

SENATE
Wednesday, February 12, 2025

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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.

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Report to the Senate from the University Planning Committee

Open Session

a. Report from Housing and Conference Services

At its meeting on February 5, 2025, the University Planning Committee received the 2025 Planning Report from Housing and Conference Services. This item is being reported for information.

Senate: FOR INFORMATION
February 12, 2025

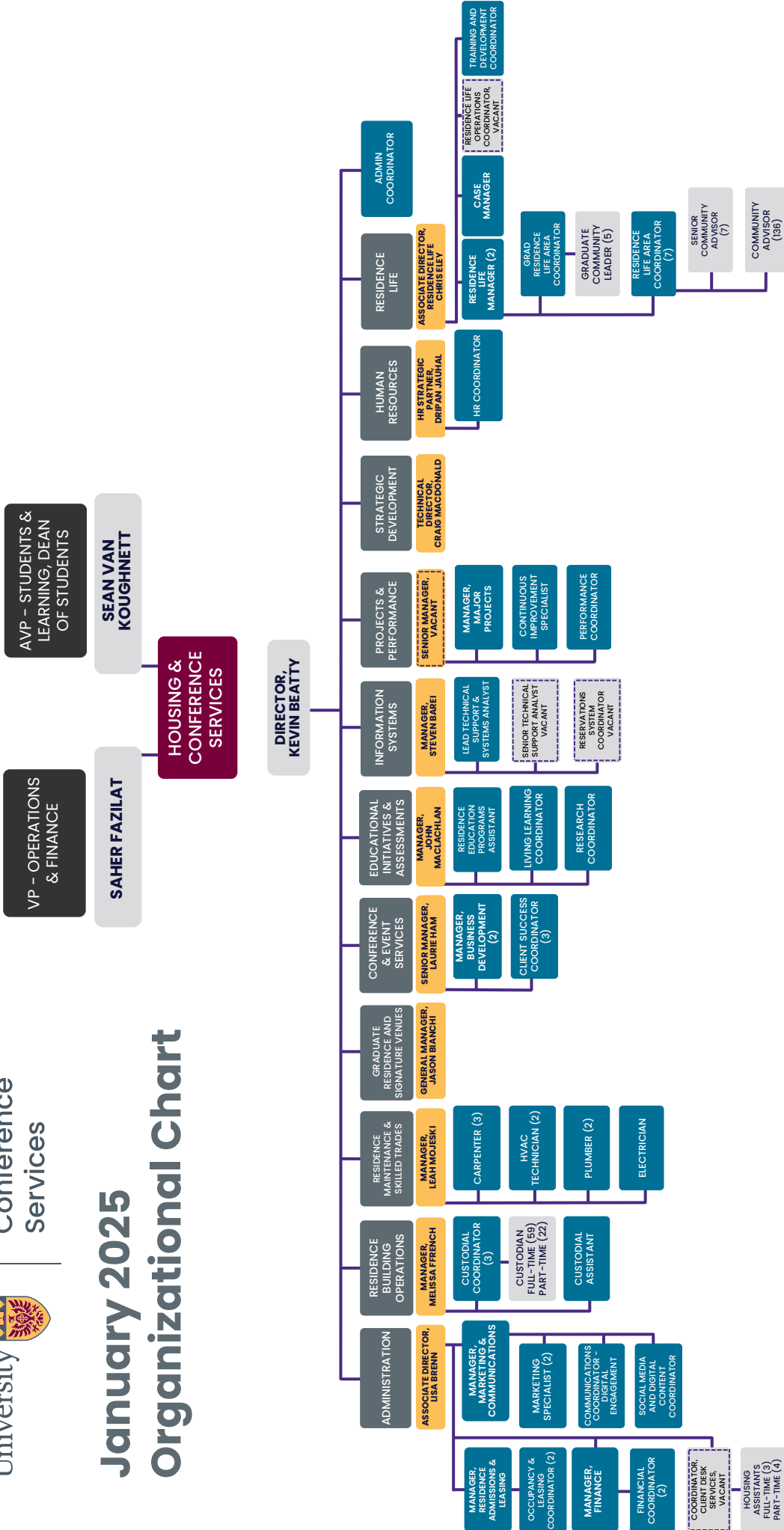
Prepared for University Planning Committee

Housing & Conference Services Overview

February 5th, 2025



January 2025 Organizational Chart



McMaster University

Housing & Conference Services

University Planning Committee

February 5th, 2025

INTRODUCTION

McMaster Housing & Conference Services (HCS) is dedicated to providing exceptional living and conference experiences that enhance the student journey and contribute to a thriving campus community. Guided by our mission, vision, and values, we strive to be recognized as a world-class destination for living and learning by fostering an inclusive, sustainable, and enriching environment. Through our diverse accommodations, conference services, and amenities, we support personal and academic growth while delivering innovative and outstanding service to students, faculty, staff, guests, and community members.

ABOUT HOUSING & CONFERENCE SERVICES

Housing & Conference Services (HCS) is a vital component of McMaster University, delivering high-quality accommodations and event services that support the diverse needs of students, staff, faculty, and external guests. Our team ensures seamless operations that align with the university's strategic goals, fostering a vibrant and inclusive campus environment.

The department consists of a dedicated team of approximately 154 staff members as well as an additional 171 student employees. We take pride in offering meaningful employment opportunities to students, providing them with valuable professional experience while supporting their academic journey.

HCS manages 14 residence buildings, providing housing for over 4,600 students annually. We oversee every aspect of the residential experience, including room assignments, residence agreements, and the move-in/move-out processes. In collaboration with Residence Life, we cultivate academic success, diversity, and inclusion through intentional community-building initiatives that enrich student life.

Ensuring residence buildings remain safe, clean, and welcoming is a top priority, with 24/7 services and a responsive approach to student needs. Sustainability is at the core of our operations, with comprehensive waste management and energy-efficient initiatives that align with McMaster's climate action goals.

HCS also plays a critical role in attracting prospective students and their families by highlighting the benefits of on-campus living. Our outreach efforts draw thousands of participants annually, and continuous feedback from students drives the refinement of our programs to enhance the residential experience and engagement.

Through collaboration, sustainability efforts, and a commitment to service excellence, Housing & Conference Services remains an essential contributor to McMaster University's mission, continuously adapting to meet the evolving needs of our community.

VISION, MISSION, AND VALUES

Vision: To be recognized as a world-class destination and leading center for living and learning experiences.

Mission: Our mission is to provide exceptional living and conference experiences that enhance the student journey, foster personal and academic growth, and contribute to a thriving campus community. We are committed to delivering outstanding services through innovation, inclusivity, and sustainability while ensuring an enriching and supportive environment for all who live, learn, and engage with McMaster University.

Core Values:

- **Inclusive and Caring Community:** We strive to create a welcoming and supportive environment where everyone feels valued and respected. Through fostering a culture of inclusion, we build strong connections that contribute to a sense of belonging and mutual support.
- **Student-Centric Approach:** Our students are at the core of everything we do. We are dedicated to understanding their needs, enhancing their university experience, and providing them with the tools and support necessary for success.
- **Innovation and Creativity:** We embrace fresh ideas and forward-thinking solutions to continuously improve our services and adapt to the evolving needs of our community. By fostering a culture of innovation, we stay ahead in providing modern and efficient services.

- **Collaboration and Partnership:** We recognize the power of working together and actively engage with campus and community partners to create meaningful opportunities and enhance the overall experience of our stakeholders.
- **Service Excellence:** We are committed to delivering exceptional service that exceeds expectations and enhances the campus experience. Through continuous improvement and a customer-focused approach, we aim to provide top-quality support and services.
- **Sustainability and Responsibility:** We prioritize environmental stewardship and responsible resource management. Our commitment to sustainable practices helps minimize our environmental footprint while creating a greener future for our community.
- **Financial Accountability:** We ensure sound financial stewardship by responsibly managing resources and maximizing value, supporting long-term growth and stability while contributing to the university's broader goals.

Defining Operational Excellence

At Housing & Conference Services, operational excellence is about consistently providing top-quality services through streamlined processes, informed decision-making, and a commitment to continuous improvement. We strive to align our operations with the university's strategic goals, making the best use of resources and fostering collaboration across departments to enhance efficiency and effectiveness.

Our approach ensures that every aspect of our service delivery contributes to the success and well-being of our students, guests, and staff. As we continue to grow and evolve, we remain dedicated to supporting McMaster University's strategic objectives, creating a dynamic and welcoming campus environment for all stakeholders.

RESIDENCE DEVELOPMENT UPDATES

10 Bay Residence | Opened Fall 2023

10 Bay Residence provides housing for 644 graduate students, offering a modern, urban living experience in downtown Hamilton. This residence reflects McMaster University's commitment to providing high-quality, accessible housing options that support students' academic and personal success.

With the addition of 10 Bay Residence, McMaster aims to enhance accessibility to campus while integrating students into the vibrant downtown core. This 30-storey building is designed to provide a balance of privacy, convenience, and community living, catering specifically to the needs of graduate students. Some of the key features of 10 Bay include:

- 644 fully furnished bed spaces, offering a variety of studio, one-bedroom, and two-bedroom suites to accommodate diverse living preferences.
- A 30-storey structure, designed to blend with the urban landscape and provide stunning city views.
- A focus on sustainability, with the residence targeting LEED® Gold Certification, ensuring energy efficiency and environmentally responsible operations.
- Secure, access-controlled entrances, providing a safe and welcoming environment for all residents.
- High-speed Wi-Fi and modern kitchen appliances, including a fridge, oven, microwave, and dishwasher, to support students' independent lifestyles.
- Communal lounges, study spaces, and fitness facilities, offering opportunities for connection, collaboration, and well-being.
- On-site amenities, including shared laundry facilities and bicycle storage, promoting convenience and sustainable transportation options.

Lincoln Alexander Hall Residence | Opening Fall 2026

Named in honour of one of McMaster University's most distinguished graduates, Lincoln Alexander Hall will provide a welcoming home for 1,366 residence students starting in Fall 2026. This exciting addition marks McMaster's continued commitment to addressing housing affordability and expanding on-campus living options for students.

With the opening of Lincoln Alexander Hall (McMaster's 15th residence building) the university anticipates being able to guarantee residence accommodations for all first-year students, aligning with current enrolment trends and enhancing the student experience.

The residence is thoughtfully designed with student well-being and sustainability in mind. Most of the building will be 10 stories or lower, with a 15-storey tower strategically positioned near Forsyth Avenue. The residence will include:

- 1,366 beds to support the growing student population.
- 325 long-term bicycle parking spaces and 43 underground car parking spots, encouraging sustainable transportation.
- A strong focus on safety and security, featuring access-controlled entrances to provide peace of mind for residents.
- Communal spaces on every floor, fostering connection and collaboration among students.

- On-site dining facilities, offering convenient meal options to support students' busy schedules.
- A commitment to environmental sustainability by targeting LEED® Gold Certification, ensuring energy efficiency and responsible resource management.

Wilson College Residence | Opening Fall 2028

Set to open in Fall 2028, Wilson College Residence will support McMaster University's Wilson College of Leadership and Civic Engagement, offering students a dynamic and enriching living-learning environment. This new residence will provide collaborative spaces designed to foster interaction between students, faculty, and guest speakers, encouraging leadership development and interdisciplinary engagement. Key features include:

- A new facility designed to support leadership development and civic engagement.
- Collaborative spaces that facilitate interaction and networking opportunities for students, faculty, and guest speakers.
- A partnership between the Residence Education and Special Projects teams to assess and refine programming to meet student needs.
- A residential environment focused on leadership development, community engagement, and interdisciplinary problem-solving.

PAST & FUTURE HIGHLIGHTS

Looking Back

This section highlights key achievements and milestones from the past year within Housing and Conference Services. While not a comprehensive list, these accomplishments highlight our ongoing efforts to enhance operations, enrich the student experience, and support our long-term goals. Each initiative reflects our commitment to continuous improvement, innovation, and delivering high-quality living and learning environments.

Inclusive Excellence

Housing and Conference Services remains committed to fostering an inclusive and respectful environment for students, staff, and visitors. This year, we launched virtual tours, allowing prospective students worldwide to explore our residence buildings remotely, ensuring accessibility and inclusivity in their housing decisions.

We also introduced new residence affinity groups for BIPOC, LGBTQ2S+, and neuro-diverse students and staff, offering a safe space for connection and support. In addition, we implemented equity-driven training for staff to promote a culture of belonging across all residence communities.

Living Learning Communities (LLCs) continue to support academic success and personal growth through shared interests. For instance, our Women in Leadership group attended the play *Six*, which explored themes of female empowerment and history, helping students navigate challenges and inspire future leaders. These initiatives advance students' personal and academic development while nurturing a culture of inclusivity and respect.

Teaching & Learning

Committed to fostering learning and skill development within residence, providing students with the opportunity that extends beyond the classroom. Through innovative community events, such as cooking classes, students develop essential life skills that contribute to their personal growth and future success. Additionally, student staff are employed across various units, such as Communications and Marketing, IT, and events gaining hands-on, real-world experience that aligns with their career aspirations.

To ensure an exceptional residence experience, Community Advisors (CAs) and other student staff undergo comprehensive training that equips them with the skills to navigate conflicts and handle complex situations students may face. This week-long program empowers staff to build supportive communities and promote a positive living environment.

Our Living Learning Communities (LLCs) further enhance the academic and individual experiences of students by creating opportunities for interdisciplinary learning and collaboration. These communities benefit from strong partnerships with faculties, such as tailored programming from academic departments, as well as support from the Student Wellness Centre, ensuring students have access to resources that promote both their academic and holistic well-being.

Engaging Communities

Housing and Conference Services has strengthened connections with the McMaster community and the broader Hamilton area through a range of impactful initiatives. Collaborations with faculties, such as Engineering, have brought events into residence spaces, including guest lectures that support student learning and engagement. Partnerships with the McMaster Campus Store enhanced summer tours by transforming

residence rooms into realistic student living spaces, while virtual tours provided an accessible option for prospective students unable to visit campus. Hosting special guests, such as Hamilton Tiger-Cats players during training camp where some players returned to help with Move-In, and facilitating large-scale events like the Jesus Youth Conference, which welcomed over 1,000 attendees, demonstrated McMaster's ability to create welcoming and dynamic experiences for diverse groups.

Residence programming has also fostered meaningful engagement among students, staff, and alumni. Presentations and skill-building sessions led by McMaster staff have enriched the student experience, promoting academic success and a sense of belonging. These programs and events have not only strengthened connections within the residence community but also built bridges between McMaster and the broader Hamilton community, reflecting the university's dedication to creating meaningful partnerships.

Research & Scholarship

Housing and Conference Services (HCS) has conducted important research to enhance operations and improve the student experience, aligning with McMaster's commitment to interdisciplinary collaboration and global challenges. A comprehensive Market and Demand Study reviewed the housing landscape in McMaster and Hamilton, including updated projections following international student caps. This analysis confirmed that demand continues to exceed inventory by approximately 8,000 beds, highlighting the need for strategic planning to address housing shortages.

Building on this data, HCS worked with the finance team to assess the financial implications of housing recommendations, including challenges related to new buildings and renovations. The department explored alternative funding models to ensure affordable and accessible housing for all students, aligning with McMaster's values. Additionally, HCS initiated a facilities assessment to analyze its current residence portfolio and identify opportunities for revitalization, ensuring these spaces meet future student needs and remain competitive.

These findings have directly informed decisions on residence programming, building improvements, and operational strategies, reinforcing McMaster's position as a leader in delivering world-class housing solutions. Through these efforts, HCS continues to support student success and contribute to McMaster's mission of advancing knowledge and tackling global issues.

Operational Excellence

In 2024, Housing and Conference Services successfully relaunched the PCI-compliant online payment and registration portal, integrated with Moneris and endorsed by McMaster Central Finance. This initiative streamlined payment processes, significantly improving operational efficiency. Additionally, the launch of the Student Self-Service Booking Portal (Meet@Mac) in September 2024, developed in collaboration with the Office of the Registrar, further enhanced operational efficiency and the overall student and staff experience.

To improve hiring and onboarding, the department implemented VidCruiter functionality, making these processes more efficient and timelier. Reviews of recruitment, onboarding, and absence management have led to improvements, aligning staff operations with departmental goals.

Facility assessments have played a crucial role in guiding upgrades and renovations across residence buildings, ensuring that facilities meet both current and future needs, while also improving student services and living conditions. Collaboration between Housing units and other university departments has fostered alignment with McMaster's mission, ensuring a unified approach to service delivery and operational goals.

On the administrative side, the introduction of new tools and processes has optimized operations, supporting both staff and student needs, leading to a more streamlined experience. Furthermore, several team members have been recognized by the Ontario Housing Association for their outstanding work in Residence Life, underscoring the department's ongoing commitment to excellence and continuous improvement.

Looking Ahead

As we look to the future, this section outlines key priorities and upcoming initiatives that will drive the continued success of Housing and Conference Services. While not an exhaustive plan, these highlights demonstrate our focus on enhancing service offerings, optimizing operations, and fostering a dynamic, inclusive community. Our commitment to innovation and excellence remains central as we work to meet the evolving needs of our students and stakeholders.

Inclusive Excellence

In alignment with McMaster University's commitment to fostering an inclusive approach that engages and respects a diversity of people, perspectives and ways of knowing, Housing is introducing a new Visual Room Selection tool. This initiative will be designed to allow students to navigate through campus and building maps, providing a clear understanding of the location of their future residence room in relation to key campus amenities, common rooms, washrooms, and other spaces.

Through this tool, students will be able to view individualized virtual rooms, helping them make informed decisions about their living spaces. By providing a personalized and accessible experience. This approach not only respects the diverse needs of our students but also supports their transition into campus life.

Teaching & Learning

To support McMaster University's vision of advancing innovation in teaching and learning, Housing is expanding our Living Learning Communities (LLCs) to provide students with enhanced opportunities for personal and professional growth. With the addition of three new LLCs (Entrepreneurship, Sustainability, and Wilson Leadership) we aim to equip students with the skills and knowledge necessary to drive meaningful change in their communities and beyond.

We are focused on increasing partnership opportunities with both McMaster and the Hamilton community to enrich the student experience. These collaborations will offer valuable real-world insights, resources, and networking opportunities that complement academic learning. By expanding and amplifying the events within these communities, we aim to connect students more deeply with our broader institutional goals, ensuring their academic and professional development aligns with McMaster's commitment to shaping students who are poised to make a transformative impact on the world.

Engaging Communities

As we continue to align with McMaster University's strategic priorities, we are excited to support key initiatives that strengthen our commitment to inclusivity, community-building, and global engagement. In 2025, McMaster will host the Special Olympics Ontario, celebrating the talent and resilience of athletes with intellectual and developmental disabilities while fostering a culture of inclusivity within our community. Additionally, we will continue to provide welcoming spaces for religious groups across campus, ensuring that all faiths are respected and supported. Housing also plays a role in advancing reconciliation through our support for the Department of Indigenous Student Services and their bid for the Universities Canada 2026 Building Reconciliation Forum, reflecting our commitment to building stronger relationships with Indigenous communities.

We are actively supporting McMaster's efforts to host major national and international conferences, such as the 2027 & 2029 Canada Science Fairs and the 2027 International Association for College Admission Counseling (IACAC) conference. These global events will help solidify McMaster's reputation as a leader in academia and provide

opportunities to further our partnerships with diverse communities. By contributing to these initiatives, Housing remains dedicated to the institution's overarching goal of fostering long-standing, respectful relationships and creating a campus environment that is inclusive, collaborative, and globally connected.

Research & Scholarship

Housing is excited to contribute to advancing knowledge and addressing global challenges. As part of McMaster's vision, we are preparing to submit grants to the Social Sciences and Humanities Research Council (SSHRC) for both an Insight Development Grant and a Connections Grant. These grants will support research focused on student success, exploring its impact from both social and academic perspectives within the residence community.

Housing will also host a knowledge dissemination event that brings together scholars, researchers, and students to explore the outcomes of this research and discuss how student success can be enhanced through collaborative efforts across disciplines. This initiative aligns with McMaster's goal to be the go-to place for researchers and collaborators who share our values, working together to tackle global issues and advance human understanding.

In support of this mission, Housing has already made significant strides, submitting three papers based on primary research conducted within the unit. Additionally, we are working with numerous undergraduate thesis students to explore the impact of student success on the Residence Community. These efforts reflect our commitment to not only advancing academic research but also fostering a collaborative environment that supports student success and contributes to McMaster's leadership in global research and education.

Operational Excellence

Aligned with McMaster University's goals to support its community of researchers, scholars, teachers, and learners, Housing is implementing key initiatives to enhance operational efficiency. We are finalizing the new student staff Collective Bargaining Agreement (CBA) within Residence Life, ensuring our student staff are well-supported, which directly benefits the residence community.

Additionally, Housing is migrating to SharePoint from the campus shared drive, following best practices and UTS guidelines. This migration will improve collaboration, streamline operations, and enhance onboarding and offboarding experiences for staff, while also incorporating automation for greater efficiency.

As part of our commitment to staying current with technology, Housing is completing the transition to Windows 11, in collaboration with UTS endpoint management support, as Windows 10 reaches end of life. These initiatives will strengthen Housing's administrative operations and more effectively support McMaster's institutional vision.

CONCLUSION

Housing & Conference Services (HCS) plays a vital role in enhancing the student experience at McMaster University by providing high-quality accommodations, fostering a sense of belonging, and supporting student success through innovation and collaboration. As we continue to evolve, our commitment to operational excellence, sustainability, and service remains unwavering.

Looking ahead, HCS will remain focused on adapting to the changing needs of our diverse student community while aligning with the university's strategic priorities. Through thoughtful planning, strong partnerships, and a dedication to continuous improvement, we aim to provide an exceptional living and learning environment that empowers students to thrive and succeed.

We are excited about the opportunities that lie ahead and remain committed to delivering impactful, student-focused initiatives that contribute to McMaster's mission of creating a brighter world.

Report to the Senate from the Committee on Appointments

Open Session

At its meeting on January 20, 2025, the Committee on Appointments approved the following recommendation and now recommends it to the Senate for approval:

a. Terms of Reference

1. Establishment of the Academic Director, McCall MacBain Postdoctoral Fellows Teaching & Leadership Program

It is now recommended,

that Senate approve, for recommendation to the Board of Governors, the establishment of the Academic Director, McCall MacBain Postdoctoral Fellows Teaching & Leadership Program, as circulated.

**Senate: For Approval
February 12, 2025**

January 16, 2025

TO: Senate Committee on Appointments

FROM: Gianni Parise, Acting Dean, Faculty of Science

SUBJECT: **Amendments to the Terms of Reference for the Academic Director, McCall MacBain Postdoctoral Fellows Teaching & Leadership Program, Faculty of Science**

The Senate Committee on Appointments recommended the appointment of Dr. Joseph Kim as the inaugural Academic Director, McCall MacBain Postdoctoral Fellows Teaching & Leadership Program, Faculty of Science for the period January 1, 2025 to June 30, 2028 at its meeting in December 2024 which was then approved at the January 2025 Senate meeting. However, further review of the Terms of Reference for the position was requested.

After discussions with the Vice-Provost & Dean of Graduate Studies, the Dean and Acting Dean of the Faculty of Science, and the Associate Dean of Graduate Studies (Science), amendments were made to the Terms of Reference (attached, both “tracked” and “clean” versions). The Academic Director will now report to the Associate Dean of Graduate Studies (Science) to ensure close linkages between the program, Faculty of Science and the School of Graduate Studies to facilitate the sharing of best practices in postdoctoral studies across campus. The dual reporting structure of the Associate Dean of Graduate Studies (Science) will allow clear connections between the program and the leadership of the School and Faculty. Additional housekeeping changes and clarifications were made to the document.

McMaster University and the McCall MacBain Foundation share a mutual goal of investing in people and programs to develop talent and leaders who can build a Brighter World, leading us to collectively create the McCall MacBain Postdoctoral Fellows Teaching and Leadership Program in the Faculty of Science, focusing on the education principle of the McCall MacBain Foundation. The program supports the leadership and educational development of Postdoctoral Fellows, training them with evidence-based teaching methods to build the next generation of world-class instructors.

copies to:

- Vice-Provost & Dean of Graduate Studies
- Associate Dean of Graduate Studies (Science)
- Department of Psychology, Neuroscience & Behaviour
- Academic Director, McCall MacBain Postdoctoral Fellows Teaching & Leadership Program
- File

Attachments (2)

McCall MacBain PDF Academic Director ToR Changes to SCA 2025-01.docx

Title: Academic Director, McCall MacBain Postdoctoral Fellows Teaching & Leadership Program

Reports to: [Associate Dean of Graduate Studies \(Science\)](#)

Program Mission:

Nurturing today's postdoctoral researchers to become tomorrow's world-class educators and transformational leaders.

Program Goals:

1. Contribute to the enhancement of postdoctoral education [and, transforming postdoctoral training at McMaster and in](#) Canada.
2. Increase teaching skills in [postdoctoral fellows](#) through evidence-based research.
3. Increase leadership skills in [postdoctoral fellows](#).
4. Create social connection and community among [postdoctoral fellows engaged in the programs](#).
5. Increase interdisciplinary collaboration among [postdoctoral fellows to better equip them to address global challenges in their future careers](#).

Key Program Activities [\(pending continued funding\)](#):

- Eight-month postdoctoral training program, running [annually](#) from September through May
- [supervision-mentorship, training and assessment](#) of INSPIRE course instructors consisting of program members teaching in the Spring and Summer terms
- annual McMaster Conference on Education & Cognition (expanded to include [postdoctoral](#) training day, July 2024)
- [Postdoc-Postdoctoral](#) Leadership 1 Week Boot Camp (inaugural session started in July 2024)

Position Overview:

The Academic Director plays a critical role in leading and overseeing the McCall MacBain Postdoctoral Fellows Teaching & Leadership Program, ensuring its alignment with the mission and goals while fostering excellence in postdoctoral education and leadership development.

With a commitment to nurturing the next generation of educators and transformative leaders, the Academic Director plays a pivotal role in shaping the strategic direction and ensuring the successful implementation of the program. This role encompasses a diverse range of responsibilities, from developing and overseeing the program's training and overarching strategy to engaging with stakeholders, conducting research, and fostering a culture of excellence and collaboration among postdoctoral fellows.

As the central connection between various stakeholders and program participants, the Academic Director embodies a steadfast dedication to advancing postdoctoral education and leadership development across Canada.

Through visionary leadership, meticulous planning, and unwavering commitment to ethical standards, the Academic Director propels the program forward, driving positive outcomes and empowering postdoctoral researchers to realize their full potential as future leaders in academia, industry, government and beyond.

Responsibilities of the Academic Director

Strategic Leadership:

- Promote and support McMaster University's Equity, Diversity and Inclusion (EDI) goals throughout all program initiatives and operations
- Develop and oversee the formulation and approval of the program's strategy, mission and vision
- Design and plan the implementation of the program, including the development of assessment metrics for evaluating its impact

Program Oversight:

- Provide operational oversight for the program including professional, administrative and volunteer staff ([including the McCall MacBain Postdoctoral Fellow in Education & Cognition, and the Program Manager](#)), developing and directing initiatives such as marketing, research, training, and evaluation components of the program
- Conduct thorough analyses of current program operations to identify areas for enhancement and improvement
- [Liaise with the School of Graduate Studies](#)
- [Engage with Advancement staff to report on funding associated with the program](#)

Stakeholder Engagement:

- Represent the program in various contexts and engage with a diverse range of stakeholders
- Communicate regularly with stakeholders, providing detailed information and updates on program activities

Knowledge Translation:

- Develop and execute knowledge translation strategies, such as newsletters and bulletin reports, to effectively disseminate program-related information and outcomes
- Submit an annual report to the [Associate Dean of Graduate Studies \(Science\)-on](#) the program's activities, challenges and opportunities for change or improvement.

Research and Scholarly Activities:

- Engage in research and scholarly activities pertaining to program assessment and evaluation, including data collection, critical analysis of existing literature, statistical analysis, and dissemination of findings to stakeholders

Workshops and Strategic Planning:

- Facilitate and deliver key program workshops and organize strategic planning sessions to align program goals and objectives

Financial Management:

- Develop and oversee the program budget, ensuring financial resources are allocated effectively and transparently

Ethical Conduct and Confidentiality:

- Ensure the ethical conduct of all program activities, and outline the policy requirements of confidentiality for program members

Qualifications:

The ideal candidate for the Academic Director, McCall MacBain Postdoctoral Fellows Teaching & Leadership Program will be an accomplished researcher, excellent postdoctoral fellow mentor, and full-time faculty member within the Faculty of Science. The incumbent should have extensive experience in postdoctoral education; a strong understanding of and commitment to experiential education in the Faculty of Science; experience working with diverse communities and furthering equity and inclusion goals in higher education; demonstrated success in networking, collaboration and securing research funding from a variety of sources; and, excellent interpersonal and communication skills.

Term & Details of Appointment:

The appointment for the role of Academic Director, McCall MacBain Postdoctoral Fellows Teaching & Leadership Program follows the program funding cycle. If the program funding ends, the appointment terminates.

Membership on Faculty Standing & Ad Hoc Committees:

As required

Membership on University Committees:

As required

Title: Academic Director, McCall MacBain Postdoctoral Fellows Teaching & Leadership Program

Reports to: Associate Dean of Graduate Studies (Science)

Program Mission:

Nurturing today's postdoctoral researchers to become tomorrow's world-class educators and transformational leaders.

Program Goals:

1. Contribute to the enhancement of postdoctoral education and training at McMaster and in Canada.
2. Increase teaching skills in postdoctoral fellows through evidence-based research.
3. Increase leadership skills in postdoctoral fellows.
4. Create social connection and community among postdoctoral fellows engaged in the program.
5. Increase interdisciplinary collaboration among postdoctoral fellows to better equip them to address global challenges in their future careers.

Key Program Activities (pending continued funding):

- Eight-month postdoctoral training program, running annually from September through May
- mentorship, training and assessment of INSPIRE course instructors consisting of program members teaching in the Spring and Summer terms
- annual McMaster Conference on Education & Cognition (expanded to include postdoctoral training day, July 2024)
- Postdoctoral Leadership 1 Week Boot Camp (inaugural session started in July 2024)

Position Overview:

The Academic Director plays a critical role in leading and overseeing the McCall MacBain Postdoctoral Fellows Teaching & Leadership Program, ensuring its alignment with the mission and goals while fostering excellence in postdoctoral education and leadership development.

With a commitment to nurturing the next generation of educators and transformative leaders, the Academic Director plays a pivotal role in shaping the strategic direction and ensuring the successful implementation of the program. This role encompasses a diverse range of responsibilities, from developing and overseeing the program's training and overarching strategy to engaging with stakeholders, conducting research, and fostering a culture of excellence and collaboration among postdoctoral fellows.

As the central connection between various stakeholders and program participants, the Academic Director embodies a steadfast dedication to advancing postdoctoral education and leadership development across Canada.

Through visionary leadership, meticulous planning, and unwavering commitment to ethical standards, the Academic Director propels the program forward, driving positive outcomes and empowering postdoctoral researchers to realize their full potential as future leaders in academia, industry, government and beyond.

Responsibilities of the Academic Director

Strategic Leadership:

- Promote and support McMaster University's Equity, Diversity and Inclusion (EDI) goals throughout all program initiatives and operations
- Develop and oversee the formulation and approval of the program's strategy, mission and vision
- Design and plan the implementation of the program, including the development of assessment metrics for evaluating its impact

Program Oversight:

- Provide operational oversight for the program including professional, administrative and volunteer staff (including the McCall MacBain Postdoctoral Fellow in Education & Cognition, and the Program Manager), developing and directing initiatives such as marketing, research, training, and evaluation components of the program
- Conduct thorough analyses of current program operations to identify areas for enhancement and improvement
- Liaise with the School of Graduate Studies
- Engage with Advancement staff to report on funding associated with the program

Stakeholder Engagement:

- Represent the program in various contexts and engage with a diverse range of stakeholders
- Communicate regularly with stakeholders, providing detailed information and updates on program activities

Knowledge Translation:

- Develop and execute knowledge translation strategies, such as newsletters and bulletin reports, to effectively disseminate program-related information and outcomes
- Submit an annual report to the Associate Dean of Graduate Studies (Science) on the program's activities, challenges and opportunities for change or improvement.

Research and Scholarly Activities:

- Engage in research and scholarly activities pertaining to program assessment and evaluation, including data collection, critical analysis of existing literature, statistical analysis, and dissemination of findings to stakeholders

Workshops and Strategic Planning:

- Facilitate and deliver key program workshops and organize strategic planning sessions to align program goals and objectives

Financial Management:

- Develop and oversee the program budget, ensuring financial resources are allocated effectively and transparently

Ethical Conduct and Confidentiality:

- Ensure the ethical conduct of all program activities, and outline the policy requirements of confidentiality for program members

Qualifications:

The ideal candidate for the Academic Director, McCall MacBain Postdoctoral Fellows Teaching & Leadership Program will be an accomplished researcher, excellent postdoctoral fellow mentor, and full-time faculty member within the Faculty of Science. The incumbent should have extensive experience in postdoctoral education; a strong understanding of and commitment to experiential education in the Faculty of Science; experience working with diverse communities and furthering equity and inclusion goals in higher education; demonstrated success in networking, collaboration and securing research funding from a variety of sources; and, excellent interpersonal and communication skills.

Term & Details of Appointment:

The appointment for the role of Academic Director, McCall MacBain Postdoctoral Fellows Teaching & Leadership Program follows the program funding cycle. If the program funding ends, the appointment terminates.

Membership on Faculty Standing & Ad Hoc Committees:

As required

Membership on University Committees:

As required

Report to the Senate from the Graduate Council

Open Session

For Information

At its meeting on January 11th Graduate Council approved the following items:

a. Curriculum Revisions

- Faculty of Engineering
 - Computing and Software
 - A change to program requirements for the Software Engineering and Computer Science Ph.D. programs to make the course requirements for students who transfer into the program the same as the direct entry course requirements.
 - Materials Science and Engineering
 - A change to comprehensive examination requirements for the Ph.D. program, removing the separate proposal examination and splitting the examination into two parts (a proposal report and oral exam) to take place at the same time;
 - A change to calendar copy to correct information around 600-level course enrollment in the Ph.D. program and removing outdated information about the programs offered.
 - School of Engineering Practice and Technology
 - MEEI/MTEI
 - A change to course requirements, including a new core course in project management, removing a required course now covered by the two project courses in the programs, and adding elective options.
 - MEPP
 - A change to course requirements, adding three new focus electives options and removing another that is no longer taught.
 - MEST
 - A change to course requirements, adding railway courses currently offered in the MEME program to the Automotive stream in MEST, removing one of the core course options that has not been offered in some time, and adding a new elective course.

- MEME
 - A change to course requirements, removing some railway electives as they were deemed to be more appropriate in the MEST program and adding two existing courses as technical electives options for the Biomanufacturing stream.

Senate: For Information
February 12, 2025

[Note: A complete file for the information items listed above is available in the Graduate Council office, cbryce@mcmaster.ca.]

Report to the Senate *from the* Undergraduate Council

FOR APPROVAL

a. New Concurrent Certificate Programs

At its meeting on January 28, 2025, the Undergraduate Council reviewed and approved new concurrent certificates from the Faculties of Humanities and Science.

1. Faculty of Humanities

- New Concurrent Certificate in Cinema Studies
- New Concurrent Certificate in Critical Heritage Studies

2. Faculty of Science

- New Concurrent Certificate in Anti-Racism, Inclusion and Equity (ARIE) in Science
- New Concurrent Certificate in Quantum Science and Technology
- New Concurrent Certificate in Scientific Computing

It is recommended,

that the Senate approve the establishment of the following Concurrent Certificate programs:

- **Cinema Studies**
- **Critical Heritage Studies**
- **Anti-Racism, Inclusion and Equity (ARIE) in Science**
- **Quantum Science and Technology**
- **Scientific Computing,**

for inclusion in the 2025-2026 Undergraduate Calendar, as circulated.

b. New Certificate of Professional Learning Program

At the same meeting, the Undergraduate Council reviewed and approved the new Certificate of Professional Learning in Adult Critical Care Nursing proposed by the Faculty of Health Sciences.

It is recommended,

that the Senate approve the establishment of the Certificate of Professional Learning in Adult Critical Care Nursing for inclusion in the 2025-2026 Undergraduate Calendar, as circulated.

c. Major Revisions: Addenda to Curriculum Revisions for the 2025-2026 Undergraduate Calendar

At the same meeting, the Undergraduate Council reviewed and approved substantial revisions to admission requirements from secondary schools pertaining to the *Honours Health & Society 1* program, as proposed by the Faculty of Social Sciences.

It is recommended,

that the Senate approve the revisions to admission requirements from secondary schools pertaining to the Honours Health & Society 1 program for inclusion in the 2025-2026 Undergraduate Calendar, as circulated.

FOR INFORMATION

d. Terms of Award

At the same meeting, the Undergraduate Council reviewed and approved the following Terms of Award. They are presented for information only.

1. Proposed New Awards

The Alyssa Lai International Student Scholarship
The Dr. Salim Yusuf PHRI Scholarship

2. Proposed New Bursaries

The Blenkhorn Family Foundation Access Bursary
The Department of Mathematics & Statistics 80th Anniversary Bursary
The Nursing Class of 1973 Bursary
The Stryker African Ancestry Network Bursary
The Yesmin Opportunity Bursary

3. Changes to Award Terms

The Alumni Canadian Geography Prize
The A. H. Atkinson Education Fund Award
The Atkinson Prize
The Laura Dodson
The Environmental Issues Prize
The Barbara Francis Scholarship
The McMaster Futures Fund Graduated Scholarship
The McMaster Futures Fund In-Course Scholarship
The Lloyd Reeds Prizes

4. Awards Removed from the Undergraduate Calendar

The Ashok Hingorani Academic Grant (20016498)
The Walters Inc. Scholarship (20010701)
The Canadian Society for Chemical Engineering (CSCHE) Scholarship
(10773170)

5. Award Name Changes

The Donald H.L. Bannerman 1969 Academic Grant
The Feeny-Tomkins Family First-Generation Academic Grant

e. Revised 2023 Annual Award Recipient Report

At the same meeting, the Undergraduate Council received a corrected version of the 2023 Recipient Report.

This item is for information only

f. Minor Revisions: Addenda to Curriculum Revisions for the 2025-2026 Undergraduate Calendar

At the same meeting, the Undergraduate Council reviewed and approved minor revisions to Application Procedures and the General Academic Regulations, as proposed by the Office of the Registrar.

Documents detailing items for information are available for review on the [Secretariat's website](#).

Senate
For Approval/Information
February 12, 2025



REPORT TO UNDERGRADUATE COUNCIL

FACULTY OF HUMANITIES

**SUMMARY OF CURRICULUM CHANGES TO CERTIFICATE AND DIPLOMA
PROGRAMS
FOR THE 2025-26 CALENDAR**

NEW PROGRAMS

- Concurrent Certificate in Cinema Studies
- Concurrent Certificate in Critical Heritage Studies

For a complete review of all changes, please refer to the November 2024 Faculty of Humanities Report to Undergraduate Council for changes to the 2025-2026 Undergraduate Calendar, found at <https://www.humanities.mcmaster.ca/about-the-faculty-of-humanities/faculty-meetings/>

As approved by the Faculty of Humanities on November 11, 2024

NEW PROGRAMS:

Concurrent Certificate in Cinema Studies

School of the Arts

Togo Salmon Hall (TSH), Room 414, ext. 27671

<https://sota.humanities.mcmaster.ca/>

The Concurrent Certificate in Cinema Studies is designed to provide students with a credential in a new area. It will engage all campus undergraduates who seek to undertake a formal study of an art that touches every human's life. The certificate's key objectives are to develop a student's knowledge of cinema's form (i.e., inherent structure), its historical development, and an understanding of cinema's interaction with theatre and dramatic performance. Doing so, the certificate crosses disciplinary boundaries. Students will strengthen their analytical skills of the medium, and develop the above core competencies, through contact with the structuring principles that make-up cinema's unique features, and its artistic practices. The certificate will captivate a variety of undergraduate students, including those interested in the theories of the structuring capacities of the medium, and those students studying cinema towards a practical end. In the final course of the certificate, students will have the opportunity to cap their critical and analytical skills in a culminating practical project: producing a fictional narrative short. This practical cinematic project asks students to bring together their critical understandings of the medium, with a creative application of their imaginations, informed by the course knowledges they gain. The certificate will attract, hold the interest of, and support, students who desire to engage with cinema during their time at McMaster.

Note

Any student in an undergraduate degree program may declare the certificate, at the time of graduation, upon the completion of the following courses.

Requirements

15 units total

3 units

from

- IARTS 2FA3 - Film Analysis
- THTRFLM 2FA3 - Film Analysis

6 units

from

- ARTHIST 3FL3 - Early Cinema History
- ARTHIST 3XX3 - Cinema History from WWII
- IARTS 3CH3 - Cinema History from WWII
- IARTS 3EC3 - Early Cinema History
- THTRFLM 3FF3 - Early Cinema History
- THTRFLM 3L03 - Cinema History from WWII

3 units

from

- FRENCH 2XX3 - French Movie Stars and Entertainers (Taught in English)
- IARTS 2MM3 - Movies and Me
- IARTS 3AA3 - Modernist Theatre and Drama in Europe
- IARTS 4D03 - Theatre, Society and Early Cinema
- MUSIC 4SM3 - Music, Sound, and Movies
- THTRFLM 2MM3 - Movies and Me
- THTRFLM 3AA3 - Modernist Theatre and Drama in Europe
- THTRFLM 4D03 - Theatre, Society and Early Cinema

3 units

from

- IARTS 3VS3 - Visual Storytelling
- THTRFLM 3VS3 - Visual Storytelling

Rationale: *The proposed Certificate in Cinema Studies will give interested students an engaging concentration in a manner not presently available. Furthermore, the existence of this Certificate will allow students who have become intellectually engaged in cinema to be able to pursue this focus, in post-graduate education if they so wish. The Certificate will provide solid foundation for those considering a Master of Arts in Cinema Studies.*

Concurrent Certificate in Critical Heritage Studies

Department of History

Chester New Hall, Room 619, ext. 24270

<https://history.humanities.mcmaster.ca>

The Concurrent Certificate in Critical Heritage Studies is designed to provide undergraduates with the intellectual skills and context necessary for ethical and critically rigorous engagement in the public history and cultural heritage sectors. By choosing courses for this certificate students will gain a grounding in the varied meanings and practice of heritage, which, depending on courses chosen, can include approaches to the study of tradition, collective remembrance, historic preservation, public history and archaeology, and heritage tourism. The certificate will be useful for students aiming to work in the heritage sector and/or as a foundation for graduate work in heritage conservation and management, public history, and museum studies.

15 units total

3 units

from

- HISTORY 1CC3 - Ten Empires that Shaped our World, 500 BCE to present

- HISTORY 1DD3 - Making of the Modern World, 1750-1945
- HISTORY 1EE3 - Historical Roots of Contemporary Issues
- HISTORY 1M03 - History of Greece and Rome
- HISTORY 1MA3 - The Powers of Modern Asia: Constitutional Politics and Historical Changes
- HISTORY 1P03 - A History of Magic
- HISTORY 1PP3 - Pop Goes the Past!
- HISTORY 1Q03 - History of Medicine

3 units

- HISTORY 2CH3 - Introduction to Critical Heritage Studies

6 units

from

- ANTHROP 2HE3 - Heritage, Economic and Ethics
- ANTHROP 3TR3 - Tourism: Sex, Sun and Sightseeing
- CMST 3PM3 - Public Memory, Media, and African Diaspora Studies
- ENGLISH 2M03 - Concepts of Culture
- ENGLISH 3CW3 - Creative Writing in/for/with Communities
- GKROMST 2BB3 - Constructing the Ancient World
- GKROMST 2CC3 - Archaeology of the Roman Empire
- HISTORY 2PP3 - From Archive to History
- HISTORY 2PQ3 - Histories of the Written Word
- HISTORY 4HM3 - History, Heritage and Memory: How the Past is Used in Modern Culture
- HUMAN 2DH3 - Creative, Collaborative, Critical: Approaches to Digital Scholarship
- IARTS 2CP3 - Introduction to Critical Curatorial Perspectives
- IARTS 3IA3 - Indigenous Art and Visual Culture in Canada

3 units

- HISTORY 4HP3 - Heritage Placement

Rationale: *Heritage seems to be everywhere: we live in an era of heritage. Heritage is the focal point of legislation to protect antiquities, heritage is a central concern in conceptions of ethnic and national identities, and heritage is a resource for tourism. The destruction of cultural heritage is an increasing concern in international politics. There are genealogical studies for individuals and groups and expansion of museums. Heritage professionals are tasked with managing heritage, yet too often, their training is focused on practical conservation & preservation skills, heritage management and public relations issues, and not the critical analysis of the wider issues that our social embrace of heritage raise.*



SCIENCE

Submission to Undergraduate Council,
Certificates, Diplomas &
Microcredentials Committee for the
2025-26 Undergraduate Calendar

Approved by the General Faculty of
the Faculty of Science on November
14, 2024

January 6, 2025

Below, is the summary of new Concurrent Certificates being proposed by the Faculty of Science.

- 1. Concurrent Certificate in Anti-Racism, Inclusion and Equity (ARIE) in Science**
- 2. Concurrent Certificate in Quantum Science and Technology**
- 3. Concurrent Certificate in Scientific Computing**

1. Concurrent Certificate in Anti-Racism, Inclusion and Equity (ARIE) in Science

Administered by the Office of the Associate Dean, Undergraduate Studies in the Faculty of Science

The Concurrent Certificate in Anti-Racism, Inclusion and Equity (ARIE) in Science is administered by the Office of the Associate Dean, Undergraduate Studies in the Faculty of Science.

Burke Sciences Building, Room 136

science@mcmaster.ca

The Concurrent Certificate in Anti-Racism, Inclusion and Equity (ARIE) provides students with skills, knowledge, and opportunities to engage with these topics in the context of science disciplines. The ARIE Concurrent Certificate addresses the emerging priority of integrating principles of equity, diversity and inclusion into the science curriculum, and is strongly aligned with McMaster's primary strategic priority of inclusive excellence.

The certificate is aimed at all undergraduate students (from Level II and above) in the Faculty of Science and would also be open to students from other Faculties. We envision this certificate as enabling undergraduate students to reflect on and actively integrate constructs of anti-racism, equity, accessibility and social justice into their science education and degree programs.

Certificate Requirements

Any student in an undergraduate program at McMaster may declare the ARIE Certificate at the time of graduation providing they satisfy the following requirements.

Requirements

15 units total

9 units

- SCIENCE 2AR3 – Foundations in Science: Equity, Justice and Anti-Racism in Science
- SCIENCE 4AR6 – Inquiry in Equity, Justice and Anti-Racism in Science

3 units

from

- ANTHROP 2DA3 – Traditional Indigenous Ecological Knowledge
- ASTRON 2A03 – Perspectives on Indigenous and Eurocentric Astronomy
- ENVSOCTY 2EK3 – Traditional Indigenous Ecological Knowledge
- ENVSOCTY 3EN3 – Northern Environments and Societies
- ENVSOCTY 3RA3 – Human Geographies of Africa
- INDIGIST 2D03 – Traditional Indigenous Ecological Knowledge
- KINESIOL 1ED3 – Equity, Diversity and Inclusion in Physical Activity
- LIFESCI 4DD3 – Racism & Health Inequities in Science and Health Care

3 units

from

- ABLD 3BA3 – Topics in Black, African and African Diaspora Studies
- ABLD 3CD3 – Topics in Black Caribbean and its Diasporas
- ANTHROP 1AB3: Race, Religion and Social Justice

- ANTHROP 3TS3: Anthropology of Postcolonial Science and Technology
- ANTHROP 4LL3: Critical Global Health
- HTHSCI 2T03 – Sex, Gender, & Health
- HTHSCI 3AH3 - Indigenous Health
- HTHSCI 3DA3 - Decolonizing and conceptualizing anatomy through arts practice
- HTHSCI 3PH3 - The Politics of Help
- HTHSCI 3RH3 - Racism and Health
- HTHSCI 3WT3 - What Trauma Teaches: Lessons from Listening
- HTHSCI 4IH3 - Indigenous Health Research
- HTHSCI 4SR3 - Global Sexual and Reproductive Health and Rights
- HTHSCI 4Y03 - Science, Culture and Identity
- INDIGST 1A03 – Introduction to Indigenous Studies
- INDIGST 1AA3 – Introduction to Contemporary Indigenous Studies
- INDIGST 1B03 - Reconciling What? Indigenous Relations in Canada
- LATAM 2A03 – Introduction to Latin American and Latinx Studies
- LATAM 3A03 – Critical Contemporary Issues in Latin American and Latinx Studies
- SCAR 2RD3: Religion and Diversity
- SCAR 3RB3: Ethnicity, Race and Religion
- SOCIOL 2FF3: The Sociology of Race and Ethnicity
- SOCIOL 3RI3: Racism and Racial Inequality
- WORKLABR 2J03: Work and Racism
- WORKLABR 3E03: Gender, Sexuality and Work

Justification:

The Concurrent Certificate in Anti-Racism, Inclusion and Equity (ARIE) provides students with skills, knowledge, and opportunities to engage with these topics in the context of science disciplines. The ARIE Concurrent Certificate addresses the emerging priority of integrating principles of equity, diversity and inclusion into the science curriculum, and is strongly aligned with McMaster’s primary strategic priority of inclusive excellence.

Rationale and background

The ARIE Concurrent Certificate introduces anti-racist, inclusive, and equitable pedagogies in the Faculty of Science. Its overarching objective is to offer an evidence-based, research-centred curriculum, which examines science through the lenses of equity, race, accessibility, and social justice. The certificate is aimed at all undergraduate students (from Level II and above) in the Faculty of Science and would also be open to students from other Faculties. We envision this certificate as enabling undergraduate students to reflect on and actively integrate constructs of anti-racism, equity, accessibility and social justice into their science education and degree programs.

The ARIE Concurrent Certificate includes two required courses, SCIENCE 2AR3, Foundations of Science: Equity, Inclusion, Anti-Racism, and SCIENCE 4AR6, Inquiry in Equity, Justice and Anti-Racism in Science, which were recently introduced in the Faculty of Science. SCIENCE

2AR3 is an introductory course (Level II), which examines topics including current global science, the history of science, documented experiences of racialized scientists, progress, trends and issues of race, disability, accessibility, sexual orientation, intersecting identities and representation in science disciplines, and equity-centred language and terminology, and current initiatives and support systems at McMaster. SCIENCE 4AR6 then provides inquiry-based opportunities for students to examine themes introduced in SCIENCE 2AR3 in greater depth.

The curricular content of the ARIE Concurrent Certificate is richly interdisciplinary and designed to stimulate interactions within the Faculty of Science, and collaborations across Faculties. In addition to SCIENCE 2AR3 and SCIENCE 4AR6, students can complete courses in the Faculty of Science, which focus on topics ranging from Indigenous astronomy, health equity to human geographies. The ARIE Concurrent Certificate also provides opportunities for students to complete courses from social justice-centred programs including but not limited to, the Department of Indigenous Studies, the Interdisciplinary Minor in Africa and Black Diaspora Studies (ABLD), and the Interdisciplinary Minor in Latin American and Latinx Studies (LALS) and Faculty of Health Sciences.

Students pursuing the ARIE Concurrent Certificate will also learn about advocacy groups on campus (e.g. the African Caribbean Faculty Association at McMaster (ACFAM), Indigenous Education Council (IEC), the Latin American Network at McMaster University (LANMU), President's Advisory Committee on Building an Inclusive Community (PACBIC), the Science EDII Leadership Network and the McMaster Central EDI Network) as well as the broader Hamilton community.

Structure:

The ARIE Concurrent Certificate requires students to complete a total of 15 units of course work, at least 9 of which would be delivered by the Faculty of Science. While effort has been made to ensure that courses external to the Faculty of Science do not require prerequisites, students are responsible for ensuring their eligibility to take these courses.

2. Concurrent Certificate in Quantum Science and Technology *Administered by the Department of Physics & Astronomy*

Quantum science and technology is a business sector that is a strategic priority for Canada (and other countries) as it is a rapidly developing area of innovation. It has the potential to impact many industries and will likely create new business sectors. The *Concurrent Certificate in Quantum Science and Technology* aims to provide undergraduate students with the opportunity to develop skills necessary for a career in quantum technologies. The certificate allows students to develop skills in quantum computing, quantum communications, quantum sensing and quantum materials as these skills are particularly important for this sector.

Certificate Requirements

Students in any undergraduate program at McMaster may declare the Concurrent Certificate in Quantum Science and Technology at graduation providing they meet the following requirements:

18 units total

*3 units
from*

ENGPYHS 2QM3 – Introduction to Quantum Mechanics
PHYSICS 2C03 - Modern Physics

3 units

PHYSICS 3MM3 - Quantum Mechanics I

*12 units
from*

CHEM 3PA3 - Quantum Mechanics and Spectroscopy
ENGPYHS 4MD3 - Nanoscale Semiconductor Devices
ENGPYHS 3PD4 - Photonic Devices
ENGPYHS 3PN4 - Semiconductor Junction Devices
ENGPYHS 4QC3 - Introduction to Quantum Computing
ENGPYHS 4QM3 - Quantum Optics and Metrology
ENGPYHS 4S04 - Lasers and Electro-Optics
MATH 3QC3 - Introduction to Quantum Computing
PHYSICS 3QI3 - Introduction to Quantum Information
PHYSICS 4E03 - Particle and Nuclear Physics
PHYSICS 4F03 - Quantum Mechanics II
PHYSICS 4G03 - Computational Physics
PHYSICS 4K03 - Physics of Quantum Matter
PHYSICS 4LQ3 - Literature Review of Quantum Topics
PHYSICS 4PQ6 - Senior Research Project (Quantum Stream)
PHYSICS 4Q03 - Introduction to Quantum Field Theory

Justification: *The undergraduate programs in Physics and Astronomy underwent their IQAP review in 2023. There was an excellent discussion with the IQAP review team about department ideas to highlight the burgeoning area of quantum technologies and how this could increase enrolment in an area of excellence related to research and research facilities at McMaster. The IQAP report recommended that P&A explore initiatives to leverage current national and international interest in all things “quantum” (e.g. Canada’s Quantum Strategy). They suggested*

we make connections with departments focused on application in Quantum Materials. P&A therefore initiated a discussion with the Department of Engineering Physics who supported the idea of this certificate and who helped us select courses from their department that best met a quantum technologies qualification. Courses from math and Stats and Chemistry were included as these permit a full range of quantum courses to be included. The goal was to create a qualification that allows students to create a personalized program to develop skills in an area of growing demand. The certificate meets the Government of Canada's goal of developing critical talent within Canada to build the quantum sector.

3. Concurrent Certificate in Scientific Computing *Administered by the Department of Physics & Astronomy*

The *Concurrent Certificate in Scientific Computing* aims to provide students in scientific disciplines with the computational skills that are an important aspect of a career in science. The aim is to provide students with a strong foundation in scientific programming with applications of programming to the analysis of scientific data. The certificate is aimed at increasing the computational skills of undergraduate students (from Level II and above) in the Faculty of Science but would also be open to students from other Faculties.

Certificate Requirements

Any student in an undergraduate program at McMaster may declare the *Concurrent Certificate in Scientific Computing* at the time of graduation providing they satisfy the following requirements.

Requirements

18 units total, a minimum of 12 units must be from Levels III, IV

[ASTRON 4X03 - Data Analysis Project Course](#)
[BIOLOGY 3PG3 - Population Genetics](#)
[BIOLOGY 3SA3 - Applied Statistics for Biology](#)
[BIOLOGY 3S03 - An Introduction to Bioinformatics](#)
[BIOLOGY 3SS3 - Population Ecology](#)
[BIOPHYS 3G03 - Modelling Life](#)
[CHEM 3PC3 - Mathematical Tools for Chemical Problems](#)
[CHEM 3PA3 - Quantum Mechanics and Spectroscopy](#)
[CHEM 4PB3 - Computational Models for Electronic Structure and Chemical Bonding](#)
[DATASCI 2G03 - Scientific Computing](#)
[DATASCI 3ML3 - Introduction to Neural Networks and Machine Learning](#)
[ENVIRSC 2W03 - Physical Hydrology](#)
[ENVSOCY 3MB3 - Data Analysis](#)
[ENVSOCY 4GA3 - Applied Spatial Statistics](#)
[ENVSOCY 4GS3 - GIS Programming](#)
[KINESIOL 4Z03 - Scientific Computing and Wearable Technology](#)
[LIFESCI 3LA3 - Introduction to Data Science](#)
[LIFESCI 3LX3 - Applied Biostatistics and Scientific Writing](#)
[MATH 1MP3 - Introduction to Mathematical Scientific Computation](#)
[MATH 2LA3 - Applications of Linear Algebra](#)
[MATH 3MB3 - Introduction to Modelling](#)
[MATH 3NA3 - Numerical Linear Algebra](#)
[MATH 4NA3* - Numerical Methods for Differential Equations](#)
[MOLBIOL 3Y03 - Plant Responses to the Environment](#)
[MOLBIOL 4ED3 - Evolutionary Developmental Biology](#)
[NEUROSCI 3MN3 - Computational Models in Neuroscience](#)
[PHYSICS 3P03 - Advanced Laboratory](#)
[PHYSICS 4G03 - Computational Physics](#)
[PNB 2A03 - Python for PNB](#)
[PNB 2XE3 - Descriptive Statistics and Research Methods](#)
[PNB 3A03 - Neuroimaging](#)
[PNB 3EE3 - Perception Laboratory](#)
[PNB 3XE3 - Inferential Statistics and Research Methods](#)

[PSYCH 4KK3 - Bayesian Inference](#)
[STATS 2DA3 - An Introduction to Data Science Methods](#)
[STATS 2MB3 - Statistical Methods and Applications](#)
[STATS 3A03 - Applied Regression Analysis with SAS](#)
[STATS 3DA3 - Data Science Methods](#)
[STATS 4CI3* - Computational Methods for Inference](#)
[STATS 4M03 - Multivariate Analysis](#)

Justification: *In 2022, representatives from all departments/schools in the Faculty of Science and the Associate Dean (Undergraduate) office proposed an environmental scan of current computational science learning opportunities in the Faculty of Science, and the anticipated needs of students. The review was led by Dr James Wadsley from Physics & Astronomy, with the support of the MacPherson Institute's Student Partners Program and the Faculty of Science. The review included surveys of current students and alumni, and interviews were conducted with the Associate Chairs (Undergraduate) or equivalent of all departments/schools.*

All stakeholders (current undergraduate students, alumni and faculty members) agreed that more programming should be incorporated across programs in the Faculty of Science. Stakeholders were receptive to the idea of joint programs involving computing, and for smaller credentials (e.g. minors, certificates) in computational science. The environmental scan indicated that there were a significant number of courses within science that have a computation component, but undergraduate students indicated that it was challenging for them to identify all such courses in the Faculty. The concurrent certificate allows students to identify all the courses in the faculty with a computational science component and to create a personalized suite of courses to increase their computational science skills. The goal of the certificate is to create a qualification that increases the employability of students in science.

REPORT TO UNDERGRADUATE COUNCIL

FACULTY OF HEALTH SCIENCES

**SUMMARY OF CURRICULUM CHANGES TO CERTIFICATE
AND DIPLOMA PROGRAMS**

FOR THE 2025-2026 ACADEMIC CALENDAR

Approved by the Faculty Executive Council on December 18, 2024

1.0 NEW PRGRAMS

- Certificate of Professional Learning, Adult Critical Care Nursing

For a complete review of all changes, please refer to the Faculty of Health Sciences Report to Undergraduate Council for changes to the 2025-2026 Undergraduate Calendar, found at: [2025-2026 FHS Academic Calendar Final Draft.docx](#)



NEW PROGRAM:

Certificate of Professional Learning, Adult Critical Care Nursing

This program explores the subject of adult critical care nursing. Foundational and advanced elements of patient care will be addressed, including an integrated practicum with a nursing preceptor in critical care.

NURSING 4CC3 - Foundations of Adult Critical Care Nursing

3 unit(s)

This course focuses on the application of critical care nursing concepts. A health system perspective will be used to understand the care of adult patients requiring intensive care and monitoring. Students will integrate comprehensive physical assessments, data collection, interpretation and clinical reasoning to guide the care of these patients. Nursing and interprofessional team interventions will be discussed each week, while providing person-centered care for patients and family.

Seminar/simulation (three hours); one term

Pre-requisite(s): Registration in level 4 of any Stream of the B.Sc.N Program or as a returning student.

Co-requisite(s): Nursing 4J07 or 4K10 with a placement in adult critical care or returning student with RN licensure.

NURSING 4AC3 - Advanced Adult Critical Care Nursing

3 unit(s)

This course builds on critical care concepts introduced in 4CC3. Care of critically ill patients,

including those with unstable health conditions, emergent complications and multi-organ failure will be discussed. Psychomotor skills will be integrated as they relate to advanced life support, hemodynamic monitoring, fluid resuscitation and pharmacological management. Care prioritization and team communication will be addressed.

Seminar/simulation (three hours); one term

Pre-requisite(s): N4CC3 and registration in level 4 of any Stream of the B.Sc.N Program or as a returning student.

Co-requisite(s): Nursing 4K10 with a placement in adult critical care or returning student with RN registration.

NURSING 4IP6 - Integrated Adult Critical Care Practicum

6 unit(s)

As an applied professional practice course, students will focus on the integration of knowledge, skills and judgment related to care and management of critically ill patients. Students are individually placed in intensive care settings and work alongside a preceptor. Person-centered care, leadership at the bedside, and team communication are integral to the nursing role.

Professional practice (240 hours); one term

Prerequisite(s): N4CC3, N4AC3 and registration as a returning student with RN licensure.

Rationale: new theoretical and practicum courses to address significant gaps in nursing critical care. Hospital partners have advocated for the development of these courses, with critical care nurses involved in the delivery of content and student preceptorship.



**REPORT TO SENATE
FACULTY OF SOCIAL SCIENCES
ADDENDUM TO THE**

SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2025-2026

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

3.1 Admission Requirements

1. Admission from Secondary Schools

Subject Requirements for Specific Level I Programs

Honours Health & Society 1

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Completion of five additional U or M courses to total six courses

~~(Effective September 2026): Admission to Honours Health and Society I is by selection. A minimum average in the mid-80s or higher is required for application considerations. Applicants must complete a **mandatory supplemental application** as specified each year. See *Application and Documentation Deadlines* for specific dates.~~

Rationale:

The Department of Health, Aging & Society originally planned to introduce a supplementary application form for admission for Fall 2026. However, applications appear to have increased substantially for Fall 2025 entry. The Department would now like to retract the proposal for a new supplementary application until they have had the opportunity to review the enrollment impacts of the recently approved Co-op options.

Report to the Senate from the University Planning Committee

Open Session

APPROVAL

a. Governance Model Change for Centre for Discovery in Cancer Research

At its meeting on February 5, 2025, the University Planning Committee approved the proposed governance model change for the Centre for Discovery in Cancer Research. Further details are contained within the circulated materials.

It is now recommended,

that the Senate approve, for recommendation to the Board of Governors, the governance model of the Centre for Discovery in Cancer Research be changed to that of a Joint Governance Initiative between McMaster Faculty of Health Sciences and Hamilton Health Sciences Corporation.

b. Revisions to the Indirect Costs Associated with Research Policy

At the same meeting, the University Planning Committee approved the proposed revisions to the Indirect Costs Associated with Research Policy. Further details are contained within the circulated materials.


It is now recommended,

that the Senate approve the revisions and name change to the Indirect Costs Associated with Research Policy, effective March 6, 2025.

Senate: FOR APPROVAL
February 12, 2025

MEMO

TO: University Planning Committee

FROM: Dr. Andy Knights, Vice-President, Research (Acting) 

RE: **Governance Model Change for Centre for Discovery in Cancer Research**

DATE: January 20, 2025

On behalf of the Committee on Research Institutes, I would like to recommend that the governance model of the Centre for Discovery in Cancer Research (CDCR) be changed to that of a Joint Governance Initiative between McMaster Faculty of Health Sciences and Hamilton Health Sciences Corporation. The requested change has been thoroughly reviewed and unanimously approved by McMaster's Committee on Research Institutes.

Please see the attached letter which provides additional details of the request.

Attch.

cc: Provost and Vice-President (Academic)
Dean and Vice-President, Faculty of Health Sciences
Vice-Provost and Dean of Graduate Studies
University Secretariat and Freedom of Information and Protection of Privacy Officer

21 October 2024

Dr. Andy Knights
Acting Vice-President, Research
Gilmour Hall, Room 208

RE: Change in Governance of the Centre for Discovery in Cancer Research (CDCR)

Dear Dr. Knights,

Cancer research is an area of research focus for both McMaster's Faculty of Health Sciences (FHS) and Hamilton Health Sciences Corporation (HHSC). Modern cancer research is critically dependent upon close linkage of basic discoveries to clinical applications. Optimal translation of the work performed by researchers in FHS to improved outcomes of patients at HHS requires a joint governance structure where both university and hospital research administrators work with RCI directors to identify unmet clinical needs that will serve to drive research directions and ensure that promising research outcomes are implemented in the clinical setting as swiftly as possible. Joint governance also improves resourcing as the joint RCI will have access to financial and in-kind support from both FHS and HHSC.

A joint governance structure already exists for one of the two cancer research enterprises, the Escarpment Cancer Research Institute (ECRI), which is focused on clinical and health services research.

We would like to extend this governance model to the other cancer research enterprise in Hamilton, the Centre for Discovery in Cancer Research (CDCR), which is focused on basic and translational research. This modification in governance will only involve the addition of the Vice President, Research from HHSC to the Governing Board of the CDCR. All other aspects of the original establishment of the Centre will remain the same. The CDCR will continue to adhere to McMaster's governance policy for RCIs and will abide by McMaster's terms of reference for Directors of joint University-hospital institutes and centres (attached). There will be no change in Directorship or governance plan for the CDCR, or its alignment with the McMaster Strategic Plan.

I trust that you will agree that this small change to governance will have a marked impact on the CDCR and will support this request.

Yours sincerely,



Jonathan Bramson, Ph.D.
Vice Dean, Research
Professor, Department of Medicine
John Bienenstock Chair in Molecular Medicine

Generic Terms of Reference for the Director of a Joint Hospital/University Research Institute/Centre

Reporting Relationship

The Director of an Institute/Centre that has been established jointly with approval from the Hospital Board of Trustees and the University Senate will be accountable to the Hospital Corporation through the President & Chief Executive Officer or delegate and to McMaster University through the Dean/Vice-President, FHS or as delegated to Departmental Chair as appropriate.

Responsibilities

The responsibilities of the Director include the overall leadership and vision of the Institute/Centre. The broad responsibility of the Director is to nurture and strengthen the science of the Institute, and to interpret and implement policy advice of the Scientific Advisory Committee and the policy decisions of the Institute/Centre Governing Body. In carrying out this broad responsibility, the Director will:

Research

- Develop and articulate a vision and research mandate for the Institute
- Provide leadership to achieve standards of excellence in the Institute
- Communicate research and research training activities of the Institute to Hospital and University Departments
- Foster a collegial and interactive atmosphere that will support and enhance the research goals
- Act as an articulate spokesperson for the Institute locally, nationally and internationally and maintain a high visibility with granting councils and policy makers, in collaboration with the Hospital and University
- Provide career guidance, mentoring and assistance in grant applications to members of the Institute
- Participate actively in the commercial development activities of the Institute, in compliance with Hospital and University policies
- Interact with the clinical staff of the Hospital to develop clinical research programs and foster the involvement of clinician-scientists in research

Human Resources

- Recruit new health professionals and scientists, in collaboration with the Hospital Department Chief and University Department Chair, and foster their development
- Work with McMaster University, Affiliated Teaching Hospitals, and external stakeholders in the pursuit of research excellence

Education

- Facilitate training opportunities for faculty and students in the areas of clinical and basic research

Management


- Responsible for the management of the Institute/Centre (personnel, finance, purchasing, facilities, information systems) working within the relevant Hospital and University structures
- Conduct an annual review of research activities with the Institute and provide an annual report on research to the Governing Body
- Develop annual research and operating budgets for the Institute/Centre and annual reports on the use of funds and resources provided by Hospital and University to support the infrastructure
- Ensure the ethical conduct of research and the stewardship of funds for the Institute/Centre consistent with the mission of the institutions

Fundraising

- Participate actively with the Hospital and University Foundations on the development and implementation of fundraising strategies needed to secure the necessary funding base for the Institute

Term of Appointment

The Director will be appointed for a five-year term, by the President/CEO of the Hospital and the Dean/Vice President FHS, renewable for a further five-year term. This review process should focus on the success of the Director in maintaining a high standard of research excellence for the Institute as determined by criteria measuring the support and development of productive, internationally recognized programs in leading-edge areas of research.

DATE: February 4th, 2025
TO: University Planning Committee
FROM: Andy Knights, Acting Vice-President Research 
RE: Updates to the “Indirect Costs Associated with Research” Policy

McMaster’s Indirect Costs of Research Policy was last revised in 2018 and is due to be updated. Input was sought from the Associate/Vice-Deans Research and the Directors of Finance and Administration from McMaster’s six Faculties and all are supportive of the revisions. The policy was approved at PVP on February 4th, 2025.

Key revisions to the policy are as follows:

- Update of the policy title to “Indirect Costs Associated with Research and Related Services and Activities” to reflect the revised scope of the policy
- Revisions and additions to the Definitions section:
 - Definitions for “Fee-for-Service”, “Research”, and “Research Resources and Infrastructure” were added to the policy
- Revised to specifically include external Fee-for-Service research-related activity, including activity within the core platforms, RCIs, and individual researcher labs where the funding is managed in operating accounts. The standard policy rates (40% for industry/government and 25% for not-for-profit) and distribution of overhead funds will apply to these activities.
- Indirect cost rate for Clinical Trials revised from 30% to 40% to align with HHSC and SJH/RSJH policies.
- A new, preferred rate has been introduced for projects that are funded by McMaster Start-up companies. This aligns with the practice established by HHSC and SJH/RSJH in the Fall of 2024. The practice of the preferred rate for Start-ups is mentioned in the policy, but the rate is not specifically stated. This will allow for adjustments to the rate following implementation if necessary. The policy refers researchers to MILO regarding the Start-up rate and guidelines for the implementation of this rate have been developed as follows:
 - A preferred overhead rate of 10% will apply to a maximum of \$400K of funding from the

- Start-up across the Institutions.
- The rate will be in effect for a maximum of 5 years following the first research project.
 - A Start-up for the purpose of this preferred rate, must meet all the following criteria:
 - Have been incorporated specifically to commercialize IP, knowledge, or technology arising from research that was carried out at the university or affiliated hospitals; such IP, knowledge or technology must be disclosed to MILO and a license, transfer agreement or other acknowledgement from the Institutions is in place; and
 - Include at least one faculty, clinician, researcher, staff, or student / alumni from McMaster, HHS, or SJH/RSJH that has a role in the Startup, which should be at least one of the following: founder, shareholder, director, officer or employee; and
 - Have raised no more than \$10 million (cumulative) in external equity investment.
 - Clarity added regarding:
 - Rates for federal, provincial, municipal government funded work (excluding tri-council), unless there is a specific policy in place, such as NRC
 - References to the Tri-Council Research Support Fund

Policy Title:

Indirect Costs Associated with Research and Related Services and Activities

Approved by:

Senate / Board of Governors

Date of Most Recent Approval:

• ~~June 6, 2018 / June 7, 2018~~ **TBD**

Supersedes/Amends Policy Dated:

• June 6, 2018 / June 7, 2018

- *Policy on Indirect Costs Associated with Research Funding from the Private Sector*, March 23, 1995

Date(s) of Original Approval:

- June 6, 2018 / June 7, 2018

Responsible Executive: **Vice-President (Research)**

Policy-Specific Enquiries: [Office of the Vice-President \(Research\)](#)

MS Word, HTML, and PDF versions of this Policy are available on the *Indirect Costs Associated with Research* Policy main web page.

Disclaimer: If there is a discrepancy between this electronic policy and the approved copy held by the University Secretariat, the approved copy prevails.

Alternate Format Requests and General Policy Enquiries: policy@mcmaster.ca

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Background and Rationale

1. Research and fee-for-service work conducted at McMaster University requires necessary and ongoing operating costs that are not associated with a single ~~research~~ project but are incurred while working toward the common objectives of the University's research goals. These are the indirect costs of research and service delivery. Some examples include:
 - a) infrastructure and maintenance costs;
 - b) environmental health and safety costs;
 - c) costs associated with meeting regulatory certification requirements; and
 - d) costs associated with providing key administrative and facility resources and other supports.
2. The University is committed to supporting the growth of its research enterprise, but must do so while acting in a fiscally responsible manner by endeavouring to recover the maximum costs.

Purpose

3. This ~~p~~Policy acknowledges that indirect costs are part of the full and actual cost of the research enterprise at McMaster the University and establishes the administrative procedures through which the University can maximize its recovery of the indirect costs of research.

Definitions

4. Direct Costs: the costs ~~that are~~ directly connected with a specific research project, including salaries, wages and benefits of research personnel, materials and supplies, equipment, user fees, and travel expenses.

- 4.5. **Fee-for-Service:** includes pre-defined services that may utilize research infrastructure and other resources, where funds are provided by a sponsor/client for analytical, testing, or other services requiring little conceptual input or value added by the University. Additional types of work include, but are not limited to, routine computer programming, systems work or software maintenance, or other service-oriented activities that do not meet the definition of Research.
- 5.6. **Indirect eCosts:** the costs that are not directly connected with a specific project but with the research enterprise as a whole, including facilities and equipment use and maintenance; utilities; insurance; administration costs such as legal, procurement, payroll, communications, ethics and research administration; libraries, computing facilities and IT infrastructure support; central animal facilities; core facilities, biohazard handling; and other professional services provided by the University.
7. **Indirect Cost Rate:** to cover the Indirect Costs, the University has established standard Indirect Costs Rates, expressed as percentages, to be applied to each research project budget and/or Fee-for-Service invoice. This is sometimes referred to as the overhead rate/charge.
8. **Research:** includes studious investigation or experimentation aimed at the discovery and interpretation of knowledge, revision of accepted theories in the light of new facts, development, and application of methodologies to increase knowledge or the practical application of such new or revised theories.
- 6.9. **Research Infrastructure and Resources:** facilities and/or staff that provide resources and services for researchers to aid in the conduct of research and service provision. This includes, but is not limited to, equipment, instrumentation or sets of instruments, knowledge-related facilities such as collections, databases, archives or scientific data infrastructures, and lab space and associated staff.

Administration

- ~~10.~~ 10. The Vice-President (~~,~~Research) is responsible for the implementation and administration of this Policy and may also implement any procedures or guidelines which ~~he or she~~they deems necessary to support the administration of this Policy.
- ~~7-11.~~ 11. As per the McMaster University Policy Framework, the Vice-President (Research) will typically review this Policy every five (5) years. Smaller and more frequent reviews may occur to ensure that this Policy is current and compliant with legislative requirements, current professional standards, and leading practices.

Application of Indirect Costs Associated with Research and the Use of Research Infrastructure and Resources

- ~~8-12.~~ 12. The University must strive to obtain funding from ~~our~~its sponsors and clients to cover the Indirect Costs of research and fee-for-service work.
- ~~9-13.~~ 13. The University requires that the appropriate Indirect Cost Rate be applied to each ~~research~~ project budget and/or fee-for-service invoice, at a minimum, as indicated below.
- ~~14.~~ 14. In instances where a research sponsor has implemented a written and formal policy for the provision of Indirect Costs, then, provided that sufficient documentation has been supplied to the research or departmental office responsible for administering the funding, the research sponsor's maximum rate will be applied.
- ~~10-15.~~ 15. In the absence of a sponsor policy, a minimum of 40% overhead on funding from external sponsors and clients, including government, shall apply, except as noted below:*
- ~~a) 65% of the salary costs and 2% of the travel costs of Federal government contracts~~
 - ~~b) 40% of the direct costs of industry funding~~

- a) ~~30%~~40% of the direct costs of a clinical trial sponsored by industry;
- b) 30% of the direct costs of field research (when approved by the Faculty);
- c) 30% of the direct costs of industry-external funding when such funding is successfully leveraged through the Ontario Centres of Excellence/Innovation;
- d) 25% of the direct costs of industry-external funding when such funding is successfully leveraged through the Tri-Agencies and certain Provincial government granting programs;
- e) 25% of the direct costs of non-industry grant funding (e.g., from not-for-profit organizations);*
- e)f) 65% of the salary costs and 2% of the travel costs of Public Services and Procurement Canada (PSPC) contracts (refer to https://canadabuys.canada.ca/en/how-procurement-works/policies-and-guidelines/supply-manual/chapter-10-annexes#_10-1).

*Note: that this the rates may be higher depending on the type of project (e.g., research service work); contact the McMaster Industry Liaison Office (MILO) for guidance on research service projects.

16. McMaster-affiliated start-ups may be eligible for a reduced indirect cost rate. Researchers are encouraged to contact the MILO for guidance.

17. This list is not intended to encompass all sponsors and programs, and the noted rates may change or be affected when leveraging partner funds from multiple agencies. Faculty members should consult the applicable research administration office to confirm the current rate in effect at the time of application.

Research Support Fund (RSF)

18. Certain funding agencies provide funds to support the University's Indirect Costs through different mechanisms as opposed to instead of including a specific rate at the project budget level. For example, the Tri-Council Agencies, CIHR, NSERC, and

SSHRC~~7~~ provide funding support for the indirect costs of research through the Research Support Fund (RSF) for many of their programs. The University receives a percentage of a national pool of funds based on its three~~-~~year average of eligible Tri-Council funding. The RSF funds are distributed internally ~~to be used~~ to support the Indirect Costs of research. For agencies that operate in a similar manner, overhead is not included in the project budgets at the application stage; research administration and Faculty offices can provide information and guidance regarding the applicable agencies.

19. A list of the programs excluded from the RSF can be found on the Government of Canada's Research Support Fund (RSF) website.

11-20. Researchers shall contact the applicable research administration office when applying to these programs for guidance on the associated indirect costs that must be included in a project's application budget.

Calculation of Indirect Costs

12-21. There are two ways to calculate the indirect costs for a ~~research~~-project budget depending on whether the indirect costs are added to the direct costs or if the sponsor or client has provided a maximum contribution amount from which the indirect costs need to be deducted.

Sample Calculations

Scenario 1

13-22. Total direct costs for the project are \$100,000. The Applicable Indirect Cost Rate is 40%.

- **Direct Costs of Research:** \$100,000
- **Indirect Cost Amount:** \$100,000 X 40% = \$40,000
- **Total Project Budget:** \$140,000

Scenario 2

44-23. Maximum/Total contribution available from the sponsor or client for the project is \$100,000. The Indirect Cost Rate is 40%.

- **Total Project Budget:** \$100,000
- **Indirect Cost Amount:** \$100,000 - (\$100,000/1.4) = \$28,571
- **Direct Costs of Research:** \$100,000-\$28,571 = \$71,429

45-24. Researchers and fee-for-service facilities are encouraged to consult with an advisor at the ~~McMaster Industry Liaison Office (MILO)~~, Research Office for Administration, Development and Support (ROADS), or Health Research Services (HRS) when they are in the early stages of budget development for a grant funding application and/or in discussions with an industry/non-profit partner to determine the appropriate Indirect Cost Rate and ensure proper calculation. The researcher's Faculty office can also provide additional guidance.

Discretionary Authority

46-25. Every application for research funding must include the maximum allowable Indirect Cost Rate. Only in rare and exceptional circumstances will waivers and reductions to rates outlined in article 14 from this Policy be considered. Any deviation from this requirement must be approved in writing before submitting a funding application or invoice to a sponsor or client, as applicable. For a research project, such approval must come from both the Faculty Dean and the Vice President (Research) before submission. For fee-for-service contracts and invoices, such approval must be obtained from the facility's or Faculty member's home Faculty Dean and the Vice-President (Research). Any deviation from this practice must be approved in writing by the Dean of the Faculty AND the Vice President, Research prior to submitting the application for funding to the sponsor.

Research Proposal Development and Authorization

26. The Principal Investigator (PI) is responsible for developing the research proposal and budgeting to ensure that all ~~of~~ the costs of the research are adequately included.

In instances where the PI is collaborating with another institution that is leading an application for funding, the McMaster PI must ensure that the University's indirect costs are included in the budget per this Policy.

~~17.27.~~ The PI is also responsible for obtaining the necessary approvals from their Chair/Director and Dean or applicable authorities in advance of the submission to the sponsor. These approvals are to be obtained using the approval practice in place at the time of application (current approval forms are the MILO Checklist, the GAAP Checklist and the FHS Checklist, depending on the Faculty). By granting approval for the proposal, through signature on the approval form, the Department Chair or School/Institute Director and the Faculty Dean, or applicable authority, approve the proposed project, agree that the proposed project is consistent with the Faculty and Department's academic and research efforts, and confirm that the space, facilities and/or other commitments will be made available to the PI to carry out the work described in the proposal. Note that any deviation from the standard Indirect Costs Rates must be approved separately, as indicated above.

Distribution of Indirect Costs

~~18.28.~~ This Policy does not affect or address the distribution of Indirect Costs between the Vice-President, (Research), the Faculties and the Departments in accordance with the budget model.

Related Policies

- ~~Resolution Respecting the Execution of Instruments~~ Approval and Signing Authority Policy
- Joint Intellectual Property Policy
- Ownership of Student Work
- Research Accounts Policy
- ~~Statement on~~ Consulting Policy and Procedure

Policy Title:

Indirect Costs Associated with Research and Related Services and Activities

Approved by:

Senate / Board of Governors

Date of Most Recent Approval:

TBD

Supersedes/Amends Policy Dated:

- June 6, 2018 / June 7, 2018
- *Policy on Indirect Costs Associated with Research Funding from the Private Sector*, March 23, 1995

Date(s) of Original Approval:

- June 6, 2018 / June 7, 2018

Responsible Executive: **Vice-President (Research)**

Policy-Specific Enquiries: [Office of the Vice-President \(Research\)](#)

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Background and Rationale

1. [Research](#) and [fee-for-service](#) work conducted at McMaster University require necessary and ongoing operating costs that are not associated with a single project but are incurred while working toward the common objectives of the University's research goals. These are the [indirect costs](#) of research and service delivery. Some examples include:
 - a) infrastructure and maintenance costs;
 - b) environmental health and safety costs;
 - c) costs associated with meeting regulatory certification requirements; and
 - d) costs associated with providing key administrative and facility resources and other supports.
2. The University is committed to supporting the growth of its research enterprise but must do so while acting in a fiscally responsible manner by endeavouring to recover the maximum costs.

Purpose

3. This Policy acknowledges that indirect costs are part of the full and actual cost of the research enterprise at the University and establishes the administrative procedures through which the University can maximize its recovery of the indirect costs of research.

Definitions

4. **Direct Costs:** the costs directly connected with a specific research project, including salaries, wages and benefits of research personnel, materials and supplies, equipment, user fees, and travel expenses.

5. **Fee-for-Service:** includes pre-defined services that may utilize research infrastructure and other resources, where funds are provided by a sponsor/client for analytical, testing, or other services requiring little conceptual input or value added by the University. Additional types of work include, but are not limited to, routine computer programming, systems work or software maintenance, or other service-oriented activities that do not meet the definition of [Research](#).
6. **Indirect Costs:** the costs that are not directly connected with a specific project but with the research enterprise as a whole, including facilities and equipment use and maintenance; utilities; insurance; administration costs such as legal, procurement, payroll, communications, ethics and research administration; libraries, computing facilities and IT infrastructure support; central animal facilities; core facilities, biohazard handling; and other professional services provided by the University.
7. **Indirect Cost Rate:** to cover the Indirect Costs, the University has established standard Indirect Cost Rates, expressed as percentages, to be applied to each research project budget and/or Fee-for-Service invoice. This is sometimes referred to as the overhead rate/charge.
8. **Research:** includes studious investigation or experimentation aimed at the discovery and interpretation of knowledge, revision of accepted theories in the light of new facts, development, and application of methodologies to increase knowledge or the practical application of such new or revised theories.
9. **Research Infrastructure and Resources:** facilities and/or staff that provide resources and services for researchers to aid in the conduct of research and service provision. This includes, but is not limited to, equipment, instrumentation or sets of instruments, knowledge-related facilities such as collections, databases, archives or scientific data infrastructures, and lab space and associated staff.

Administration

10. The Vice-President (Research) is responsible for the implementation and administration of this Policy and may also implement any procedures or guidelines which they deem necessary to support the administration of this Policy.
11. As per the [McMaster University Policy Framework](#), the Vice-President (Research) will typically review this Policy every five (5) years. Smaller and more frequent reviews may occur to ensure that this Policy is current and compliant with legislative requirements, current professional standards, and leading practices.

Application of Indirect Costs Associated with Research and the Use of Research Infrastructure and Resources

12. The University must strive to obtain funding from its sponsors and clients to cover the Indirect Costs of research and [fee-for-service](#) work.
13. The University requires that the appropriate Indirect Cost Rate be applied to each project budget and/or fee-for-service invoice, at a minimum, as indicated below.
14. In instances where a research sponsor has implemented a written and formal policy for the provision of Indirect Costs, then, provided that sufficient documentation has been supplied to the research or departmental office responsible for administering the funding, the research sponsor's maximum rate will be applied.
15. In the absence of a sponsor policy, a minimum of 40% overhead on funding from external sponsors and clients, including government, shall apply, except as noted below:
 - a) 40% of the [direct costs](#) of a clinical trial sponsored by industry;
 - b) 30% of the direct costs of field research (when approved by the Faculty);
 - c) 30% of the direct costs of external funding when such funding is successfully leveraged through the Ontario Centre of Innovation;

- d) 25% of the direct costs of external funding when such funding is successfully leveraged through the Tri-Agencies and certain government granting programs;
- e) 25% of the direct costs of funding from not-for-profit organizations;*
- f) 65% of the salary costs and 2% of the travel costs of Public Services and Procurement Canada (PSPC) contracts (refer to https://canadabuys.canada.ca/en/how-procurement-works/policies-and-guidelines/supply-manual/chapter-10-annexes#_10-1).

***Note:** the rates may be higher depending on the type of project (e.g., research service work); contact the McMaster Industry Liaison Office (MILO) for guidance on research service projects.

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- 17. This list is not intended to encompass all sponsors and programs, and the noted rates may change or be affected when leveraging partner funds from multiple agencies. Faculty members should consult the applicable research administration office to confirm the current rate in effect at the time of application.

Research Support Fund (RSF)

- 18. Certain funding agencies provide funds to support the University's Indirect Costs through different mechanisms instead of including a specific rate at the project budget level. For example, the Tri-Council Agencies, CIHR, NSERC, and SSHRC provide funding support for the indirect costs of research through the Research Support Fund (RSF) for many of their programs. The University receives a percentage of a national pool of funds based on its three-year average of eligible Tri-Council funding. The RSF funds are distributed internally to support the Indirect Costs of research. For agencies that operate in a similar manner, overhead is not included in the project budgets at the application stage; research administration and Faculty offices can provide information and guidance regarding the applicable agencies.

19. A list of the programs excluded from the RSF can be found on the Government of Canada's [Research Support Fund \(RSF\) website](#).
20. Researchers shall contact the applicable research administration office when applying to these programs for guidance on the associated indirect costs that must be included in a project's application budget.

Calculation of Indirect Costs

21. There are two ways to calculate the indirect costs for a project budget depending on whether the [indirect costs](#) are added to the [direct costs](#) or if the sponsor or client has provided a maximum contribution amount from which the indirect costs need to be deducted.

Sample Calculations

Scenario 1

22. Total direct costs for the project are \$100,000. The applicable Indirect Cost Rate is 40%.
 - **Direct Costs of Research:** \$100,000
 - **Indirect Cost Amount:** $\$100,000 \times 40\% = \$40,000$
 - **Total Project Budget:** \$140,000

Scenario 2

23. Maximum/Total contribution available from the sponsor or client for the project is \$100,000. The Indirect Cost Rate is 40%.
 - **Total Project Budget:** \$100,000
 - **Indirect Cost Amount:** $\$100,000 - (\$100,000/1.4) = \$28,571$
 - **Direct Costs of Research:** $\$100,000 - \$28,571 = \$71,429$
24. Researchers and fee-for-service facilities are encouraged to consult with an advisor at the MILO, Research Office for Administration, Development and Support (ROADS), or Health Research Services (HRS) when they are in the early stages of

budget development for a grant funding application and/or in discussions with an industry/non-profit partner to determine the appropriate Indirect Cost Rate and ensure proper calculation. The researcher's Faculty office can also provide additional guidance.

Discretionary Authority

25. Every application for research funding must include the maximum allowable Indirect Cost Rate. Only in rare and exceptional circumstances will waivers and reductions to rates outlined in [article 14](#) from this Policy be considered. Any deviation from this requirement must be approved in writing before submitting a funding application or invoice to a sponsor or client, as applicable. For a research project, such approval must come from both the Faculty Dean **and** the Vice President (Research) before submission. For fee-for-service contracts and invoices, such approval must be obtained from the facility's or Faculty member's home Faculty Dean **and** the Vice-President (Research).

Research Proposal Development and Authorization

26. The Principal Investigator (PI) is responsible for developing the research proposal and budgeting to ensure that all the costs of the research are adequately included. In instances where the PI is collaborating with another institution that is leading an application for funding, the McMaster PI must ensure that the University's indirect costs are included in the budget per this Policy.
27. The PI is also responsible for obtaining the necessary approvals from their Chair/Director and Dean or applicable authorities in advance of the submission to the sponsor. These approvals are to be obtained using the approval practice in place at the time of application (current approval forms are the MILO Checklist, the GAAP Checklist and the FHS Checklist, depending on the Faculty). By granting approval for the proposal, through signature on the approval form, the Department Chair or School/Institute Director and the Faculty Dean, or applicable authority, approve the proposed project, agree that the proposed project is consistent with the Faculty and Department's academic and research efforts, and confirm that the space, facilities

and/or other commitments will be made available to the PI to carry out the work described in the proposal. Note that any deviation from the standard Indirect Costs Rates must be approved separately, as indicated above.

Distribution of Indirect Costs

28. This Policy does not affect or address the distribution of Indirect Costs between the Vice-President (Research), the Faculties and the Departments in accordance with the budget model.

Related Policies

- [Approval and Signing Authority Policy](#)
- [Consulting Policy and Procedure](#)
- [Joint Intellectual Property Policy](#)
- [Ownership of Student Work](#)
- [Research Accounts Policy](#)

Report to the Senate from the Committee on Appointments

Open Session

At its meeting on January 20, 2025, the Committee on Appointments approved the following recommendation and now recommends it to the Senate for approval:

a. Terms of Reference

1. Revised Terms of Reference – Provost and Vice-President (Academic)

It is now recommended,

that Senate approve, for recommendation to the Board of Governors, the revised terms of reference for the Provost and Vice-President (Academic), effective July 1, 2025, as circulated.

**Senate: For Approval
February 12, 2025**

January 13, 2025

To: Senate Committee on Appointments

**From: Dr. David Farrar
Chair, Provost & Vice-President (Academic) Selection Committee**

**Re: Revised Terms of Reference for the Provost & Vice-President,
(Academic)**

The Selection Committee has reviewed the Terms of Reference for the Provost and Vice-President (Academic) and is recommending several changes. Routine changes include updating titles, reporting relationships, and collaborations.

The recommended revisions also reflect the significant expansion of responsibilities and oversight to the Provost and Vice-President (Academic) role. These additions include:

- Leading Inclusive Excellence initiatives.
- Providing leadership to the Vice-Provost (International Affairs) in developing and implementing a comprehensive internationalization strategy.
- Leading and supporting the development of strategy related to the University's community engagement activities, locally and globally.
- Clarification and expansion of the planning, budget management, and campus development sections.
- Financial risk mitigation and the identification of alternate revenue sources.
- Additional details regarding government relations, advocacy, and reputation development responsibilities.
- Compliance and Reporting that includes responding effectively to the requirements of the Strategic Mandate Agreement and the expanded compliance requirements implemented by the province.

A tracked change and a clean version of the Terms of Reference are included for your review.

On behalf of the Selection Committee for a Provost and Vice-President (Academic), I accordingly request that:

the Senate Committee on Appointments approve, for recommendation to Senate and the Board of Governors, the revised Terms of Reference for the position of Provost and Vice-President (Academic), effective July 1, 2025, as circulated.

Complete Policy Title:

Provost and Vice-President (Academic)

Terms of Reference

Approved by:

Senate

Board of Governors

Date of Original Approval(s):

Policy Number (if applicable):

Date of Most Recent Approval:

June 4, 2020

Supersedes/Amends Policy dated:

Responsible Executive:

President

Enquiries:

[University Secretariat](#)

DISCLAIMER:

If there is a Discrepancy between this electronic policy and the written copy held by the policy owner, the written copy prevails.

McMaster University is a leading research-focused student-centred university and is committed to developing a distinctive, personalized, engaging and sustainable student experience, maintaining and further strengthening its capability for outstanding research and scholarship, and enhancing the connections between the University and the communities we serve, locally, provincially, nationally and around the globe.

The Provost and Vice-President (Academic) is the senior Vice-President and Chief Academic Officer of the University. The Provost reports to the President and Vice-Chancellor and is accountable to the President and the Senate for the academic administration, planning and development of the University. The Provost provides vision and leadership for all of McMaster's academic activities including faculty recruitment, retention and promotion; attracting and retaining excellent students; enrolment management; graduate and undergraduate program development and assessment; student life; library resources; and strategic planning, including oversight of the academic budget and space allocation. The Provost is responsible for fostering an environment that promotes equity and inclusion and where creativity, scholarship, research and teaching excellence can flourish and where students and faculty members can excel.

The Provost serves as Vice-Chair of Senate, is a member of the Board of Governors, and a member of key committees of these two governing bodies. The Provost is also a member of the President's Executive and, as the senior Vice- President, assists the President in co-ordinating the work of the Vice-President (Research), the Vice-President (Administration), the Dean and Vice-President (Health Sciences) and the Vice-President (University Advancement).

The position of Provost shall be held by a qualified faculty member, appointed for a renewable five-year term. The individual will be selected by a Senate *Ad Hoc* Selection Committee for nomination through the Senate Committee on Appointments to the Senate and the Board of Governors, as required by *The McMaster University Act, 1976* and the Senate By-laws.

REPORTING RELATIONSHIPS

Reports to: The President and Vice-Chancellor

Directly Reporting Positions:

Vice-Provost (Faculty);

Vice-Provost and Dean of Graduate Studies;

Vice-Provost (International Affairs);

Associate Vice-President (Equity and Inclusion);

Associate Vice-President (Students and Learning) and Dean of Students;

Associate Vice-President, Finance and Planning (Academic);

Associate Vice-President (Institutional Research and Analysis);

Assistant Vice-President and Chief Technology Officer – jointly with Vice-President (Administration)

Six Faculty Deans for academic matters- Business, Engineering, Health

Sciences, Humanities, Science and Social Sciences;

Five Faculty Deans for budgetary matters - excluding Health Sciences;

University Librarian; and

Director, McMaster Museum of Art;

Collaborates with: Vice-President (Research), Dean and Vice-President (Health Sciences), Vice-President (Administration), Vice-President (University Advancement), Assistant Vice-President (Administration) & Chief Financial Officer, Assistant Vice-President & Chief Facilities Officer, Assistant Vice-President and Chief Human Resources Officer, Assistant Vice-President (Communications and Public Affairs), and Executive Advisor (Government Relations)

KEY COMMITTEES

Board of Governors (member)

Planning and Resources Committee (member)

Senate (vice-chair)

[Board-Senate] University Planning Committee (chair)

Budget Committee (member)

Committee on Appointments (member)

Senate Executive (member)

Graduate Council (member)

Undergraduate Council (member)

All of the Faculties (member)

President/Vice-Presidents (member)

President/Vice-Presidents/Deans (member)

Provost's Council (chair)

Joint Indigenous-Administration Consultation Group (chair)

MAJOR RESPONSIBILITIES

The Provost and Vice-President (Academic) provides vision and leadership for all of McMaster's academic activities and works closely with the President and members of the senior administration to promote and ensure high-quality academic programming, recruit and support excellent faculty and students, oversee the University's academic planning and associated budget processes, and support the promotion of an environment where the contributions of the diverse members of the McMaster community are appropriately acknowledged and recognized.

A. Academic Strategy and Planning

Working within the collegial decision-making environment and governance processes of the University and collaborating closely with the President and colleagues within the senior administration, the Provost:

1. Leads the establishment of the academic goals of the University, and the setting of academic strategy and priorities that are consistent with the University's mission and vision, and in alignment with the strategic priorities and direction outlined by the President.
2. As Chief Academic Officer, leads the development of the University's strategic mandate agreement with the provincial government and ensures that the academic direction of the University is appropriately reflected in such documents.
3. Leads the process of academic planning throughout the University, supporting the Deans in planning and setting priorities for individual Faculties, Departments and Units that are consistent with the University's overall strategic direction and strategic mandate agreement, including cross-Faculty collaboration and interdisciplinary initiatives.
4. Supports and advances inclusive excellence by strengthening and sustaining institutional infrastructure and capacity to integrate equity, diversity and inclusion principles and practices through the academic strategy and priorities.
5. Directs and supports the Vice-Provost (International Affairs) in developing and implementing the University's internationalization strategy, working closely with the Vice-President (Research) with regard to international research partnerships and collaborations, and supporting the Deans with regard to the internationalization of the academic curriculum.
6. Leads and supports the development of strategy related to the University's community engagement activities, working closely with other members of the senior administration to build partnerships and relationships that enable the University to be an effective, respectful and impactful partner to the local community and beyond.

7. Convenes the Joint Indigenous-Administration Consultation Group, working in partnership with Indigenous colleagues and members of the senior administration to identify and address barriers, resolve areas of concern, and advance the University's positive response to the Truth and Reconciliation report.

B. Faculty Recruitment, Retention and Promotion

1. Assumes leadership and responsibility for the recruitment, retention, development and advancement of faculty, including ensuring the provision of appropriate training and development opportunities for faculty at all stages of their academic careers, commensurate with the University's commitment to equity, diversity, and inclusion and works to foster an environment where research, pedagogical innovation, community-engaged scholarship, Indigenous knowledge and methodologies, and academic service of all kinds are recognized and supported, and where faculty members are encouraged to excel.
2. In conjunction with the President, appropriate committees and the Senate, makes key academic decisions, including with regard to faculty appointments, tenure and promotion recommendations, and academic programming.

C. Student Recruitment, Retention and Experience

1. Oversees the continued development and provision of high-quality, innovative programs of study and research, as well as associated services, to create an enhanced student experience for undergraduate and graduate students that integrates teaching and research, is consistent with the University's strategic priorities and direction, promotes and supports inclusion across McMaster's diverse student body, and prepares students to be engaged and thoughtful citizens.
2. Oversees the student recruitment and enrolment management strategy and processes, including international student recruitment and support, promoting effective integration across all areas of student recruitment, admissions, registration and student support, and works in conjunction with the Deans to ensure appropriate supports within each of the Faculties and other areas.
3. Promotes and supports a high-quality experience for students both within and beyond the classroom, including fostering experiential and active-learning experiences, promoting the integration of research within the undergraduate curriculum, ensuring the provision of appropriate supports and services, and supporting the quality of student life at all levels.

D. Planning and Budgeting Processes

1. Leads the formulation of University-wide planning and budgeting processes, ensuring the relevance and fiscal accountability of the University-wide budget and its alignment with the University's strategic priorities and direction, and the strategic mandate agreement.

2. In partnership with the Vice-President (Administration), exercises responsibility for the budget control procedures approved by the Board of Governors.
3. Oversees the University Fund, working in close collaboration with the President and other Vice-Presidents to prioritize projects, initiatives and areas of investment.
4. Supports the Vice-President (Administration) in maintaining and updating the University's capital plan, ensuring that the plan supports academic priorities and needs with regard to the development, expansion and upgrading of academic and research space, and collaborates with the Vice-President (Administration) and the Assistant Vice-President & Chief Facilities Officer in the development and implementation of major academic building projects.

E. Reputation and Resource Development

Working in close collaboration with the President, the other Vice-Presidents and colleagues in University Advancement, the Provost:

1. Represents and advocates on behalf of the University on academic-related matters before the federal, provincial and municipal governments. Takes an active leadership role in the work of inter-institutional groups engaged in advocacy, funding and policy matters, such as the Council of Ontario Universities, Universities Canada and the U15.
2. Works to develop the University's brand and advance McMaster's national and international reputation as a leading research-focused student-centred University. As a University spokesperson, helps to promote the University's strengths and achievements to the media and to the local and broader communities. Contributes to McMaster's public profile and the development of key partnerships by participating in and representing the University at meetings, functions and events.
3. Works with the President and the Vice-President (University Advancement) to develop fund-raising strategies and to seek additional and innovative sources of funding, including with regard to the Brighter World Research Initiative.
4. Together with other members of the senior leadership team, works to support and advance opportunities for commercialization, social entrepreneurship and innovation across the campus.

Title:

Provost & Vice-President (Academic)

Approved by:

Senate

Board of Governors

Date of Most Recent Approval:

TBD

Supersedes/Amends Terms Dated:

June 3, 2020 / June 4, 2020

September 13, 2017 / October 26, 2017

Date of Original Approval(s):

June 4, 2020

Responsible Executive: President and Vice-Chancellor

Enquiries: [University Secretariat](#)

McMaster University is a ~~leading globally recognized~~ research-~~focused~~ intensive, student-centred university ~~and dedicated to advancing human and societal health and well-being.~~ McMaster is committed to developing a distinctive, personalized, engaging and sustainable student experience, ~~maintaining and that prepares students to be engaged and thoughtful citizens equipped with the skills, knowledge, resilience and understanding needed to make a positive and effective contribution to the world.~~ The University is equally focused on further strengthening its capability for outstanding research and scholarship, and enhancing the connections between the University and the communities we serve, locally, provincially, nationally and ~~around the globe.~~ internationally.

The Provost and Vice-President (Academic) is the senior Vice-President, Chief Academic Officer and Chief ~~Academic~~ Budget Officer of the University. The Provost reports to the President and Vice-Chancellor and is accountable to the President and the Senate for the academic administration,

~~planning and development of the University. The Provost provides vision and leadership for all of McMaster's academic activities including faculty recruitment, retention and promotion; attracting and retaining excellent students; enrolment management; graduate and undergraduate program development and assessment; student life; library resources; and strategic planning, including oversight of the academic budget and space allocation. The Provost is responsible for fostering an environment that promotes equity and inclusion and where creativity, scholarship, research and teaching excellence can flourish and where students and faculty members can excel.~~ development and advancement of the University.

The Provost serves as Vice-Chair of Senate, is a member of the Board of Governors, and a member of key committees of these two governing bodies. The Provost is also a member of the President's Executive and, as the senior Vice-President, assists the President in ~~co-ordinating~~coordinating the work of the Vice-President (Research), the Vice-President (~~Administration~~Operations and Finance), the Dean and Vice-President (Health Sciences) and the Vice-President (University Advancement).

The position of Provost ~~shall~~will be held by a qualified faculty member, appointed for a renewable five-year term. The individual will be selected by a Senate *Ad Hoc* Selection Committee for nomination through the Senate Committee on Appointments to the Senate and the Board of Governors, as required by *The McMaster University Act, 1976* and the Senate By-laws.

Reporting Relationships

Reports to: President and Vice-Chancellor

Directly Reporting Positions:

- Deputy Provost
- Vice-Provost (~~Faculty~~Teaching and Learning);
- Vice-Provost and Dean of Graduate Studies;
- Vice-Provost (International Affairs);
- ~~Associate Vice-President~~Provost (Equity and Inclusion);
- Vice-Provost (Indigenous);
- Associate Vice-President, (~~Students and Learning~~) and ~~Dean of Students~~; ~~Associate Vice-President, Finance and Planning (Academic)~~;
- Associate Vice-President (~~Institutional Research~~Academic Planning and ~~Analysis~~Finance);
- ~~Assistant~~Associate Vice-President and Chief Technology Officer – jointly with Vice-President (~~Administration~~)Operations and Finance);

- Six Faculty Deans for academic matters- Business, Engineering, Health Sciences, Humanities, Science and Social Sciences;
- Five Faculty Deans for budgetary matters - excluding Health Sciences; ~~University Librarian; and~~
- University Librarian; and
- Director, McMaster Museum of Art;

Collaborates with:

Vice-President (Research), Dean and Vice-President (Health Sciences), Vice-President (~~Administration~~Operations and Finance), Vice-President (University Advancement), ~~Assistant~~Associate Vice-President (~~Administration~~) ~~& and~~ Chief Financial Officer, ~~Assistant~~Associate Vice-President ~~& and~~ Chief Facilities Officer, ~~Assistant~~Associate Vice-President and Chief Human Resources Officer, ~~Assistant~~Associate Vice-President (~~Communications and Real Estate, Ancillary Operations, and Partnerships~~), University Counsel, ~~Chief Executive, Internal and External Engagement, and Executive Director (Public Affairs), and Executive Advisor (Government Relations)~~.

Key Committees

- Board of Governors (member);
- Planning and Resources Committee (member);
- Senate (vice-chair);
- [Board-Senate] University Planning Committee (chair);
- Budget Committee (member);
- Committee on Appointments (member);
- Senate Executive (member);
- Graduate Council (member);
- Undergraduate Council (member);
- All of the Faculties (member);
- President/Vice-Presidents (member);
- President/Vice-Presidents/Deans (member);
- Provost's Council (chair);
- Joint Indigenous-Administration Consultation Group (chair); and
- Joint Administration/Faculty Association Committee (member).

Major Responsibilities

1. The Provost and Vice-President (Academic) provides vision and leadership for all of McMaster's academic activities and works closely with the President and members of the

senior administration to promote and ensure high-quality academic programming, recruit ~~and~~, support and retain excellent faculty and students, oversee the University's academic planning and associated budget processes, and support the promotion of an environment where the contributions of the diverse members of the McMaster community are appropriately acknowledged and recognized. The Provost also provides academic leadership of key institutional initiatives and strategies, including innovation in teaching and learning; advancing equity, diversity and inclusion across the academy; working in partnership with Indigenous colleagues to champion reconciliation initiatives; developing capital and physical resources in support of the academy; providing enhanced services, supports and training for faculty and students; fundraising; and advancing the University's global presence.

A. Academic Strategy and Planning

2. Working within the collegial decision-making environment and governance processes of the University and collaborating closely with the President and colleagues within the senior administration, the Provost:
 - a) Leads the establishment of the academic goals of the University, and the setting of academic strategy and priorities that are consistent with the University's mission and vision, and in alignment with the strategic priorities and direction outlined by the President.
 - b) As Chief Academic Officer, leads the development of the University's strategic mandate agreement with the provincial government ~~and~~, ensures that the academic direction of the University is appropriately reflected in such documents, maintains ongoing effective tracking and reporting of all associated performance metrics and other data required by the provincial government and other agencies and ensures that all the necessary reporting is undertaken.
 - c) Leads the process of academic planning throughout the University, supporting the Deans in planning and setting priorities for individual Faculties, Departments and Units that are consistent with the University's overall strategic direction and strategic mandate agreement, including cross-Faculty collaboration ~~and~~, interdisciplinary initiatives and innovative approaches to teaching and learning, including on-campus, virtual learning and blended learning models.

- ~~1. Supports and advances inclusive excellence by strengthening and sustaining institutional infrastructure and capacity to integrate equity, diversity and inclusion principles and practices through Oversees the academic strategy and priorities.~~
- ~~2. Directs and supports the Vice-Provost (International Affairs) in developing and implementing the University's internationalization strategy planning of the annual enrolment management process, working closely with the Vice-Faculty Deans, the Vice-Provost and Dean of Graduate Studies, the Deputy Provost, and the Associate Vice-President (Research) with regard to Students to establish targets for domestic and international research partnerships and collaborations, and supporting the Deans with regard to the internationalization of the academic curriculum.~~
- d) ~~Leads and supports student enrolment, manage the admissions and enrolment process and maintain consistency with the development of strategy enrolment-related to the University's community engagement activities, working closely with other members funding parameters of the senior administration to build partnerships and relationships that enable the University to be an effective, respectful and impactful partner to the local community and beyond strategic mandate agreement.~~
- ~~3. Convenes the Joint Indigenous Administration Consultation Group, working in partnership with Indigenous colleagues and members of the senior administration to identify and address barriers, resolve areas of concern, and advance the University's positive response to the Truth and Reconciliation report~~
- e) ~~Coordinates and guides the work and strategic direction of the various areas and units reporting directly or indirectly to the Provost, including the University Library, Student Affairs, Equity and Inclusion Office, International Affairs, MacPherson Institute, McMaster Museum of Art and Office of Community Engagement.~~
- f) ~~In partnership with the President, sustains and nurtures collaborative and positive relationships with student, staff and faculty associations across the campus.~~

B. Faculty Recruitment, Retention and Promotion

3. Assumes leadership and responsibility for the recruitment, retention, development and advancement of faculty, including ensuring the provision of appropriate training and development opportunities for faculty at all stages of their academic careers, commensurate with the University's commitment to equity, diversity, and inclusion, and works to foster an environment where research, pedagogical innovation, community-

engaged scholarship, Indigenous knowledge and methodologies, and academic service of all kinds are recognized and supported, and where faculty members are encouraged to excel.

4. In conjunction with the President, appropriate committees and the Senate, makes key academic decisions, including with regard to concerning faculty appointments, tenure and promotion recommendations, and academic programming. Working with the Vice-Provost (Teaching and Learning), the Faculty Deans and other academic leaders, leads the intentional integration of on-campus, virtual learning, and blended learning to advance teaching and learning across the institution, ensuring the provision of appropriate training, support and technology to enable faculty and instructors to excel in the virtual environment.
5. Leads and advances expanded teaching development opportunities for educators around student mental health, inclusion, accessibility and safety needs (e.g., course design, compassionate response to student needs).
- 4.6. Leads the Faculty Deans and the MacPherson Institute in championing the review and refinement of policies and processes to demonstrate that teaching is valued and recognized as a professional practice, including promoting innovation in the assessment and evaluation of student learning and the evaluation of the quality, relevance and impact of teaching.

C. Student Recruitment, Retention and Experience

- 5.7. Oversees the continued development and provision of high-quality, innovative programs of study and research, as well as associated services, to create an enhanced student experience for undergraduate and graduate students that integrates teaching and research, is consistent with the University's strategic priorities and direction, promotes and supports inclusion across McMaster's diverse student body, and prepares students to be engaged and thoughtful citizens.
8. Advances the Teaching and Learning Strategy, including leading the development of best practices for learning that are focused on the intentional consideration and integration of active and flexible on-campus learning spaces (classrooms, labs, libraries, studios), online learning spaces, and community spaces for learning, using evidenced-based research to

make decisions about tools and platforms to optimize learning and overseeing the development and implementation of McMaster's Digital Learning Strategy.

9. Leads and promotes interdisciplinary learning across the campus and an environment that engages students as partners and active participants in the learning process, supporting them to become globally engaged citizens.

6-10. Oversees the student recruitment and enrolment management strategy and processes within the context of the enrolment corridor requirements of the strategic mandate agreement, including international student recruitment and support, promoting effective integration across all areas of student recruitment, admissions, equitable access, registration and student support, and works in conjunction with the Deans to ensure appropriate supports within each of the Faculties and cross-campus collaborations with other areas within the University.

7-11. Promotes and supports a high-quality experience for students both within and beyond the classroom, including fostering leading the expansion of experiential and active-learning experiences, promoting the integration of research within the undergraduate curriculum, ensuring the provision of appropriate supports and services to create a holistic, transformational, and personalized experience and supporting the quality of student life and health and well-being at all levels.

12. Ensures that appropriate supports are in place to respond effectively to students in distress, including concerning mental health and well-being.

D. Inclusive Excellence

13. Supports and advances inclusive excellence by strengthening and sustaining institutional infrastructure, policies and capacity to integrate equity, diversity, inclusion and accessibility (EDIA) principles and practices, working closely with the Vice-Provost (Equity and Inclusion) to champion and support the EDIA strategy, associated policies and processes and advance EDIA initiatives across the academy.

14. Leads the development of strategies to recruit and retain historically underrepresented students, faculty and staff through targeted initiatives and access strategies.

15. In partnership with the President and Vice-Presidents, Indigenous leaders, and others, champion reconciliation through transformative educational programming and supporting and advancing Indigenous Education and Research Strategies.
16. Convenes the Joint Indigenous-Administration Consultation Group, working in partnership with Indigenous colleagues and members of the senior administration to identify and address barriers, resolve areas of concern and continue to advance the University's positive response to the Truth and Reconciliation Commission (TRC) report.
17. Works with the President, the Vice-Provost (Equity and Inclusion) and other senior leaders to build a community that continuously develops attitudes, knowledge, and skills to foster positive interpersonal and intergroup relations and a culture of respect and inclusion.
18. Fosters and models the values of EDIA, both personally and across the Provost's Office team.

E. International Partnerships and Global Reach

19. Guides and supports the Vice-Provost (International Affairs) in developing and implementing a comprehensive internationalization strategy to promote principled global engagement and accelerate research excellence and exceptional educational experiences for both domestic and international students, working closely with the Vice-President (Research) and other senior leaders to identify specific institutions, countries and regions that offer the best opportunities for sharing of learning and knowledge, as well as enhancing research, education and social and economic development.
20. Promotes global citizenship among students, faculty, staff and administration through institutional participation in global initiatives and engagement in addressing global issues.
21. Supports the Faculty Deans in internationalizing the academic curriculum to facilitate knowledge dissemination and foster interdisciplinary international interactions.
22. Working in partnership with the Vice-President (Research) promotes expanding opportunities for students and researchers to participate in international partnership exchanges and research collaborations.

F. Community/External Engagement and Partnership Building

23. Leads and supports the development of strategy related to the University's community engagement activities, working closely with other members of the senior administration to build partnerships and relationships that enable the University to be an effective, respectful and impactful partner to the local community and beyond, and to take positive and measurable steps in support of the UN Sustainable Development Goals (SDGs).
24. In partnership with the President and other senior leaders, engages proactively in principled partnerships with local and global communities to expand the range of community-engaged and globally connected educational offerings, including building thoughtful and respectful relationships with local Indigenous communities.
25. Works to strengthen McMaster's role as a national leader in community engagement, social innovation and social impact, ensuring ongoing collaboration with universities, colleges, and relevant networks and organizations to coordinate efforts to address societal challenges.

G. Planning and Budgeting Processes and Campus Development

- 8-26. Leads the formulation of University-wide planning and budgeting processes, servicing as the Chief Budget Officer and ensuring the relevance and fiscal accountability of the University-wide budget and its, the availability of relevant institutional data and metrics and alignment with the University's strategic priorities and direction, and as well as the strategic mandate agreement.
27. In partnership Together with the President and Vice-President (Administration), exercises responsibility for Operations and Finance), secures the budget control procedures approved University's fiscal health and sustainability, providing leadership and oversight to financial, budgetary and capital planning matters.
- 9-28. Together with the President and Vice-President (Operations and Finance), ensure that the University operates within the policy framework established by the Board of Governors and Senate and complies with the legal and reporting requirements established by the government and other stakeholders.

- 10-29. Oversees the University Fund, working in close collaboration with the President and other Vice-Presidents to prioritize projects, initiatives and areas of strategic investment.
- 11-30. Supports the Vice-President (Administration Operations and Finance) in maintaining and updating the University's capital plan, ensuring that the plan supports academic priorities and needs with regard to the development, expansion and upgrading of academic and research space, and collaborates with the Vice-President (Administration Operations and Finance) and the Assistant Associate Vice-President &and Chief Facilities Officer in the development and implementation of major academic building projects.
31. E-In conjunction with the Vice-President (Operations and Finance) and the Associate Vice-President and Chief Technology Officer, oversees and guides the execution of the IT Strategy and the effective functioning of the IT governance processes, including IT and cyber security, as well as the delivery of all IT services and supports to facilitate the University's academic and research mission and enable operational excellence across the campus.
32. Supports the ongoing development of a functional, accessible, sustainable and attractive campus environment that promotes and supports learning, teaching, research and community engagement.

H. Financial Risk Mitigation and Alternative Revenue Generation

33. Supports the effective stewardship of the University's financial assets to maintain a strong and sustainable financial position that considers risk and engages appropriate mitigation strategies.
34. Enables cross-campus collaboration to ensure the University's financial and information technology systems are secure and serve the campus community effectively.
35. Supports the development of alternative revenue generation strategies to optimize and enable institutional priorities, including the continued development of a real estate portfolio and research commercialization initiative.
36. Works with the President and other Vice-Presidents to implement the development plan for McMaster Innovation Park and leads the planning of initiatives related to teaching and learning, academic innovation and student entrepreneurship.

I. Government Relations, Advocacy and Reputation and Resource Development

- ~~12.37.~~ Working in close collaboration with the President, the other Vice-Presidents and colleagues in Communications, Marketing and Public Affairs and University Advancement, the Provost:
- ~~13.38.~~ Represents and advocates on behalf of the University on academic-related matters before the federal, provincial and municipal governments. Takes an active leadership role in the work of inter-institutional groups engaged in advocacy, funding and policy matters, such as the Council of Ontario Universities, Universities Canada and the U15.
- ~~14.39.~~ Works to develop the University's brand and advance McMaster's national and international reputation as a globally recognized leading research-~~focused~~intensive, student-centred University. As a University spokesperson, helps to promote the University's strengths and achievements to the media and ~~to~~ the local and broader communities. Contributes to McMaster's public profile and the development of key partnerships by participating in and representing the University at meetings, functions and events.
40. Acts as a key ambassador for McMaster, proactively developing and stewarding positive relationships with donors, supporters, alumni and other key stakeholders to communicate and advance the University's priorities and secure resources and additional funding for the academic mission of the University.
- ~~15.41.~~ Works with the President and the Vice-President (University Advancement) to develop fund-raising strategies and to seek additional and innovative sources of funding, including with regard to the Brighter World Research Initiative~~finalization and launch of the~~ University's planned fundraising campaign.
- ~~42.~~ ~~Together with other members~~ As part of the ~~senior leadership team~~institutional Enterprise-Wide Risk Management Program, works to ~~support~~identify, mitigate and ~~advance~~manage risks relating to the academic mission, as well as identifying and pursuing opportunities ~~for commercialization, social entrepreneurship and innovation across the campus.~~
43. Works in partnership with the President to anticipate and/or respond to significant changes in the environment in which the University operates through strategic and operational planning and prompt and appropriate action, ensuring that stakeholders and community members are appropriately engaged and updated.

16.44. Takes a lead role in the responsible management of crises and sensitive issues affecting the University, working to identify, mitigate and manage risks and prioritize the health and safety of the University community and related communities.

DRAFT

Title:

Provost & Vice-President (Academic)

Approved by:

Senate

Board of Governors

Date of Most Recent Approval:

TBD

Supersedes/Amends Terms Dated:

June 3, 2020 / June 4, 2020

September 13, 2017 / October 26, 2017

Date of Original Approval(s):

June 4, 2020

Responsible Executive: President and Vice-Chancellor

Enquiries: [University Secretariat](#)

McMaster University is a globally recognized research-intensive, student-centred university dedicated to advancing human and societal health and well-being. McMaster is committed to developing a distinctive, personalized, engaging and sustainable student experience that prepares students to be engaged and thoughtful citizens equipped with the skills, knowledge, resilience and understanding needed to make a positive and effective contribution to the world. The University is equally focused on further strengthening its capability for outstanding research and scholarship and enhancing the connections between the University and the communities we serve, locally, provincially, nationally and internationally.

The Provost and Vice-President (Academic) is the senior Vice-President, Chief Academic Officer and Chief Budget Officer of the University. The Provost reports to the President and Vice-Chancellor and

is accountable to the President and the Senate for the academic administration, planning, development and advancement of the University.

The Provost serves as Vice-Chair of Senate, is a member of the Board of Governors, and a member of key committees of these two governing bodies. The Provost is also a member of the President's Executive and, as the senior Vice-President, assists the President in coordinating the work of the Vice-President (Research), the Vice-President (Operations and Finance), the Dean and Vice-President (Health Sciences) and the Vice-President (University Advancement).

The position of Provost will be held by a qualified faculty member, appointed for a renewable five-year term. The individual will be selected by a Senate *Ad Hoc* Selection Committee for nomination through the Senate Committee on Appointments to the Senate and the Board of Governors, as required by *The McMaster University Act, 1976* and the Senate By-laws.

Reporting Relationships

Reports to: President and Vice-Chancellor

Directly Reporting Positions:

- Deputy Provost
- Vice-Provost (Teaching and Learning);
- Vice-Provost and Dean of Graduate Studies;
- Vice-Provost (International Affairs);
- Vice-Provost (Equity and Inclusion);
- Vice-Provost (Indigenous);
- Associate Vice-President, Students;
- Associate Vice-President (Academic Planning and Finance);
- Associate Vice-President and Chief Technology Officer – jointly with Vice-President (Operations and Finance);
- Six Faculty Deans for academic matters- Business, Engineering, Health Sciences, Humanities, Science and Social Sciences;
- Five Faculty Deans for budgetary matters - excluding Health Sciences;
- University Librarian; and
- Director, McMaster Museum of Art.

Collaborates with:

Vice-President (Research), Dean and Vice-President (Health Sciences), Vice-President (Operations and Finance), Vice-President (University Advancement), Associate Vice-President and Chief

Financial Officer, Associate Vice-President and Chief Facilities Officer, Associate Vice-President and Chief Human Resources Officer, Associate Vice-President (Real Estate, Ancillary Operations, and Partnerships), University Counsel,

Chief Executive, Internal and External Engagement, and Executive Director (Public Affairs).

Key Committees

- Board of Governors (member);
- Planning and Resources Committee (member);
- Senate (vice-chair);
- [Board-Senate] University Planning Committee (chair);
- Budget Committee (member);
- Committee on Appointments (member);
- Senate Executive (member);
- Graduate Council (member);
- Undergraduate Council (member);
- All of the Faculties (member);
- President/Vice-Presidents (member);
- President/Vice-Presidents/Deans (member);
- Provost's Council (chair);
- Joint Indigenous-Administration Consultation Group (chair); and
- Joint Administration/Faculty Association Committee (member).

Major Responsibilities

1. The Provost and Vice-President (Academic) provides vision and leadership for all of McMaster's academic activities and works closely with the President and members of the senior administration to promote and ensure high-quality academic programming, recruit, support and retain excellent faculty and students, oversee the University's academic planning and associated budget processes, and support the promotion of an environment where the contributions of the diverse members of the McMaster community are appropriately acknowledged and recognized. The Provost also provides academic leadership of key institutional initiatives and strategies, including innovation in teaching and learning; advancing equity, diversity and inclusion across the academy; working in partnership with Indigenous colleagues to champion reconciliation initiatives; developing capital and physical resources in support of the academy; providing enhanced services,

supports and training for faculty and students; fundraising; and advancing the University's global presence.

A. Academic Strategy and Planning

2. Working within the collegial decision-making environment and governance processes of the University and collaborating closely with the President and colleagues within the senior administration, the Provost:
 - a) Leads the establishment of the academic goals of the University and the setting of academic strategy and priorities that are consistent with the University's mission and vision and in alignment with the strategic priorities and direction outlined by the President.
 - b) As Chief Academic Officer, leads the development of the University's strategic mandate agreement with the provincial government, ensures that the academic direction of the University is appropriately reflected in such documents, maintains ongoing effective tracking and reporting of all associated performance metrics and other data required by the provincial government and other agencies and ensures that all the necessary reporting is undertaken.
 - c) Leads the process of academic planning throughout the University, supporting the Deans in planning and setting priorities for individual Faculties, Departments and Units that are consistent with the University's overall strategic direction and strategic mandate agreement, including cross-Faculty collaboration, interdisciplinary initiatives and innovative approaches to teaching and learning, including on-campus, virtual learning and blended learning models.
 - d) Oversees the planning of the annual enrolment management process, working with the Faculty Deans, the Vice-Provost and Dean of Graduate Studies, the Deputy Provost, and the Associate Vice-President (Students) to establish targets for domestic and international student enrolment, manage the admissions and enrolment process and maintain consistency with the enrolment-related funding parameters of the strategic mandate agreement.
 - e) Coordinates and guides the work and strategic direction of the various areas and units reporting directly or indirectly to the Provost, including the University Library, Student

Affairs, Equity and Inclusion Office, International Affairs, MacPherson Institute, McMaster Museum of Art and Office of Community Engagement.

- f) In partnership with the President, sustains and nurtures collaborative and positive relationships with student, staff and faculty associations across the campus.

B. Faculty Recruitment, Retention and Promotion

- 3. Assumes leadership and responsibility for the recruitment, retention, development and advancement of faculty, including ensuring the provision of appropriate training and development opportunities for faculty at all stages of their academic careers, commensurate with the University's commitment to equity, diversity and inclusion, and works to foster an environment where research, pedagogical innovation, community-engaged scholarship, Indigenous knowledge and methodologies, and academic service of all kinds are recognized and supported, and where faculty members are encouraged to excel.
- 4. In conjunction with the President, appropriate committees and the Senate, makes key academic decisions concerning faculty appointments, tenure and promotion recommendations and academic programming. Working with the Vice-Provost (Teaching and Learning), the Faculty Deans and other academic leaders, leads the intentional integration of on-campus, virtual learning, and blended learning to advance teaching and learning across the institution, ensuring the provision of appropriate training, support and technology to enable faculty and instructors to excel in the virtual environment.
- 5. Leads and advances expanded teaching development opportunities for educators around student mental health, inclusion, accessibility and safety needs (e.g., course design, compassionate response to student needs).
- 6. Leads the Faculty Deans and the MacPherson Institute in championing the review and refinement of policies and processes to demonstrate that teaching is valued and recognized as a professional practice, including promoting innovation in the assessment and evaluation of student learning and the evaluation of the quality, relevance and impact of teaching.

C. Student Recruitment, Retention and Experience

7. Oversees the continued development and provision of high-quality, innovative programs of study and research, as well as associated services, to create an enhanced student experience for undergraduate and graduate students that integrates teaching and research, is consistent with the University's strategic priorities and direction, promotes and supports inclusion across McMaster's diverse student body and prepares students to be engaged and thoughtful citizens.
8. Advances the Teaching and Learning Strategy, including leading the development of best practices for learning that are focused on the intentional consideration and integration of active and flexible on-campus learning spaces (classrooms, labs, libraries, studios), online learning spaces, and community spaces for learning, using evidenced-based research to make decisions about tools and platforms to optimize learning and overseeing the development and implementation of McMaster's Digital Learning Strategy.
9. Leads and promotes interdisciplinary learning across the campus and an environment that engages students as partners and active participants in the learning process, supporting them to become globally engaged citizens.
10. Oversees the student recruitment and enrolment management strategy and processes within the context of the enrolment corridor requirements of the strategic mandate agreement, including international student recruitment and support, promoting effective integration across all areas of student recruitment, admissions, equitable access, registration and student support and works in conjunction with the Deans to ensure appropriate supports within each of the Faculties and cross-campus collaborations with other areas within the University.
11. Promotes and supports a high-quality experience for students both within and beyond the classroom, including leading the expansion of experiential and active-learning experiences, promoting the integration of research within the undergraduate curriculum, ensuring the provision of appropriate supports and services to create a holistic, transformational, and personalized experience and supporting the quality of student life and health and well-being at all levels.

12. Ensures that appropriate supports are in place to respond effectively to students in distress, including concerning mental health and well-being.

D. Inclusive Excellence

13. Supports and advances inclusive excellence by strengthening and sustaining institutional infrastructure, policies and capacity to integrate equity, diversity, inclusion and accessibility (EDIA) principles and practices, working closely with the Vice-Provost (Equity and Inclusion) to champion and support the EDIA strategy, associated policies and processes and advance EDIA initiatives across the academy.
14. Leads the development of strategies to recruit and retain historically underrepresented students, faculty and staff through targeted initiatives and access strategies.
15. In partnership with the President and Vice-Presidents, Indigenous leaders, and others, champion reconciliation through transformative educational programming and supporting and advancing Indigenous Education and Research Strategies.
16. Convenes the Joint Indigenous-Administration Consultation Group, working in partnership with Indigenous colleagues and members of the senior administration to identify and address barriers, resolve areas of concern and continue to advance the University's positive response to the Truth and Reconciliation Commission (TRC) report.
17. Works with the President, the Vice-Provost (Equity and Inclusion) and other senior leaders to build a community that continuously develops attitudes, knowledge, and skills to foster positive interpersonal and intergroup relations and a culture of respect and inclusion.
18. Fosters and models the values of EDIA, both personally and across the Provost's Office team.

E. International Partnerships and Global Reach

19. Guides and supports the Vice-Provost (International Affairs) in developing and implementing a comprehensive internationalization strategy to promote principled global engagement and accelerate research excellence and exceptional educational experiences for both domestic and international students, working closely with the Vice-President (Research) and other senior leaders to identify specific institutions, countries and regions

that offer the best opportunities for sharing of learning and knowledge, as well as enhancing research, education and social and economic development.

20. Promotes global citizenship among students, faculty, staff and administration through institutional participation in global initiatives and engagement in addressing global issues.
21. Supports the Faculty Deans in internationalizing the academic curriculum to facilitate knowledge dissemination and foster interdisciplinary international interactions.
22. Working in partnership with the Vice-President (Research) promotes expanding opportunities for students and researchers to participate in international partnership exchanges and research collaborations.

F. Community/External Engagement and Partnership Building

23. Leads and supports the development of strategy related to the University's community engagement activities, working closely with other members of the senior administration to build partnerships and relationships that enable the University to be an effective, respectful and impactful partner to the local community and beyond, and to take positive and measurable steps in support of the UN Sustainable Development Goals (SDGs).
24. In partnership with the President and other senior leaders, engages proactively in principled partnerships with local and global communities to expand the range of community-engaged and globally connected educational offerings, including building thoughtful and respectful relationships with local Indigenous communities.
25. Works to strengthen McMaster's role as a national leader in community engagement, social innovation and social impact, ensuring ongoing collaboration with universities, colleges, and relevant networks and organizations to coordinate efforts to address societal challenges.

G. Planning and Budgeting Processes and Campus Development

26. Leads the formulation of University-wide planning and budgeting processes, serving as the Chief Budget Officer and ensuring the relevance and fiscal accountability of the University-wide budget, the availability of relevant institutional data and metrics and alignment with the University's strategic priorities and direction, as well as the strategic mandate agreement.

27. Together with the President and Vice-President (Operations and Finance), secures the University's fiscal health and sustainability, providing leadership and oversight to financial, budgetary and capital planning matters.
28. Together with the President and Vice-President (Operations and Finance), ensure that the University operates within the policy framework established by the Board of Governors and Senate and complies with the legal and reporting requirements established by the government and other stakeholders.
29. Oversees the University Fund, working in close collaboration with the President and other Vice-Presidents to prioritize projects, initiatives and areas of strategic investment.
30. Supports the Vice-President (Operations and Finance) in maintaining and updating the University's capital plan, ensuring that the plan supports academic priorities and needs with regard to the development, expansion and upgrading of academic and research space and collaborates with the Vice-President (Operations and Finance) and the Associate Vice-President and Chief Facilities Officer in the development and implementation of major academic building projects.
31. In conjunction with the Vice-President (Operations and Finance) and the Associate Vice-President and Chief Technology Officer, oversees and guides the execution of the IT Strategy and the effective functioning of the IT governance processes, including IT and cyber security, as well as the delivery of all IT services and supports to facilitate the University's academic and research mission and enable operational excellence across the campus.
32. Supports the ongoing development of a functional, accessible, sustainable and attractive campus environment that promotes and supports learning, teaching, research and community engagement.

H. Financial Risk Mitigation and Alternative Revenue Generation

33. Supports the effective stewardship of the University's financial assets to maintain a strong and sustainable financial position that considers risk and engages appropriate mitigation strategies.
34. Enables cross-campus collaboration to ensure the University's financial and information technology systems are secure and serve the campus community effectively.

35. Supports the development of alternative revenue generation strategies to optimize and enable institutional priorities, including the continued development of a real estate portfolio and research commercialization initiative.
36. Works with the President and other Vice-Presidents to implement the development plan for McMaster Innovation Park and leads the planning of initiatives related to teaching and learning, academic innovation and student entrepreneurship.

I. Government Relations, Advocacy and Reputation Development

37. Working in close collaboration with the President, the other Vice-Presidents and colleagues in Communications, Marketing and Public Affairs and University Advancement, the Provost:
38. Represents and advocates on behalf of the University on academic-related matters before the federal, provincial and municipal governments. Takes an active leadership role in the work of inter-institutional groups engaged in advocacy, funding and policy matters, such as the Council of Ontario Universities, Universities Canada and the U15.
39. Works to develop the University's brand and advance McMaster's national and international reputation as a globally recognized leading research-intensive, student-centred University. As a University spokesperson, helps to promote the University's strengths and achievements to the media and the local and broader communities. Contributes to McMaster's public profile and the development of key partnerships by participating in and representing the University at meetings, functions and events.
40. Acts as a key ambassador for McMaster, proactively developing and stewarding positive relationships with donors, supporters, alumni and other key stakeholders to communicate and advance the University's priorities and secure resources and additional funding for the academic mission of the University.
41. Works with the President and the Vice-President (University Advancement) to develop fund-raising strategies and to seek additional and innovative sources of funding, including with regard to the finalization and launch of the University's planned fundraising campaign.
42. As part of the institutional Enterprise-Wide Risk Management Program, works to identify, mitigate and manage risks relating to the academic mission, as well as identifying and pursuing opportunities.

43. Works in partnership with the President to anticipate and/or respond to significant changes in the environment in which the University operates through strategic and operational planning and prompt and appropriate action, ensuring that stakeholders and community members are appropriately engaged and updated.
44. Takes a lead role in the responsible management of crises and sensitive issues affecting the University, working to identify, mitigate and manage risks and prioritize the health and safety of the University community and related communities.

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