (35%); and/or
   b) they have exhausted their one MSAF (Self Report) and two MSAF (Administrative Reports), and further work is missed.
Section C: MSAF (Administrative Report)

31-34. Students are directed to read Section A for information on the types of absences that do not qualify for an MSAF (Self-Report).

Requirements

32-35. The MSAF (Administrative Report) is a single request which covers all of the student’s courses and applies only to the work due within the time period of the request.

33-36. MSAF (Administrative Report) requests for relief are for any of the three reasons below:

a) extenuating circumstances (refer to definitions in Section A) lasting more than three (3) calendar days; and/or

b) missed academic work worth twenty-five percent (25%) or more of the final grade; and/or

c) any request for relief in a term where the MSAF (Self-Report) has already been used once.

Regulations

34-37. Students may only apply the MSAF Policy once to a single piece of work. A second MSAF submission for the same piece of work is not permitted.

Documentation

35-38. Students should not send documentation unless it has been requested by the Faculty/Program Office.

36-39. Supporting documentation may be required for an MSAF (Administrative Report). When requested by the Faculty/Program Office, students shall submit the McMaster University Student Health Certificate (completed by the licensed/registered health practitioner).
37.40 Requests for information and/or supporting documentation will, where possible, be limited to the nature of the limitation or restriction, in order to assess needs and determine whether the request for relief is granted, or if the request should be referred for processing under another policy or procedure.

38.41 Supporting documentation does not require the disclosure of a medical diagnosis but must be sufficient to allow the University to determine reasonable relief and/or explore reasonable alternatives.

**Restrictions**

39.42 Normally, relief for missed work will **not** be provided:

a) where the cumulative value of missed work within a course, prior to the exam period, is greater than thirty-five percent (35%) (prior to the exam period); or

b) for more than two (2) MSAF (Administrative Report) requests within a single term.

**Procedures**

40.43 Students must contact their **Faculty/Program Office (refer to Section D)** to report their absence within **one (1) calendar day twenty-four (24) hours** after returning to their academic activities. Failure to contact and report an absence promptly will negate the opportunity for relief.

41.44 Students may or may not require an appointment to process the request and will be contacted by the Faculty/Program Office within normal business hours.

42.45 In some circumstances, students may be advised to submit a **Petition for Special Consideration**.

**Meeting with an Academic Advisor**

43.46 Students must arrange a meeting with an academic advisor for absences that last more than two weeks or relief may not be provided.
44.47. Students must meet with an advisor to discuss their options when:
   
a) the cumulative value of missed work within a course is greater than thirty-five percent (35%); and/or
b) they have exhausted their one MSAF (Self Report) and two MSAF (Administrative Reports), and further work is missed.

If the Request is Granted

45.48. If the request is granted, the Faculty/Program Office will process the relief request and notify the instructor(s) and the student.

   The instructor(s) will determine the reasonable relief for the request, in accordance with this Policy.

Students Required to Contact Instructor

49. Students must contact their instructor(s) no later than one (1) calendar day twenty-four (24) hours after being notified that their request has been processed unless the course outline states otherwise. Failure to do so may negate the opportunity for relief.

46.50. Students are advised that instructors teaching large classes may require more time to respond.

Instructors

47.51. The instructor(s) will determine the reasonable relief for the request, in accordance with this Policy.

48.52. In the absence of a statement in their course outline on how requests will be addressed and communication expectations (e.g., posting information on A2L), instructors are expected to inform students of the relief in a reasonable timeframe.
Appendix A: Faculty / Program Contact Information

Student enquiries should be directed to their respective Faculty/Program Office.

<table>
<thead>
<tr>
<th>Arts &amp; Science Program</th>
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<tr>
<td>artssci.mcmaster.ca/contact-us/</td>
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<tr>
<th>Faculty of Humanities</th>
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<tr>
<td><a href="mailto:humanities@mcmaster.ca">humanities@mcmaster.ca</a></td>
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<td><a href="mailto:buscom@mcmaster.ca">buscom@mcmaster.ca</a></td>
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<tr>
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<tr>
<td><a href="mailto:science@mcmaster.ca">science@mcmaster.ca</a></td>
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<th>Faculty of Social Sciences</th>
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<tr>
<td>bhsc.mcmaster.ca/contact/</td>
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<td><a href="mailto:bhsc@mcmaster.ca">bhsc@mcmaster.ca</a></td>
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</table>
Honours Biology & Pharmacology Co-op Program
biopharm.healthsci.mcmaster.ca
biophrm@mcmaster.ca

Honours Biochemistry B.H.Sc. (Honours)
healthsci.mcmaster.ca/biochem
bbsug@mcmaster.ca

Integrated Biomedical Engineering and Health Sciences Program (IBEHS)
ibiomed.mcmaster.ca
ibiomed@mcmaster.ca

Biomedical Discovery and Commercialization Program
bdcprogram.mcmaster.ca/contact/
bdcprogram@mcmaster.ca

Midwifery Education Program
midwifery.mcmaster.ca/
midwifery@mcmaster.ca

Bachelor of Science Nursing Program
McMaster University Site, Mohawk College Site, and Conestoga College Sites
bscnadvising@mcmaster.ca

Physician Assistant Education Program
fhs.mcmaster.ca/physicianassistant/
paprogram@mcmaster.ca
Appendix: Related Policies

This Policy is to be read in conjunction with the following policies, procedures, and guidelines. Any question of the application of this Policy or related policies shall be determined by the Vice-Provost (Teaching and Learning), and in conjunction with the administrator of the other policy or policies. The University reserves the right to amend or add to the University’s policies and statements from time to time (this is not a comprehensive list):

- Academic Accommodation for Religious, Indigenous and Spiritual Observances, Policy on
- Academic Accommodation of Students with Disabilities
- Academic Integrity Policy
- Code of Student Rights & Responsibilities
- Professional Behaviour Code of Conduct for Undergraduate Learners – Faculty of Health Sciences
- Storm Emergency Policy
- Undergraduate Course Management Policy
- Undergraduate Examinations Policy
- Undergraduate Calendar
  - General Academic Regulations
  - Petition for Special Consideration: Request for Deferred Examination (Form B):
Complete Policy Title: McMaster Student Absence Form Policy [MSAF Policy]

Policy Number (if applicable): Draft 13

Approved by: Senate

Responsible Executive: Vice-Provost (Teaching and Learning)

Date(s) of Original Approval: March 10, 2021; effective May 1, 2021

Date of Most Recent Approval: TBD

Supersedes/Amends Policy Dated:
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- Policy on Requests for Relief for Missed Academic Term Work; eff. May 1, 2021

Policy-Specific Enquiries:
Vice-Provost (Teaching and Learning)

Students should contact their respective Faculty/Program Office (refer to Section D)

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Policy Date: TBD DRAFT COPY  McMaster University
## Section C: MSAF (Administrative Report)

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### Appendix A: Faculty / Program Contact Information

### Appendix: Related Policies
Section A: Introduction

Preamble and Scope

1. McMaster University recognizes that undergraduate students periodically require relief for missed academic work due to extenuating circumstances. This Policy will support the management of these requests by reducing the requirement for documentation from a healthcare practitioner for short-term absences, while considering the needs and obligations of undergraduate students, instructors, and administrators.

Definitions

2. For the purpose of interpreting this Policy:

   a) **student** means an undergraduate student;

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   d) for absences in a student's clinical placement, co-op placement, or internship; and

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9. Requests for relief should be made with a commitment to academic integrity in mind. Requests that deviate from this commitment will be handled under the Academic Integrity Policy and/or Code of Student Rights and Responsibilities, where appropriate.

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   c) the absence (time period covered by the request) lasts up to three (3) calendar days.

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16. The MSAF (Self-Report) should be submitted when the student is ready and able to return to their academic studies/duties.

17. Students must submit their MSAF (Self-Report) within one (1) calendar day of the end of the three (3) calendar day period, and failure to do so may negate the opportunity for relief.

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19. The MSAF (Self-Report) may only be submitted once per Term, not per course.
20. Normally, relief for missed work will not be provided where the cumulative value of missed work within a course, prior to the exam period, is greater than thirty-five percent (35%).

**Procedures**

21. Before filing an MSAF (Self-Report), students should review their course outline(s) as instructions may have already been provided on how requests will be addressed (e.g., how missed academic work will be accommodated) and further communication expectations.

22. Students shall use MOSAIC to make an MSAF (Self-Report) request, in compliance with the regulations listed above.

23. Students shall not submit accompanying documentation with the MSAF (Self-Report) request.

24. The MSAF (Self-Report) is available in the MOSAIC Student Center (in the drop-down menu under Other Academic.)

25. Once submitted, if the request meets the criteria of this Policy, students should consider their request to be approved.

26. An automated email will be sent to the course instructor(s) to inform them of the request.

**Students Required to Contact Instructor**

27. Students must contact their instructor(s) no later than one (1) calendar day after submitting the request unless the course outline states otherwise. Failure to do so may negate the opportunity for relief.

28. Students are advised that instructors teaching large classes may require more time to respond.
Instructors

29. Instructor(s) will determine the reasonable relief for the request, in accordance with this Policy.

30. In the absence of a statement in their course outline on how requests will be addressed and communication expectations (e.g., posting information on A2L), instructors are expected to inform students of the relief in a reasonable timeframe.

Absences Longer Than 3 Calendar Days

31. For absences that exceed three (3) calendar days, students are directed to the MSAF (Administrative Report), as described in the next section.

Meeting with an Academic Advisor

32. Students must arrange a meeting with an academic advisor for absences that last more than two weeks or relief may not be provided.

33. Students must meet with an advisor to discuss their options when:

   a) the cumulative value of missed work within a course is greater than thirty-five percent (35%); and/or

   b) they have exhausted their one MSAF (Self Report) and two MSAF (Administrative Reports), and further work is missed.
Section C: MSAF (Administrative Report)

34. Students are directed to read Section A for information on the types of absences that do not qualify for an MSAF (Self-Report).

Requirements

35. The MSAF (Administrative Report) is a single request which covers all of the student's courses and applies only to the work due within the time period of the request.

36. MSAF (Administrative Report) requests for relief are for any of the three reasons below:

   a) extenuating circumstances (refer to definitions in Section A) lasting more than three (3) calendar days; and/or

   b) missed academic work worth twenty-five percent (25%) or more of the final grade; and/or

   c) any request for relief in a term where the MSAF (Self-Report) has already been used once.

Regulations

37. Students may only apply the MSAF Policy once to a single piece of work. A second MSAF submission for the same piece of work is not permitted.

Documentation

38. Students should not send documentation unless it has been requested by the Faculty/Program Office.

39. Supporting documentation may be required for an MSAF (Administrative Report). When requested by the Faculty/Program Office, students shall submit the McMaster University Student Health Certificate (completed by the licensed/registered health practitioner).
40. Requests for information and/or supporting documentation will, where possible, be limited to the nature of the limitation or restriction, in order to assess needs and determine whether the request for relief is granted, or if the request should be referred for processing under another policy or procedure.

41. Supporting documentation does not require the disclosure of a medical diagnosis but must be sufficient to allow the University to determine reasonable relief and/or explore reasonable alternatives.

**Restrictions**

42. Normally, relief for missed work will not be provided:

   a) where the cumulative value of missed work within a course, prior to the exam period, is greater than thirty-five percent (35%); or

   b) for more than two (2) MSAF (Administrative Report) requests within a single term.

**Procedures**

43. Students must contact their Faculty/Program Office (refer to Section D) to report their absence within one (1) calendar day after returning to their academic activities. Failure to contact and report an absence promptly will negate the opportunity for relief.

44. Students may or may not require an appointment to process the request and will be contacted by the Faculty/Program Office within normal business hours.

45. In some circumstances, students may be advised to submit a Petition for Special Consideration.

**Meeting with an Academic Advisor**

46. Students must arrange a meeting with an academic advisor for absences that last more than two weeks or relief may not be provided.

47. Students must meet with an advisor to discuss their options when:
a) the cumulative value of missed work within a course is greater than thirty-five percent (35%); and/or

b) they have exhausted their one MSAF (Self Report) and two MSAF (Administrative Reports), and further work is missed.

If the Request is Granted

48. If the request is granted, the Faculty/Program Office will process the relief request and notify the instructor(s) and the student.

Students Required to Contact Instructor

49. Students must contact their instructor(s) no later than one (1) calendar day after being notified that their request has been processed unless the course outline states otherwise. Failure to do so may negate the opportunity for relief.

50. Students are advised that instructors teaching large classes may require more time to respond.

Instructors

51. Instructor(s) will determine the reasonable relief for the request, in accordance with this Policy.

52. In the absence of a statement in their course outline on how requests will be addressed and communication expectations (e.g., posting information on A2L), instructors are expected to inform students of the relief in a reasonable timeframe.
Appendix A: Faculty / Program Contact Information

Student enquiries should be directed to their respective Faculty/Program Office.

**Arts & Science Program**
artsci.mcmaster.ca/contact-us/

**Faculty of Humanities**
humanities@mcmaster.ca
humadvising.humanities.mcmaster.ca/

**DeGroote School of Business**
buscom@mcmaster.ca
ug.degroote.mcmaster.ca/contact/

**Faculty of Science**
science@mcmaster.ca
science.mcmaster.ca/associatedean/contact-us.html

**Faculty of Engineering**
eng.mcmaster.ca/programs/academic-advising

**Faculty of Social Sciences**
soscscfac@mcmaster.ca
socialsciences.mcmaster.ca/current-students/academic-advising/

**Faculty of Health Sciences**

**Bachelor of Health Sciences (Honours)**
bhsc.mcmaster.ca/contact/
bhsc@mcmaster.ca
<table>
<thead>
<tr>
<th>Program</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honours Biology &amp; Pharmacology Co-op Program</strong></td>
<td>biopharm.healthsci.mcmaster.ca</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:biophrm@mcmaster.ca">biophrm@mcmaster.ca</a></td>
</tr>
<tr>
<td><strong>Honours Biochemistry B.H.Sc. (Honours)</strong></td>
<td>healthsci.mcmaster.ca/biochem</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:bbsug@mcmaster.ca">bbsug@mcmaster.ca</a></td>
</tr>
<tr>
<td><strong>Integrated Biomedical Engineering and Health Sciences Program (IBEHS)</strong></td>
<td>ibiomed.mcmaster.ca</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:ibiomed@mcmaster.ca">ibiomed@mcmaster.ca</a></td>
</tr>
<tr>
<td><strong>Biomedical Discovery and Commercialization Program</strong></td>
<td>bdcprogram.mcmaster.ca/contact/</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:bdcprogram@mcmaster.ca">bdcprogram@mcmaster.ca</a></td>
</tr>
<tr>
<td><strong>Midwifery Education Program</strong></td>
<td>midwifery.mcmaster.ca/</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:midwifery@mcmaster.ca">midwifery@mcmaster.ca</a></td>
</tr>
<tr>
<td><strong>Bachelor of Science Nursing Program</strong></td>
<td>McMaster University Site, Mohawk College Site, and Conestoga College Sites</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:bscnadvising@mcmaster.ca">bscnadvising@mcmaster.ca</a></td>
</tr>
<tr>
<td><strong>Physician Assistant Education Program</strong></td>
<td>fhs.mcmaster.ca/physicianassistant/</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:paprogram@mcmaster.ca">paprogram@mcmaster.ca</a></td>
</tr>
</tbody>
</table>
Appendix: Related Policies

This Policy is to be read in conjunction with the following policies, procedures, and guidelines. Any question of the application of this Policy or related policies shall be determined by the Vice-Provost (Teaching and Learning), and in conjunction with the administrator of the other policy or policies. The University reserves the right to amend or add to the University’s policies and statements from time to time (this is not a comprehensive list):

- Academic Accommodation for Religious, Indigenous and Spiritual Observances, Policy on
- Academic Accommodation of Students with Disabilities
- Academic Integrity Policy
- Code of Student Rights & Responsibilities
- Professional Behaviour Code of Conduct for Undergraduate Learners – Faculty of Health Sciences
- Storm Emergency Policy
- Undergraduate Course Management Policy
- Undergraduate Examinations Policy
- Undergraduate Calendar
  - General Academic Regulations
  - Petition for Special Consideration: Request for Deferred Examination (Form B):
REPORT TO THE SENATE
from the
UNIVERSITY PLANNING COMMITTEE

FOR APPROVAL

1. Proposal to Establish the Firestone Institute for Respiratory Health (FIHR)

   At its meeting on March 27, 2024, the University Planning Committee approved the proposal to establish the Firestone Institute for Respiratory Health (FIHR). Further details are contained within the circulated materials.

   It is now recommended,

   that the Senate approve the establishment of the Firestone Institute for Respiratory Health (FIHR), as circulated.

2. Closure of the Fraunhofer Project Centre for Biomedical Engineering in Advanced Manufacturing (BEAM)

   At the same meeting, the University Planning Committee approved the closure of the Fraunhofer Project Centre for Biomedical Engineering in Advanced Manufacturing (BEAM). Further details are contained within the circulated materials.

   It is now recommended,

   that the Senate approve the closure of the Fraunhofer Project Centre for Biomedical Engineering and Advanced Manufacturing (BEAM), as circulated.

FOR INFORMATION

3. New Non-Academic Microcredential Program: Engaging and Partnering for People-Centered Care

4. New Program Proposal: Combined Honours in Leadership and Civic Studies and Another Subject

   At its meeting on March 27, 2024, the University Planning Committee approved the establishment of the non-academic microcredential in Engaging and Partnering for People-Centred Care and the establishment of the Combined Honours in Leadership and Civic Studies and Another Subject degree program.

   These items are being reported to the Senate by the Undergraduate Council for approval.

SENATE: FOR APPROVAL/INFORMATION
April 10, 2024
Date: March 18, 2024

TO: University Planning Committee

FROM: Andy Knights, Vice-President, Research (Acting)

RE: Firestone Institute for Respiratory Health (FIHR)

The Committee on Research Institutes, Centres and Groups (CRI) has reviewed and unanimously approved the attached establishment proposal for the Firestone Institute for Respiratory Health (FIHR).

Please include this as an agenda item for the next University Planning Committee Meeting on March 27, 2024.

AK-jt

Attach.

cc: Provost and Vice-President (Academic)
    Vice-Provost and Dean of Graduate Studies
    Vice-President and Dean of Health Sciences
    University Secretariat
January 2024

Dr. Andy Knights  
Acting Vice-President, Research  
Chair, Committee on Research Institutes  
c/o Gilmour Hall, Room 208

Re: Proposed Institute – Firestone Institute for Respiratory Health (FIRH)

Dear Dr. Knights,

On behalf of the Faculty of Health Sciences at McMaster and St. Joseph’s Healthcare Hamilton, we would like to recommend the approval of the Firestone Institute for Respiratory Health (FIRH) as an official joint University/Hospital research institute at McMaster.

Please find a proposal for the Institute attached.

If you require further information, please do not hesitate to contact us.

Yours sincerely,

Dr. Jonathan Bramson  
Vice Dean, Research  
Faculty of Health Sciences  
McMaster University

Dr. Lehana Thabane  
Vice President, Research  
St. Joseph’s Healthcare Hamilton

cc:   
P. O’Byrne  
D. Bowdish

Encl.

JB/LT:sm
Proposal for the Establishment of … an Institute X a Centre

Official Name of Research Institute or Centre
The Firestone Institute for Respiratory Health

Submitted by Dr. Dawn Bowdish

<table>
<thead>
<tr>
<th>Name</th>
<th>Faculty</th>
<th>Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Agzarian</td>
<td>Health Sciences</td>
<td>Lung and esophageal cancer, benign upper GI conditions/surgery</td>
</tr>
<tr>
<td>Rebecca Amer</td>
<td>Health Sciences</td>
<td>Management of Complex Pulmonary Infections in collaboration with Infectious Diseases, Post-COVID (ambulatory) care</td>
</tr>
<tr>
<td>Dawn Bowdish</td>
<td>Health Sciences</td>
<td>Immunity, aging, macrophage biology, pneumonia, vaccination</td>
</tr>
<tr>
<td>Madhu Chari</td>
<td>Health Sciences</td>
<td>Sleep Medicine</td>
</tr>
<tr>
<td>Gerard Cox</td>
<td>Health Sciences</td>
<td>Sarcoidosis and pulmonary fibrosis, bronchial thermoplasty</td>
</tr>
<tr>
<td>Myrna Dolovich</td>
<td>Health Sciences</td>
<td>In vitro and in vivo characterization of vaccine and medical aerosols from various types of drug delivery systems</td>
</tr>
<tr>
<td>MyLinh Duong</td>
<td>Health Sciences</td>
<td>Respiratory epidemiology, and understanding the environmental and social determinants of lung development and function</td>
</tr>
<tr>
<td>Christian Finley</td>
<td>Health Sciences</td>
<td>Cancer surgery quality, governance, standardization and benchmarking</td>
</tr>
<tr>
<td>Nathan Hambly</td>
<td>Health Sciences</td>
<td>Pulmonary hypertension, interstitial lung disease, sarcoidosis and acute exacerbations of idiopathic pulmonary fibrosis</td>
</tr>
<tr>
<td>Wael Hanna</td>
<td>Health Sciences</td>
<td>Robotic thoracic surgery, advancements in the field of thoracic surgery</td>
</tr>
<tr>
<td>Jeremy Hirota</td>
<td>Health Sciences</td>
<td>Respiratory mucosal immunology in airway diseases, chronic respiratory diseases and the impact of exterior factors such as cigarette smoke and cannabis</td>
</tr>
<tr>
<td>Terence Ho</td>
<td>Health Sciences</td>
<td>Severe airways disease, airway inflammation, novel mechanisms of COPD exacerbations, iron metabolism and chronic inflammation</td>
</tr>
<tr>
<td>Mark Inman</td>
<td>Health Sciences</td>
<td>Mechanisms of airway hyper-responsiveness, health and research ethics</td>
</tr>
<tr>
<td>Juliana Li</td>
<td>Health Sciences</td>
<td>Sleep Medicine</td>
</tr>
<tr>
<td>Martin Kolb</td>
<td>Health Sciences</td>
<td>Interstitial lung disease, mechanisms of lung injury, repair and fibrosis</td>
</tr>
<tr>
<td>Mark Larche</td>
<td>Health Sciences</td>
<td>Asthma/allergy, rheumatoid arthritis, scleroderma, and graft versus host disease</td>
</tr>
<tr>
<td>John McDonough</td>
<td>Health Sciences</td>
<td>Molecular mechanisms of chronic lung disease</td>
</tr>
<tr>
<td>Andrew McIvor</td>
<td>Health Sciences</td>
<td>Knowledge translation in asthma and chronic obstructive pulmonary disease</td>
</tr>
<tr>
<td>Manali Mukherjee</td>
<td>Health Sciences</td>
<td>Developing/validating airway biomarkers, mechanisms of airway inflammation, and response to biologic therapies, long-COVID</td>
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<tr>
<td>Parameswaran Nair</td>
<td>Health Sciences</td>
<td>Developing and applying non-invasive measurements of airway inflammation in the treatment of severe asthma and COPD</td>
</tr>
<tr>
<td>Helen Neighbour</td>
<td>Health Sciences</td>
<td>Severe Asthma and Eosinophilic Lung Disease</td>
</tr>
<tr>
<td>Eldar Priel</td>
<td>Health Sciences</td>
<td>Perioperative care, interventional pulmonology</td>
</tr>
<tr>
<td>Natya Raghavan</td>
<td>Health Sciences</td>
<td>COPD, respiratory rehabilitation</td>
</tr>
<tr>
<td>Imran Satia</td>
<td>Health Sciences</td>
<td>The effects of aging, risk factors, impact, and burden of disease at a population level with respiratory symptoms such as chronic cough</td>
</tr>
<tr>
<td>Muntasir Saffie</td>
<td>Health Sciences</td>
<td>Global health policy and its impact on pulmonary infections; health system funding and policy, tuberculosis, nontuberculous mycobacteria and infectious lung diseases</td>
</tr>
<tr>
<td>Ciaran Scallan</td>
<td>Health Sciences</td>
<td>Lung transplant, interstitial lung disease, connective tissue disease</td>
</tr>
<tr>
<td>Yaron Shargall</td>
<td>Health Sciences</td>
<td>Perioperative care, VTE, Thoracic Oncology</td>
</tr>
<tr>
<td>Taryn Simms</td>
<td>Health Sciences</td>
<td>Sleep Medicine</td>
</tr>
<tr>
<td>Name</td>
<td>Faculty</td>
<td>Expertise</td>
</tr>
<tr>
<td>-------------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sarah Svenningsen</td>
<td>Health Sciences</td>
<td>Non-invasive pulmonary (lung) imaging</td>
</tr>
<tr>
<td>Joshua Wald</td>
<td>Health Sciences</td>
<td>COPD, respiratory rehabilitation</td>
</tr>
<tr>
<td>Susan Waserman</td>
<td>Health Sciences</td>
<td>Allergy, rhinitis, asthma, determinants of allergic reactivity in peanut allergy</td>
</tr>
</tbody>
</table>

**Associate Members**

*Please define what constitutes an “associate member” for this Institute or Centre:*

**Definition:** McMaster Faculty Members who do not have a footprint at St. Joe’s but collaborate with identified Firestone Core Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Faculty</th>
<th>Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marla Beauchamp</td>
<td>Health Sciences</td>
<td>Evidence-based strategies to improve mobility among older adults</td>
</tr>
<tr>
<td>Dina Brooks</td>
<td>Health Sciences</td>
<td>Chronic obstructive pulmonary disease (COPD), cardiovascular rehabilitation, rehabilitation and aging</td>
</tr>
<tr>
<td>Derek Chu</td>
<td>Health Sciences</td>
<td>Prevention and treatment of food allergy and anaphylaxis, evidence-synthesis and guideline development in Allergy-Immunology, pediatric health</td>
</tr>
<tr>
<td>Neil Johnston</td>
<td>Health Sciences</td>
<td>Respiratory virus epidemiology</td>
</tr>
<tr>
<td>Paul O’Byrne</td>
<td>Health Sciences</td>
<td>Mechanisms and treatment of asthma: specifically the regulation of environmental allergen-induced airway inflammation and the development of new anti-inflammatory asthma treatments</td>
</tr>
<tr>
<td>Roma Sehmi</td>
<td>Health Sciences</td>
<td>Molecular mechanisms that stimulate migration of progenitor cells into the lung tissue following allergen challenge</td>
</tr>
<tr>
<td>Jane Turner</td>
<td>Health Sciences</td>
<td>Chemotherapy and bone marrow transplant related bronchiolitis and lung disease; respiratory Covid sequelae</td>
</tr>
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**Space Needs**

<table>
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<tr>
<th>Sq. Ft</th>
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<tbody>
<tr>
<td>Approx. 8,473</td>
<td>Location?</td>
<td>St. Joseph’s Hospital Confirmed</td>
<td>X</td>
<td>Proposed</td>
</tr>
</tbody>
</table>

Space cost allocation covered by lead Faculty?

- Yes
- No

If no, specify:

<table>
<thead>
<tr>
<th>Frequency of Internal:</th>
<th>Frequency of External:</th>
</tr>
</thead>
</table>

**Plans for Organizational Review**

*Please provide names below and check box to verify that approval has been obtained from each:*

- Department Chair/ Area Director
- Faculty Dean or Director of Administration
- Other (specify)

Check box
A. Background:

The origins of the Firestone Institute go back to the development of the Firestone Regional Chest and Allergy Unit (FRCAU) in 1978, when Dr. Michael Newhouse established a regional respiratory clinical program at St. Joseph’s Healthcare Hamilton and became its first director. The original Firestone building was renovated with funds provided by Mr. Morgan Firestone. That building housed the offices of the clinicians and provided clinic space for ambulatory patient care. The Respirology service provided to the hospital was intimately associated with the Firestone, as all Respirologists working within the inpatient system were members of the FRCAU. Research was an integral part of the original FRCAU. The focus of research was particularly on clinical measurement and treatment methods, and their translation to patient care.

The opportunities provided by the Canada Foundation for Innovation to rebuild the Firestone infrastructure became the driving force in the later 1990’s to expand the original FRCAU into the Firestone Institute and to encourage basic research in respirology to move from McMaster to St. Joseph’s. The success of this CFI application led to the creation of integrated clinical and research space within the Juravinski Tower and cemented the position of the Firestone Institute within the St. Joseph’s Healthcare Hamilton ecosystem. The increasing emphasis on Thoracic Surgery at St. Joseph’s Healthcare Hamilton lead to its integration with the medical respiratory program as the Chest program. The thoracic surgeons are members of the Firestone Institute and their offices are located adjacent to FIRH offices. This interdisciplinary relationship between Thoracic Surgery and Respirology has led to innovative new training and research opportunities and is unique in Canada.

The Firestone Institute has always had a strong history of clinical and research collaborations with Allergy/Immunology, Rheumatology, Infectious Disease and other related Divisions and a number of joint clinics are run through the Firestone clinic. This history of collaboration has led to important research advances in autoimmunity in the lung, allergic asthma, and treatment of infection induced exacerbations in chronic lung disease. Our asthma and interstitial lung disease programs have been very successful in uncovering basic mechanisms of airway disease, discovering biomarkers of disease, disease progression and treatment response and performing clinical trials. Our aerosol research program led to the development of the Aerochamber™, which improved treatment for asthma, and was foundational to the new development of inhaled vaccines. Our studies of population health provided insights into factors associated with asthma and other airways of disease. Current research strengths include understanding the biology of interstitial lung diseases (especially asthma, pulmonary fibrosis, and pulmonary hypertension), using endophenotyping to understand the etiology and guide treatment for asthma, the role of autoimmunity in asthma and Long COVID, understanding lung function in health and disease through advanced imaging and improving chronic obstructive pulmonary disease (COPD) patient outcomes through patient-centred programs. Emerging areas of strength include understanding the causes and consequences of acute exacerbations, advocacy for vaccination and prevention, diagnosing lung cancer early to improve prognosis, uncovering mechanisms of chronic cough and testing new therapies, and respiratory mucosal immunity.

Evidence of research excellence is found in the number of research Chairs held by Firestone researchers including the endowed Frederick Hargreave/Teva Innovation Chair in Airway Diseases held by Dr. Parameswaran Nair, the Jack Gauldie Boehringer Ingelheim Chair in Interstitial Lung Disease held by Dr. Martin Kolb, the McMaster University/GlaxoSmithKline Chair in Lung Immunology at St. Joseph’s Healthcare Hamilton held by Dr. Mark Larché, and the Moran Campbell Chair in Respiratory Medicine held by the Division Director. Dr Jay Hirota holds the Canada Research Chair (Tier 2) in Respiratory Mucosal Immunology and Dr. Dawn Bowdish holds the Canada Research Chair (Tier 2) in Aging and Immunity. Dr. Sarah Svenningsen holds the Canada Research Chair (Tier 2) in Translational Pulmonary Imaging.

The strength of FIRH continues to be its focus on improving patient outcomes. Pathways to impact include high impact manuscripts and international presentations, recognized excellence in clinical trials and guideline development, investigations of basic mechanisms of chronic lung diseases and advocacy and education of scientists and healthcare professionals.
Synergy with McMaster’s Strategic Research Plan:

“Addressing the Growing Burden of Chronic Disease” One in five Canadians is living with lung disease, yet lung health research is underfunded and as a result respiratory conditions such as COPD and respiratory infections including COVID-19, influenza and pneumonia are in the top 10 causes of death in Canada, while lung cancer is the most frequent and deadliest cancer. Exacerbations for airway disease and COVID-19 infections are the most common cause of hospital admissions or unscheduled emergency visits, challenging health care systems. Age is the single biggest risk factor for lung disease and demographic change means more people will develop lung disease and live with it for longer. Furthermore, lung disease is often co-morbid with other conditions such as tobacco addiction and mental health disorders. Understanding these intersecting health issues is essential to developing effective care. Improvements in clinical care that we develop at The Firestone will improve the lives of those currently living with lung disease, while research will discover new treatments to reduce the burden of disease in future generations.

“Aging across the lifespan” Epidemiologic studies from Firestone researchers have demonstrated that the seeds of lung health are sowed early. Prenatal influences affect lung development and accelerate lung disease. There is also a bidirectional relationship between age and lung disease. Individuals whose biologic age is older than their chronologic age (premature agers) are more likely to develop lung disease and once a person has COPD or pulmonary fibrosis, their biologic age accelerates, and they develop comorbidity, frailty and other age-related conditions early. Our researchers incorporate aging across the lifespan by using novel pre-clinical models and epidemiologic studies to understand early life influences of lung health and understand the interaction between immune aging and infections.

“Understanding and Responding to Infectious Disease”. Three respiratory infections – pneumonia, influenza and COVID-19 are in the top 10 causes of death in Canada. Infectious exacerbations in chronic lung disease are a leading cause of hospitalization and serious respiratory infections are known to increase the rate of developing other age-related health conditions. Firestone researchers aim to diagnose and prevent respiratory exacerbations, study long term health consequence of infection such as Long COVID, and advocate for increased adult vaccination.

“Equity, diversity and inclusion to strengthen our research programs” The burden of lung disease is not evenly distributed. Indigenous Canadians are more likely be infected with respiratory pathogens, but less likely to receive vaccines and have higher rates of asthma and COPD than non-Indigenous Canadians. There are socioeconomic factors that contribute to lung disease such as air pollution, smoking/vaping/cannabis use, and occupation and access to spirometry, respiratory rehabilitation and other treatment modalities are not equitably distributed. The Firestone is committed to understanding and addressing inequities in lung health through research, clinical practice, and education.

B. Objectives and Proposed Activities:

The Firestone Institute for Respiratory Health aims to improve the lives of people living with chronic lung disease and improve lung health through research, education and transforming clinical practice.

Objectives:

i) Patient endotyping to understand disease etiology and personalize treatment: The etiology of chronic lung diseases is complex. Traditionally asthma was classified as mild, moderate or severe but these classifications were not sufficient to determine what treatment a patient would benefit from having. Firestone researchers pioneered the use of sputum cytology (i.e., counting the number and type of white blood cells in sputum) to categorize patients based on their profiles of cellular inflammation and to tailor treatment accordingly. Basic scientists have provided mechanistic understanding to these findings, clinicians use sputum cytology to direct treatment and improve outcomes and sputum cytology combined with deep mechanistic understanding allows us to direct patients to appropriate clinical trials. We aim to refine our patient phenotyping using tools such as transcriptomics, metabolomics and proteomics that will allow us to both understand the origins of disease and develop biomarkers to understand which treatments will be effective. This is not limited to asthma, but will be a part of characterizing
patients with COPD, ILD or other chronic lung diseases. Our recent investments in imaging, including computed
tomography (CT) and magnetic resonance imaging (MRI) have allowed us to understand structure-function
relationships to disease severity and treatment response.

ii) Clinical trials to build a better future for people living with chronic lung disease: Clinical trials are a staple of our
research program. Our patients with pulmonary hypertension, pulmonary fibrosis, or other late-stage diseases have
grim outcomes due to the lack of treatments to slow progression of disease. They are highly motivated to
participate in clinical trials as evidenced by our high enrollment and study completion rates. Similarly, we have a
strong history of investigator-initiated studies to test treatments in asthma, COPD, chronic cough, and interstitial
lung disease. We aim to be the premiere clinical trial centre for chronic lung disease in Canada.

iii) Uncovering mechanisms of lung disease and discovery of biomarkers of progression and responsiveness to
treatment using preclinical models and biospecimens: Firestone researchers have developed novel pre-clinical
models of pulmonary fibrosis, chronic cough, asthma, and infectious disease to uncover mechanisms of disease.
Our tissue microarrays and other biospecimens have facilitated discoveries of biomarkers of disease and treatment
response.

iv) Better diagnosis to improve prognosis: Lung cancer is the deadliest form of cancer in Canada, in part because it is
often diagnosed late. Our researchers are working to develop novel diagnostics to detect lung cancer recurrence
and early-stage cancer.

v) Understanding the short and long-term consequences of respiratory infections: Respiratory infections and infective
exacerbations are some of the most common causes of hospital admissions and declining health in people living
with lung disease. People hospitalized for respiratory infections have high rates of re-hospitalization and frequently
develop other chronic health issues. Ongoing studies include understanding how age, frailty, and chronic lung
disease impact immune responses to infection and vaccines, the long-term health effects of COVID-19, and how
autoimmunity in the lung may contribute to infective exacerbations.

vi) Population level insights to understand the origins of chronic lung disease: Firestone researchers collaborate with
other population-based studies (e.g., PURE, CLSA, CARE-PF) to understand how environmental factors contribute to
cough, lung function and chronic lung disease.

Proposed Activities:

i) Bringing patient phenotyping to the genomic era: We have a proven track record that tailoring treatment to patient
phenotypes improves outcomes; however, there are still many patients who have ambivalent or novel endotypes,
or do not respond to treatment. This Embedded within the Firestone Institute is our core set of biospecimens,
databases and bioinformatic expertise, which we call the Centre for Chronic Lung Disease. Using this collection of
resources, we will invest in studying gene, protein and metabolite signatures to better understand patient
phenotypes in pulmonary fibrosis, asthma, COPD, and lung cancer. By incorporating transcriptomics,
metabolomics, proteomics and lung imaging we will be able to 1) discover new biomarkers of disease and response
to treatment, 2) tailor treatment, 3) facilitate the development of novel diagnostics. We expect major growth in this
area through an increase in tri-council and investigator-initiated funding through new faculty recruitment,
investment in core data analytics personnel, investing in tissue collection and biobanking and synergies with our
CFI-funded imaging platforms.

ii) Retrospective and prospective studies using patient meta-databases and biobanked specimens: The Firestone clinic
sees thousands of patients with chronic lung disease a year, many of whom have consented to participate in
research. By creating databases that include data on lung function, diagnosis, drugs and treatments in conjunction
with banked biospecimens, our researchers will be able to understand how infections impact lung function or
disease progression, follow progression after treatment and understand differing trajectories of specific disease
phenotypes. We have invested in personnel with expertise in database management and technical staff with expertise in biobanking and sample collection, to create a resource for Firestone researchers to use. The Centre for Chronic Lung Disease is centrally managed by the Research Director (see position details below). It is a resource of biobanked tissues and patient specimens, datasets derived from samples and equipment used for imaging biospecimens. This collective resource is managed by the Research Director.

iii) **Novel training opportunities to build the next generation of clinician-scientists and scientists:** Canada has not had funding specific for MD/PhD training in over 15 years and there is a dearth of opportunities for clinician-scientists to participate in mechanistic research. We have had a strong history of novel fellowship programs that provide rich research training. As an example, our interventional pulmonology program is the only one in Canada that is co-managed by both respirology and thoracic surgery and our fellows have worked closely with basic scientists on collaborative research projects. We support the research goals of clinical trainees through travel awards and support for specific projects. Both our clinical learners and graduate students and post-doctoral fellows belong to the trainee-run “FIRHst” society. They are supported by having career days and opportunities to present and apply for travel funds. Our graduate students, post-doctoral fellows and technical staff benefit from access to clinical specimens, and intellectual input from clinicians, scientists, and patient advocates. We aim to be the best place to do translational respirology research in Canada and to continue to attract trainees from all over the world.

iv) **Expanding our understanding of host-microbe interactions in chronic lung disease:** It was once believed that acute exacerbations in chronic lung disease were caused by viruses. We now know that this is often, but not always true. We now understand that people living with chronic lung disease, and older adults in general, often have inappropriate inflammatory responses to resident microbes and in some cases this predisposes to infections. We will increase our understanding of host-immune-microbe interactions using novel preclinical models of respiratory infections (e.g., in aged and frail mice), studying the role of the airway microbiome, and using our patient metadatabases to understand how specific microbes alter the patient trajectory. We have a strong history of collaborative clinics between respirologists and infectious disease clinicians, most recently our Long COVID clinic, that provide clinical insight and access to samples and patient recruitment. Combining our novel and preclinical models we will better understand the mechanisms of acute exacerbations and respiratory infections while advocating for better vaccination strategies to prevent respiratory infections.

C. **Rationale for Establishment of the Research Institute:**

The Firestone Institute for Respiratory Health has been one of the strongest respirology research institutes in Canada. It has been informally associated with McMaster and all of its researchers carry a McMaster appointment, but it has never been a formally recognized McMaster Institute. Creating a joint McMaster-St. Joseph’s Healthcare Hamilton Institute will be beneficial to both institutions in order to ensure consistency of governance and administrative policies. This is not expected to impact stakeholders including our faculty, trainees and staff.

D. **Criteria for Expanding the Membership:**

Our complete policy for membership is appended as Appendix 1. This document describes rights, responsibilities and criteria for membership. Our criteria for expanding the membership is as follows: To receive membership, a McMaster Faculty member, who is an affiliate of the Research Institute of St Joe’s in Hamilton (RSJH) within the Department of Medicine at the Faculty of Health Science, writes to the Executive Director and requests to be considered for nomination for membership.

Once the request is received, the Executive Director asks that the person meet with the Research Director to learn about the FIRH administrative structure along with FIRH policies and the cooperative philosophy underpinning the research themes within the Institute. This meeting will help gauge the “fit” between the Institute and the interested person.

If the interested person agrees to continue to put their candidacy forward after this meeting, the Research Director brings that application to the Executive Committee for discussion. The Research Director will be asked to talk about the
nominee’s candidacy, in terms of the value that they will bring to the group. Following that discussion, unless otherwise indicated, the person is nominated and approved by the Executive Committee. In the event that the candidacy is not universally supported, the Executive Director can either call a vote and/or make the final decision. The Executive Director will liaise with The Research Institute of St Joe’s Hamilton to ensure the candidate is applicable for affiliate status and the resources and space is in place to support their membership. The process concludes with a letter, sent by the Executive Director, to the candidate informing the person of the decision.

**Affiliated Membership:** FIRH will consider a request to be an affiliated member of FIRH using a similar process to selecting full members. Affiliated members will be granted to people who are faculty members in good standing in other University departments who are not faculty within the Division of Respirology. Affiliated members will be candidates who participate with FIRH significantly and whose effort benefit the research activities of the group.

**Legacy Membership:** Upon receiving official institution status with McMaster University, current faculty listed as being part of Firestone Institute for Respiratory Health, will be “grandfathered” into FIRH as legacy members. The members will be asked to confirm their interest in remaining as a member of FIRH Research in writing. Those who are unwilling to be legacy members can indicate in writing that they wish to decline membership.

All members must maintain and renew their affiliation with the RISJ as requested (usually every 2 years).

**Term:** A member of FIRH will be held in good standing for an indefinite period as long as he/she is able to contribute to the research activities of the Institute. Membership within FIRH research is on a volunteer basis and the member is expected to agree to follow the policies and directions set by the group. At any time, the member can resign their affiliation with FIRH by notifying the Executive Director in writing.

**E. Detailed Business Plan:**

**Financial needs:**

The Firestone Institute for Respiratory Health has operated on a yearly $700,000 operating budget from the Research Institute at St. Joe’s for over 10 years. These funds are used to support an administrative assistant, inviting external speakers, key staff, faculty salaries and support, strategic research investments. This is the required amount to sustain operations. See Appendix A (Budget template) for details. No new funds are requested.

**Space needs:**

The Firestone Institute for Respiratory Health is situated on the Charlton campus of St. Joseph’s Health Care. Laboratory space is delegated by the RISJ. Some members have additional laboratory space at McMaster University or have clinics at other sites. FIRH currently occupies approximately 2,219 square feet of research office and research exam room space, along with approximately 6,254 square feet of research laboratory space. No new space is requested.

**Human Resource needs:**

**Administrative assistant:** The administrative assistant manages many day to day operations. They are responsible for generating financial reports, organizing clinical and research rounds, working with the Executive and Research Directors to book meetings, plan projects and large events (e.g., symposium), assist with preparing grants and manage finances. The administrative assistant liaises with staff at the RSJH to manage space and financial audits.

**Guangzhou Institute for Respiratory Health Liaison:** We have a long-standing relationship with the Guangzhou Institute for Respiratory Health (GIIRH, China). Our liaison works 0.5 FTE at FIRH and spends 0.5 FTE at GIIRH. The liaison works on projects of mutual interest and helps arrange research and educational events.

**Faculty:** We support the salaries of basic science faculty and provide funds for protected time of clinical faculty. No new faculty hires are requested. (See Appendix A for details)

**Technician:** We provide 0.25FTE equivalent of funding for an experienced research technician to support the basic science laboratories.
Research Coordinator: Our research coordinator assists with ethics applications, documentation required by Health Canada, patient recruitment and ensuring compliance with sponsor visits. The research coordinator is used on a cost-recovery basis but multiple faculty members.

F. Organizational Structure:

Executive Director: The Executive Director is hired by and reports to the Vice Dean, Research at McMaster, the Vice President, Research at SJHH / Scientific Director at RSJH, the Chief of Medicine at SJHH, the Chief of Surgery at SJHH, and the Chair of the Department of Medicine at McMaster. The Executive Director serves a 5-year term, normally renewable once, although some circumstances may lead to the Executive Director serving more than two consecutive terms. Each renewal will follow satisfactory review by the Governing Board and an External Review Board. Terms of Reference for the position, which include responsibilities, are appended.

Research Director: The Research Director is appointed by and reports to the Executive Director and the Executive Committee. The Research Director manages the resources of the Centre for Chronic Lung Disease (i.e., biospecimens, datasets, databases) The Research Director serves a 4-year term, renewable once, pending satisfactory review in year 4 by the Executive Committee. Terms of Reference for the position, which include responsibilities, are appended.

Executive Committee: The Executive Committee consists of the Executive Director, the Respirology Heads of Service for St Joseph’s Healthcare Hamilton and Hamilton Health Sciences, the Director, Division of Respirology the Academic Division Head, Thoracic Surgery, the Research Director, the Head of Head of Respiratory Rehabilitation, the Residency Program Director, the Program Director - Thoracic Surgery, and a basic scientist with a laboratory footprint on the St. Joseph’s Healthcare Hamilton footprint. The Executive Committee meets a minimum of 4 times a year to discuss issues arising, strategic opportunities, educational initiatives, and professionalism/equity concerns. The Executive Committee is consulted in all major initiatives and decisions and advises the Executive Director on scientific or scholarly priorities. Terms of Reference for the Executive Committee are attached.

External Scientific Advisory Board (SAB): The External Scientific Advisory Committee provides impartial feedback on the scientific success of the Firestone Institute for Respiratory Health and advises on emerging opportunities. The SAB will receive the yearly scientific report and be asked to provide an assessment of the Firestone Institute for Respiratory Health’s accomplishments every two years.

- Dr. Jean Bourbeau, McGill - Division of Experimental Medicine
- Research & Clinical interests include: disease management, pulmonary rehabilitation, and knowledge translation for COPD
- Dr. Don Sin, UBC - Centre for Heart Lung Innovation
- Research & Clinical Interests: Biomarker discovery and treatment of COPD
- Dr. Grace Parraga, Western University: Non-invasive imaging for the diagnosis and treatment of chronic lung disease
- Dr. Scott Budinger - Northwestern University, US
- Research & Clinical interests: Pulmonary fibrosis, aging physiology, molecular pathology of chronic lung disease
- Dr. Liz Sapey, University of Birmingham
- Research & Clinical interests: Pneumonia, lung infections, ageing and frailty

Governing Board and Role in Annual Review: The governing board will include:

Governing Board – Co-Chairs:
Dean & Vice-President, FHS or delegate who would typically be the Vice-Dean of Research President, SJHH, or delegate who would typically be the Vice-President of Research Members:
Vice-Dean, Research, FHS
Chair, Department of Medicine, FHS
The Governing Board will oversee the financial management of the Institute and measure benchmarks of success by receiving an annual review from the Executive Director. They will provide insight into emerging opportunities within the RSJH, McMaster and externally. In consultation with the Executive Director and the Scientific Advisory Board, the Executive Committee and the members of the Institute, they will be responsible for assembling an External Review Board at least every 5 years, coincident with the final year of the Director’s term.

The Governing Board will report annually to the Dean and Vice-President of the Faculty of Health Sciences (since members are all members of the Department of Medicine), who will report annually to the Vice President of Research (VPR) on the status, progress, and future plans of the Institute. The VPR will subsequently provide University Planning Committee (UPC), Senate and Board of Governors with an annual report on the status of the Institute for information. The annual report will also be shared with the Vice President of Research for St. Joseph’s Healthcare Hamilton, the Executive Director of The Research Institute of St. Joe’s Hamilton and the Chief of Medicine at St. Joseph’s Healthcare Hamilton.

G. Operational Reviews:

Annual Review
The Executive Director will report to the Governing Board on an annual basis. This report will include updates on research productivity, researchers, educational initiatives, external affiliations, Institute administration and operations, financial status, grants-in-aid, strengths and weaknesses, objectives for the coming year and any other items of relevance to the operation of the Institute.

External Five-Year Review:
In the fourth year of each term, the External Review Board will provide a report on the Institute. They will comment on the following:
- 1) research productivity including grants obtained, research and commercialization outputs and the international reach of the research.
- 2) training environment including the number of highly qualified personnel trained, innovativeness of educational initiatives, and career readiness of trainees
- 3) Impact on patient care including the number of members involved in guideline development, presence at national and international conferences, and advocacy in government.
- 4) appropriate use of financial resources and appropriateness of institutional commitments.
## Appendix A

### Research Centre or Institute Budget Template

<table>
<thead>
<tr>
<th>Year</th>
<th>Administrative Expenses</th>
<th>Research Expenses</th>
<th>IN-YEAR (Surplus/ Deficit)</th>
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### REVENUE - indicate whether secured or anticipated

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### EXPENSES

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### IN-YEAR (Surplus/ Deficit)

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<th>Total Revenue (Total Years)</th>
<th>Total Available Funding</th>
<th>Net Position</th>
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### Funding and Expense Summary

- Opening Balance (Year 1): $ -
- Total Revenue (Total Years): $ 3,500,000
- Total Available Funding: $ 3,500,000
- Total Expenses (Total Years): $ 3,419,500
- Net Position: $ 80,500
Appendix B – Terms of Membership

Terms of Reference: Membership, Firestone Institute for Respiratory Health (FIRH)

Scope & Purpose: The Firestone Institute for Respiratory Health uniquely combines clinical, research, and educational expertise, to provide a 360, all encompassing, avenue for respirology related activities and initiatives. Members of FIRH share the common goal of advancing patient care, research innovation, and knowledge translation.

General Responsibilities:

- Maintain a footprint on the St. Joseph’s Healthcare Hamilton site (Charlton campus), through research, education, or clinical activities.
- Be an affiliate of The Research Institute at St. Joe’s Hamilton (RSJH) – please see policy 002-RSJ-H Researcher Affiliation with Research St. Joseph’s – Hamilton.
- Hold all research funds at RSJH for studies conducted at St. Joseph’s Healthcare Hamilton.
- Participate in meetings and discussions about collaborative initiatives and be open to sharing ideas and expertise with other members
- Present at Regional Clinical or Research Rounds once every 2 years
- Engage in partnerships with other FIRH members
- Identify themselves as members of the Institute, including presentations and publications
- Act as a mentor for learners and trainees within FIRH
- Assist in tracking the progress and performance of the Institute by providing data on research and results as requested
- Contribute to activities related to communication about, and promotion of, FIRH, such as sharing of news and events within member networks
- Attend FIRH seminars, events, annual meetings and retreats
- Share information about opportunities, best practices, and challenges related to respirology research and educational initiatives with other FIRH members
- Foster and maintain an environment that encourages collaboration and builds capacity in respirology research and education
- Act in good faith in the support of FIRH and multidisciplinary respirology research at McMaster
- Use the official marks of the FIRH on presentation and posters as well stating that they are a member of FIRH

It is understood that membership in FIRH is predicated on being held in good standing with the University and The Research Institute of St. Joe’s Hamilton. Adherence to University, Research Institute and hospital-based policies and requirements form part of the rules of membership in FIRH. Membership in FIRH does not necessarily guarantee equal access to use the resources with FIRH or those belonging to an FIRH based researcher. In addition, FIRH members will be able to request access to specific FIRH resources and administrative supports. Affiliate members are not eligible for funds from the base FIRH budget (i.e., those that support the direct cost of research, trainee scholarship/fellowships, etc.) unless they are collaborating with a full member, at which point they may submit joint research proposals.

If a member voluntarily leaves McMaster University, he/she may request to become an affiliated member of FIRH under the terms and process listed above. If a member involuntarily leaves either, membership with FIRH will be suspended and or revoked at the discretion of the Executive Director.

Process for becoming a member: The appointment of members to the Firestone Institute for Respiratory Health is as follows. To receive membership, a McMaster Faculty member, writes to the Executive Director and requests to be considered for nomination for membership and applies to be an affiliate of the RSJ. The Executive Director will bring the application to the Executive Committee for discussion. They will share their opinion about the nominee’s candidacy, in terms of the value that they will bring to the group. Following that discussion, and providing they are accepted as an affiliate to the Research Institute of St Joes’ Hamilton the person is nominated and approved. In the event that the
candidacy is not universally supported, the Executive Director can either call a vote and/or make the final decision. The process concludes with a letter, sent by the Executive Director, to the candidate informing the person of the decision.

Affiliated Membership: FIRH will consider a request to be an affiliated member of FIRH using a similar process to selecting full members. Affiliated members will be candidates who participate with FIRH significantly and whose effort benefit the research activities of the group.

Legacy Membership: Current faculty listed as being part of Firestone Institute for Respiratory Health, will considered legacy members. The members will be asked to confirm their interest in remaining as a member of FIRH Research in writing to Executive Director. A member made decline membership.

Term: A member of FIRH will be held in good standing for an indefinite period as long as they are able to contribute to the research activities of the Institute. Membership within FIRH research is on a volunteer basis and the member is expected to agree to follow the policies and directions set by the group. At any time, the member can resign their affiliation with FIRH by notifying the Executive Director in writing.

Member Benefits:
- Shared resources, such as access to the Institute’s administrative coordinators and research coordinators
- Opportunities to participate in and obtain funding for collaborative research projects
  - by participating in brainstorming and grant writing for projects suitable for internal or external grant funding
- Increased exposure and recognition, both internally and externally
  - by contributing to communication activities related to FIRH research at McMaster, such as:
    - identifying news items relevant to FIRH that could be shared or included in newsletters, on the website, social media sites, etc.
    - contributing to updates for the Executive Committee
    - contributing other items for the FIRH website, including research profiles and biographies
- Facilitated knowledge mobilization
  - Opportunities for enhanced student training
  - Potential for improved productivity and quality of work
  - Potential for new partnerships with groups external to McMaster
Appendix C – Leadership Positions

C-i) Executive Director
C-ii) Research Director
C-iii) Executive Committee Terms of Reference & Membership

C-i) Executive Director, Firestone Institute for Respiratory Health

The Department of Medicine, Faculty of Health Sciences at McMaster University, and St. Joseph’s Healthcare Hamilton invite applicants for an Executive Director of the Firestone Institute for Respiratory Health to join the Division of Respirology. Academic rank commensurate with the candidate’s qualification and experience.

FIRESTONE INSTITUTE for RESPIRATORY HEALTH:

The Firestone Institute for Respiratory Health was born out of the opportunity to improve the diagnosis and management of respiratory diseases. In the late 1970s, McMaster University and St. Joseph’s Healthcare Hamilton (St. Joe’s) took a novel approach by embedding pulmonary research into a clinical setting. The goal was to encourage collaboration between clinicians managing the diseases and the scientists investigating the causes, diagnosis, and treatment. A great example of Firestone’s collaborative work is the valve aerosol reservoir device – the AeroChamber® – developed by Dr. Newhouse and his team. The AeroChamber® is now used worldwide to help patients with asthma who had trouble using their inhalers effectively.

Firestone researchers were among the very first to carry out research in lung ventilation and perfusion using radioactive isotopes and the scintillation camera. The earliest studies to evaluate measuring airway responsiveness in asthma were developed by Dr. Hargreave, along with methods to evaluate inflammation in the airways using induced sputum. The Six-Minute Walk Test and the Asthma Control Questionnaire are now used worldwide in the evaluation of airway diseases. Some of Firestone’s most important research was carried out by Dr. Hargreave in developing the methacholine challenge test, also used around the globe in asthma diagnosis.

In 2018, St. Joe’s congratulated Firestone researchers for an impressive four papers published in the New England Journal of Medicine within weeks of each other, an incredible feat.

By combining clinical expertise with novel imaging technology, Firestone is also developing a pulmonary imaging centre by leading studies in this area. Dr. Sarah Svenningsen and Dr. Param Nair are developing novel methods using inhaled noble gas MRI to better identify problematic areas of the lungs, coupled with various treatment techniques including bronchial thermoplasty.

Today, the Firestone Institute for Respiratory Health is a leader in patient care, education, and research. The interdisciplinary team consists of physicians, surgeons, respiratory therapists, cardiopulmonary technicians, sleep polysomnography technologists, and administrative staff registering 45,000 patients and providing 40,000 clinical tests annually. Researchers are addressing the growth of allergies and respiratory diseases such as asthma and COPD. At the same time, researchers are conducting cutting-edge work on emerging community concerns, ranging from the impact of air pollution and smog, to investigating the effects of cannabis smoke on the immune system.

POSITION SUMMARY:

As a key member of the Executive Committee of the Firestone Institute for Respiratory Health (FIRH) at St. Joseph’s Healthcare Hamilton (St. Joe’s), the Executive Director (ED) reports to:

- Vice Dean, Research, McMaster University
- Vice President, Research, SJHH
- Chief of Medicine, SJHH
- Chief of Surgery, SJHH
- Chair, Department of Medicine, McMaster University
The ED helps to ensure that the FIRH is delivering world-class research, education and clinical services in respiratory health by directing the development, administration and promotion of all research, education and clinical services throughout the FIRH. Clinical strategies, operating plans and services are co-led with the Clinical Director, Firestone Ambulatory Clinic. Together with the Executive Committee, the ED will ensure that all clinical, education and research activities within respiratory health across the continuum of care are conducted in a professional and ethical manner and that the advancement of knowledge is, wherever possible, adopted as part of clinical technical community practice and/or policy. The ED will network with academic institutions, funding agencies and government, as appropriate, to initiate and encourage scientific collaborations and support funding initiatives. The ED will participate in provincial, national and international committee activities of high relevance.

KEY RESPONSIBILITIES:

- Responsible, with the Executive Committee, for all research, education and clinical services at the FIRH.
- Build internal and external leadership within a multi-stakeholder environment.
- Develop strategic directions and short and long term plans for research, education and clinical services consistent with identified thematic foci and the strategic plan of SJHH and the Research Institute of St. Joe’s Hamilton (Research Institute).
- With the Executive Committee, create an internal culture that encourages openness, collaboration, stewardship accountability, and promotes innovation and continuous improvement; creating a positive working environment; communicate and manage performance expectations; and provide individual support and direction.
- Contribute insight and analysis to strategic policy development on respiratory health.
- Liaise with pertinent departments at McMaster University, in particular, to ensure an appropriate academic environment and learning experiences for students involved in research and education.
- Establish and maintain research, education and clinical standards.
- With the Executive Committee, develop annual operational plans.
- Recruit, coordinate and administer the appointment and reappointment of staff and physicians.
- Develop mechanisms and opportunities for dissemination of research activities.
- Ensure development of an infrastructure to ensure scientific and ethical reviews of research, and the management of intellectual property.
- Ensure the existence of a safe and well working environment.
- Support and assist the foundation(s) with fundraising and donor interactions.
- Advance a culture of client/patient safety through work and daily practices.

QUALIFICATIONS:

In order to successfully meet the objectives of the position, the following key qualifications are required and/or desired for the ED of the FIRH:

- Ph.D./Doctoral Degree and/or M.D. in a pertinent discipline and professional registration

SKILLS and EXPERIENCE

- Extensive research and clinical experience in respiratory health, with preference for an individual with research expertise in COPD, to expand on existing areas of clinical and research excellence in asthma, interstitial lung disease and thoracic surgery.
- A minimum of 10 years in a senior leadership position within a complex research, education and clinical environment.
- Exceptional scientific and research acumen with proven translational knowledge skills and the capacity to advance the application of research to clinical practice.
- Exceptional strategic and innovative thinking skills with proven implementation experience and the capacity to advance strategies through systematic and progressive implementation.
- Effective team player with leadership values that reflect a commitment to the development of others, culture development, and best outcomes in a complex environment.
- Has worked with various constituents, individuals and teams to build consensus and support for change initiatives to achieve program and system goals.
C-ii) Research Director, Firestone Institute for Respiratory Health

**Description of position:** The Research Director will be responsible for managing the resources of the Centre for Chronic Lung Disease, managing internal and external collaborations, and seeking out new opportunities for funding and support.

**Qualifications:** The Research Director may be either a clinician-scientist or a basic scientist but must have an externally funded research program on the origins or treatment of chronic lung disease that includes translational and foundational science. The applicant must have a strong history of collaboration and national and international reputation as being a thought leader in the field of chronic lung disease. The applicant must be committed to equitable distribution of resources and uphold standards of professionalism.

**Appointment:** The Research Director will be appointed by the Executive Committee of the Firestone Institute for Respiratory Health by submitting a CV and vision statement. The position will be for 4 years, renewable once. A stipend to support salary consistent with a 1 day a week appointment will be provided.

**Responsibilities:**

1) Managing the resources of the Centre for Chronic Lung Disease including the tissue biobank, equipment, support personnel and data. This includes being responsible for equipment maintenance, proactively applying for team and infrastructure grants, and developing management and accessibility plans as per RISJ, McMaster and FIRH guidelines.

2) Identifying and supporting external collaborations including the Guangzhou Institute for Respiratory Health, industrial collaborations, and outside academic collaborations.

3) Organizing research events including research showcases for clinical and basic science trainees, and Research Rounds (which may be done with another faculty lead).

4) Nominate research faculty for awards, internal and external recognition when appropriate.

5) Ensure resources of the Centre for Chronic Lung Disease are equitably distributed.

6) Developing plans to reach benchmarks for increased research productivity using the Centre for Chronic Lung Disease.

7) Providing a yearly report to the Executive Committee that includes;
   i. A summary of research activities and initiatives including but not limited to the number of internal and external researchers using the resources of the Centre for Chronic Lung Disease, grants obtained and applied for, infrastructure needs and publications and other research activities arising from use of the Centre.
   ii. Budget for the Centre for Chronic Lung Disease including a summary of resources and support provided to FIRH researchers.

8) Providing documentation for yearly reports to the RISJ and reports to the external scientific advisory board.

**Reporting:** The Research Director will report to the Executive Committee and the Executive Director.
C-iii) Terms of reference: Executive Committee of the Firestone Institute for Respiratory Health

**Scope & Purpose:** The Executive Committee will consist of leadership representing teaching, clinical service, and research interests in the Firestone Institute of Respiratory Health. The purpose of the committee is to foster collegiality, collaboration and pursue joint initiatives. By understanding challenges and initiatives in each members respective domain, the committee will be able to 'speak with one voice' when representing the Firestone to university or hospital administration, and other stakeholders. The committee will advise the Executive Director on issues and opportunities relevant to The Firestone, including strategic planning, hiring, professionalism issues, funding & infrastructure needs and requirements. The Executive Director will consult with and receive feedback from the Executive Committee on major funding expenditures, developing the strategic directions, academic hiring, and others.

**Membership:**

**Standing Members**
Standing members will be members of the committee as long as they hold the below position. In the case where the member is ending their term, they may attend meetings for up to one year as an out-going member.
1) Executive Director (currently D. Bowdish)
2) Respirology Head of Service - St Joe’s (currently R. Amer)
   -Should the Head of Clinical Service be unable to attend, the Deputy Director may attend as a representative.
3) Director, Division of Respirology (currently M. Kolb)
4) Academic Division Head, Thoracic Surgery, Program Director- Thoracic Surgery or a representative (Currently Y. Shargall)
5) Research Director (currently M. Kolb)
6) Head of Respiratory Rehabilitation currently N. Raghavan)
7) Residency Program Director (currently J. Wald)
8) Respirology Head of Service - HHS (currently MyLinh Duong)
9) Basic scientist with a footprint on the St Joe’s site (currently J. Hirota)

**Meeting Frequency & Quorum:** All attempts will be made to schedule meetings so that all members can attend.
Meetings will occur at least four times a year and meetings may be called if there are time-sensitive issues that need to be addressed.

**Invited members:**
The Executive Committee may invite individuals from within or outside of the FIRH to attend all our part of a meeting should their expertise be required.

**Administrative Support:** The administrative assistant assigned to the Executive Director will be responsible for organizing meetings, will ask for agenda items from all members two weeks in advance, assemble and circulate the agenda one week in advance and will attend meetings to take minutes. After the meetings he/she will circulate the minutes for approval from all members and file them. Minutes will be accessible to all members of The Firestone upon request. The Admin Assistant will also follow up with requests or action items if required.

**Decision Making:** Since our members have processes of decision making associated with their positions, the Executive Committee will primarily serve as a consultative committee and will not interfere with established processes associated with each member’s established process of decision making. Members’ support or dissent for decisions will be documented in the minutes to demonstrate collective support, awareness, and issues that may arise. The Executive Director will mediate discussions of contentious issues and document debate, which we acknowledge is essential to the decision-making process.
To: University Planning Committee

From: Andy Knights, Vice-President Research (Acting)

Date: March 19, 2024

Re: Closure of the Fraunhofer Project Centre for Biomedical Engineering and Advanced Manufacturing (BEAM)

The Fraunhofer Project Centre for Biomedical Engineering and Advanced Manufacturing (BEAM) was established by the Board of Governors in 2015 as a joint initiative between McMaster University and the German Fraunhofer Institute for Cell Therapy and Immunology (Fraunhofer IZI). Fraunhofer is Europe’s largest research institution for applied research with more than 22,000 employees and over 60 institutes. Fraunhofer IZI investigates and develops solutions to specific problems at the interfaces of medicine, life sciences and engineering for partners active in medicine-related industries and businesses.

McMaster and Fraunhofer IZI had collaborated on joint research projects and BEAM was created to build on the relationship and maximize the development and transfer of scientific knowledge to industry. An additional component of BEAM was the development of a newly renovated space and infrastructure at the McMaster Innovation Park (MIP). External funding support for the establishment of BEAM was also provided by Federal, Provincial and Municipal levels of government.

The BEAM facility officially opened on March 7, 2018 and led to the development of more space and specialized infrastructure that has served as a magnet to attract many biomedical firms to MIP and set the stage for McMaster’s continued investment in commercialization space at the Park.

While the creation of the facilities for the project centre has been very successful in aiding in the creation and transfer of biomedical research, creating employment in Hamilton, and growing the region’s life sciences cluster, the formal collaboration contract between Fraunhofer and McMaster officially ended August 31, 2019. Due to several key changes in Fraunhofer IZI leadership, Fraunhofer provided written confirmation in June 2020 stating they were pursuing a new strategic direction and they would not renew their original agreement.

The external funding agreements from the Federal, Provincial and Municipal governments have also now expired (the last being in 2021).

As part of our ongoing efforts to review and maintain an active list of Senate approved Research Centres and Institutes, the OVPR recommends the Fraunhofer Project Centre for Biomedical Engineering and Advanced Manufacturing be formally closed.
REPORT TO THE SENATE
FROM THE
COMMITTEE ON APPOINTMENTS

Open Session (Regular)

At its meeting on March 25, 2024, the Committee on Appointments approved the following recommendation and now recommends it to the Senate for approval:

1. Terms of Reference

   a. Revised Terms of Reference and Name Change - Teresa Cascioli Chair in Entrepreneurial Leadership

   It is now recommended,

   that the Senate approve, for recommendation to the Board of Governors, the revised terms of reference for the Teresa Cascioli Chair in Entrepreneurial Leadership and the name change to the Chair in Entrepreneurial Leadership, as circulated.

SENATE: FOR APPROVAL
April 10, 2024
TO: Senate Committee on Appointments
FROM: Dr. Khaled Hassanein, Dean, Faculty of Business
DATE: March 12, 2024
RE: The Chair in Entrepreneurial Leadership Terms of Reference

On behalf of the Faculty of Business, I am pleased to recommend the name change and updated Terms of Reference of The Teresa Cascioli Chair in Entrepreneurial Leadership to The Chair in Entrepreneurial Leadership.

This Chair was established through a generous gift from Ms. Teresa Cascioli, and was established to contribute significantly to the body of knowledge on entrepreneurial leadership. The name change is required due to the 2024 Addendum to Gift Agreement between McMaster University and Ms. Teresa Cascioli.

A copy of the new terms of reference is attached, along with the original terms of reference with changes included for information. Please feel free to contact me should you require any additional information.

Enclosures
cc: S. Tighe
    S. Hranilovic
Terms of Reference

The Chair in Entrepreneurial Leadership

In 2008 Ms. Teresa Cascioli made a gift of one million dollars to McMaster University for the establishment of an endowed Chair in Entrepreneurial Leadership.

Details and Duties of the Chair

The Chair will normally be a senior, tenured appointment in the DeGroote School of Business and will have an established record of research in a domain that is at the intersection of leadership and entrepreneurship.

The Chair is expected to take on leadership roles in areas such as research, teaching, the establishment of new programs, innovative cross-departmental initiatives, and the establishment and maintenance of mutually beneficial collaborations with the business community. The Chair will also undertake the normal duties of professors in the DeGroote School of Business.

The Chair will normally be a five year appointment with the possibility of renewal.

Selection Process

Initially, the Faculty Appointments Committee decides, after appropriate consultations, whether recruitment for the appointment will be within and/or outside the School of Business, and which Area will take the lead in recruitment and become the Area of the Chair’s appointment. The recruitment, selection and approval of the Chair will follow normal university procedures from the Area, through the Faculty of Business and then the Senate and Board via the Senate Committee on Appointments.
Terms of Reference

The Teresa Cascioli Chair in Entrepreneurial Leadership

In 2008 Ms. Teresa Cascioli made a gift of one million dollars to McMaster University for the establishment of an endowed Chair in Entrepreneurial Leadership.

Details and Duties of the Chair

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Approved June 2009: Board of Governors Executive Committee
REPORT TO THE SENATE
FROM THE
COMMITTEE ON BY-LAWS

Open Session (Regular Agenda)

Senate accepted Notice of Motion for the amendments to the Committee on Honorary Degrees Terms of Reference and the Committee on Student Affairs Terms of Reference at its meeting on March 20, 2024.

1. Terms of Reference – Committee on Honorary Degrees

At its meeting on March 28, 2024, the Committee reviewed and recommended that Senate approve the revisions to the Committee on Honorary Degrees Terms of Reference.

The Committee made an additional revision to the committee membership and specified that the faculty are senators.

The Senate Committee on By-Laws now recommends,

that the Senate, on the recommendation of the Committee on By-Laws, approve the proposed revisions to the Committee on Honorary Degrees Terms of Reference, as circulated.

2. Terms of Reference – Committee on Student Affairs

At its meeting on March 28, 2024, the Committee reviewed and recommended that Senate approve the revisions to the Committee on Student Affairs Terms of Reference.

The Committee made an additional revision to the committee membership and clarified that the MAPS President, who is a consultant, can send a delegate but that it needs to be a student delegate, not an administrator.

The Senate Committee on By-Laws now recommends,

that the Senate, on the recommendation of the Committee on By-Laws, approve the proposed revisions to the Committee on Student Affairs Terms of Reference, as circulated.

SENATE: FOR APPROVAL
April 10, 2024
THE COMMITTEE ON HONORARY DEGREES

1. The Committee on Honorary Degrees shall consist of the following membership:

   **Ex Officio Members**
   - Chancellor, who shall be Chair
   - President, who shall be Vice-Chair

   **Five other members of the Senate**

   **One alumni member of the Senate**

   **Members**
   - Six faculty members senators, one from each Faculty
   - One alumni senator
   - One graduate student senator
   - One undergraduate student senator

   **Consultants**
   - University Registrar or delegate
   - Associate Vice-President, Equity and Inclusion or delegate
   - Advisor to the President, External Relations or delegate

   Four members of the Committee constitute a quorum at any meeting thereof.

2. The Committee shall receive and consider nominations for honorary degrees. The Committee is responsible for making recommendations to the Senate of a list of recommended recipients of persons, the type of degree and the Convocation Ceremony at which each degree should be conferred, upon whom it is thought fitting to confer the honorary degree of Doctor of Laws, Doctor of Science, Doctor of Letters, or any other honorary degree that may be established by the Senate.

2.3. The Committee shall advise on policies relating to honorary degrees.

Revised: June 8, 2022
THE COMMITTEE ON HONORARY DEGREES

1. The Committee on Honorary Degrees shall consist of the following membership:

   **Ex Officio Members**
   - Chancellor, who shall be Chair
   - President, who shall be Vice-Chair

   **Members**
   - Six faculty senators, one from each Faculty
   - One alumni senator
   - One graduate student senator
   - One undergraduate student senator

   **Consultants**
   - University Registrar or delegate
   - Associate Vice-President, Equity and Inclusion or delegate
   - Advisor to the President, External Relations or delegate

   Six members of the Committee constitute a quorum at any meeting thereof.

2. The Committee shall receive and consider nominations for honorary degrees. The Committee is responsible for presenting to the Senate a list of recommended recipients, the type of degree and the Convocation Ceremony at which each degree should be conferred.

3. The Committee shall advise on policies relating to honorary degrees.

   Revised: April 10, 2024
Terms of Reference

THE COMMITTEE ON STUDENT AFFAIRS
(Senate by-laws IX.138 and 139)

138. The Committee on Student Affairs shall consist of the following membership:

**Ex Officio Members**
Chancellor
President
Associate Vice-President (Students and Learning) and Dean of Students, who shall be Chair

**Members**
Three faculty members, at least one of whom shall be an elected faculty member of the Senate
Four student members of Senate, one of whom shall be a graduate student and three of whom shall be undergraduate students.

**Consultants**
President, McMaster Association of Part-Time Students (MAPS) or student delegate

Five members of the Committee constitute a quorum at any meeting thereof.

139. The Committee has the authority to approve, on behalf of the Senate, minor changes to the Residence Agreement Contract, and will report the revisions to the Senate for information. The Committee has the authority to approve major changes to the Residence Agreement Contract and recommend the revisions to the Senate for approval, and report to Senate for information, minor changes to the Residence Agreement Contract on behalf of Senate and

140. The Committee shall otherwise recommend to the Senate policies, and receive submissions, on non-academic aspects of student life issues important to the student experience, including University residences and student services, access, equity, belonging and accessibility, conduct, health and well-being, housing, physical space, and transportation, and on matters of student conduct and discipline.

This responsibility shall include:

a) developing and periodically reviewing in consultation with relevant student leadership, for recommendation to the Senate, policies owned by the Associate Vice-President (Students and Learning) & Dean of Students, including the Code of Student Rights and Responsibilities, the Student Groups Policy, the Policy on Academic Accommodations for Students with Disabilities, and the Policy on the First Year Experience (Orientation and Transition) for Undergraduate Students. University codes of student conduct and discipline, including for resident students.
b) approving the constitutions of student residences and any amendments thereto;

c) receiving annually a report from the Dean of Student Affairs, Associate Vice-President (Students and Learning) & Dean of Students which shall include reference to non-academic disciplinary problems on campus; and

d) establishing such sub-committees as may from time to time be deemed.
Terms of Reference
THE COMMITTEE ON STUDENT AFFAIRS
(Senate by-laws IX.138, 139 and 140)

138. The Committee on Student Affairs shall consist of the following membership:

*Ex Officio Members*
- Chancellor
- President
- Associate Vice-President (Students and Learning) & Dean of Students, who shall be Chair

*Members*
- Three faculty members, at least one of whom shall be an elected faculty member of the Senate
- Four student members of Senate, one of whom shall be a graduate student and three of whom shall be undergraduate students.

*Consultants*
- President, McMaster Association of Part-Time Students (MAPS) or student delegate

Five members of the Committee constitute a quorum at any meeting thereof.

139. The Committee has the authority to approve, on behalf of the Senate, minor changes to the Residence Agreement Contract, and will report the revisions to the Senate for information. The Committee has the authority to approve major changes to the Residence Agreement Contract and recommend the revisions to the Senate for approval.

140. The Committee shall otherwise recommend to the Senate policies, and receive submissions, on non-academic issues important to the student experience, including access, equity, belonging and accessibility, conduct, health and well-being, housing, physical space, and transportation. This responsibility shall include:

a) developing and periodically reviewing in consultation with relevant student leadership, for recommendation to the Senate, policies owned by the Associate Vice-President (Students and Learning) & Dean of Students, including the Code of Student Rights and Responsibilities, the Student Groups Policy, the Policy on Academic Accommodations for Students with Disabilities, and the Policy on the First Year Experience (Orientation and Transition) for Undergraduate Students.

b) receiving annually a report from the Associate Vice-President (Students and Learning) & Dean of Students

c) establishing such sub-committees as may from time to time be deemed.

Revised: April 10, 2024
1. Residence Agreement/Contract 2024-2025

At its meeting on March 27, 2024 the Committee on Student Affairs met and considered amendments to the Residence Agreement/Contract. Amendments included updates to dates and times, and language around COVID-19. The Committee had further feedback around Sections 11 and 12 Communicable/Infectious Diseases and the additional revisions were sent for an e-vote. This item is contingent upon approval from the Committee on Student Affairs.

It is now recommended,

that the Senate approve the 2024-2025 Residence Agreement/Contract.
PREAMBLE

Life in residence is governed by three key documents. The Residence Agreement/Contract outlines fundamental contractual obligations between the student and Housing and Conference Services. The Online Residence Handbook (https://housing.mcmaster.ca/legacycurrent-residents/residence-policies/) further describes policies, procedures and community standards, including the Code of Student Rights and Responsibilities (CSRR) (https://sscm.mcmaster.ca/the-code/), which clearly outlines the behavioural expectations of all residence students and possible outcomes.

It is assumed that the primary objective of all residents is the successful pursuit of academic studies. Residence life also creates the potential for many social and cultural benefits. Residents are jointly responsible for helping to make the residence community a comfortable, safe, and secure living environment conducive to achieving the key McMaster University objective: excellence in learning and discovery.

Students are expected to understand and appreciate that certain fundamental expectations and regulations are necessary in any community and that discipline should come from within each person. Integral to the code of behaviour, the McMaster residence system is founded on the principle that is an appreciation of the effect of one’s personal behaviour on others and respect for their personal and property rights. McMaster appeals to each student’s sense of reason and responsibility and promotes the ideal that responsibilities are to be shared by all residents to maintain a high standard of cooperative living, tolerance, mutual respect, and compromise.

By choosing to join the McMaster residence community, each member accepts and agrees to live by a code of behaviour, which values and promotes civility, inclusivity, good citizenship, and productive behaviour.

ADMINISTRATIVE POLICIES AND PROCEDURES

1. The Residence Agreement/Contract becomes effective upon receipt by the University of the Student’s Residence Application. The submission of the online application and acceptance of the accompanying terms and conditions shall be evidence that all the terms and conditions of the Residence Agreement/Contract are fully understood, and that the student agrees to be bound by the Residence Agreement/Contract and the Code of Student Rights and Responsibilities as a condition of applying to residence at McMaster University.

Qualifying for Residence

2. a) First Year Undergraduate students who meet the Residence Admission Average, as determined by Housing and Conference Services, and who are enrolled full-time equivalent of at least eighteen units, receive priority for residence accommodation.
b) To allow more first year undergraduate students the opportunity to spend their first year on campus, all spaces in McMaster University’s residence buildings will be reserved for first year undergraduate students entering directly from high school, and to Residence Life Staff.

After all first-year undergraduate students, coming directly from high school, have been accommodated, and if space permits, residence spaces will be allocated by lottery to returning undergraduate and graduate students, as determined by Residence Admissions. Each case will be reviewed individually, and admission will be granted at the discretion of Residence Admissions.

Current residents wishing to return to residence must apply each year, with acceptance determined by available spaces, and/or lottery considerations. In addition, and without limitation, residence acceptance may be denied because of any previous breach of the Residence Agreement/Contract and/or Code of Student Rights and Responsibilities. Returning students who are applying to residence are placed on a waiting list and offered residence, only after all first-year undergraduate students have been accommodated and if space permits. Returning students are required to maintain a fall/winter average of 5.0(C) in at least eighteen units in the most recent academic year to remain on the waiting list and/or be eligible for an offer of residence. A student who cannot meet this minimum academic average for medical, or compassionate reasons must submit a written appeal with supporting documents to Residence Admissions to be considered for acceptance to residence.

c) Students who are enrolled in a Mohawk-McMaster program are not eligible for residence.

d) Students are responsible for notifying Residence Admissions within 24 hours of any change in their student status that may affect their eligibility for residence as outlined above.

e) Students wishing to live in residence beginning in the winter term (January) can apply starting in October. All applicants must complete the online application process by the stated deadline in the application. Spaces are limited and will be allocated by random lottery. Spaces are assigned based on the policy outlined in section 2.

**Exchange Students**

3. Exchange students are eligible to apply for residence accommodation in the same manner as first-year undergraduate students enrolled full-time in at least eighteen units as outlined in section 2. Exchange students are defined as an Incoming Exchange student being admitted from another University and enrolled through the McMaster Exchange Program. Residence spaces will be allocated based on lottery to Exchange students and priority will be given to Exchange students enrolled for both the Fall and Winter term (September to April).

a) Fall Term (September to December): Exchange students who live in residence for the first academic term only (September to December) will be charged an additional $330 as an administrative fee for filling the second term vacancy.

b) Winter Term (January to April): Exchange students who live in residence for the second academic term only (January to April) will be charged the residence fee for four-month occupancy which is one half of the fee for eight-month occupancy.
Academic Requirements

4. a) If a student is not able to maintain a course load of at least eighteen units, as defined in section 2, the student will be required to withdraw from residence and to meet the financial responsibilities, as outlined in section 17. A student who cannot maintain a course load of at least eighteen units for medical, or compassionate reasons must submit a written appeal with supporting documents to Residence Admissions to be considered for permission to remain in residence.

b) If a student withdraws from all their academic courses, the student is required to contact the Residence Admissions Office immediately, or within 24 hours as of the date the student withdraws from courses, to complete the withdrawal process, and prepare to vacate residence within 24 hours, as outlined in Section 17.

Contract Dates

5. Residence fees include accommodation from, August 26, 2024, to 12 noon on the day following the student’s final first term exam in December 2024 or to 12 noon on closing day December 20, 2024, whichever is earlier; and from, January 5, 2025, at 9:00 a.m. to 3:00 p.m. on the day following the student’s final exam in April 2025, or to 3:00 p.m. on closing day April 25, 2025, whichever is earlier. To offer flexibility, move-in times will be staggered, and some students will be allowed to move in before August 26, 2024. All students will choose their preferred time on their scheduled move-in date on the online residence portal in advance.

6. Residence buildings are closed to all students during the December break (12 noon December 20, 2024, to 9:00 a.m. on January 5, 2025), except for students approved to remain in residence by Housing & Conference Services. Students will be given the option to submit a request, for an additional fee, to Housing & Conference Services, for approval to remain in residence over the December break period. All food and Service Centre operations are suspended, and student life, custodial and maintenance services are limited during this period.

<table>
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<tr>
<th>Dates</th>
<th>Key Events</th>
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<tbody>
<tr>
<td>Saturday, August 24 and Sunday</td>
<td>Student move-in begins. Students will be notified in advance of their move-in details.</td>
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<tr>
<td>August 25, 2024</td>
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<tr>
<td>Monday, October 14-20, 2024</td>
<td>• Mid-term recess (Fall Break); buildings remain open</td>
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<tr>
<td>Friday, December 6-19, 2024</td>
<td>• Exam /move-out period</td>
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<td>• Students are required to vacate residence by 12 noon the day following their last exam or to 12 noon on closing day December 20, whichever is earlier.</td>
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<td></td>
<td>• Student access cards to the building will be deactivated on their move-out date at 12 noon.</td>
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<td></td>
<td>• Students who do not move-out on their specific date/time are in violation of the Code of Student Rights and Responsibilities and subject to a $100/day late move-out fine.</td>
</tr>
<tr>
<td>Friday, December 20, 2024</td>
<td>Residence buildings close for December Break at 12 noon.</td>
</tr>
<tr>
<td>Sunday, January 5, 2025</td>
<td>Residence buildings re-open at 9:00 a.m.</td>
</tr>
</tbody>
</table>
Monday, February 17-23, 2025 | Mid-term recess (Reading Week); buildings remain open
---|---
Thursday, April 10-24, 2025 | • Exam /move-out period
• Students are required to vacate residence by 3:00 p.m. the day following their last exam or to 3:00 p.m. on closing day, April 25, whichever is earlier.
• Student access cards to the building will be deactivated on their move-out date at 3:00 p.m.
• Students who do not move-out on their specific date/time are in violation of the Code of Student Rights and Responsibilities and subject to a $100/day late move-out fine.
Friday, April 25, 2025 | Residence buildings close at 3:00 p.m.

**Application Deadline and Deposit**

7. a) All students applying to residence must submit an online residence application using the McMaster University Residence Portal (https://liveatmac.mcmaster.ca/StarRezPortalX) and will be required to make a deposit in order to secure their offer of a guaranteed residence space. Deposits may vary depending on applicant type. The deadline for the residence deposits is to be received by the deadline communicated by Housing & Conference Services for guaranteed first-year students. All deposits for residence will be credited to their Mosaic student account and goes towards the overall full residence fee.

All students applying to the waiting list are not required to make this deposit until they are requested to do so by Residence Admissions.

Applications and/or deposits received after the deadline, or applications that are deficient in any way, will be placed at the bottom of the (then) existing waiting list.

b) The student agrees to pay the balance of their residence fees according to the terms set out by the Student Accounts Office (https://registrar.mcmaster.ca/), subject to withdrawal from residence. All personal and residence fee accounts with the University must be settled promptly and if unpaid, will result in the student being blocked from grade reports and/or further enrollment according to terms set out by the Student Accounts Office.

c) Applicants who pay the deposit but never receive an offer of residence, or who request to be removed from the waiting list by August 26, 2024, will receive a full refund of their deposit.

**Room Assignments & Room Changes**

8. a) Room assignments are made available through a self-selection process by Housing and Conference Services. Students are not guaranteed their choice of residence building, floor, living learning community, room, room type or roommate(s). Residence Admissions may consult with appropriate Residence Life staff to assign rooms and roommates in each building. Students are prohibited from subletting or delegating a person for the use or occupancy of their residence rooms and are not permitted to make unauthorized room or roommate changes, including bedrooms in apartment/suite style residence rooms. Incoming fall students are advised of their room self-selection timeslot by end of June.

b) Room change requests are permitted at the discretion of Housing and Conference Services staff (i.e.,
Residence Admissions, Residence Life Area Coordinator) and are only considered, except for the examination period:

i) after all appropriate efforts have been exhausted (i.e., roommate mediation),
ii) in priority of necessity and/or circumstance,
iii) based on availability of specific room types.

c) Documentation will be required for a room change request based on a Residence Accommodation need(s).

d) If a room change is requested and approved, the student will be subject to an administrative fee of $136 per room change to cover costs associated with the room change process. Additionally, the student is held financially responsible for the pro-rated difference in cost of room types (if applicable) based on the date the new room is available. The administrative fee and pro-rated difference in cost of the room type will be charged or credited to the student’s account.

e) Room changes, as a result of conduct issues, will be subject to the terms set out in the Code of Student Rights and Responsibilities and subject to the administrative fee and pro-rated difference in cost of room types (if applicable). The administrative fee and pro-rated difference in cost of room type will be charged or credited to the student’s account.

f) In circumstances where Housing and Conference Services staff deem a room change necessary for the safety, security and/or the well-being of the student and/or community, the administrative fee will be waived at the discretion of Housing and Conference Services.

Meal Plan

9. The Department of Hospitality Services requires all students living in residence to purchase a meal plan. Students will select a meal plan choice and agree to the McMaster University Residence Meal Plan Policy (https://hospitality.mcmaster.ca/) as part of the online residence application process. It is the student’s responsibility to inquire with Hospitality Services about any meal plan related matters and to notify the Hospitality Services Mac Express Office of any change to their residence status (i.e., withdrawal) that may affect their meal plan. For more information contact the Mac Express Office at express@mcmaster.ca or visit Hospitality Services website (https://hospitality.mcmaster.ca/meal-plans-and-cards/meal-plans/).

Authorized Access

10. Housing and Conference Services subscribes to the principle that residence students are entitled to enjoy a reasonable right to privacy in residence rooms. However, it reserves the right to have authorized staff enter rooms, apartments, and suites under the following conditions: to provide repair service or room maintenance inspections; to conduct periodic health and safety checks of room conditions; to conduct weekly or monthly fire inspection tests in apartments/suites; when there is reasonable cause to believe an emergency situation has arisen that requires entry; when a student vacates a room for a break period (e.g. December break), or when a student/roommate withholds from residence; when there is reasonable cause to believe that university regulations are, and/or the law is being violated. Authorized staff are supplied with identification badges that are always visible.
Communicable/Infectious Diseases

11. The student hereby affirms their understanding that the University is legally obligated to operate its residences in accordance with all applicable laws, including the Occupational Health & Safety Act and the regulations made under it, and in compliance with the advice, recommendations, orders, and instructions of public health officials. The student hereby undertakes and agrees to abide by the University’s requirements and directions, including those regulations herein this residence agreement, advice of public health officials, and any measures in relation to preventing or mitigating the spread of communicable/infectious diseases.

12. The student acknowledges that the University may, from time to time, impose additional rules, procedures, and protocols as it deems necessary or as it may be required to do by public authorities to mitigate against the risk of the spread and/or transmission of communicable/infectious diseases, including but not limited to, COVID-19 and related sub-variants, in McMaster’s residences. The student warrants that they will comply with all such rules, procedures, and protocols. The student understands and agrees that failure to do so may result in restrictions or conditions imposed on their residence accommodation or termination of this Agreement in accordance with section 17.

Emergency Contact

13. Where behaviour, personal security or health issues are of serious concern, Housing and Conference Services reserves the right to notify the “emergency contact” name listed on the student’s residence application. In these circumstances and when the student is under 18 years of age, the parent or guardian will be notified rather than the “emergency contact.”

Termination of Contract/Relocation and Filling Vacancies

14. Housing and Conference Services reserves the right, in its sole discretion, to terminate residence agreements, reassign students to another residence building and/or room on a temporary or permanent basis, and to effect other steps as may be required for the safety, security and/or the well-being of the residents and the residence community. In particular, Housing and Conference Services may terminate any residence agreement or require that students vacate their residence for any length of time if it determines, in its sole discretion, that it is prudent to do so for health and safety or public health reasons or to maintain the safety, security and wellbeing of the University community, or if it determines that it is required to do so by law or government directive, including a directive or order from Ontario Public Health or local public health unit.

15. Housing and Conference Services has a responsibility to reduce losses in revenue by filling vacancies which may occur throughout the year. Students in residence must be prepared to welcome a new roommate if a vacancy occurs, and/or if residence occupancy increases resulting in Housing & Conference Services assigning a new student(s) in their room, apartment, or suite. Students remaining in the room are expected to remain in the space allocated to them and leave the vacated space readily available for incoming new roommate(s). Students who fail to do so and/or delay a move-in for a new roommate(s) will be held responsible for additional fees. Similarly, if vacancies remain unfilled, Housing and Conference Services may need to consolidate rooms. Housing and Conference Services may affect consolidation, when necessary, by requiring a student to accept a new roommate or move to a new room. In some circumstances, and at the discretion of Housing and Conference Services, a student may be permitted to remain in their room for an additional fee. Advance notification will be given to those students affected.
Application Cancellation Deadlines and Refunds

16. Any student who submits a complete and accurate residence application, pays the deposit, and whose name is on the guaranteed residence list, is defined as being “in residence.” If this student in residence wishes to cancel their application, before their scheduled move-in date, they must notify the Residence Admissions Office by completing the “Cancellation Step” on the online residence application, otherwise the withdrawal policy will apply as outlined in section 17. The student will forfeit all or part of the residence deposit depending on the date the “Cancellation Step” is completed on the online residence application. A forfeited residence deposit may not be applied to other outstanding university accounts or transferred to the residence account of another student.

<table>
<thead>
<tr>
<th>Date of Cancellation Received</th>
<th>Deposit Refund</th>
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</thead>
<tbody>
<tr>
<td>For September Admits: If cancellation received on or before July 24, 2024</td>
<td>Applicant receives a 50% refund</td>
</tr>
<tr>
<td>For September Admits: If cancellation received after July 24, 2024</td>
<td>Applicant receives NO REFUND</td>
</tr>
<tr>
<td>For January Admits: If cancellation received on or before December 12, 2024</td>
<td>Applicant receives a 50% refund</td>
</tr>
<tr>
<td>For January Admits: If cancellation received after December 12, 2024</td>
<td>Applicant receives NO REFUND</td>
</tr>
</tbody>
</table>

Withdrawing from Residence

17. Students living in residence who plan to withdraw from residence for any reason whatsoever during the academic year must complete the Residence Withdrawal step on the online residence portal, return their residence keys/access card to a designated location communicated by Housing & Conference Services. Failure to do so will result in the student being charged as outlined in section 27. The date of withdrawal will be the date the Residence Withdrawal process is completed, and the residence keys/access card is returned, whichever is later.

The student is financially responsible for their full year’s fee and is placed on a refund waiting list in order of date of withdrawal. When a new student is admitted to residence, a refund is processed for the first student on the refund waiting list. This is not dependent upon filling the vacated room, rather it is based on filling the vacancy in the residence system created by the withdrawal. Eligible refunds of residence fees are calculated on a pro-rated daily basis, and are credited to the student’s university account, less a $330 administration fee. If the student has no outstanding university accounts, the residence refund will be issued to the student.

A student who withdraws from residence due to exceptional circumstances beyond their control may submit a written appeal with supporting documentation to Housing and Conference Services via email to resadmissions@mcmaster.ca. The deadline to submit an appeal for consideration is within fifteen days as of the date the Residence Withdrawal completed on the online residence portal. If the appeal is successful, the student will receive a pro-rated refund of their residence fees as of the date of withdrawal. The date of withdrawal is the date the Residence Withdrawal step is completed on the online residence portal, and the residence key/access card is returned, whichever is later. This student remains responsible for the administrative fee.
If the residence agreement is terminated early by Housing & Conference Services for reasons in accordance with section 14 above, a refund of residence fees shall be calculated from the time of the student’s check out to the last day of classes as defined in the University’s academic calendar on a pro-rata basis (the “Refund Amount”). Housing & Conference Services shall deduct a 20% charge from the Refund Amount to account for overhead and administration charges. The student hereby acknowledges and agrees that the University’s decisions to close the residence, terminate the residence agreement, calculate the Refund Amount, and levy the 20% charge to the Refund Amount shall not be appealable under any University policy or process.

**Late Documents**

18. Housing and Conference Services requires students to submit documentation related to the application and allocation process and matters related to living in residence by specific deadlines outlined by Housing and Conference Services. Deadlines are in place to ensure adequate time for review, assessment, and execution of business processes. These documents include but are not limited to requests for: Residence Accommodation need(s), early/late arrival, move-out extension, co-op/exchange documentation, appeals for academic standing (below 5.0) and pro-rated residence fees. All documents submitted after the specified deadline will be subject to a $55 late documents fee.

**RESIDENCE STUDENT RESPONSIBILITIES**

19. Each residence fee includes Internet access (RezNet-Wifi). Each student is responsible for the use of the Internet and is prohibited from using or permitting them to be used for a purpose or in a manner that is contrary to the law, University policy, or could be considered harmful or disruptive under the Code of Student Rights and Responsibilities. Abuse of the RezNet-Wifi system may result in termination of the data service and may result in judicial or criminal charges being laid against the student. Refer to the RezNet-Wifi Usage policy ([http://www.mcmaster.ca/uts/students/maconline/index.html](http://www.mcmaster.ca/uts/students/maconline/index.html)) and the McMaster Code of Conduct for Computer and Network Users ([http://mcmaster.ca/uts/policy/index.html](http://mcmaster.ca/uts/policy/index.html)).

20. Students are not permitted to engage in any commercial activity in residence rooms or common areas or participate in and/or run an illegal gaming or gambling operation as outlined in the Code of Student Rights and Responsibilities.

**Insurance**

21. The University will not be liable, directly or indirectly, for loss or theft of personal property, including food, or for damage or destruction of such property by fire, water or other causes (e.g. loss of utilities). The student shall carry appropriate and adequate liability insurance coverage for fire, injury, or damaged caused by the student, property damage and personal/public liability over the duration of their residence agreement and any renewals or extensions thereof, at their own expense, and such policies shall be written on a comprehensive basis. Unless you provide satisfactory proof of insurance to the university prior to move-in, you will be enrolled in a university residence insurance program and be required to pay the applicable rates set out by the program. Students must also take positive steps to ensure their safety by locking room doors and ensuring that only authorized persons enter their building.
Pets

22. Residents are prohibited from having pets or animals of any kind, including fish, in residence buildings. Special permission for approved service animals will be granted by Housing and Conference Services staff as defined by McMaster University policy at [https://hr.mcmaster.ca/app/uploads/2022/05/RMM-409-Domestic-Animals-in-the-Workplace-Program-February-2016.pdf](https://hr.mcmaster.ca/app/uploads/2022/05/RMM-409-Domestic-Animals-in-the-Workplace-Program-February-2016.pdf).

Fridges

23. Residence students are not permitted to bring personal refrigerators into the residence buildings. Students interested in having a refrigerator in their room can make arrangements with the University’s contractor for rental of a mini-bar refrigerator.

Damages/Charges

24. All rooms or apartments/suites are inspected prior to the students’ arrival for damage and the completed room inspection information is kept electronically on file. Students must report missing items or items in need of repair immediately through the online work order, accessed through the Residence Portal at [https://liveatmac.mcmaster.ca/StarRezPortalX](https://liveatmac.mcmaster.ca/StarRezPortalX); corrective action will then be initiated. Students are financially responsible for any damage or losses to their room and/or its contents. Students will be charged for losses, damage, cleaning and/or repairs required during or at the end of their residence contract. Students assigned to apartments/suites are jointly responsible with the other occupant(s) of the apartment/suite, for damage or losses to the shared areas of the apartment/suite. All charges for damage(s) to common areas in residence (e.g., laundry rooms, elevators, etc.) will be split equally among the occupants of the building or floor, provided that such damage cannot be traced to those directly responsible.

25. Students are responsible for cleaning and maintaining an orderly state in their own room/apartment/suite during the academic year and for ensuring their room/apartment/suite is clean, free of all refuse, and kept in a hygienic and safe state. Rooms will be inspected and at the determination of Housing and Conference Services students will be invoiced for all cleaning and/or repairs required during or at the end of their contract.

26. Students are required to remove all their belongings; property left in or around residence longer than 48 hours after the student has vacated is considered to be abandoned and will be removed at a minimum cost of $27 to the student. Housing and Conference Services does not accept responsibility for the storage or safekeeping of any property abandoned in residence.

27. Students are required to vacate their residence room and return all residence keys/access cards no later than 3:00 p.m. on the day following their final exam in April, or by 3:00 p.m. on closing day April 25, 2025, whichever is earlier. Residence keys/access cards cannot be transferred, loaned, or duplicated. Students who lose or do not return their residence keys/access cards at the end of their residence contract will be charged a minimum, $395 for the required lock changes, and a minimum, $27 for each replacement key/access card.
COMMUNAL LIVING RESPONSIBILITIES

PREAMBLE

Students living in residence are part of a unique and interconnected community on campus. As such, the following is intended to articulate the contextual expectations of residents (and their guests), which align with the Guiding Principles and the Code of Student Rights and Responsibilities. Housing and Conference Services reserves the right to take any/all necessary and appropriate action to protect the safety and welfare of the residence community.

1. Every student living in residence is responsible for observing the terms and conditions of the Online Residence Handbook (https://housing.mcmaster.ca/legacycurrent-residents/residence-policies/), and the Code of Student Rights and Responsibilities (CSRR) (https://sscm.mcmaster.ca/the-code), which outline community standards and behavioural expectations for residents, and the types of outcomes levied when these expectations are breached. No residence student is exempt from the terms and conditions of the CSRR for any reason.

2. Guests of residents are responsible for observing the terms and conditions of the Online Residence Handbook and the CSRR. Students living in residence are accountable for the behaviour of their guests and will be sanctioned if guests breach these standards.

3. Each student expressly agrees that they will not directly or indirectly cause or fail to take reasonable steps which may prevent a breach of the CSRR. These include, but are not limited to damage, vandalism, theft, possession of university or personal property that is not one’s own, commission of a criminal offence or willful destruction to property within the residence, to the residence structure and/or to the grounds surrounding residence, removing and/or misusing any University property. Prohibited items include but are not limited to possession or use of any weapon, explosive, pyrotechnic, substance, or firearm, including toy replicas. Refer to Appendix: Prohibited Items and Alcohol Regulations.

4. Every student is expected to act in a responsible manner so as not to compromise their own safety or endanger the health and safety of others. The University reserves the right to determine what constitutes unsafe or unhygienic practices. These include but are not limited to, tampering with fixtures, building systems (including the wiring and fire prevention controls), fabricating, or building structures, or impeding any means of egress from the building. Students may refer to the Code of Student Rights and Responsibilities on-line at https://sscm.mcmaster.ca/the-code.

The submission of an online Residence Application indicates the student has read and understood the conditions of the Residence Agreement/Contract and its related documents as a condition of applying to and, if accepted, living in residence at McMaster University. The student agrees that the terms and conditions of the Residence Agreement/Contract, Online Residence Handbook and the Code of Student Rights and Responsibilities are effective and binding legal obligations that are enforceable.
APPENDIX A: PROHIBITED ITEMS, ALCOHOL REGULATIONS AND CANNABIS REGULATIONS

Residence students, and their guests, are expected to be aware of the additional expectations regarding Residence community standards, policy, personal and community safety, and substance use standards, as defined in the Code of Student Rights and Responsibilities. This Appendix provides further clarification of these additional expectations. Violations of these expectations may result in disciplinary action under the Code of Student Rights and Responsibilities.

All Residence students, and their guests, are expected to comply with the terms set out in this Appendix, as listed below. These terms apply to all spaces in Residence, including private and common room, unless otherwise specified.

Prohibited Items
Prohibited items in Residence include, but are not limited to:

- Weapons (including toy replicas).
- Explosives and Pyrotechnic substances (e.g., fireworks).
- Firearms (including toy replicas).
- Pets (except for approved service animals).
- Appliances and/or any type of heating elements within individual residence rooms (e.g., coffee makers, hotplates, toaster ovens, kettles, etc.).
- Halogen Lamps (or those requiring combustible fuel).
- Lit candles or incense.

Residence Alcohol Regulations
The Alcohol Regulations define the restrictions regarding alcohol use in Residence. The regulations include, but are not limited to:

- Any activity (e.g., drinking games) that requires alcohol consumption in order to participate, or has intoxication as its main goal or its inevitable end is not allowed.
- Possession or consumption of beer in glass bottles is prohibited (beer is allowed in cans only).
- Possession of large amounts of alcohol (e.g., one 26oz bottle or 24 cans of beer per resident, or kegs) is prohibited.
- When carrying or transporting any container of alcohol outside of a residence room/floor common lounge, the container must be closed/capped.
- Consumption of alcohol by individuals under 19 years of age is prohibited.
- Sale and/or service of alcohol to individuals under 19 years of age is prohibited.
- Excessive consumption of alcohol at any age is prohibited.
• Students living in traditional residences and their guests who are 19 years of age and older are permitted to have and to consume alcoholic beverages in common rooms under the following conditions:
  o Only one drink/container per person is permitted. A container must be made of plastic or other non-breakable material.
  o Containers must not hold more than sixteen (16) ounces of liquid.
• Residents in Bates and Mary E. Keyes and their guests who are 19 years of age and older are only permitted to possess and to consume alcoholic beverages in apartments or suite units.
• They may not consume alcoholic beverages in the floor common rooms, lounges, study rooms and/or games rooms as these are deemed to be public spaces in Bates and Mary E. Keyes residences.
• No resident or their guests are allowed to consume or have open alcohol in hallways, stairwells, elevators, bathrooms, study rooms, games rooms, laundry rooms and/or building common rooms (e.g., EMR, Ravine Room etc.).
• No residents or their guests are allowed to congregate in the halls with open and/or closed alcohol.
• Unsafe practices related to alcohol* whereby problems of misuse and over-consumption occur are not allowed.

  *Housing and Conference services reserves the right to define unsafe practices.

**Residence Cannabis Regulations**

The Cannabis Regulations define the restrictions regarding cannabis use in Residence. These regulations are in effect as of October 17, 2018, or as the Cannabis Act, Bill C-45 came into force; whichever date is earlier. The regulations include, but are not limited to:

• In accordance with provincial legislation, individuals must be at least 19 years of age to possess and consume cannabis and may possess a limit of 30 grams (about one ounce) of dried cannabis, or its equivalent in other forms.
• Cannabis and equipment must be stored in a container with clear labels and kept in your individual space.
• Home cultivation and growing of cannabis is not permitted in residence.
• Possession and consumption of cannabis by individuals under 19 years of age is prohibited.
• Sale and/or service of cannabis to individuals under 19 years of age is prohibited.
• Students are not permitted to have purchases from the Ontario Cannabis Store (OCS) and other suppliers shipped to their residence mailing address. These will be returned to sender.
• Individuals are not permitted to smoke cannabis in any University owned or leased building or on university property, as per McMaster University’s Tobacco & Smoke Free University Policy. The use of the term “consume” in the Residence Cannabis Regulations does not include the smoking of recreational cannabis.
• It is permitted to consume pre-made edible cannabis products, but it is not permitted to cook, bake or otherwise create cannabis products for consumption in residence.
• No resident or their guests are allowed to congregate in the halls with cannabis.
• When carrying or transporting any cannabis outside of a residence room/floor common lounge, it must be in a closed container.
• No resident or their guests are allowed to possess or consume cannabis in hallways, stairwells, elevators, bathrooms, study rooms, games rooms, laundry rooms and/or building common rooms (e.g., EMR, Ravine Room etc.).
• Students living in traditional residences and their guests who are 19 years of age and older are permitted to possess or consume cannabis in floor common rooms.
• Residents in Bates and Mary E. Keyes and their guests who are 19 years of age and older are only permitted to possess or consume cannabis in apartments or suite units.
  o they may not possess or consume cannabis in the floor common rooms, lounges, study rooms
and/or games rooms as these are deemed to be public spaces in Bates and Mary E. Keyes residences.

- Excessive consumption of cannabis at any age is prohibited.
- Any activity (e.g., games) that requires cannabis consumption in order to participate or has impairment as its main goal or its inevitable end is not allowed.
- Unsafe practices** related to cannabis whereby problems of misuse and over-consumption occur are not allowed.
- The expectations listed above apply to both medical and recreational cannabis. Where someone under the age of 19 requires the use of medical cannabis they are required to submit a Residence Accommodation Request.

**Housing and Conference services reserves the right to define unsafe practices.

Pending review by Senate at McMaster University.
Document last revised on April 1, 2024.
PREAMBLE

Life in residence is governed by three key documents. The Residence Agreement/Contract outlines fundamental contractual obligations between the student and Housing and Conference Services. The on-line Residence Handbook (https://housing.mcmaster.ca/current-residents/residence-policies) further describes policies, procedures and community standards, including the Code of Student Rights and Responsibilities (CSRR) (https://sscm.mcmaster.ca/the-code/), which clearly outlines the behavioural expectations of all residence students and possible outcomes.

It is assumed that the primary objective of all residents is the successful pursuit of academic studies. Residence life also creates the potential for many social and cultural benefits. Residents are jointly responsible for helping to make the residence community a comfortable, safe, and secure living environment conducive to achieving the key McMaster University objective: excellence in learning and discovery.

Students are expected to understand and appreciate that certain fundamental expectations and regulations are necessary in any community and that discipline should come from within each person. Integral to the code of behaviour, the McMaster residence system is founded on the principle that is an appreciation of the effect of one’s personal behaviour on others and respect for their personal and property rights. McMaster appeals to each student’s sense of reason and responsibility and promotes the ideal that responsibilities are to be shared by all residents to maintain a high standard of cooperative living, tolerance, mutual respect, and compromise.

By choosing to join the McMaster residence community, each member accepts and agrees to live by a code of behaviour, which values and promotes civility, inclusivity, good citizenship, and productive behaviour.

ADMINISTRATIVE POLICIES AND PROCEDURES

1. The Residence Agreement/Contract becomes effective upon receipt by the University of the Student’s Residence Application. The submission of the online application and acceptance of the accompanying terms and conditions shall be evidence that all the terms and conditions of the Residence Agreement/Contract are fully understood, and that the student agrees to be bound by the Residence Agreement/Contract and the Code of Student Rights and Responsibilities as a condition of applying to residence at McMaster University.

Qualifying for Residence

2. a) First Year Undergraduate students who meet the Residence Admission Average, as determined by Housing and Conference Services, and who are enrolled full-time equivalent of at least eighteen units, receive priority for residence accommodation.

b) To allow more first year undergraduate students the opportunity to spend their first year on campus, all spaces
in McMaster University’s residence buildings will be reserved for first year undergraduate students entering directly from high school, and to Residence Life Staff.

After all, first year undergraduate students, coming directly from high school, have been accommodated, and if space permits, residence spaces will be allocated by lottery to returning undergraduate and graduate students, as determined by Residence Admissions. Each case will be reviewed individually, and admission will be granted at the discretion of Residence Admissions.

Current residents wishing to return to residence must apply each year, with acceptance determined by available spaces, and/or lottery considerations. In addition, and without limitation, residence acceptance may be denied because of any previous breach of the Residence Agreement/Contract and/or Code of Student Rights and Responsibilities. Returning students who are applying to residence are placed on a waiting list and offered residence, only after all first-year undergraduate students have been accommodated and if space permits. Returning students are required to maintain a fall/winter average of 5.0(C) in at least eighteen units in the most recent academic year to remain on the waiting list and/or be eligible for an offer of residence. A student who cannot meet this minimum academic average for medical, or compassionate reasons must submit a written appeal with supporting documents to Residence Admissions to be considered for acceptance to residence.

c) Students who are enrolled in a Mohawk-McMaster program or Conestoga-McMaster program are not eligible for residence.

d) Students are responsible for notifying Residence Admissions within 24 hours of any change in their student status that may affect their eligibility for residence as outlined above.

e) Students wishing to live in residence beginning in the winter term (January) can apply starting in October. All applicants must complete the online application process by the stated deadline in the application. Spaces are limited and will be allocated by random lottery. Spaces are assigned based on the policy outlined in section 2.

**Exchange Students**

3. Exchange students are eligible to apply for residence accommodation in the same manner as first year undergraduate students enrolled full-time in at least eighteen units as outlined in section 2. Exchange students are defined as an Incoming Exchange student being admitted from another University and enrolled through the McMaster Exchange Program. Residence spaces will be allocated based on lottery to Exchange students and priority will be given to Exchange students enrolled for both the Fall and Winter term (September to April).

a) Fall Term (September to December): Exchange students who live in residence for the first academic term only (September to December) will be charged an additional $300 as an administrative fee for filling the second term vacancy.

b) Winter Term (January to April): Exchange students who live in residence for the second academic term only (January to April) will be charged the residence fee for four-month occupancy which is one half of the fee for eight-month occupancy.
Academic Requirements

4. a) If a student is not able to maintain a course load of at least eighteen units, as defined in section 2, the student will be required to withdraw from residence and to meet the financial responsibilities, as outlined in section 19. A student who cannot maintain a course load of at least eighteen units for medical, or compassionate reasons must submit a written appeal with supporting documents to Residence Admissions to be considered for permission to remain in residence.

b) If a student withdraws from all their academic courses, the student is required to contact the Residence Admissions Office immediately, or within 24 hours as of the date the student withdraws from courses, to complete the withdrawal process, and prepare to vacate residence within 24 hours, as outlined in Section 19.

Contract Dates

5. Residence fees include accommodation from, August 28, 2023, to 12 noon on the day following the student’s final first term exam in December 2023 or to 12 noon on closing day December 22, 2023, whichever is earlier; and from, January 6, 2024, at 9:00 a.m. to 3:00 p.m. on the day following the student’s final exam in April 2024, or to 3:00 p.m. on closing day April 26, 2024, whichever is earlier. To offer flexibility, move-in times will be staggered, and some students will be allowed to move in before August 28, 2023. All students will choose their preferred time on their scheduled move-in date on the online residence portal in advance.

6. Residence buildings are closed to all students during the December break (12 noon December 22, 2023, to 9:00 a.m. on January 6, 2024), except for students approved to remain in residence by Housing & Conference Services. Students will be given the option to submit a request, for an additional fee, to Housing & Conference Services, for approval to remain in residence over the December break period. All food and Service Centre operations are suspended, and student life, custodial and maintenance services are limited during this period.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Key Events</th>
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<tbody>
<tr>
<td>August 26 and August 27, 2023</td>
<td>Student Move-in begins. Students will be notified in advance of their move-in details.</td>
</tr>
<tr>
<td>October 9-15, 2023</td>
<td>• Mid-term recess (Fall Break); buildings remain open</td>
</tr>
<tr>
<td>December 8-22, 2023</td>
<td>• Exam /move-out period</td>
</tr>
<tr>
<td></td>
<td>• Students are required to vacate residence by 12 noon the day following their last exam or to 12 noon on closing day December 22, whichever is earlier.</td>
</tr>
<tr>
<td></td>
<td>• Student access cards to the building will be deactivated on their move-out date at 12 noon.</td>
</tr>
<tr>
<td></td>
<td>• Students who do not move-out on their specific date/time are in violation of the Code of Student Rights and Responsibilities and subject to a $50/day late move-out fine.</td>
</tr>
<tr>
<td>December 22, 2023</td>
<td>Residence buildings close for December Break at 12 noon.</td>
</tr>
<tr>
<td>January 6, 2024</td>
<td>Residence buildings re-open at 9:00 a.m.</td>
</tr>
</tbody>
</table>
Application Deadline and Deposit

7. a) All students applying to residence must submit an online residence application using the McMaster University Residence Portal (https://liveatmac.mcmaster.ca/PortalX) and will be required to make a deposit in order to secure their offer of a guaranteed residence space. Deposits may vary depending on applicant type. The deadline for the residence deposits is to be received by the deadline communicated by Housing & Conference Services for guaranteed first year students. All deposits for residence will be credited to their Mosaic student account and goes towards the overall full residence fee.

All students applying to the waiting list are not required to make this deposit until they are requested to do so by Residence Admissions.

Applications and/or deposits received after the deadline, or applications that are deficient in any way, will be placed at the bottom of the (then) existing waiting list.

b) The student agrees to pay the balance of their residence fees according to the terms set out by the Student Accounts Office (https://registrar.mcmaster.ca/), subject to withdrawal from residence. All personal and residence fee accounts with the University must be settled promptly and if unpaid, will result in the student being blocked from grade reports and/or further enrollment according to terms set out by the Student Accounts Office.

c) Applicants who pay the deposit but never receive an offer of residence, or who request to be removed from the waiting list by August 28, 2023, will receive a full refund of their deposit.

Room Assignments & Room Changes

8. a) Room assignments are made available through a self-selection process by Housing and Conference Services. Students are not guaranteed their choice of residence building, floor, living learning community, room, room type or roommate(s). Residence Admissions may consult with appropriate Residence Life staff to assign rooms and roommates in each building. Students are prohibited from subletting or delegating a person for the use or occupancy of their residence rooms and are not permitted to make unauthorized room or roommate changes, including bedrooms in apartment/suite style residence rooms. Incoming fall students are advised of their room self-selection timeslot by end of June.
b) Room change requests are permitted at the discretion of Housing and Conference Services staff (i.e., Residence Admissions, Residence Life Area Coordinator) and are only considered, except for the examination period:
   i) after all appropriate efforts have been exhausted (i.e., roommate mediation),
   ii) in priority of necessity and/or circumstance,
   iii) based on availability of specific room types.

c) Documentation will be required for a room change request based on a Residence Accommodation need(s).

d) If a room change is requested and approved, the student will be subject to an administrative fee of $100 per room change to cover costs associated with the room change process. Additionally, the student is held financially responsible for the pro-rated difference in cost of room types (if applicable) based on the date the new room is available. The administrative fee and pro-rated difference in cost of the room type will be charged or credited to the student’s account.

e) Room changes, as a result of conduct issues, will be subject to the terms set out in the Code of Student Rights and Responsibilities and subject to the administrative fee and pro-rated difference in cost of room types (if applicable). The administrative fee and pro-rated difference in cost of room type will be charged or credited to the student’s account.

f) In circumstances where Housing and Conference Services staff deem a room change necessary for the safety, security and/or the well-being of the student and/or community, the administrative fee will be waived at the discretion of Housing and Conference Services.

Meal Plan

9. The Department of Hospitality Services requires all students living in residence to purchase a meal plan. Students will select a meal plan choice and agree to the McMaster University Residence Meal Plan Policy (https://hospitality.mcmaster.ca/) as part of the online residence application process. It is the student’s responsibility to inquire with Hospitality Services about any meal plan related matters and to notify the Hospitality Services Mac Express Office of any change to their residence status (i.e., withdrawal) that may affect their meal plan. For more information contact the Mac Express Office at express@mcmaster.ca or visit Hospitality Services website (http://hospitality.mcmaster.ca/meal-plans/).

Authorized Access

10. Housing and Conference Services subscribes to the principle that residence students are entitled to enjoy a reasonable right to privacy in residence rooms. However, it reserves the right to have authorized staff enter rooms, apartments, and suites under the following conditions: to provide repair service or room maintenance inspections; to conduct periodic health and safety checks of room conditions; to conduct weekly or monthly fire inspection tests in apartments/suites; when there is reasonable cause to believe an emergency situation has arisen that requires entry; when a student vacates a room for a break period (e.g. December break), or when a student/roommate withdraws from residence; when there is reasonable cause to believe that university regulations are, and/or the law is being violated. Authorized staff are supplied with identification badges that are always visible.
Communicable Diseases/Pandemic Related: Assumption of Risk & Waiver

11. The student confirms that they are fully aware that living in McMaster Residence and receiving the services from the University carries inherent risks related to communicable diseases and their transmission, which cannot be eliminated notwithstanding the care and precautions taken by the University to mitigate against such risks. The student understands that the extent of such risks is not fully known and that they include but are not limited to:

• coming into close contact with individuals that may carry and transmit a communicable disease to the student.
• coming into contact with objects that may carry and transmit a communicable disease to the student.
• transmitting a communicable disease to other individuals.

The student confirms that, by choosing to live McMaster Residences and receive the services from the University, they have voluntarily undertaken to assume all risk of personal injury, sickness, death, expenses, or other losses that the student may suffer as a result, directly or indirectly, of a communicable disease, the exact nature and extent of which are not currently ascertainable or knowable given the uncertain nature of communicable diseases. Therefore, the student, in consideration of being permitted to live in McMaster Residences and receive the services released to this Agreement, hereby forever waives, releases, discharges and undertakes not to make any claim whatsoever (action, cause of action, demand, suit, or other form of claim) against, McMaster University or its successors and assigns, and any of its or their past, current or future officers, directors, trustees, employees, agents, volunteers, contractors, in respect of any and all damages, losses, personal injury, sickness or death that the student may incur directly or indirectly, now or in the future, that are in any way related a communicable disease and the student’s living in or receiving the services related to living in McMaster Residences. The student acknowledges that this waiver, release, discharge, and undertaking shall be binding on their heirs, executors, administrators, representatives, successors and permitted assigns. The student understands and acknowledges that this paragraph means they are giving up legal rights and/or remedies that may otherwise be available to them.

The student acknowledges that the University may, from time to time, impose additional rules, procedures, and protocols as it deems necessary or as it may be required to do by public authorities to mitigate against the risk of the spread of a communicable disease and/or transmission of a communicable in McMaster Residences and the University. The student warrants that they will comply with all such rules, procedures, and protocols. The student understands and agrees that failure to do so may result in the student being required to vacate McMaster Residences. The student understands and acknowledges that this paragraph means they are giving up legal rights and/or remedies that may otherwise be available to them.

Emergency Contact

12. Where behaviour, personal security or health issues are of serious concern, Housing and Conference Services reserves the right to notify the “emergency contact” name listed on the student’s residence application. In these circumstances and when the student is under 18 years of age, the parent or guardian will be notified rather than the “emergency contact.”

Termination of Contract/Relocation and Filling Vacancies

13. Housing and Conference Services reserves the right, in its sole discretion, to terminate residence agreements, reassign students to another residence building and/or room on a temporary or permanent basis, and to effect other steps as may be required for the safety, security and/or the well-being of the residents and the residence
community. In particular, Housing and Conference Services may terminate any residence agreement or require that students vacate their residence for any length of time if it determines, in its sole discretion, that it is prudent to do so for health and safety or public health reasons or to maintain the safety, security and wellbeing of the University community, or if it determines that it is required to do so by law or government directive, including a directive or order from Ontario Public Health or local public health unit.

14. Housing and Conference Services has a responsibility to reduce losses in revenue by filling vacancies which may occur throughout the year. Students in residence must be prepared to welcome a new roommate if a vacancy occurs, and/or if residence occupancy increases resulting in Housing & Conference Services assigning a new student(s) in their room, apartment or suite. Students remaining in the room are expected to remain in the space allocated to them and leave the vacated space readily available for incoming new roommate(s). Students who fail to do so and/or delay a move-in for a new roommate(s) will be held responsible for additional fees. Similarly, if vacancies remain unfilled, Housing and Conference Services may need to consolidate rooms. Housing and Conference Services may affect consolidation, when necessary, by requiring a student to accept a new roommate or move to a new room. In some circumstances, and at the discretion of Housing and Conference Services, a student may be permitted to remain in their room for an additional fee. Advance notification will be given to those students affected.

**Application Cancellation Deadlines and Refunds**

15. Any student who submits a complete and accurate residence application, pays the deposit, and whose name is on the guaranteed residence list, is defined as being “in residence.” If this student in residence wishes to cancel their application, before their scheduled move-in date, they must notify the Residence Admissions Office by completing the “Cancellation Step” on the online residence application, otherwise the withdrawal policy will apply as outlined in section 19. The student will forfeit all or part of the residence deposit depending on the date the “Cancellation Step” is completed on the online residence application. A forfeited residence deposit may not be applied to other outstanding university accounts or transferred to the residence account of another student.

<table>
<thead>
<tr>
<th>Date of Cancellation Received</th>
<th>Deposit Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>For September Admits: If cancellation received on or before July 4, 2023</td>
<td>Applicant receives a 50% refund</td>
</tr>
<tr>
<td>For September Admits: If cancellation received after July 4, 2023</td>
<td>Applicant receives NO REFUND</td>
</tr>
<tr>
<td>For January Admits: If cancellation received on or before November 30, 2023</td>
<td>Applicant receives a 50% refund</td>
</tr>
<tr>
<td>For January Admits: If cancellation received after November 30, 2023</td>
<td>Applicant receives NO REFUND</td>
</tr>
</tbody>
</table>

**Withdrawing from Residence**

16. Students living in residence who plan to withdraw from residence for any reason whatsoever during the academic year must complete the Residence Withdrawal step on the online residence portal, return their residence keys/access card to a designated location communicated by Housing & Conference Services. Failure to do so will
result in the student being charged as outlined in section 29. The date of withdrawal will be the date the Residence Withdrawal process is completed, and the residence keys/access card is returned, whichever is later.

The student is financially responsible for their full year’s fee and is placed on a refund waiting list in order of date of withdrawal. When a new student is admitted to residence, a refund is processed for the first student on the refund waiting list. This is not dependent upon filling the vacated room, rather it is based on filling the vacancy in the residence system created by the withdrawal. Eligible refunds of residence fees are calculated on a pro-rated daily basis, and are credited to the student’s university account, less a $300 administration fee. If the student has no outstanding university accounts, the residence refund will be issued to the student.

A student who withdraws from residence due to exceptional circumstances beyond their control may submit a written appeal with supporting documentation to Housing and Conference Services via email to resadmissions@mcmaster.ca. The deadline to submit an appeal for consideration is within fifteen days as of the date the Residence Withdrawal completed on the online residence portal. If the appeal is successful, the student will receive a pro-rated refund of their residence fees as of the date of withdrawal. The date of withdrawal is the date the Residence Withdrawal step is completed on the online residence portal, and the residence key/access card is returned, whichever is later. This student remains responsible for the administrative fee.

If the residence agreement is terminated early by Housing & Conference Services for reasons in accordance with section 16 above, a refund of residence fees shall be calculated from the time of the student’s check out to the last day of classes as defined in the University’s academic calendar on a pro-rata basis (the “Refund Amount”). Housing & Conference Services shall deduct a 20% charge from the Refund Amount to account for overhead and administration charges. The student herebyacknowledges and agrees that the University’s decisions to close the residence, terminate the residence agreement, calculate the Refund Amount, and levy the 20% charge to the Refund Amount shall not be appealable under any University policy or process.

Late Documents

17. Housing and Conference Services requires students to submit documentation related to the application and allocation process and matters related to living in residence by specific deadlines outlined by Housing and Conference Services. Deadlines are in place to ensure adequate time for review, assessment, and execution of business processes. These documents include but are not limited to requests for: Residence Accommodation need(s), early/late arrival, move-out extension, co-op/exchange documentation, appeals for academic standing (below 5.0) and pro-rated residence fees. All documents submitted after the specified deadline will be subject to a $50 late documents fee.

RESIDENCE STUDENT RESPONSIBILITIES

18. Each residence fee includes Internet access (RezNet-Wifi). Each student is responsible for the use of the Internet and is prohibited from using or permitting them to be used for a purpose or in a manner that is contrary to the law, University policy, or could be considered harmful or disruptive under the Code of Student Rights and Responsibilities. Abuse of the RezNet-Wifi system may result in termination of the data service and may result in judicial or criminal charges being laid against the student. Refer to the RezNet-Wifi Usage policy (http://www.mcmaster.ca/uts/students/maconline/index.html) and the McMaster Code of Conduct for Computer and Network Users (http://mcmaster.ca/uts/policy/index.html).

19. Students are not permitted to engage in any commercial activity in residence rooms or common areas or
participate in and/or run an illegal gaming or gambling operation as outlined in the Code of Student Rights and Responsibilities.

Insurance

20. The University will not be liable, directly or indirectly, for loss or theft of personal property, including food, or for damage or destruction of such property by fire, water or other causes (e.g. loss of utilities). The student shall carry appropriate and adequate liability insurance coverage for fire, injury, or damaged caused by the student, property damage and personal/public liability over the duration of their residence agreement and any renewals or extensions thereof, at their own expense, and such policies shall be written on a comprehensive basis. Unless you provide satisfactory proof of insurance to the university prior to move-in, you will be enrolled in a university residence insurance program and be required to pay the applicable rates set out by the program. Students must also take positive steps to ensure their safety by locking room doors and ensuring that only authorized persons enter their building.

Pets

21. Residents are prohibited from having pets or animals of any kind in residence buildings. Special permission for approved service animals will be granted by Housing and Conference Services staff as defined by McMaster University policy at https://hr.mcmaster.ca/app/uploads/2022/05/RMM-409-Domestic-Animals-in-the-Workplace-Program-February-2016.pdf.

Fridges

22. Residence students are not permitted to bring personal refrigerators into the residence buildings. Students interested in having a refrigerator in their room can make arrangements with the University’s contractor for rental of a mini-bar refrigerator.

Damages/Charges

23. All rooms or apartments/suites are inspected prior to the students’ arrival for damage and the completed room inspection information is kept electronically on file. Students must report missing items or items in need of repair immediately through the online work order, accessed through the Residence Portal at https://liveatmac.mcmaster.ca/PortalX; corrective action will then be initiated. Students are financially responsible for any damage or losses to their room and/or its contents. Students will be charged for losses, damage, cleaning and/or repairs required during or at the end of their residence contract. Students assigned to apartments/suites are jointly responsible with the other occupant(s) of the apartment/suite, for damage or losses to the shared areas of the apartment/suite. All charges for damage(s) to common areas in residence (e.g., laundry rooms, elevators, etc.) will be split equally among the occupants of the building or floor, provided that such damage cannot be traced to those directly responsible.

24. Students are responsible for cleaning and maintaining an orderly state in their own room/apartment/suite during the academic year and for ensuring their room/apartment/suite is clean, free of all refuse, and kept in a hygienic and safe state. Rooms will be inspected and at the determination of Housing and Conference Services students will be invoiced for all cleaning and/or repairs required during or at the end of their contract.

25. Students are required to remove all their belongings; property left in or around residence longer than 48 hours
after the student has vacated is considered to be abandoned and will be removed at a minimum cost of $25 to the student. Housing and Conference Services does not accept responsibility for the storage or safekeeping of any property abandoned in residence.

26. Students are required to vacate their residence room and return all residence keys/access cards no later than 3:00 p.m. on the day following their final exam in April, or by 3:00 p.m. on closing day April 26, 2024, whichever is earlier. Residence keys/access cards cannot be transferred, loaned, or duplicated. Students who lose or do not return their residence keys/access cards at the end of their residence contract will be charged a minimum, $160 for the required lock changes and $25 for each replacement key/access card.

Communal Living Responsibilities

Preamble

Students living in residence are part of a unique and interconnected community on campus. As such, the following is intended to articulate the contextual expectations of residents (and their guests), which align with the Guiding Principles and the Code of Student Rights and Responsibilities. Housing and Conference Services reserves the right to take any/all necessary and appropriate action to protect the safety and welfare of the residence community.

1. Every student living in residence is responsible for observing the terms and conditions of the on-line Residence Handbook (https://housing.mcmaster.ca/current-residents/residence-policies), and the Code of Student Rights and Responsibilities (CSRR) (https://sscm.mcmaster.ca/the-code), which outline community standards and behavioural expectations for residents, and the types of outcomes levied when these expectations are breached. No residence student is exempt from the terms and conditions of the CSRR for any reason.

2. Guests of residents are responsible for observing the terms and conditions of the on-line Residence Handbook and the CSRR. Students living in residence are accountable for the behaviour of their guests and will be sanctioned if guests breach these standards.

3. Each student expressly agrees that they will not directly or indirectly cause or fail to take reasonable steps which may prevent a breach of the CSRR. These include, but are not limited to damage, vandalism, theft, possession of university or personal property that is not one’s own, commission of a criminal offence or willful destruction to property within the residence, to the residence structure and/or to the grounds surrounding residence, removing and/or misusing any University property. Prohibited items include but are not limited to possession or use of any weapon, explosive, pyrotechnic, substance, or firearm, including toy replicas. Refer to Appendix: Prohibited Items and Alcohol Regulations.

4. Every student is expected to act in a responsible manner so as not to compromise their own safety or endanger the health and safety of others. The University reserves the right to determine what constitutes unsafe or unhygienic practices. These include but are not limited to, tampering with fixtures, building systems (including
the wiring and fire prevention controls), fabricating, or building structures, or impeding any means of egress from
the building. Students may refer to the Code of Student Rights and Responsibilities on-line at https://sscm.mcmaster.ca/the-code.

The submission of an online Residence Application indicates the student has read and understood the
conditions of the Residence Agreement/Contract and its related documents as a condition of applying to
and, if accepted, living in residence at McMaster University. The student agrees that the terms and
conditions of the Residence Agreement/Contract, on-line Residence Handbook and the Code of Student
Rights and Responsibilities are effective and binding legal obligations that are enforceable.

Housing and Conference Services
RESIDENCE AGREEMENT/CONTRACT
2023-2024

APPENDIX A: PROHIBITED ITEMS, ALCOHOL REGULATIONS AND CANNABIS
REGULATIONS

Residence students, and their guests, are expected to be aware of the additional expectations regarding Residence
community standards, policy, personal and community safety, and substance use standards, as defined in the Code
of Student Rights and Responsibilities. This Appendix provides further clarification of these additional
expectations. Violations of these expectations may result in disciplinary action under the Code of Student Rights
and Responsibilities.

All Residence students, and their guests, are expected to comply with the terms set out in this Appendix, as listed
below. These terms apply to all spaces in Residence, including private and common room, unless otherwise
specified.

Prohibited Items
Prohibited items in Residence include, but are not limited to:

- Weapons (including toy replicas).
- Explosives and Pyrotechnic substances (e.g., fireworks).
- Firearms (including toy replicas).
- Pets (except for approved service animals).
- Appliances and/or any type of heating elements within individual residence rooms (e.g., coffee
  makers, hotplates, toaster ovens, kettles, etc.).
- Halogen Lamps (or those requiring combustible fuel).
- Lit candles or incense.

Residence Alcohol Regulations
The Alcohol Regulations define the restrictions regarding alcohol use in Residence. The regulations include, but
are not limited to:
• Any activity (e.g., drinking games) that requires alcohol consumption in order to participate, or has intoxication as its main goal or its inevitable end is not allowed.
• Possession or consumption of beer in glass bottles is prohibited (beer is allowed in cans only).
• Possession of large amounts of alcohol (e.g., one 26oz bottle or 24 cans of beer per resident, or kegs) is prohibited.
• When carrying or transporting any container of alcohol outside of a residence room/floor common lounge, the container must be closed/capped.
• Consumption of alcohol by individuals under 19 years of age is prohibited.
• Sale and/or service of alcohol to individuals under 19 years of age is prohibited.
• Excessive consumption of alcohol at any age is prohibited.
• Students living in traditional residences and their guests who are 19 years of age and older are permitted to have and to consume alcoholic beverages in common rooms under the following conditions:
  o Only one drink/container per person is permitted. A container must be made of plastic or other non-breakable material.
  o Containers must not hold more than sixteen (16) ounces of liquid.
• Residents in Bates and Mary E. Keyes and their guests who are 19 years of age and older are only permitted to possess and to consume alcoholic beverages in apartments or suite units.
• They may not consume alcoholic beverages in the floor common rooms, lounges, study rooms and/or games rooms as these are deemed to be public spaces in Bates and Mary E. Keyes residences.
• No resident or their guests are allowed to consume or have open alcohol in hallways, stairwells, elevators, bathrooms, study rooms, games rooms, laundry rooms and/or building common rooms (e.g., EMR, Ravine Room etc.).
• No residents or their guests are allowed to congregate in the halls with open and/or closed alcohol.
• Unsafe practices related to alcohol* whereby problems of misuse and over-consumption occur are not allowed.

*Housing and Conference services reserves the right to define unsafe practices.

Residence Cannabis Regulations
The Cannabis Regulations define the restrictions regarding cannabis use in Residence. These regulations are in effect as of October 17, 2018, or as the Cannabis Act, Bill C-45 came into force; whichever date is earlier. The regulations include, but are not limited to:

• In accordance with provincial legislation, individuals must be at least 19 years of age to possess and consume cannabis and may possess a limit of 30 grams (about one ounce) of dried cannabis, or its equivalent in other forms.
• Cannabis and equipment must be stored in a container with clear labels and kept in your individual space.
• Home cultivation and growing of cannabis is not permitted in residence.
• Possession and consumption of cannabis by individuals under 19 years of age is prohibited.
• Sale and/or service of cannabis to individuals under 19 years of age is prohibited.
• Students are not permitted to have purchases from the Ontario Cannabis Store (OCS) and other suppliers shipped to their residence mailing address. These will be returned to sender.
• Individuals are not permitted to smoke cannabis in any University owned or leased building or on university property, as per McMaster University’s Tobacco & Smoke Free University Policy. The use of the term “consume” in the Residence Cannabis Regulations does not include the smoking of recreational cannabis.
• It is permitted to consume pre-made edible cannabis products, but it is not permitted to cook, bake or otherwise create cannabis products for consumption in residence.
• No resident or their guests are allowed to congregate in the halls with cannabis.
• When carrying or transporting any cannabis outside of a residence room/floor common lounge, it must be in a closed container.
• No resident or their guests are allowed to possess or consume cannabis in hallways, stairwells, elevators, bathrooms, study rooms, games rooms, laundry rooms and/or building common rooms (e.g., EMR, Ravine Room etc.).
• Students living in traditional residences and their guests who are 19 years of age and older are permitted to possess or consume cannabis in floor common rooms.
• Residents in Bates and Mary E. Keyes and their guests who are 19 years of age and older are only permitted to possess or consume cannabis in apartments or suite units.
  o they may not possess or consume cannabis in the floor common rooms, lounges, study rooms and/or games rooms as these are deemed to be public spaces in Bates and Mary E. Keyes residences.
• Excessive consumption of cannabis at any age is prohibited.
• Any activity (e.g., games) that requires cannabis consumption in order to participate or has impairment as its main goal or its inevitable end is not allowed.
• Unsafe practices** related to cannabis whereby problems of misuse and over-consumption occur are not allowed.
• The expectations listed above apply to both medical and recreational cannabis. Where someone under the age of 19 requires the use of medical cannabis they are required to submit a Residence Accommodation Request.

**Housing and Conference services reserves the right to define unsafe practices.