

SENATE
Wednesday, June 5, 2024 at 3:30 PM
Gilmour Hall, Council Room (Room 111)

AGENDA

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

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OPEN SESSION

Opening Remarks

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CONSENT

2. Minutes of the Previous Meeting – May 15, 2024 (Open Session)

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Approval

1. Terms of Reference

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[b. Revised Terms of Reference and Name Change - ArcelorMittal Dofasco Chair in Experimental Cancer Therapeutics](#)

[c. Name Change - Homewood Chair in Mental Health and Trauma](#)

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**REPORT TO THE SENATE
FROM THE
COMMITTEE ON APPOINTMENTS**

Open Session (Consent)

At its meeting on May 27, 2024, the Committee on Appointments approved the following recommendations and now recommends them to the Senate for approval:

1. Terms of Reference

- a. Revised Terms of Reference and Name Change - Director, Office of Undergraduate Research, Faculty of Science
- b. Revised Terms of Reference and Name Change - ArcelorMittal Dofasco Chair in Experimental Cancer Therapeutics
- c. Name Change - Homewood Chair in Mental Health and Trauma

It is now recommended,

that the Senate approve the recommendations as contained in the report from the Committee on Appointments.

SENATE: FOR APPROVAL

June 5, 2024

May 16, 2024

To: Senate Committee on Appointments

From: Maureen J. MacDonald, Dean
Rosa da Silva, Associate Dean, Undergraduate Studies

**Subject: Proposed Revisions to Terms of Reference,
Director, Office of Undergraduate Research, Faculty of Science**

The attached Terms of Reference for the Director, Office of Undergraduate Research (OUR) in the Faculty of Science were approved in December 2022. We propose the following minor “housekeeping” revisions as outlined below and tracked on the attachment:

1. The title of the position be changed to “Academic Director” to identify it as a faculty academic administrative role, and to avoid any confusion with staff “Director” roles. The qualifications of the role have not changed.
2. The title of the Associate Dean responsible for undergraduate education be updated to reflect the University-wide change that was made in 2023 to “Associate Dean, Undergraduate Studies” (from Associate Dean (Academic)).

If you have questions or concerns, please contact the Dean’s Office.

MJM-RdS/dob
Memo to SCA - OUR ToR Rev 2024.docx

**Academic Director, Office of Undergraduate Research,
Faculty of Science**

Title: Academic Director, Office of Undergraduate Research

Reports to: Associate Dean (~~Academic~~)Undergraduate Studies, Faculty of Science

Position Description:

The Academic Director of the Office of Undergraduate Research (OUR), Faculty of Science is responsible for the leadership of the OUR in the pursuit of its mission to promote excellence in undergraduate student, and faculty-led, collaborative research and scholarship in all disciplines. The OUR aims to make research an integrated component of the undergraduate experience by breaking down barriers and facilitating access to research opportunities that enhance student engagement and improve academic outcomes for all undergraduate students in the Faculty of Science. The OUR will create communities of practice and directly support students in key areas that elevate experiences to ensure academic and professional success.

Responsibilities:

- 1) Oversight of the operations of the OUR including: supervision of professional, administrative and volunteer staff; developing and directing strategic initiatives; and other responsibilities.
- 2) Promote and support McMaster University's Equity, Diversity and Inclusion (EDI) goals throughout all initiatives and operations of the OUR.
- 3) Provide leadership in defining, promoting, implementing, sustaining, and evaluating undergraduate research activity that is consistent with strategic priorities of the Faculty of Science and McMaster University.
- 4) Co-ordinate, synergize and optimize undergraduate research initiatives and engagement across Departments and Schools within the Faculty of Science to promote equitable, accessible, and high-quality experiential learning opportunities.
- 5) Provide leadership in identification, coordination, and promotion of partnerships within McMaster University, Industry and the Community that will provide multidisciplinary research opportunities for undergraduate students in the Faculty of Science.
- 6) Manage the budget of the OUR.
- 7) Work in conjunction with Faculty and University advancement offices and public relations, and in cooperation with the School of Graduate Studies, to raise the profile of undergraduate research in the Faculty of Science within the University and externally, and to identify new opportunities.

- 8) Develop strategies to enhance undergraduate research funding and success from provincial, national and international granting agencies, non-profit organizations, and private sectors.
- 9) Discharge other such duties as may from time to time be assigned by the Associate Dean, [of Science \(Academic\) Undergraduate Studies, Faculty of Science](#).

Qualifications:

The ideal candidate for this position will be an accomplished researcher, excellent undergraduate mentor, and full-time continuing faculty member within the Faculty of Science. The incumbent should have extensive experience in undergraduate 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 will be made following an open search process. The initial appointment for this position shall be for a period of 3 years or through completion of the pilot project.

Membership on Faculty Standing & Ad Hoc Committees

- As required

Membership on University Committees

- As required

Approval(s):

- Dean, Faculty of Science
- Faculty Council (October 13, 2022)
- Senate Committee on Appointments (November 21, 2022)
- Senate (December 14, 2022)
- Board of Governors (December 15, 2022)

Terms of Reference
**Academic Director, Office of Undergraduate Research,
Faculty of Science**

Title: Academic Director, Office of Undergraduate Research

Reports to: Associate Dean Undergraduate Studies, Faculty of Science

Position Description:

The Academic Director of the Office of Undergraduate Research (OUR), Faculty of Science is responsible for the leadership of the OUR in the pursuit of its mission to promote excellence in undergraduate student, and faculty-led, collaborative research and scholarship in all disciplines. The OUR aims to make research an integrated component of the undergraduate experience by breaking down barriers and facilitating access to research opportunities that enhance student engagement and improve academic outcomes for all undergraduate students in the Faculty of Science. The OUR will create communities of practice and directly support students in key areas that elevate experiences to ensure academic and professional success.

Responsibilities:

- 1) Oversight of the operations of the OUR including: supervision of professional, administrative and volunteer staff; developing and directing strategic initiatives; and other responsibilities.
- 2) Promote and support McMaster University's Equity, Diversity and Inclusion (EDI) goals throughout all initiatives and operations of the OUR.
- 3) Provide leadership in defining, promoting, implementing, sustaining, and evaluating undergraduate research activity that is consistent with strategic priorities of the Faculty of Science and McMaster University.
- 4) Co-ordinate, synergize and optimize undergraduate research initiatives and engagement across Departments and Schools within the Faculty of Science to promote equitable, accessible, and high-quality experiential learning opportunities.
- 5) Provide leadership in identification, coordination, and promotion of partnerships within McMaster University, Industry and the Community that will provide multidisciplinary research opportunities for undergraduate students in the Faculty of Science.
- 6) Manage the budget of the OUR.
- 7) Work in conjunction with Faculty and University advancement offices and public relations, and in cooperation with the School of Graduate Studies, to raise the profile of undergraduate research in the Faculty of Science within the University and externally, and to identify new opportunities.

- 8) Develop strategies to enhance undergraduate research funding and success from provincial, national and international granting agencies, non-profit organizations, and private sectors.
- 9) Discharge other such duties as may from time to time be assigned by the Associate Dean, Undergraduate Studies, Faculty of Science.

Qualifications:

The ideal candidate for this position will be an accomplished researcher, excellent undergraduate mentor, and full-time continuing faculty member within the Faculty of Science. The incumbent should have extensive experience in undergraduate 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 will be made following an open search process. The initial appointment for this position shall be for a period of 3 years or through completion of the pilot project.

Membership on Faculty Standing & Ad Hoc Committees

- As required

Membership on University Committees

- As required

Approval(s):

- Dean, Faculty of Science
- Faculty Council
- Senate Committee on Appointments
- Senate
- Board of Governors



May 15, 2024

Senate Committee on Appointments
c/o University Secretariat
Gilmour Hall, Room 210

Re: Name Change and Revised Terms of Reference for the ArcelorMittal Dofasco Chair in Experimental Cancer Therapeutics

On behalf of the Faculty of Health Sciences, I would like to recommend the name of the ArcelorMittal Dofasco Chair in Experimental Cancer Therapeutics be changed to the **ArcelorMittal Dofasco Chair in Cancer Therapeutics Research**.

In 2006, a gift was directed to the Faculty of Health Sciences from Dofasco Inc. (now ArcelorMittal Dofasco) via the Juravinski Cancer Centre Foundation (now part of the Hamilton Health Sciences Foundation) to provide an endowment fund in support of this Chair.

The inaugural chairholder, Dr. Paola Muti, was appointed in 2012 and held the position until her retirement from McMaster in 2021. Since that time, the Department of Oncology has undertaken some strategic planning with regard to the best use of the Chair into the future.

Following communication and consultation with representatives from both Hamilton Health Sciences Foundation and ArcelorMittal Dofasco, the decision has been made to revise the title of the Chair and its terms of reference to better represent the future of this area of research and allow for a broader scope within clinical cancer research. These changes will better align with the priorities of the Department and allow a world leader to take on this Chair and its research opportunities.

An updated terms of reference document has been prepared to reflect these revisions (see attached), along with some minor formatting changes to align them with our current template for terms of reference. A copy of the previous terms of reference is also included for reference.

Thank you for considering this recommendation.

Yours sincerely,

Paul M. O'Byrne, MB, FRCP(C), FRSC
Dean and Vice-President
Faculty of Health Sciences

Encl.

PO/sm

TERMS OF REFERENCE

ArcelorMittal Dofasco Chair in Cancer Therapeutics Research

General

A gift from ArcelorMittal Dofasco has been directed to the Faculty of Health Sciences via the Hamilton Health Sciences Foundation to provide an endowment fund in support of the *ArcelorMittal Dofasco Chair in Cancer Therapeutics Research*. The research and educational interests and accomplishments of the incumbent will encompass a broad and comprehensive range of issues in cancer.

Cancer Therapeutics Research includes the study of treatments and interventions used to prevent the development of cancer or to alleviate the effects of a cancer diagnosis on an individual and their family. Research areas include drug and biological therapies, radiation treatment, surgical interventions, medical devices, supportive care and symptom management.

Details and Duties

The holder of the Chair shall be an individual with sufficient research and educational experience and who has demonstrated interest in and capability to implement the objectives set out below.

- The Chairholder will hold a full-time appointment in the Faculty of Health Sciences at McMaster University.
- The major role of the Chair will be to contribute significantly to the body of scholarship in Cancer Therapeutics Research through the development of a high impact research program, with a focus on the evaluation of cancer therapeutic interventions.
- The proposed program of research will exemplify the central values of the University.
- The Chairholder will contribute to the development, implementation and evaluation of curricular innovations in undergraduate (MD) education and postgraduate fellowships.
- The Chairholder will be nationally recognized for their contributions to the discipline of Cancer Therapeutics Research.
- The Chairholder will hold advanced certification in a clinical specialty (radiation oncology, medical oncology or malignant hematology) and a Master's or PhD degree (or equivalent research experience).
- The Chairholder will have exemplary skills as a communicator, collaborator, innovator and clinician.
- The Chairholder will undertake the normal duties of a faculty member in the Faculty of Health Sciences, including participating in the education programs of the Faculty and their Department.

Selection Process

The selection and designation of the Chairholder will be determined as follows:

- The Dean and Vice President of the Faculty of Health Sciences will appoint an appropriate Selection Committee, which shall include, at a minimum, the Vice Dean, Research and the Chair of the Department of Oncology.
- The Selection Committee will invite and receive nominations for the Chair and make recommendations for the appointment to the Dean and Vice President of the Faculty of Health Sciences for approval.
- Once approved, the Dean and Vice President will forward the Selection Committee's recommendation to the Senate Committee on Appointments.

Term

An appointment to the Chair shall be for up to five (5) years, with the understanding that renewal for additional terms is possible based on satisfactory reviews.

Acknowledgement

The incumbent will acknowledge that they hold the *ArcelorMittal Dofasco Chair in Cancer Therapeutics Research* in all publications, lectures and any other activities supported through the fund.

Revised October 2023

TERMS OF REFERENCE

ArcelorMittal Dofasco Chair in Cancer ~~Experimental~~ Therapeutics Research**General**

A gift from ArcelorMittal Dofasco has been directed to the Faculty of Health Sciences via the Hamilton Health Sciences Foundation to provide an endowment fund in support of the "ArcelorMittal Dofasco Chair in Cancer ~~Experimental~~ Therapeutics Research". The research and educational interests and accomplishments of the incumbent will encompass a broad and comprehensive range of issues in cancer.

Cancer Therapeutics Research includes the study of treatments and interventions used to prevent the development of cancer or to alleviate the effects of a cancer diagnosis on an individual and their family. Research areas include drug and biological therapies, radiation treatment, surgical interventions, medical devices, supportive care and symptom management.

Details and Duties

The holder of the Chair shall be an individual with sufficient research and educational experience and who has demonstrated interest in, and capability to implement the objectives set out below.

- The Chairholder will hold a full-time appointment in the Faculty of Health Sciences at McMaster University.
- The major role of the Chair will be to contribute significantly to the body of scholarship in ~~Experimental~~ Cancer Therapeutics Research through the development of a high impact research program, with a focus on the evaluation of cancer therapeutic interventions.
- The proposed program of research will exemplify the central values of the University.
- The Chairholder will contribute to the development, implementation and evaluation of curricular innovations in undergraduate (MD) education and postgraduate fellowships.
- The Chairholder will be internationally recognized for ~~his/her~~their ~~contributions~~ contributions to the discipline of ~~Experimental~~ Cancer Therapeutics Research.
- The Chairholder will hold advanced certification in a clinical specialty (radiation oncology, medical oncology or malignant hematology) and a Master's or PhD (or equivalent research experience).
- The Chairholder will have exemplary skills as a communicator, collaborator, innovator and ~~caring personal physician-clinician.~~
- The Chairholder will undertake the normal duties of a faculty member in the Faculty of Health Sciences, including participating in the education programs of the Faculty and their Department.

Selection Process

The selection and designation of the Chairholder will be determined as follows:

- The Dean and Vice-President of the Faculty of Health Sciences will appoint an appropriate Selection Committee, which shall include, at a minimum, the Vice-Dean, Research and the Chair of the Department of Oncology.
- The Selection Committee will invite and receive nominations for the Chair and make recommendations for the appointment to the Dean and Vice-President of the Faculty of Health Sciences for approval.

- Once approved, the Dean and Vice-President will forward the Selection Committee's recommendation to the Senate Committee on Appointments.

~~The Dean and Vice-President of the Faculty of Health Sciences will appoint an appropriate ad hoc selection committee. The selection committee will recommend the appointment of the ArcelorMittal Dofasco Chair in Experimental Cancer Therapeutics. The selection committee will forward its recommendation to the Senate Committee on Appointments.~~

Term

An appointment to the Chair shall be for up to five (5) years, with the understanding that renewal for additional-~~five-year~~ terms is possible based on satisfactory reviews.

Acknowledgement

The incumbent will acknowledge that ~~she/het~~they holds the "~~ArcelorMittal Dofasco Chair in Cancer~~ Experimental Therapeutics Research" ~~at McMaster University, Faculty of Health Sciences~~ in all publications, lectures and any other activities supported through the fund.

Revised October 2023~~FGM.DofascoChair.09.02.06~~

Previous Terms of Reference

TERMS OF REFERENCE

ArcelorMittal Dofasco Chair in Experimental Cancer Therapeutics

General

A gift has been directed to the Faculty of Health Sciences to provide an endowment fund in support of the “ArcelorMittal Dofasco Chair in Experimental Cancer Therapeutics.” The research and education interests and accomplishments of the incumbent will encompass a broad and comprehensive range of issues in cancer.

Details and Duties

- The holder of the Chair shall be an individual with sufficient research and education experience and who has demonstrated interest in, and capability to implement the objectives set out below.
- The role of the Chair will be to contribute significantly to the body of scholarship in experimental cancer therapeutics.
- The chairholder will be internationally recognized for his/her contributions to the discipline of experimental cancer therapeutics.
- The chairholder will have exemplary skills as a communicator, collaborator, innovator and caring personal physician.
- The role of the chairholder will be to establish a world class Centre of Excellence which exemplifies the central values of the University; to develop, implement and evaluate curricular innovations in undergraduate (MD), postgraduate fellowships; to undertake quality research in experimental cancer therapeutics.
- Undertake the normal duties of a faculty member in the Faculty of Health Sciences, including participation in the education programs of the Faculty.

Selection Process

The Dean and Vice-President of the Faculty of Health Sciences will appoint an appropriate ad hoc selection committee. The selection committee will recommend the appointment of the ArcelorMittal Dofasco Chair in Experimental Cancer Therapeutics. The selection committee will forward its recommendation to the Senate Committee on Appointments.

Term

An appointment to the Chair shall be for up to five (5) years, with the understanding that renewal for additional five-year terms is possible. The incumbent will acknowledge that she/he holds the “ArcelorMittal Dofasco Chair in Experimental Cancer Therapeutics” in all publications, lectures and any other activities supported through the fund.

May 15, 2024

Senate Committee on Appointments
c/o University Secretariat
Gilmour Hall, Room 210

Re: Name Change for the Homewood Chair in Mental Health and Trauma

On behalf of the Faculty of Health Sciences, I would like to recommend the name of the Homewood Chair in Mental Health and Trauma be changed to the **Homewood Research Chair in Mental Health and Trauma**.

The Homewood Chair in Mental Health and Trauma was established in 2017 via a commitment of funding from the Homewood Research Institute (HRI).

The donor has requested that the name of the Chair be revised to include the word "Research," to be consistent with other chairs funded by the HRI at McMaster. All parties have agreed to rename the Chair the **Homewood Research Chair in Mental Health and Trauma**.

Thank you for considering this recommendation. Enclosed please find a copy of the original and revised terms of reference.

Yours sincerely,



Paul M. O'Byrne, MB, FRCP(C), FRSC
Dean and Vice-President
Faculty of Health Sciences

Encl.

PO/sm

TERMS OF REFERENCE

Homewood Research Chair in Mental Health and Trauma

General

A transfer of funds has been directed to the Faculty of Health Sciences to provide support for the *Homewood Research Chair in Mental Health and Trauma*. The incumbent will have demonstrated excellence in the area of mental health and trauma.

Details and Duties

The holder of the Chair shall be an individual with sufficient research, education and/or clinical experience.

Specifically, the chairholder will:

- Hold a full-time appointment in the Department of Psychiatry and Behavioural Neurosciences in the Faculty of Health Sciences at McMaster University;
- Be an integral part of the institutional vision towards establishing and maintaining a world-class program in mental health and trauma research which exemplifies the central values of the University and the Department of Psychiatry and Behavioural Neurosciences;
- Contribute significantly to the body of scholarship in the area of mental health and trauma, through teaching, research and/or clinical work at McMaster University;
- Undertake the normal duties of a faculty member in the Faculty of Health Sciences and the Department of Psychiatry and Behavioural Neurosciences, including participation in the education programs of the Department;
- Along with the Executive Director of the Homewood Research Institute, co-lead the Homewood-McMaster Trauma Research Network;
- Provide scientific and academic leadership to the Network. This will involve facilitative leadership to nurture a collaborative community of practice;
- Working with other partners, develop a high impact network of leading researchers, evaluators, clinicians and other stakeholders who jointly plan, implement and act on studies that improve practice and outcomes in mental health and addictions, and compete successfully for provincial, national and international grants;
- Engage individuals and organizations to leverage talent, influence and resources required for an enterprise/network that serves as a national asset;
- Gradually build the study of concurrent treatment within the Network. This will include collaboration with the Peter Boris Chair in Addictions Research, located at St. Joseph's Healthcare Hamilton.

Selection Process

The Dean and Vice-President of the Faculty of Health Sciences will appoint an appropriate ad-hoc selection committee which shall include, at minimum, the Vice Dean, Research and the Chair of the Department of Psychiatry and Behavioural Neurosciences. The Committee will forward its recommendation to the Senate Committee on Appointments.

Term

An appointment to the *Homewood Research Chair in Mental Health and Trauma* shall be for up to five (5) years, with the understanding that renewal for additional terms is possible.

Acknowledgement

The incumbent will acknowledge that they hold the “*Homewood Research Chair in Mental Health and Trauma*” in all publications, lectures and any other activities supported through the fund.

Revised May 2024

TERMS OF REFERENCE

Homewood **Research** Chair in Mental Health and Trauma

General

A transfer of funds has been directed to the Faculty of Health Sciences to provide support for the *Homewood **Research** Chair in Mental Health and Trauma*. The incumbent will have demonstrated excellence in the area of mental health and trauma.

Details and Duties

The holder of the Chair shall be an individual with sufficient research, education and/or clinical experience.

Specifically, the chairholder will:

- Hold a full-time appointment in the Department of Psychiatry and Behavioural Neurosciences in the Faculty of Health Sciences at McMaster University;
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- Contribute significantly to the body of scholarship in the area of mental health and trauma, through teaching, research and/or clinical work at McMaster University;
- Undertake the normal duties of a faculty member in the Faculty of Health Sciences and the Department of Psychiatry and Behavioural Neurosciences, including participation in the education programs of the Department;
- Along with the Executive Director of the Homewood Research Institute, co-lead the Homewood-McMaster Trauma Research Network;
- Provide scientific and academic leadership to the Network. This will involve facilitative leadership to nurture a collaborative community of practice;
- Working with other partners, develop a high impact network of leading researchers, evaluators, clinicians and other stakeholders who jointly plan, implement and act on studies that improve practice and outcomes in mental health and addictions, and compete successfully for provincial, national and international grants;
- Engage individuals and organizations to leverage talent, influence and resources required for an enterprise/network that serves as a national asset;
- Gradually build the study of concurrent treatment within the Network. This will include collaboration with the Peter Boris Chair in Addictions Research, located at St. Joseph's Healthcare Hamilton.

Selection Process

The Dean and Vice-President of the Faculty of Health Sciences will appoint an appropriate ad-hoc selection committee which shall include, at minimum, the ~~Associate-Vice~~ Dean, Research and the Chair of the Department of Psychiatry and Behavioural Neurosciences. The Committee will forward its recommendation to the Senate Committee on Appointments.

Term

An appointment to the *Homewood Research Chair in Mental Health and Trauma* shall be for up to five (5) years, with the understanding that renewal for additional terms is possible.

Acknowledgement

The incumbent will acknowledge that ~~she/he~~they holds the “*Homewood Research Chair in Mental Health and Trauma*” in all publications, lectures and any other activities supported through the fund.

Revised May ~~June~~-201724

TERMS OF REFERENCE

Homewood Chair in Mental Health and Trauma

General

A transfer of funds has been directed to the Faculty of Health Sciences to provide support for the *Homewood Chair in Mental Health and Trauma*. The incumbent will have demonstrated excellence in the area of mental health and trauma.

Details and Duties

The holder of the Chair shall be an individual with sufficient research, education and/or clinical experience.

Specifically, the chairholder will:

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- Be an integral part of the institutional vision towards establishing and maintaining a world-class program in mental health and trauma research which exemplifies the central values of the University and the Department of Psychiatry and Behavioural Neurosciences;
- Contribute significantly to the body of scholarship in the area of mental health and trauma, through teaching, research and/or clinical work at McMaster University;
- Undertake the normal duties of a faculty member in the Faculty of Health Sciences and the Department of Psychiatry and Behavioural Neurosciences, including participation in the education programs of the Department;
- Along with the Executive Director of the Homewood Research Institute, co-lead the Homewood-McMaster Trauma Research Network;
- Provide scientific and academic leadership to the Network. This will involve facilitative leadership to nurture a collaborative community of practice;
- Working with other partners, develop a high impact network of leading researchers, evaluators, clinicians and other stakeholders who jointly plan, implement and act on studies that improve practice and outcomes in mental health and addictions, and compete successfully for provincial, national and international grants;
- Engage individuals and organizations to leverage talent, influence and resources required for an enterprise/network that serves as a national asset;
- Gradually build the study of concurrent treatment within the Network. This will include collaboration with the Peter Boris Chair in Addictions Research, located at St. Joseph's Healthcare Hamilton.

Selection Process

The Dean and Vice-President of the Faculty of Health Sciences will appoint an appropriate ad-hoc selection committee which shall include, at minimum, the Associate Dean, Research and the Chair of the Department of Psychiatry and Behavioural Neurosciences. The Committee will forward its recommendation to the Senate Committee on Appointments.

Term

An appointment to the Homewood Chair in Mental Health and Trauma shall be for up to five (5) years, with the understanding that renewal for additional terms is possible.

Acknowledgement

The incumbent will acknowledge that she/he holds the *“Homewood Chair in Mental Health and Trauma”* in all publications, lectures and any other activities supported through the fund.

June 2017



April 2024

TO: University Planning Committee and/or the Senate

FROM: Steve Hranilovic
Vice-Provost and Dean of Graduate Studies
Co-Chair, Quality Assurance Committee

FROM: Kim Dej
Vice-Provost, Teaching and Learning
Co-Chair, Quality Assurance Committee

RE: IQAP Cyclical Program Reviews

INTRODUCTION

The purpose of Institutional Quality Assurance Process (IQAP) program reviews is to assist academic units in clarifying their objectives and to assess curriculum and pedagogical policies, including desirable changes for future academic development. Although the primary objective for these reviews is the improvement of our academic programs, the processes that we adopt are also designed to meet our responsibility to the government on quality assurance. The process by which institutions meet this accountability to the government is outlined in the Quality Assurance Framework (QAF), developed by the Ontario Councils of Academic Vice-Presidents (OCAV). Institutions' compliance with the QAF is monitored by the Ontario Universities Council on Quality Assurance, also known as the Quality Council, which reports to OCAV and the Council of Ontario Universities.

The goal of McMaster's IQAP is to facilitate the development and continued improvement of our undergraduate and graduate academic programs, and to ensure that McMaster continues to lead internationally in its reputation for innovation in teaching and learning and for the quality of its programs. McMaster's IQAP is intended to complement existing mechanisms for critical assessment and enhancement, including departmental reviews and accreditation reviews. The uniqueness of each program emerges through the self-study.

All program review reports (including self studies, review team recommendations, departmental responses, and dean's implementation plans) are submitted to McMaster's Quality Assurance Committee, a joint committee of Undergraduate and Graduate Councils. The

Quality Assurance Committee assesses all submitted reports and prepares a Final Assessment Report (FAR) for each program review conducted during the previous academic session.

Each FAR:

- Identifies significant strengths of the program;
- Addresses the appropriateness of resources for the success of the program;
- Identifies opportunities for program improvement and enhancement;
- Identifies and prioritizes the recommendations;

Undergraduate Council and/or the Graduate Council will review this report to determine if it will make additional recommendations.

2020 -2023 IQAP CYCLICAL PROGRAM REVIEWS

The following Graduate programs were reviewed during 2022-2023:

Graduate Programs

UNENE G. Diploma (2022-2023)
 Religious Studies (2022-2023)
 Physiotherapy MSc. (2022-2023)
 Master of Public Health (2022-2023)

The following Undergraduate and Graduate combined programs were reviewed during 2020-2023:

Undergraduate and Graduate Combined

Biomedical Discovery and Commercialization (2022-2023)
 Political Science (2022-2023)
 History, B.A., M.A., and Ph.D. (2021-2022)
 Department of Health, Aging, and Society (2020-2021)
 English and Cultural Studies (2020-2021)

The following Undergraduate programs were reviewed during 2020-2021:

Undergraduate Programs

Power & Energy Engineering Technology (2020-2021)
 Software Engineering Technology (2020-2021)

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

UNENE G.Dip

Date of Desk Audit: March 23rd, 2023

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the graduate diploma in UNENE. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the UNENE program submitted a self-study in February 2023 to the Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its graduate diploma. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Engineering, and selected by the Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a desk audit on March 23rd, 2023. The review included interviews with the Vice-Provost and Dean of Graduate Studies, and leadership of the program.

The Director of the program and the Dean of the Faculty of Engineering submitted responses to the Reviewers' Report (September and November 2023 respectively). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

- **Strengths**

The review team highlights the strengths of the UNENE Graduate Diploma program:
Relevance to the sector and linkage to the UNENE M.Eng. program.

Like the UNENE M.Eng. program, the Graduate Diploma program is designed to provide opportunities for industry professionals to improve their skills and competency. This program is part of UNENE's core mission to build nuclear capacity in Canada by educating knowledgeable, highly qualified personnel.

As the review team notes, the Diploma program is also connected closely to the M.Eng. program — the same courses are taught by the same professors, with the same expectations of assessment and high standards of preparation.

Students are able to network with each other, fostering opportunities for networking within and outside of their organizations.

- **Areas for Enhancement or Improvement**

UNENE can focus further on defining the connection between the M.Eng. and Diploma programs by exploring how to facilitate and clarify the transition process between them. Engagement with industry should be enhanced by identifying specific needs and challenges that industry organizations face in developing a skilled workforce. Likewise, learning from the current industry landscape to ensure that course modules remain up to date with the most relevant information, and exploring the usage of different delivery technologies and models (including online/asynchronous elements) will facilitate the participation of more students in the program.

Implementation Plan

Summary of the Reviewers’ Recommendations with the Department’s and Dean’s Responses

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline
<p>1. UNENE should discuss with the nuclear industry and identify what future challenges the industry believes it will face, but also challenge the industry on those areas UNENE believes are opportunities for industry, such as security, safeguards and human factors.</p>	<p>Proposed actions:</p> <ol style="list-style-type: none"> 1. UNENE is undergoing an education needs assessment with major industry organization partners, to understand challenges and future needs and how they relate to UNENE educational offerings. UNENE will collect and analyze the response data from industry to produce an education needs report, including needs at the basic level (introductory courses), intermediate level (professional development), and advanced level (graduate education — M.Eng. and Diploma). 2. UNENE organizes annual workshop attended by universities and nuclear industry organizations. UNENE will ensure that the industry continues to provide information on the topics and areas of importance to the industry, including the aforementioned areas, but much more, such as operational needs, refurbishment needs, new build needs, etc. 	<ol style="list-style-type: none"> 1. Allan Lew leading collection of data 2. Data analysis and translation for graduate education — Nik Popov, Raluca Petria 3. Organization of UNENE annual workshops – Ben Rouben 	<p>September 2024</p>

<p>2. UNENE look at migration from the M.Eng. program to the Diploma and vice versa, and examine what options there are for students.</p>	<p>Proposed actions:</p> <ol style="list-style-type: none"> 1. UNENE will develop a clear guideline/policy for migration from M.Eng. to Diploma and vice versa. 2. UNENE will bring this guideline for approval and official adoption at the level of the Education Advisory Committee. 3. UNENE will produce a general UNENE Student Handbook in collaboration with all core universities, which will include the M.Eng.-Diploma migration guideline among all other student-relevant information. 4. UNENE will make this document available to students directly as well as on the UNENE website. 5. UNENE will update this handbook yearly. 	<p>Raluca Petria, with collaboration from grad admins at other schools Oversight by Nik Popov</p>	<p>May 2024</p>
<p>3. UNENE continues to examine how modules continue to be relevant, and are updated when needed. Updates should focus on changes in the sector relevant to the Canadian Nuclear Industry, but also those which are seen as upcoming in the future, e.g SMRs, new reactor technologies, security, safeguards, human factors.</p>	<p>Proposed actions:</p> <ol style="list-style-type: none"> 1. UNENE professors regularly conduct reviews of course content to ensure relevance to current nuclear industry landscape in Canada. On an ongoing basis, UNENE will work with course professors ahead of course delivery to update material appropriately. 2. As part of the UNENE efforts to introduce an online delivery method for all UNENE graduate courses, UNENE instructors will conduct a review of the relevance of the course content, materials and delivery method. Pilot courses to perform this activity will be UN802 (upcoming Fall 2024) and UN803 (upcoming Winter 2024). 	<p>Nik Popov, Raluca Petria</p>	<p>June 2024</p>
<p>4. The Diploma and M.Eng program look at alternative methods for delivery, using asynchronous delivery. This could allow more students to take part across Canada.</p>	<p>UNENE is currently preparing an application for transition to online program delivery.</p> <p>Proposed actions:</p> <ol style="list-style-type: none"> 1. UNENE will produce and submit a proposal to the Engineering GCPC in Fall 2023 for transition 	<p>Nik Popov, Raluca Petria</p>	<p>Target dates for conversion of UN802 for online delivery: October 2023 — submission</p>

	<p>of a pilot course (UN802 — Fall 2024).</p> <ol style="list-style-type: none"> 2. UNENE has and will continue to collaborate with UN802 course professors, UNENE EAC + EAC Subcommittee, other UNENE Academics, and additional online education experts (ex., MacPherson Institute), to create a robust and engaging delivery model for UN802 that will serve as the basis for future online delivery models for all UNENE courses. 3. UNENE will collect feedback data from participants in online course UN802, including students and professors, and produce a summary document of lessons learned and areas for improvement. 4. UNENE will use the feedback data and summary of findings to produce and submit an additional proposal to the GCPC for transition of the entire UNENE education program to online delivery, including all courses at all schools. UNENE will ensure that all member schools are able to provide input and approval for the proposed changes, to ensure a smooth transition for all students. 		<p>of UN802 online proposal</p> <p>September-December 2024 — delivery of UN802 online</p>
<p>5. Given that the Diploma is delivered at the same time as the M.Eng, using the same criteria for individual module assessment, future program reviews should occur at the same time as M.Eng program reviews. This will minimize the duplication of work, and maximize effectiveness of review.</p>	<p>Proposed actions:</p> <ol style="list-style-type: none"> 1. UNENE will coordinate with McMaster University to ensure that future program reviews for the M.Eng. and Diploma programs are conducted in parallel, beginning with the M.Eng. program review scheduled for 2027-2028. 	<p>UNENE Education Program Director, UNENE Grad Admin</p>	<p>N/A</p>

Faculty Response

The Faculty greatly appreciates the time and thoughtful comments given by the review team, in regards to UNENE's graduate diploma in Nuclear Engineering. Their report and the implementation plan offered by the UNENE academic leadership has been reviewed by the Faculty. The recommendations related to updating the program content with currently emerging topics and an assessment of future challenges are well received and we fully expect the program team to tap into the expert knowledge on Nuclear Engineering found in our Faculty. The Associate Dean of Graduate Studies will be able to help coordinate these changes in content with the other associated universities in the UNENE network.

The recommendation of asynchronous delivery is not so easily implemented in this case as it presents national security risk concerns, requiring means of limiting access to non-Canadian citizens and avoid the transmitting lectures beyond the boundaries of Canada. Control over who took the program was straightforward when lectures were in-person and close to the major nuclear facilities in Ontario, since no one but employees of those facilities could attend but asynchronous delivery opens up a potential pandora's box. We are working with the program team and McMaster's lawyers to find acceptable means to follow through with this recommendation because we recognize the program needs to reach a larger cohort of students in order to remain fiscally viable.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation at the March 20, 2024, meeting. The committee recommends that the program should follow the regular course of action with an 18-month progress report and subsequent full external cyclical review to be conducted no later than eight years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Religious Studies

Date of Review: April 19th and 20th, 2023

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the graduate programs delivered by Religious Studies. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the department of Religious Studies submitted a self-study in February 2023 to the Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its graduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Social Sciences, and selected by the Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a review on April 19th and 20th, 2023. The review included interviews with the Deputy Provost; Vice-Provost and Dean of Graduate Studies, Associate Dean, Graduate Studies, Chair of the department and meetings with groups of current students, faculty and support staff.

The Chair of the Department and the Dean of the Faculty of Social Sciences submitted responses to the Reviewers' Report (July and October 2023 respectively). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

- Faculty
- Graduate students
- Program learning outcomes
- Graduate degree level expectations
- Curriculum
- Speakers and symposia
- Seminars
- Supervision
- Inclusion of Graduate students in program governance

Areas for Improvement:

- Clarify language used to describe fields and areas
- Clarify goals and format for comprehensive exams
- Clarify expectations for the MA project
- Fifth-year funding: work towards guaranteeing students’ funding for a fifth year
- Increase frequency of contact between chair of Graduate Affairs Committee and GSARS
- Language instruction: work towards the creation of a consortium of institutions to share instructors and students
- Enhance the University’s resources for international graduate student support

Summary of the Reviewers’ Recommendations with the Department’s and Dean’s Responses

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
value humanities and discursive social science in future strategic plan and vision documents (University)	Bring forward for discussion at Chairs and Directors bi-weekly meetings	Department Chair	2023-26
explore interdisciplinary programs that align with areas of research strength at McMaster and priorities of indigeneity and inclusive excellence	Ongoing consultation and brainstorming with graduate programs in Social Sciences, Humanities, Health Sciences, and Business.	Department Chair and GAC Chair	2023-2026

(Department; Faculty of Social Sciences)			
explore the feasibility of a common MA application portal (Department)	Consult with Mosaic team and SGS	Graduate Administrator	2023-24
clarify (but do not necessarily change) the curriculum, not only for its own sake, but also to foreground the cross-field pollination that already occurs in the department (Department)	Encourage discussion and proposals at GAC to be brought to the Department for discussion	GAC Chair	2023-24
form a consortium of institutions to ease barriers in language instruction for the programs' graduate students (Department; Faculty of Social Sciences)	Consult with the Dean of Graduate Studies for institutional support	Department Chair	2023-25
monitor the one-year MA degree's PLO and DLE's in relation to the two-year MA degree (Department)	Carry out an evaluation of the initial one-year MA in Summer 2024	Department Chair, GAC Chair	Summer 2024
clarify the two-year MA project objectives and requirements (Department)	To be explored and redrafted by the GAC committee	GAC Chair	2023-24
clarify and possibly revise the comprehensive exam goals and assessment format (Department)	To be explored and redrafted by the GAC committee	GAC Chair	2023-25
increase frequency of contact between the Graduate Chair and the Graduate Student Association for Religious Studies (GSARS), in the interest of developing programming that will	In early September, confirm a schedule of meetings of the GAC chair and GSARS representatives for the academic year	GAC Chair	2023-24

help rebuild departmental community			
form consortium for language instruction (Department; Faculty of Social Sciences)	See above		
explore feasibility of new area structure for three-term MA <i>only</i> (Department)	Note: The three field structure is not directly relevant to the one-year MA, as there are no field-based course requirements. No action required.		
keep CLA instructors of undergraduates who sustain fifth-year graduate-student funding (Department; Faculty of Social Sciences)	Consult with the Dean of the Faculty of Social Science about the need for a teaching permanence for our CLA instructors.	Department Chair	Conclusion of CLA contracts
support the research mission of Religious Studies (and other humanities and social sciences) with adequate acquisitions of monographs and other relevant resources, including relevant subject area staff (University)	Consultation with the University Librarian.	Chair and Library Rep.	
create a professional development course for all entering MA and PhD students (Department)	Consult with the MacPherson Institute regarding resources available through the Institute and assistance for developing in-house professional development courses	Chair of GAC	2023-24
enhance international graduate student support through a dedicated office and programs (University)	Ongoing	Department Chair and Chair of GAC	

Faculty Response

The IQAP review team consisting of external members Dr. Adnan Husain (Director, School of Religion, Queen's University) and Martin Kavka (Chair, Department of Religion, Florida State University), and internal member Dr. Tony Porter (Department of Political Science), conducted its review of the Graduate program of the Department of Religious Studies on April 18-20, 2023. I thank the reviewers for their review and recommendations regarding how to enhance the graduate program in Religious Studies. The recommendations will be helpful to both the department and me in the coming years as we undertake further efforts to strengthen the program. Herein I provide my response to the report.

The reviewers' assessment of the program is highly positive. They note in particular the high quality of the faculty participating in the program and the commitment they have to its graduate students, recent innovations introduced by the program, including a new one-year MA stream and the introduction of Islamic Studies as a concentration, and both the quality of its students and their praise for the program. However, the graduate program, like its undergraduate counterpart, faces a longer-term trend of declining enrolments as student program choices have in recent years shifted away from religious studies (and similar programs). Recent program changes can help reverse these enrolment trends (initial signs suggest an impact), and the review identifies further actions the program can take to improve the program and make it attractive for a broader array of students.

The Faculty of Social Sciences values the graduate program in Religious Studies greatly. The graduate program in the Department of Religious Studies has always been one of the strongest in the Faculty of Social Sciences and one that attracts high-quality graduate students from around the world. The Department has always rightly been proud of it. At the same time, there is a perception that the program has at times been slow to adapt to changes in the external environment, most importantly evolving student interests and falling student enrolments in both graduate and undergraduate programs in Religious Studies and associated consequences such as a smaller faculty complement.

The recent innovations noted by the reviewers together with robust department responses to the reviewer recommendations as outlined in the department response can help ensure a strong program into the future. The majority the recommendations call for action by the program/Department itself. The Faculty of Social Sciences, including both me as Dean and the Associate Dean Graduate Studies will support the program in acting on those recommendations. I focus my response on those recommendations with implications beyond the program and department.

1. A call for the university to value discursive social science in strategic and vision documents. McMaster is supportive of the humanities and social sciences, but this remains a constant challenge in the face of so many forces internal and external to the university that place priority on STEM. As Dean I work regularly with my fellow Deans and senior leaders to ensure that the social sciences and humanities are valued within McMaster.

2. Interdisciplinary programming. Interdisciplinary programming is a priority of the Faculty of Social Sciences. In recent years we have, for instance, introduced a number of interdisciplinary minors and certificates and participates in multiple university-wide interdisciplinary minors. The Department of

Religious Studies, especially at the undergraduate level, has also worked in recent years to connect with other disciplines and fields. These efforts can be expanded to the graduate level. The reviewers rightly identify potential linkages with the recently formed Indigenous Studies Department, which is itself launching a new master's program. The Faculty will support Religious Studies in such efforts.

3. Participate in Language Training Consortium. I strongly endorse this recommendation. I had spoken with the Department Chair, Dr. Celia Rothenberg, prior to the IQAP review, about the need to collaborate with regional universities to enhance opportunities for language training. She has reached out to colleagues in other universities and discussions are on-going. The Faculty of Social Sciences will readily participate in such a collaborative venture.

4. Keep CLA (Contractually Limited Appointment) Instructors to sustain funding for fifth-year students. The amount of funding support for graduate students in Religious Studies is determined by graduate enrolment. Undergraduate enrolment in courses taught by CLAs has no bearing on support available for fifth-year students.

5. Support for International Students. The university (and each Faculty) has been and continues to invest to support international students. The Faculty welcomes collaboration with the School of Graduate Students and other relevant offices on campus in such efforts targeted at graduate students.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation at the December 6, 2023, meeting. The committee recommends that the program should follow the regular course of action with an 18-month progress report and subsequent full external cyclical review to be conducted no later than eight years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Physiotherapy, M.Sc.

Date of Review: February 27th and 28th, 2023

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the M.Sc. in Physiotherapy. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Physiotherapy M.Sc. program submitted a self-study in December 2022 to the Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Health Sciences, and selected by the Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a virtual review on February 27th and 28th, 2023. The review included interviews with the Deputy Provost; Vice-Provost and Dean of Graduate Studies, Associate Dean, Grad Studies and Research, Assistant Dean of the program and meetings with groups of current students, full-time faculty and support staff.

The Assistant Dean of the program and the Dean of the Faculty of Health Sciences submitted responses to the Reviewers' Report (May and December 2023 respectively). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

- **Strengths**

The MSc(PT) Program was identified to have several strengths. These strengths included a robust admissions process, excellent retention of students who graduate, and strong programming with the new SPIREL curriculum. Additionally, Reviewers acknowledged the diverse academic faculty that have strong and impactful research; advancements and continued plans to address justice, equity, inclusion and diversity; and leadership that is strong and recognized. The Reviewers also acknowledged the potential growth opportunities with the Northern Studies Stream (NSS) and the PT/ PhD stream.

- **Areas for Improvement**

The final Reviewers' Report identified five themes that the MSc(PT) Program could consider for enhancement during the next IQAP cycle. These themes were: enhancing evaluation processes and response rates; build on existing work to further develop the social justice, equity, diversity, inclusion and accessibility in all aspects of the Program (i.e. admissions, vision / mission/ values); enhance student support through collaborations with the central university and developing a clear pathway for who to go to for what; resource management which include reflecting on the number of sessional lecturer appointments and sustained administrative support; and curriculum renewal including monitoring student success in both academic and clinical elements and contextualizing program outcomes within the MSc(PT) Program.

Summary of the Reviewers’ Recommendations with the Department’s and Dean’s Responses

Implementation Plan

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
<p>Establish processes to help facilitate improved response rates and optimize receiving constructive feedback from employers, graduates, clinical preceptors, and students.</p>	<p>Continue to build on work with Alumni Office from last year (2022) to engage graduates from MSc(PT) Program (graduates);</p> <p>Continue to monitor and review length of surveys for alumni, employers, and preceptors to help reduce the burden of completion;</p> <p>Maintain in-person site visits with clinical partners;</p> <p>Offer focus groups for clinical preceptors to provide a separate venue for feedback;</p> <p>Meet with students to better understand concerns and identify</p>	<p>Chair, Evaluation Committee (Lisa Carlesso)</p> <p>Director, Clinical Education (Physiotherapy) (Jasdeep Dhir)</p> <p>Director, Clinical Education (Physiotherapy) (Jasdeep Dhir)</p> <p>Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>	<p>1 year (2023-2024)</p>

	opportunities for improvement;		
Consider ways to provide more time in program to complete surveys, offer incentives, or consider other methods such as focus groups with alumni, employers, or site visits to garner feedback.	<p>Offer focus groups for clinical preceptors and alumni to provide a separate venue for feedback;</p> <p>Meet with students to better understand concerns and identify opportunities for improvement;</p>	<p>Director, Clinical Education (Physiotherapy) (Jasdeep Dhir)</p> <p>Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>	1 year (2023-2024)
Show evidence of how feedback is considered in curriculum design/school initiatives to demonstrate actions to address recommendations.	<p>Enhance transparency of Program Evaluation Processes to demonstrate how feedback is being considered and integrated;</p> <p>Create annual reporting structures for Program Evaluation that provide evidence of how feedback is considered for Program evaluation.</p>	<p>Chair, MSc(PT) Program Evaluation Committee (Lisa Carlesso)</p> <p>Director, Clinical Education (Physiotherapy) (Jasdeep Dhir)</p> <p>Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>	2 years (2023 – 2025)
Continue to monitor outcomes and challenges for dual program students.	<p>Consult with Assistant Dean (Rehabilitation Sciences), and dual degree graduates/learners of the program to understand challenges and develop collaborative plans / opportunities to address challenges more clearly;</p> <p>Establish a plan for and begin to monitor</p>	<p>Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p> <p>Assistant Dean (Rehabilitation Sciences) (Ada Tang)</p>	2 years (2023 – 2025)

	outcomes for dual degree students as first cohort graduates (2024).		
Consider elements of equity, diversity, inclusion and accessibility in the program vision, mission, and values.	<p>MSc(PT) Program faculty and staff will review current vision, mission, and values statements at the May 2023 Faculty Retreat and will make recommendations for revisions;</p> <p>Circulate draft revised to stakeholders (i.e. clinical preceptors, students) for further input / review</p>	Assistant Dean (Physiotherapy) (Sarah Wojkowski)	1 year (2023 – 2024)
Address the low uptake of students applying to and accepting seats through the Facilitated Indigenous Application Process (FIAP) and support uptake of the newly established Black Equity Stream (BES). Focus on ways to share positive experiences, supports available, incentives to attend and build awareness of physiotherapy within targeted communities.	<p>Review admissions data from 2018 – present to understand trends in admissions related to FIAP;</p> <p>Meet with representation from the Faculty of Health Sciences Indigenous Health Learning Lodge (IHLL) to discuss trends and possible strategies to enhance update of FIAP;</p> <p>Establish and implement a process for monitoring data associated with BES;</p> <p>Work with students, alumni, and professional partners to share information about physiotherapy</p>	<p>Chair, Admissions Committee (Greg Spadoni)</p> <p>Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>	2 years (2023 – 2025)

	within targeted communities.		
Consider including material for orientation that addresses emergency procedures, awareness of security services, locations, and training of AED devices, first aid (physical and mental health).	<p>Review MSc(PT) Program Handbook and Orientation Week Presentations to ensure safety information / processes are present and clear;</p> <p>Adapt presentations during Orientation Week to review content related to safety processes explicitly with incoming students;</p> <p>Review current training requirements for students related to first aid and consider opportunities for enhancement.</p>	<p>Program Manager / Program Coordinator (Amanda Benson)</p> <p>Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>	6 months (2023)
Work with central services to explore access for improved services to support MSc(PT) students for mental health, and access to services such as physical therapy and medical care, particularly during summer and when out on clinical placements.	Meet with leadership from Student Wellness to understand limitations / opportunities for enhanced summer services.	<p>Program Manager (Acting, Amanda Benson)</p> <p>Assistant Dean (Physiotherapy) (Sarah Wojkowski)</p>	6 months (2023)
Develop a feedback/communication framework so students can be efficient at getting the help they need to succeed, and the program is getting the right feedback to make meaningful change	<p>Meet with students to better understand concerns and identify opportunities for improvement.</p> <p>Based on feedback provided from student meetings, develop a</p>	Assistant Dean (Physiotherapy) (Sarah Wojkowski)	6 months (2023)

through the appropriate committee structures.	Feedback / communication framework that allows opportunities for timely feedback.		
Consider advantages of balancing the number of sessional lecturers, volunteers with permanent teaching positions either in the form of teaching focused faculty or clinical specialists hired to teach and provide administrative support.	One year pilot of a 0.5 FTE Instructional Assistant role that will begin on July 1, 2023. This role will be associated with teaching and administration for the Clinical Lab (CL) Courses.	Vice Dean, School of Rehabilitation Sciences (Dina Brooks) Assistant Dean (Physiotherapy) (Sarah Wojkowski)	1 year (2023 – 2024)
Consider how program outcomes and terminology pertaining to expertise and advanced training are contextualized within the entry-to-practice MSc(PT)	Review Program and student outcome statements and course terminology to ensure context within entry-to-practice.	Assistant Dean (Physiotherapy) (Sarah Wojkowski)	2 years (2023 – 2025)
Explore optimal student methods for evaluations in the continued evolution of the renewed curriculum. Consider descriptors or a grade that could be shared for feedback to students in pass-fail evaluations.	Review current evaluation methods across the MSc(PT) Program to ensure alignment with course and curriculum objectives; Review of courses with Pass / Fail evaluations (i.e. clinical education / problem-based tutorial courses) to ensure descriptors are clear for what constitutes a PASS in the associated evaluations.	Assistant Dean (Physiotherapy) (Sarah Wojkowski) Director, Clinical Education (Physiotherapy) (Jasdeep Dhir)	2 years (2023 – 2025)

Faculty Response

The reviewers note many strengths of the program, including the strength of the applicants at admission and their success at graduation, and the high quality of the new SPIREL curriculum. They note that the program is well supported by faculty with strong research programs and excellent leadership. The reviewers make recommendations for improvement in five main areas.

We have reviewed the program's thoughtful response to the report and we are confident that their plan will address the recommendations appropriately.

We agree that the Facilitated Indigenous Application Process (FIAP) and Black Equity admissions processes can be important mechanisms for advancing equity and inclusion goals. The School of Rehabilitation Science has established itself as a leader in the Faculty of Health Sciences in working toward the diversity and inclusiveness of its learning and research environment. This effort is supported in concrete ways through initiatives in the Faculty and central university to support the recruitment of Black and Indigenous faculty. These include a significant investment for the funding of Black and Indigenous faculty cohort hires and the establishment of a Department of Indigenous Studies. The Faculty of Health Sciences has recruited an Associate Dean of Indigenous Health and established the Indigenous Health Learning Lodge (IHLL). The School recently collaborated with IHLL to recruit its first full-time Indigenous faculty member. Within the School, initiatives such as the Anti-Racism, Anti-Bias and Anti-Oppression (ARABO) committee offer a forum to share support and experiences among learners across rehabilitation disciplines, as called for in the reviewers' recommendations.

The reviewers make several recommendations regarding resource management. The Physiotherapy program has the advantage that it operates within the budget envelope of the entire School of Rehabilitation Science and is supported by the diversified revenues of the School.

The reviewers note how the School's leaders have been "innovative and creative" in securing resources. At the same time, the reviewers suggest expanding staff positions and consider the "balancing" of sessional and full-time teaching positions. The reviewers note that the use of sessional instructors ensures that students are being taught clinical skills by active clinicians and they also praise the research output of the fulltime faculty in physiotherapy. We agree that the balance of sessional and full-time teaching positions needs to be monitored closely.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation at the March 20, 2024, meeting. The committee recommends that the program should follow the regular course of action with an 18-month progress report and subsequent full external cyclical review to be conducted no later than eight years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Master of Public Health

Date of Review: March 2nd and 3rd , 2023

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the Master of Public Health program. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Master of Public Health program submitted a self-study in February 2023 to the Vice-Provost Teaching and Learning and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its graduate program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Health Sciences, and selected by the Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a review on March 2nd and 3rd. The review included interviews with the Deputy Provost; Vice-Provost and Dean of Graduate Studies, Vice-Dean and Associate Dean, Graduate Studies, Director of the program and meetings with groups of current students, faculty and support staff.

The Director of the program and the Dean of the Faculty of Health Sciences submitted responses to the Reviewers' Report (April and June 2023). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

- **Strengths**
 - The core values and mission of the Program align closely to the University's mission.

- Application numbers are high, and the Program has reached its targeted admission numbers. Program learning outcomes are based on the Public Health Agency of Canada's Core Competencies and align with graduate degree level expectations.
- The Program curriculum, spurred by the recent 2019 strategic retreat, is well rounded, shows evidence of continuous innovation and creativity, and reflects the current state of the public health discipline.
- Modes of teaching delivery are appropriate, and emphasis is placed on exposing students to applied public health settings and related problems.
- The MPH Program also capitalizes on an accomplished faculty and has extensive links to the community.
- Student registration numbers, attrition rates, time-to- completion, graduation rates, and academic awards are all acceptable and rates of graduation, and employment post-graduation are strong with the majority of students working in the field of public health.
- The Program Director and administrative staff are highly competent and work effectively as a team.
- Academic services to support the program are also appropriate and students have access to a comprehensive assortment of resources.

Areas for Improvement

1. The Program should identify its unique “brand” and vision which will help provide a roadmap for program enhancements.
2. The Program should attempt to track the nature of its student body and increase recruitment of equity seeking groups.
3. The curricular map should be re-examined to confirm that all students will acquire the required competencies irrespective of the courses taken.
4. Reasons for the low student ratings of the Leadership and Applied Public Health should be ascertained, and appropriate corrective action taken.
5. Attempts should be made to ensure that there is no overlap between the course timings of core and elective courses.
6. The Capstone course should be reviewed to ensure its rigor and that it meets programmatic needs.
7. The number of international practicum sites should be increased and opportunities with the Global Nexis program should be leveraged.
8. The practicum search process could be improved based on student feedback to decrease student stress.
9. The needs of thesis students looking for qualitative research depth and thesis opportunities should be assessed.
10. The supervisory committees for thesis stream students’ needs to be re-assessed and should consist of full-time faculty with graduate supervisory status.
11. Data collection on practicum site experience, preceptor qualifications and student feedback should be systematized; reports from this should be reviewed annually to maintain practicum site (and supervisor) suitability.

12. The mix of core and faculty with part-time appointments teaching MPH courses should be examined and steps should be taken to ensure sustainability of this mix for the medium to long term.
13. Budget transparency should be implemented at the program level. Recommendation #
14. The availability of TA support should be ensured, especially for the faculty with part-time appointments.
15. The role of the graduate diploma in Community and Public Health and how it will impact/interact with the MPH program should be clarified.

Summary of the Reviewers' Recommendations with the Department's and Dean's Responses

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
PROGRAM LEVEL			
<p>Recommendation #1: The Program should identify its unique “brand”. Clarifying where the Program wants to be in the future will help provide a roadmap for program enhancements. This will allow the Program to be more proactive rather than reactive.</p>	<p>The program supports the idea of strengthening its brand by developing a marketing plan that better highlights: 1) the unique aspects of the program - its research and policy expertise, as well as the choice of thesis and practicum streams; 2) leverages the strategic mission that was developed by the program’s 2019 strategic mission planning exercise</p>	<p>MPH program director, core faculty members, program administrator, HEI communications manager</p>	<p>Commence marketing plan discussions in Fall 2023 and implement in 2024.</p>
<p>Recommendation #2: The Program should attempt to track the nature of its student body and increase recruitment of equity seeking groups. The review team acknowledges that this may be challenging, but nonetheless such efforts should be made.</p>	<p>The program has been thinking about diversity in admissions for the past year and partnered with a PhD student to do an environmental scan on diversity in admissions to identify measures that should be collected to track how the program can better</p>	<p>MPH Program Director, MPH program committee and Program administrative team, HEI Associate Chair FA-EDI.</p>	<p>The program will review environmental scan data starting in Fall 2023 and will initiate discussions with MPH program committee and HEI Associate Chair FA-EDI</p>

	support equity seeking groups. The program will review the environmental scan and identify potential ways that the program can improve in this area.		
CURRICULUM			
Recommendation #3: The curricular map be re-examined to confirm that all students will acquire the required competencies irrespective of the courses taken. Gaps, if any are identified, in the acquisition of competencies, should be rectified by appropriate mechanisms.	The MPH curriculum committee will form a task force to review curricular gaps	Program Director and Curriculum Committee	Beginning in the 2023 fall term, the curriculum committee will review curriculum map and identify gaps. Necessary changes will be proposed and will be brought forward to GPCC as needed.
Recommendation #4: Reasons for the low student ratings of the Leadership and Applied Public Health should be ascertained, and appropriate corrective action taken.	The curriculum committee, with participation of the HEI Associate Chair Education and Associate Chair FA-EDI, will be will review the student course evaluations, seek instructor feedback and identify, recommend, and monitor the implementation of necessary changes.	Program Director, Curriculum Committee, HEI Associate Chairs	The curriculum committee will review the feed-back in the spring, and provide recommendation within the summer; the instructor will review the recommendations in the fall, and proceed to implementation or course revisions (the latter will be presented to GPCC, if necessary, for approval within the start of the subsequent acadmic year).
Recommendation #5: While this is not fully under the control of the Program, attempts should be made to ensure that there is no overlap between the course timings of core and elective courses.	Student planning to take electives external to the program will be advised to plan as much ahead as possible, and will be made aware of potential clashes. Core course and internal elective delivering will be adapted as much as possible to	Program administrative team (Program Director, Curriculum coordinator and Program Administrator)	Starting in Spring/Summer 2023 the Program administrative team will conduct a mapping exercise to try and mitigate any major overlap issues

	the needs of students requesting external electives.		
Recommendation #6: Review the Capstone course to ensure its rigor and that it meets programmatic needs.	Environmental scan of MPH capstone requirements will be conducted to refine capstone report	Program Director	Summer 2023 conduct an environmental scan of MPH capstone requirements, Fall term 2023 present findings to curriculum committee for input on final suggestions/improvements
TEACHING AND ASSESSMENT			
Recommendation #7: Increase the number of international practicum sites. The program should leverage the excellent international connections of McMaster faculty; in addition, the proposed Global Nexus should be targeted in this regard.	Since the MPH program at McMaster is relatively new compared to other long-standing programs, the primary objective was to find local practicums. In 2022 we started having the first few students were approved to complete international practicums. We do think it would be beneficial to explore additional practicum sites. Therefore the program director will: 1) meet again with Gerry Wright the Executive director of Global Nexus in to explore ways to collaborate; 2) The program will re-visit the idea of having a practicum fair and explore ways to leverage HEI and program communication channels to extend relationships with new and existing practicum partners	Program Director & Program committee	Fall 2023 the program director will meet with Gerry write Winter 2024 Program will explore the idea of practicum fair and ways to better leverage communication channels to expand practicum relationships
Recommendation #8: The practicum search process could be improved based on student feedback to decrease student stress.	A process evaluation will be conducted along with student focus group to identify gaps in practicum application process	Program director and MPH curriculum coordinator	June-July 2023 the Program director and curriculum coordinator will explore ways to implement

			process evaluation in Fall – Winter 2023-2024
Recommendation #9: The needs of thesis students looking for qualitative research depth and thesis opportunities should be understood better. The program could work with other programs in FHS so students can take qualitative research courses.	There are qualitative courses offered in FHS and cross-listed at McMaster that students in HEI department can take. The Program Direction, supported by the HEI Education Council, will explore the reciprocal relationship to determine how many reserved seats can be made available. Also, HEI will undertake a Department wide review of courses offered, their uptake and their relevance to the existing programs, with the goal of ideally re-direct resources to areas of need, including qualitative research..	Program Director and Education Council	Spring/Summer 2023 Program director follow up with Educational Council and HEI faculty member to explore opportunities to develop a qualitative course in the department. Additionally during the summer 2023 term the MPH PD will reach out to allied programs to identify possibility of accessing seats for MPH, in exchange for seats in the MPH or HRM courses of interests to the allied programs.
Recommendation #10: Ensure that supervisory committees for thesis stream students consist of full-time faculty with graduate supervisory status. Faculty with part-time appointments do not meet university requirements to be part of graduate student committees.	To the program's knowledge only full-time faculty members have served as supervisors; however part-time faculty have served on committees	Program administrative team	Spring/Summer 2023 term the program administrative team will review past thesis committee membership to identify if there has been a pattern of such approval. Should there be an issue we will improve supervisory screening process on the MPH program end that will be implemented Fall 2024
Recommendation #11: Data collection on practicum site experience, preceptor qualifications and student feedback be systematized; reports from this be reviewed annually to maintain	In 2020 the program implemented InPlace to help to better track practicum related data. The PD reviews the information on practicum site experience, preceptor qualifications etc; however has the	Program director and curriculum coordinator	Starting in Fall 2024 the program committee will review practicum quality assurance processes and identify gaps for improvements

practicum site (and supervisor) suitability.	reviews point out this can be better systematized. The program will review data points and processes to enhance processes		
RESOURCES TO MEET PROGRAM REQUIREMENTS			
Recommendation #12: Examine the mix of core and faculty with part-time appointments teaching the courses and take steps to ensure sustainability of this mix for the medium to long term.	The department is aware of the programs reliance on part-time faculty. The model has worked successfully for the world leading HRM MSc and PhD program for over 30 years. Most part-time faculties are alumni, strongly committed and providing high quality teaching. Both full and part-time faculty undergo yearly career reviews, which will be used over the next cycles to encourage full time faculty to take on teaching commitments within the MPH program.	HEI Chair, HEI Associate Chair Education and Program Director	The program director will work with the HEI Chair, the Associate Chair Education and the Educational Council starting in fall 2023 and for the subsequent years career review cycles.
Recommendation #13: Ensure budget transparency at the program level.	The Department Finance Committee will review the program budget with the Program Director and MPH core faculty as a minimum every six months.	HEI Chair, HEI Finance Committee and Program Director	As part of the current budget planning cycle, the HEI department has instituted a thorough review of the MPH budget, with participation of the Program director and core faculty members.
Recommendation #14: Ensure continued availability of TA support, especially for the faculty with part-time appointments.	The Program Director and the core faculty members will review the budget allocation to TA support, both for the internal allocation of MPH budget and to explore within the HEI educational council opportunities for cost-sharing	MPH Program Director, HEI Educational Council, School of Graduate Studies	Starting in the spring 2023 the PD and the HEI Educational Council will hold meetings with relevant stakeholders to optimize the budget availability for TAs.

	models among the various Programs (and particularly HRM PhD and HP PhD)..		
QUALITY INDICATORS			
Recommendation #15: Clarify the role of the graduate diploma in Community and Public Health and how it will impact/interact with the MPH program.	GDCPH is an educational offering that is meant for learners who are looking to gain knowledge and skill in how to apply a public health lens to their current professional work or for those that want to upskill in public health. Learners who complete the diploma may then apply to the MPH and two courses taken in GDCPH can count as two elective courses in the MPH. The expected launch of GDCPH is September 2023 and a new director will be identified by the end of Spring/Summer 2023. It is expected that the new director will be able to further identify ways in which GDCPH will interact with MPH	GDCPH director and MPH program Director	By the end of 2023 Spring/Summer term, the GDCPH and MPH director will have outlined further interactions and impacts of GDCPH with MPH.

Faculty Response

We thank Drs. Monique Potvin Kent, Amardeep Thind, and Nancy Carter for their thoughtful and constructive review of the Master of Public Health (MPH) program. The reviewers note many strengths of the program, including high interest from applicants, a well-rounded curriculum, and participation by accomplished faculty. The review includes 15 recommendations for improving the program in areas that include marketing and recruitment, curriculum, and practicums. We are confident that the program leadership team is carefully considering and will respond appropriately to these suggestions.

Regarding the expansion of international practicum placements, we acknowledge that while this may be a direction to explore, the administrative, oversight, and funding requirements of such placements gives us pause. This suggestion does, however, dovetail with the reviewers' encouragement to better consider the program's "branding" and its aspirations for McMaster MPH's place in the sector. If the focus is meant to highlight public health research, then the enhancement of its thesis-stream may be a key priority. Whatever the outcome of this reassessment, the optimal size of the program is an ongoing question; the program remains quite small relative to demand, admitting fewer than 35 students per year from a pool of over 600 applications annually. The ability to expand the program will undoubtedly depend on the financial case and on the place of the program among the priorities of the Department of Health Research Methods, Evidence, and Impact (HEI). In this regard, we view the arrival of the newly approved Graduate Diploma in Community and Public Health as evidence of HEI's investment in a public health agenda with the potential to build capacity to support the MPH.

We thank the Program leaders and staff for mounting the site visit and for their ongoing contributions to excellence in graduate education in the Faculty of Health Sciences. We further thank the staff in the School of Graduate Studies for their invaluable support during this process.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation at the January 25, 2024, meeting. The committee recommends that the program should follow the regular course of action with a progress report and subsequent full external cyclical review to be conducted no later than eight years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Biomedical Discovery and Commercialization

Date of Review: April 26th and 27th, 2023

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate and graduate Biomedical Discovery and Commercialization programs. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Biomedical Discover and Commercialization program submitted a self-study in March 2023 to the Vice-Provost Teaching and Learning and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Health Sciences, and selected by the Vice-Provost Teaching and Learning and Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a virtual review on April 26th and 27th, 2023. The review included interviews with the Deputy Provost; Vice-Provost Teaching and Learning and Vice-Provost and Dean of Graduate Studies, Vice-Deans of the Faculty of Health Sciences, Director of the program and meetings with groups of current students, full-time faculty and support staff.

The Director of the program and the Dean of the Faculty of Health Sciences submitted responses to the Reviewers' Report (October 2023 and February 2024 respectively). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

- The BDC & MBDC programs align very well with McMaster's Strategic Mandate.
- The 4+1 BDC-MBDC program is unique in Canada and crosses disciplines and Faculties to equip students with a unique skill set that supports an essential component of Canadian industry.
- Cooperation between the Department of Biochemistry & Biomedical Sciences and the DeGroot School of Business.
- Internationally recognized faculty members and research programs.
- Outstanding leadership within the Department and the Faculty.
- World-class facilities and instrumentation.
- Engagement of the whole faculty body in the programs, from didactic teaching to mentoring.
- The high number of MBDC students who end up finding employment in pharma/biotech.
- The balance that the program has struck in both biomedical and business training.

Areas for Improvement

- Expansion of the BDC undergraduate program via adjustment of the funding allocation prioritized by McMaster through its Strategic Mandate Agreement with the Province.
- Expansion of the MBDC program by adjustment of Admission requirements for external applicants.
- Improved alignment of the Commerce curriculum with the focus of the BDC undergraduate program.
- Clearer recognition of Biochemistry & Biomedical Sciences faculty as instructors and mentors within the program.

Implementation Plan

BBS = Department of Biochemistry & Biomedical Sciences; BDC = Biomedical Discovery & Commercialization Program; FHS = Faculty of Health Sciences

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
That the program considers ways to expand and optimize the business curriculum beyond that offered by the DeGroote School of Business, to better align with the broad range of career interests of students.	Given the recent growth of non-clinical programs in FHS with a business aspect to their training, the Director BDC will investigate the possibility of shared curriculum content and instructors.	Director, BDC	1-3 years
That the program explores the feasibility of offering an option for an 18-month or 2-year version of the graduate MBDC program, primarily to allow more non-BDC students to enter MBDC by providing a route for them to catch up on needed components of curriculum prerequisites.	The Director BDC will explore expanding the MBDC program to include an optional summer 4-month curriculum prior to the September start of the existing program to fill gaps in scientific or business training.	Director, BDC	1-3 years
That the Faculty of Health Sciences centralize advising and programming supports for students.	BDC will pass this recommendation on to the Vice-Dean Education in FHS. As FHS includes a large diversity of both clinical and non-clinical programs with very different requirements, until such time as centralized advising exists BBS will continue to provide this service directly to our Biochemistry and BDC students.	Vice-Dean Education, Faculty of Health Sciences	None, outside of scope for the BDC program.
That the program strives to maintain connections with alumni, who may be potential future employers, to stay current on relevant skill sets that should be covered by the curriculum.	This is a core value of the program, facilitated by the program CDRMs as well as the BDC Student Society. Alumni are involved in all levels of the program, including strategic review of the curriculum.	Director, BDC	Ongoing

<p>That the purposeful recruitment and integration of Biochemistry and non-Biochemistry students be continued and even formalized such that the expectations of the contributions from various types of people within a group are understood by all.</p>	<p>BBS is strongly committed to maintaining and growing successful Biochemistry and BDC undergraduate programs. A key component of this commitment is that recruitment into the BDC program is not exclusively from the Biochemistry program, but that the BDC program reflects diverse student backgrounds. Creation of an effective cohort from this diverse group of students, with individual contributions, will remain a hallmark of the BDC program.</p>	<p>Director, BDC</p>	<p>Ongoing</p>
<p>That the program fully explores the ramifications of condensing the lab course (i.e., BIOMEDDC 3C09 becoming BIOMEDDC 3C06).</p>	<p>The decision to reduce the third year BDC lab course involved a combination of pressures around available teaching space, instructor roster, balancing Biochemistry & BDC program needs, and a strong desire of the BDC students for more units dedicated to electives. The Associate Chair Undergraduate, BBS and Director, BDC will review the impact of this change to ensure there are no impacts in learning outcomes.</p>	<p>Associate Chair Undergraduate, BBS Director, BDC</p>	<p>1-3 years</p>
<p>That the program continues pushing to engage more and diverse companies as placement hosts.</p>	<p>The Director BDC and program CDRMs will continue to expand the diversity of companies involved in all levels of the BDC and MBDC curriculum and internship placements.</p>	<p>Director, BDC</p>	<p>Ongoing</p>

That the program implements a Curriculum Committee.	BBS has four educational programs (undergraduate Biochemistry & BDC, graduate Biochemistry & BDC) so a Curriculum Committee exclusively for BDC will not be implemented. The BBS as a whole will contribute to curriculum design in a series of BBS Education Retreats and the Associate Chair Undergraduate BBS will develop proposals for curriculum changes/additions, including striking sub-committees as needed.	Associate Chair Undergraduate, BBS	The first BBS Education Retreat was completed in May 2023. Curriculum review and improvement is ongoing.
That the program explores whether developing a new business course(s) that might better suit the environments that students will find themselves going into.	The Director BDC will work closely with the DeGroote School of Business to explore changes to and growth of the BDC program curriculum.	Director, BDC	1-3 years
That the program explores how contributions to group learning by individuals (biochemistry or otherwise) can be evaluated and incorporated into grading.	Fair assessment of group work is always a challenge and while assessment design for individual courses is left to the instructors, BBS will evaluate if changes are needed.	Associate Chair Undergraduate, BBS Director, BDC	1-2 years
That the program looks at starting the exercise of making undergraduate thesis placements earlier, to spread out that workload and to decrease stress near the deadlines.	Review 4 th year thesis requirements with 3rd year students in September of Fall term, providing training on obtaining a thesis placement. Initiate matching process in October of the Fall term.	Associate Chair Undergraduate, BBS + BBS Thesis Coordinator	Already implemented – Fall 2023
That the program shift some of the MBDC career preparation activities into the summer.	Initiate resume preparation, career planning training by CDRMs in July & August before September start of the MBDC program.	Director, BDC	Already implemented – Summer 2023
That the program, Department, Faculty, and University find a way to generate a far better response rate in program surveys.	The Director BDC and BDC Administrative Assistant will evaluate current survey strategies, technologies used, and addition of incentives to improve survey response rates.	Director, BDC	1 year

That the program includes more regular check-ins with students throughout the programming.	The BDC program declines this recommendation as check-ins and multi-layered mentorship are already a hallmark of the program.	Director, BDC	n/a
That very quickly the program works out who will lead the program when Dr. McArthur's current term ends.	BBS to develop a strategy to train new faculty leaders of departmental programs, including BDC. Recruitment and training of Associate Director BDC as a step towards a future Director BDC.	Chair, BBS	Already implemented – Fall 2023. An Associate Director BDC has been recruited and they will replace Dr. McArthur as Director BDC in July 2024.

Faculty Response

The reviewers note many strengths of the program, including the unique, innovative, and competitive 4+1 curriculum with links to industry, the balance of biomedical and business training, and the excellence of faculty instructors and mentors. The reviewers note some areas for improvement and make specific recommendations.

We have reviewed the program's thoughtful response to the report, and we are confident that their plan will generally address the recommendations appropriately. We have several areas of clarification below.

We note that Dr. MacArthur completes his term as director on June 30, 2024, and a new director has been selected, as of July 1, 2024.

The reviewers note that the business-focused curriculum should be expanded and improved. At inception, the program was developed within the Department of Biochemistry and Biomedical Sciences (BBS), with fee-for-service teaching provided by the DeGroot School of Business. The reviewers suggest expanding the engagement of recently hired faculty with industry experience in BBS, as well as leveraging capacity development in the new Master's of Biomedical Innovation. We agree that it is time to review the arrangements by which the business curriculum is provided.

With respect to the goal of expanding the master's program, the reviewers suggest that the program should explore whether it is possible to offer a stand-alone MBDC. We approach this suggestion with caution. Much of the innovative quality of BDC/MBDC curriculum resides in its thoughtful and efficient 4+1 curriculum. The financial and resource barriers to graduate expansion in the current funding environment offer significant barriers to the development and support of a new master's degree. It will also be important to rigorously evaluate the implied suggestion that 2 1/3 years of undergraduate training could be replaced by six to 12 months of master's curriculum.

The BDC program has indicated their intent to incorporate the curriculum review process in a department-wide manner. Given the extent of departmental support of this program and integration across faculty roles within the department, this is a reasonable plan, as long as there is a process of intentional, intermittent review of this program through that department-wide process.

The reviewers suggest more regular check-ins throughout the program; however, there is no data provided about this from the reviewers' report. We therefore defer to the program's response that there already exist multiple checkpoints in the current program.

With respect to centralization within the Faculty of important student services, such as student advising, the value proposition for moving in this direction will be reviewed in the coming year with programs, students, and Faculty leaders. Thereafter, a determination will be made of the most appropriate service model for learners in the BDC and other FHS undergraduate programs; however, all undergraduate programs should have plans to proceed with alternatives to a centralized service delivery model.

Finally, the program has provided a number of responses to other recommendations which we support at this time.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation at the March 20, 2024, meeting. The committee recommends that the program should follow the regular course of action with an 18-month progress report and subsequent full external cyclical review to be conducted no later than eight years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Political Science

Date of Review: March 21st and 22nd, 2023

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate and graduate programs delivered by Political Science. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the department of Political Science submitted a self-study in February 2023 to the Vice-Provost, Teaching and Learning and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its graduate and undergraduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Social Sciences, and selected by the Vice-Provost, Teaching and Learning and Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a review on March 21st and 22nd, 2023. The review included interviews with the Deputy Provost; Vice-Provost, Teaching and Learning and Vice-Provost and Dean of Graduate Studies, Assistant and Associate Deans for Social Science, Chair of the department and meetings with groups of current students, full-time faculty and support staff.

The Chair of the Department and the Dean of the Faculty of Social Sciences submitted responses to the Reviewers' Report (June and July 2023 respectively). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

- **Strengths**

- Very capable faculty complement with a solid international research reputation.
 - A committed and efficient administrative support team.
 - Successful innovation in the undergraduate program over the past several years, with the addition of two new minors (nb. Specialization degrees).
 - Addition of new faculty to the Department.
 - Rigorous academic standards.
- **Areas for Improvement**
 - Graduate student program enrollment and student satisfaction.
 - Sense of community within Department and across programs.
 - Administration of Teaching Assistantships.
 - Administrative burden on staff and faculty.

Implementation Plan

Summary of the Reviewers' Recommendations with the Department's and Dean's Responses

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
1. Restructure the graduate programs to improve enrollment and student satisfaction			
(a) Consider adding a course-only stream to the MA program, to make it more attractive to students who do not desire a core research experience as part of their graduate education.	Graduate Committee will examine the options and make a recommendation to the Department in the 2023/24 academic year.	Graduate Chair Peter Nyers Graduate Committee	Fall 2023/Winter 2024
(b) Revisit the organization of the MA Colloquium so that it actually meets the objectives set for it by the Department and experienced by students (this should involve consultation with current graduate students); consider advancing the assignment of	Course will be offered by a new faculty in 2023/24 academic year and will consider revisions to course content and structure in keeping with feedback received from	Course Director Katie Boothe Graduate Committee	Summer/Fall 2023

<p>MRP supervisors to students so that they can begin to make progress on their research as early in their program as possible.</p>	<p>current instructor and through course evaluations.</p> <p>Revisions and overall student experience will be reconsidered following completion of course, including consultations with the 2023/24 cohort as they complete the course as well as consideration of past student evaluations.</p>	<p>Course Director Katie Boothe</p> <p>Graduate Committee</p>	<p>Spring 2024</p>
<p>(c) Consider making professional development a stronger component of the program, active throughout its duration; consult with current PhD students to establish how best to provide an orientation to what they consider to be the key facets of their program.</p>	<p>Will consult with PhD students as to types of professional development they are looking for and best options to provide.</p> <p>Will examine the feasibility of providing financial support to enable instructors to bring in guest lectures, workshops and/or co-instructors to provide professional development, including working with Associate Dean of Graduate Studies</p> <p>Will examine possibility of bringing in speakers to assist faculty members to incorporate non-</p>	<p>Department Chair Greg Flynn</p> <p>Graduate Chair Peter Nyers</p> <p>Graduate Committee</p> <p>Department Chair Greg Flynn</p> <p>Graduate Chair Peter Nyers</p> <p>Graduate Chair Peter Nyers</p> <p>Speakers Series Coordinator Inder Marwah</p>	<p>Summer/Fall 2023 and ongoing</p> <p>Fall 2023</p> <p>Fall 2023/Winter 2024</p>

	academic professional development into courses.		
(d) Consider increasing the number of TA-ships offered to graduate students to enhance and make more competitive McMaster’s financial offers (this should result in a reduced need for undergraduate TAs to be used)	Will examine the allocation of TA positions and possibility of (and conditions associated with) increasing number of TA-ships to graduate students.	Department Chair Greg Flynn Graduate Chair Peter Nyers TA Coordinator Todd Alway	Late Fall 2023/Early Winter 2024
(e) Consider reversing or at least reducing the clawback of scholarships which the Department levies on successful PhD scholarship applicants, as this creates unneeded animosity among students towards the program. Recommendation is outside the scope of the IQAP review.	Will consider following the report of the Grad Student Funding Task Force and Funding discussions of the FSS. Will provide an explanation to graduate students on how Department allocates and funds students, including an explanation on why it claws back funding.	Department Chair Greg Flynn Graduate Chair Peter Nyers Department Chair Greg Flynn Graduate Chair Peter Nyers	Summer/Fall 2023 Fall 2023
2. Rebuild community across programs and the department			
(a) Consult with new faculty, CLAs, and sessional instructors to determine what degree of orientation/onboarding to the Department meets their needs and expectations, and work to bring that into effect	Will consult with recent additions and new faculty members.	Department Chair Greg Flynn	Summer/Fall 2023

(b) Consider working with the university to unlock space expressly purposed for graduate students, to enable them to develop a stronger sense of community; use this enhanced space to continue providing shared office space to PhD students beyond their 4 th year.	Will consult with FSS, although this is an ongoing issue they are already working on.	Department Chair Greg Flynn	Summer/Fall 2023
	Working on making use of existing formal meeting space within Department more amenable to greater and more informal use.	Department Chair Greg Flynn	Summer 2023
(c) Provide opportunities for graduate students to meet formally and informally, with special emphasis on interactions between junior and senior PhD students. Provide more structured onboarding for graduate students about what to expect in graduate school that goes beyond the graduate student handbook	Will consider making more Department financial resources available to Political Science Graduate Student Association.	Department Chair Greg Flynn	Summer 2023
	Will consult with graduate students to determine need and interest.	Graduate Chair Peter Nyers	Summer/Fall 2023
3. Match TA availability to pedagogical formats			
(a) Consider rebalancing tutorial assignments to target this scarce resource where it is most needed, either by increasing its provision in courses at Level I and Level II, and/or reducing the number of courses that utilize TAs at Level III (in line with any collective agreement provisions). Either action will involve revising course design to maximize available TA support, for example by adopting under-used assessment methods such as	Will bring in pedagogical experts on methods of assessment to provide advice to faculty on course re-design.	Department Chair Greg Flynn	Fall 2023/Winter 2024 and ongoing
	Will examine TA allocation issues as part of course planning for 2024/25 academic year.	Department Chair Greg Flynn	Winter/Spring 2024

group projects and peer assessment in Level III.			
(b) Work to reduce the numbers of undergraduate students used as TAs by expanding use of graduate students as TAs (as above).	Will examine the allocation of TA positions and possibility of (and conditions associated with) increasing number of TA-ships to graduate students.	Department Chair Greg Flynn Graduate Chair Peter Nyers TA Coordinator Todd Alway	Late Fall 2023/Early Winter 2024
4. Relieve the administrative burden on staff and faculty			
(a) Relieve the burden on administrative staff through efficiency gains, or by adding more complement to the existing staff	Will consult with administrative staff to determine needs. Will explore potential of additional administrative support with FSS.	Department Chair Greg Flynn Department Chair Greg Flynn	Summer/Fall 2023 Summer 2023
(b) Work to establish precisely the types of support which faculty require to further incorporate experiential learning into their courses, so that the university can act on these requests	Will consult with faculty members. Will bring in pedagogical experts on experiential learning to provide advice to faculty on course re-design.	Department Chair Greg Flynn Undergraduate Chair Todd Alway Department Chair Greg Flynn	Fall 2023 Winter 2024 and ongoing

Faculty Response

An IQAP review team consisting of external members Dr. Randall Germain, Carleton University and Dr. Veronica Kitchen, University of Waterloo, and internal member, Dr. Victor Satzewich (McMaster Sociology) conducted a review in March 2023 of both the undergraduate and graduate programs of the Department of Political Science. I thank the reviewers for their thorough and thoughtful review of Political Science's educational programs. The insights and recommendations provided by the review will be valuable to the Department and the Faculty as they work to improve the programs in the coming years. Herein I provide my response to that report.

Undergraduate Programs

The report provides a strong endorsement of the undergraduate programs, which have experienced considerable enrolment growth in recent years. While many factors have contributed to the enrolment growth, important contributors include the development of two specializations within the undergraduate program, the restructuring of key courses, and the commitment shown by the department and its faculty to the undergraduate program and its students. The external report identifies a need for the department to establish better the types of support required by instructors to integrate experiential learning into their courses and suggests minor changes pertaining to level 4 courses. The department can address these areas working with partners in the Faculty of Social Sciences' Careers and Experiential Education Office and MacPherson Institute staff. Finally, although directed at addressing issues related to the graduate program, recommendations regarding the TAs and related matters have implications for the undergraduate curriculum that the department will have to monitor.

Graduate Programs

The reports provides an overall positive assessment of the graduate programs and the quality of the training provided, but identifies some important concerns, including declining graduate student enrollments, particularly at the MA level, a need to enhance the student experience, space and community, and the allocation and use of TAs. The department's response to the report's recommendations outlines specific actions to be taken with respect to each recommendation. Most will be addressed within the coming academic year. Here I offer some further comment in these areas.

As the report notes, pressures on MA enrolments in political science are shared across Ontario universities, due in part to a growing number of policy-oriented professional programs. The primary recommendation to address this is to create a one-year, course-based MA program alongside the one-year MRP-based MA program already offered. In considering this, it will be important for the department to assess how the program learning goals will differ from the MRP-based option, the demand for such a degree relative to be relative to an explicit policy-oriented professional degree, and the impact such a course-only program would have on enrolment in the MRP-based program. The report identified challenges regarding graduate student space, and particularly its impact on the ability of graduate students to build a sense of community. As the department's response notes, this issue has been identified more generally within the Social Sciences. The Associate Dean Graduate Studies, Melanie Heath, and the Director of Finance and Administration, Juliette Prouse, this past year began a systematic review of graduate student space in Social Sciences. The review includes consultation with graduate students, program staff, faculty, and others as appropriate to understand how the Faculty can better meet the space needs of graduate students and graduate programs. The report identified a number of issues pertaining to TAs in the department, including the number of TAs, the balance of graduate and undergraduate TAs, the assignment of TAs across courses, and the need to better match undergraduate course designs to the availability of TAs. The TA budget in the

Faculty of Social Sciences is allocated among departments using a needs-based approach based on both a department's undergraduate course enrolments and its graduate student enrolment. Once a department receives its TA budget allocation, the department determines how best to use that budget to support both undergraduate education and its graduate students. Relative to the sizes of its undergraduate and graduate enrolments, the TA budget for the Department of Political Science is comparable to that of all other departments and programs in the Social Sciences. But because in recent years its undergraduate enrolment has been growing while its graduate enrolment has been declining, over this period the department has faced increasing pressure on its historical approach to allocating TAs among its courses. It is fully within the power of the department to modify its approach to allocating TAs and course designs to address the concerns identified by the review team. This work should involve consultation with educational developers and related staff from the MacPherson Institute.

The Department of Political Science has a deep commitment to its educational programs and to its students. I know that the department will respond thoughtfully to the recommendations provided by the review and the Faculty will support the department in this work.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation at the December 6, 2023, meeting. The committee recommends that the program should follow the regular course of action with an 18-month progress report and subsequent full external cyclical review to be conducted no later than eight years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

BA, MA and PhD programs, Department of History

Date of Review: February 15-16, 2022

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate and graduate programs delivered by the Department of History. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Department of History BA, MA and PhD programs submitted a self-study in December 2021 to the Vice-Provost Faculty and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its undergraduate and graduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Humanities, and selected by the Vice-Provost Faculty. The review team reviewed the self-study documentation and then conducted a review on February 15-16, 2022. The review included interviews with the Provost and Vice-President (Academic), Vice-Provost Faculty, Vice-Provost and Dean of Graduate Studies, Dean of Faculty of Humanities, Associate Dean, Academic and Associate Dean, Graduate Studies of Faculty of Humanities, Chair of the Department of History, Graduate and Undergraduate Chairs of the Department of History and meetings with groups of current students, full-time faculty and support staff.

The Chair of the Department of History and the Dean of the Faculty of Humanities submitted responses to the Reviewers' Report (May 2022). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The following program strengths were identified:

The Department of History boasts excellent programs at both the undergraduate and graduate levels. In our meetings with faculty and our review of the materials provided by the Department, we were very impressed by the faculty's dedication to pedagogy and the quality of the program as well as its commitment to accessibility and its willingness to innovate and collaborate.

- The review committee recognized and praised the Department's commitment to pedagogy, the quality of History undergraduate and graduate programs, their commitment to accessibility and willingness to embrace innovation in a collaborative fashion.
- The review committee noted the 'excellent balance' struck between 'tried and true methods of instruction and assessment' and 'alternative forms' of instruction and assessment.
- Despite budgetary pressures the undergraduate program remains a high quality one. History students at McMaster have the opportunity to explore a wide range of historical themes and issues over the course of their degrees. Individual courses and the progression of courses through the program are well-designed to support the program's learning outcomes, which include fundamental skills such as research, critical thinking and analysis and written and oral communication.
- The review committee has also found the graduate programs to be vibrant; they are producing excellent scholarship (as evidence by the high publication rate of their students) and have favourable time to completion rates compared to similar institutions in Ontario.

The following areas of improvement were suggested:

- More professional development opportunities for both undergraduate and graduate students.
- Better communication between the department and students, including making sure feedback between supervisors and students is communicated in a timely fashion.
- Enhancing the existing suite of Equity, Diversity and Inclusion activities and initiatives in the Department and finding ways to further incorporate student concerns and participation in those issues.
- Further increasing the diversity and breadth of course offerings, particularly in non-Western and Indigenous history and of the pre-modern period.
- Addressing the issue of staff support, which was identified as insufficient for the existing programs and for the enhancements going forward.

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
<u>Program:</u>			
<p>1. The Department of History is encouraged to continue its efforts towards inclusivity and Indigenization in the coming years. In particular, we encourage the department to continue its work through its EDI committee and to look for ways to engage students in these efforts.</p>	<p>The Department’s EDI committee will be expanded to include an undergraduate and a graduate student representative. The EDI committee will have a formal chair (rotated annually) responsible for communication and outreach.</p> <p>Our EDI discussions have always been advertised as welcoming student participation. The committee will, however, make more efforts at outreach to both undergraduate and graduate students.</p>	<p>The Chair of the Department and the Chair of the EDI Committee.</p>	<p>The EDI Committee Chair position will be written into the Department’s governance document.</p> <p>The EDI Chair each year (starting Sept. 2022) will oversee the appointment of undergraduate and graduate representatives each year.</p> <p>The EDI committee will make a point of communicating its initiatives to students through our improved communication strategy (see below).</p>
<u>Curriculum:</u>			
<p>2. Consider developing a career for historians series or other initiatives to help undergraduate students see the various ways in which their degree in History can prepare them for future employment.</p>	<p>The Department will task one colleague to serve as is professionalization facilitator. Working with the Undergraduate Chair and the Graduate Chair, the professionalization facilitator will organize some professionalization/career events each year for both</p>	<p>The Chair of the Department.</p>	<p>The Chair will appoint the professionalization facilitator when the other service commitments are assigned in the summer of each year.</p>

		undergrads and graduate students.		The professionalization facilitator will work with the Grad Chair and Undergrad Chair each year to arrange events.
3.	Consider enhancing the cohort experience for students throughout the program.	The Undergraduate Committee will consider improvements to the curriculum to improve cohort experience.	The Undergraduate Chair.	Consultations undertaken over the course of 2022-2023, with any changes to be proposed in the fall of 2023.
4.	Ensure that students are aware of the opportunity to pursue the 4th-year thesis option and of the requirements for doing so.	The Undergraduate Chair and Administrative staff will highlight these opportunities during the balloting process for seminars each year. Requirements will be more clearly explained on the balloting forms.	The Undergraduate Chair and Administrative Assistant.	Will be done annually, starting in Winter term 2023.
At the MA and PhD levels:				
5.	Reinforce expectations among Faculty regarding turn-around times for feedback on student work to ensure a more consistent supervisory experience.	The Graduate Chair will remind colleagues of the need to provide timely supervisory feedback according to the School of Graduate Studies guidelines. Grad students will be told what those guidelines are in the grad orientation session every September. The Grad Chair will encourage grad students through the Graduate Committee representative to indicate if there is a persistent problem with faculty feedback not meeting the SGS guidelines.	The Graduate Chair.	Immediately and ongoing.

6.	Introduce more professional development opportunities in the program, for example, a pass/fail professional development course or a future career series focussing on both academic careers and alternative career paths.	The professionalization facilitator (noted above) will work with the Grad Chair on future career talks and initiatives. This will be complemented by the faculty-wide graduate professionalization series recently proposed by the Associate Dean, Research and Graduate Studies.	The Chair of the Department and Graduate Chair.	See #2 above.
7.	At the PhD level, consider ways to further support students in transitioning to the job market.	The professionalization facilitator along with the Graduate Chair and Graduate Committee will explore the best way to provide such supports.	Grad Chair and Professionalization Facilitator.	Consultations undertaken over the course of 2022-2023, with proposals to be implemented in the fall of 2023.
8.	Consider ways to support PhD students who wish to embark on archival research in year two. One possible avenue might consist of reserving TAs in online courses for PhD students who need to undertake research travel.	The Chair already has done this in the past. Course offerings vary from year to year and no guarantees can be made, but we propose where possible archival research considerations will factor into TA allocations.	The Chair of the Department.	Immediately and ongoing.
9.	Improve communication with graduate students. Possible options include a digital message board or a biweekly newsletter.	A revised digital communications strategy for our students has already been proposed. A curated message board for our students (a collaboration of the UG and Grad Chairs, the admin staff, and student representatives) will be developed.	The Chair of the Department.	This is dependent on when our admin staff get full access to our website and training on how to manage it. This should happen in 2022, and so the plan is to launch the new messaging board in the fall of 2022.

<u>Teaching and Assessment:</u>				
10.	At the undergraduate level, continue to support and encourage faculty to explore new pedagogical approaches and innovative types of assessments where appropriate.	This suggestion is built into our new Department Strategic Plan (see # 14 below). Ongoing experimentation will depend to a degree on the new guidelines that the Faculty of Humanities is working on regarding its digital teaching strategy and updated methods of assessment.	The Chair of the Department and Undergraduate Chair	The Undergraduate Committee has already undertaken a discussion and provided suggestions to the department. New course proposals and innovations ongoing.
11.	Review existing TA training and consider ways to introduce discipline-specific training at the departmental level, particularly training that addresses grading History essays.	The Chair of the Department and the Grad Chair will review existing training practices and after consultation with other departments, revise the existing training regime.	The Chair of the Department and Graduate Chair.	Review and consultation over the summer and fall of 2022. Preliminary changes to be implemented in fall of 2022. Further improvements for 2023.
12.	At the graduate level, consider increasing the length of the MRP at the MA level to align with other comparable programs (40-50 pages is standard).	The Graduate Committee will review and decide what revisions the requirements of the MA MRP require.	The Graduate Chair.	Study and consultation over the course of 2022-2023. Implementation of changes in fall of 2023.
<u>Resources to meet Program requirements:</u>				
13.	In order to ensure the department's ability to meet its undergraduate and graduate learning outcomes and to maintain the quality of its academic programs and student experience, it is essential to provide additional administrative support. If the appointment of an	Administrative staffing is not directly within the Department's control. However, working with the Dean's Office, steps have already been undertaken to alleviate some of the burdens that fall on the office staff. A pilot project that centralizes reimbursements in the	The Faculty of Humanities Finance Director and the Chair of the Department.	Process underway. Full review and implementation of staffing changes should be complete by fall of 2022. Thereafter staffing will be monitored by the Chair and any further

	<p>additional staff member is not possible, other measures to consider include: hiring a graduate student on an annual basis to provide support for social media and event organization; moving the administration of the Global Peace and Justice Program out of History; and/or ensuring that the Wilson Institute for Canadian Studies does not rely on the History Department for administrative support.</p>	<p>Dean’s Office is underway. The impending retirement (June 2022) of the current Administrative Co-ordinator of the Department will trigger a review of staffing requirements and an adjustment of the terms and responsibilities of the staff.</p>		<p>adjustments proposed on an ongoing basis.</p>
<p>14.</p>	<p>Given the BA, MA, and PhD program learning outcomes and anticipated upcoming faculty retirements, the Department will need to begin planning for future hires. A reduction in History student numbers has allowed the Department to continue to offer a high quality program despite a reduction in faculty complement. That said, the termination of the Wilson postdoctoral fellows and loss of teaching this entailed as well as the significant number of faculty who have been seconded or have positions that come with teaching reductions means that the Department is operating with little excess capacity. The</p>	<p>As a result of our IQAP self study and associated feedback, we began the process of drafting a new Department Strategic Plan prior to the IQAP review team’s visit. The plan was drafted and discussed by both the Executive Committee and the wider department. In addition to suggestions for improving our undergraduate enrollments moving forward, including introducing new certificates directed not solely at History Majors, the plan provides a rationale for suggested hires for the next five years. These hires are effectively to replace retiring faculty, but also move us towards broadening our curricula coverage, addressing EDI</p>	<p>The Chair of the Department and the Dean of Humanities.</p>	<p>The plan was approved by the Department in May of 2022 and will be the blueprint (with changes possible if needed) for the next five years.</p>

	<p>modest rebound in History student numbers noted in the self-study (and apparent in other Ontario History departments) coupled with anticipated retirements in the coming years suggest that the Department will not be able to continue to offer its high quality programs without faculty renewal. We would urge the Department to begin planning now.</p>	<p>priorities, and supporting the two research units associated with the Department (the Wilson Institute and the Centre for Human Rights and Restorative Justice). The plan is premised on the assumption that our undergraduate enrollments remain steady and our faculty complement will not further shrink. Hires are, of course, the prerogative of the Dean of the Faculty so the plan provides rationales for the nature of the replacements we'd like to make.</p>		
<p>Physical resources:</p>				
<p>15.</p>	<p>Given that the move to the new space in the Wilson Institute has reduced interactions between MA and PhD students as well as physically separated graduate students from the rest of the department, consider ways to increase interactions and informal mentoring between PhD and MA students and better integrate both into the life of the department.</p>	<p>The Wilson Institute space will be re-organized so that all the PhDs and MAs will share the same study space (requiring the purchase of more open carrels that the PhD use) and the former MA room will be turned into a lounge/meeting space for discussion. This will allow the PhDs to be more integrated and build community.</p> <p>We also plan to revive the brown-bag lunch series of talks (grad students and faculty sharing their current research in an informal setting) in the new lounge space.</p>	<p>The Chair of the Department.</p>	<p>New carrels have been ordered (with monies provided by the Dean and from the Department's donations fund). The reorganization of the space should be complete by the end of the summer of 2022 in advance of the arrival of the new MA class in September 2022.</p> <p>Brown bag talks to resume in fall 2022.</p>

Dean's Response

The Faculty of Humanities

Let me begin my response by thanking Dr. Sofie Lachappelle (Wilfrid Laurier); Dr. Rebecca Manley (Queen's University); and our own Dr. Mark Johnstone, Dept of Philosophy, for their thoughtful and comprehensive review of History's undergraduate and graduate programs. The department also took the process very seriously, produced an excellent self-study, and has already begun moving on some of the suggested recommendations. For this work, I want to thank Dr. Stephen Heathorn, the rest of his departmental colleagues, and the department's two staff members, Ms. Debbie Lobban and Ms. Aurelia Gatto. I would also like to echo the sentiments of the reviewers with respect to the quality of my colleagues' research and teaching – and their willingness to try new things. This department was the first on campus to welcome the potential benefits of a fully online undergraduate degree, and in recent years has taken several steps to increase elective enrollments in History among non-program students and to make the program more accessible to majors. Trends in enrollments, as noted also by the external reviewers, have reflected the experiences of history departments across North America. Happily, we are currently seeing the stabilization of undergraduate enrollments here at McMaster.

Most of the recommendations cited by both the reviewers and the department do not request direct support from the dean's office, so I will respond below only where I think central supports can be helpful.

1. EDI: The department has been quite active over the past couple years in this realm. Trying to engage students more in these activities is a good suggestion. The Faculty will be launching its own Humanities Advisory Committee on Equity (ACE) this summer (2022), which should help the department learn from others and stay connected to cross-campus initiatives.
2. Careers support: This issue comes up regularly in Humanities IQAP reviews. In response, the Faculty has invested considerably in the last two years in our Humanities career services, and we should be leveraging that support for our undergraduates, in particular. In addition to two full-time staff people in our Humanities Student Experience office, we also now have an alumni engagement officer, who can support career-focused events for upper-yr students and recent alumni.

Career advice for graduate students remains a sticking point, and the Associate Dean, Graduate Studies will once again try to build support for Faculty-wide programming among the graduate chairs in 2022-23. I have concerns about already-stretched departments each trying to reinvent the wheel, when it comes to support for those completing MAs or PhDs in Humanities and looking to transition to (non-academic) careers. I would rather see a central program for all Humanities graduate students and recent alumni, but there needs to be buy-in from the programs.

3. Graduate programming and culture:

- a) I support the department's desire to improve the layout of the spaces in LRW Hall, and I have committed some funds to pay for the furniture needed.
- b) With respect to the supervisory relationship and responsibilities to review chapters within a reasonable timeframe, I would recommend that the graduate chair consider asking colleagues to use the SGS-developed supervisory relationship guide as a basis for discussion between students and their supervisors at the annual meeting. The form asks students and their supervisors to commit to certain behaviors to avoid problems such as the ones mentioned in the reviewers' report.
https://gs.mcmaster.ca/app/uploads/2020/02/supervisory_relationshipjuly_222016.pdf.
- c) The idea of archival travel during the second year is an interesting one. The financial question remains. Scholarship funds are portable, but it is not clear at present if students will be able to hold TAs, while living out of province, even if the course is fully online. The union agreed to this option temporarily during the pandemic, but it remains a topic for negotiation going forward. I also wonder about the eligibility terms for travel support. Would something like language training be eligible? I look forward to hearing further discussion of this idea.

4. Administrative staffing: the Faculty's DFA has begun to implement some changes in the Faculty's administrative structure. Given the needs identified by the chair, History was selected for a pilot program in which some of the transactional work generated in the department is being handled centrally in the dean's office. The initial experience of the pilot has been positive, and more centralization of tasks may be explored. The Faculty is also undergoing searches for several staff roles, including History's department manager. Filling this position and rethinking others should help address the department's needs.

5. Faculty complement: the department has recently been the beneficiary of a spousal appointment in Canadian history following two retirements. President Farrar's endowment of the Wilson Chair in Canadian History also ensures there will be another new appointment in Canadian history at some point in the future. At the moment the Faculty is only making a small number of TT appointments per year, but my goal is renewal to the greatest extent possible. I look forward to seeing the department's planning document.

Quality Assurance Committee Recommendation

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the Committee recommends that the History BA, MA and PhD programs should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Department of Health, Aging and Society

Date of Review: April 27 and 28, 2021

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate and graduate programs delivered by the Department of Health, Aging and Society. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Department of Health, Aging and Society submitted a self-study in April 2021 to the Vice-Provost Faculty and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its undergraduate and graduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Social Sciences, and selected by the Vice-Provost Faculty and Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a review on April 27 and 28, 2021. The review included interviews with the Provost and Vice-President (Academic), Vice-Provost Faculty, Vice-Provost and Dean of Graduate Studies, Dean of Faculty of Social Sciences, Associate Dean, Academic and Associate Dean, Graduate Studies of Faculty of Social Sciences, Acting Chair of the Department of Health, Aging and Society, Graduate and Undergraduate Chairs of the Department of Health, Aging and Society and meetings with groups of current students, full-time faculty and support staff.

The Acting Chair of the Department of Health, Aging and Society and the Dean of the Faculty of Social Sciences submitted responses to the Reviewers' Report (October 2021 and September 2022 respectively). Specific recommendations were discussed, and clarifications and corrections were presented. Follow-up actions and timelines were included.

The following program strengths were identified:

The review team noted that the department and its programs incorporate a number of strengths, including:

- The existence of a respectful, engaged, collaborative culture, and the shared values of faculty, staff, and students. This emerges in various activities incorporating commitments to critical inquiry, diversity, equity and inclusion, community-engagement, and interdisciplinary teaching and scholarship.
- A commitment to, and emphasis on, creative engagement and innovation throughout the undergraduate and graduate programs. This helping to foster, in students, personal growth and a passion for learning. This includes specifically a strong engagement with experiential learning and community engaged learning across the curriculum. The latter helps students transfer abstract learned concepts from the classroom to the 'real world'.
- Strong linkages in teaching and research with other faculties, departments and programs at McMaster University. This further promotes interdisciplinarity and the ability to pose and answer complex social and political questions.
- Student access to highly-published, and well-respected faculty and excellent research centres; the latter providing learning and research opportunities.

The following areas of improvement were suggested:

Many specific recommendations were made by the reviewers (described in the table below). But, in general:

- The review team noted that research and community opportunities for students could be extended, more clearly articulated and publicized.
- They also noted that more core capacity is required for teaching and supervising in the areas of mental health and aging

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

The Department acknowledges the care, effort, and time that the reviewers put into their visit and overall review. They highlighted that the reviewers understood their department and programs - including their strengths and limits - and that they had the best interests of their students, faculty, and staff very much in mind.

The Department highlight that their responses vary in terms of both their magnitude (ranging from minor tweaks to major changes in processes or content), and their state of implementation (ranging from now completed to in progress, to yet to be discussed). They also acknowledge that development and improvement is an ongoing process, and certainly does not end with their responses here.

	Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Admissions				
1.	Reconsider the designation of the undergraduate programs as limited enrollment programs.	Traditionally we have limited our Aging and Society programs the most in terms of their enrollment numbers (due to their greater use of community resources). A review of the overall situation will be conducted by the undergraduate committee. This review will be informed by a prior scoping review of comparable programs in the faculty.	Department Chair, Undergraduate Chair and undergraduate committee	2021-2022 academic year
Curriculum (UG)				
2.	Increase opportunities for field course placements with community organizations that focus on public health, social aspects of health, and mental health.	When the Government of Ontario introduced experiential education into some of the metrics for post-secondary education a few years ago, we undertook a thorough review of our programs and courses. We were able to document that a large proportion of our courses	Undergraduate Chair and undergraduate committee	2021-2022

		<p>include an experiential component:</p> <p>All of our undergraduate students are required to take one of two courses that are centred around experiential education: HLTHAGE 3B03 - Advanced Research Inquiry or HLTHAGE 3G03 - Community Based Research.</p> <p>Many of our 4th year thesis students also do projects that include experiential education.</p> <p>Finally, we note that HLTHAGE 3EE3 – The practice of everyday life, and 3BB3 – Field Research - provide multiple opportunities with over twenty community partners.</p> <p>We will continue to monitor and seek improvement of our experiential education offerings and better communicate them to students.</p> <p>More generally, the Faculty Office has recently begun work to set up paid internship opportunities (co-ops) for Social Science students. They are going to be piloted next year, before transitioning to a situation where they are regularly offered to</p>		
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		students. The department will encourage students to take part in this initiative.		
3.	Revise the thesis course (HLTHAGE 4Z03) to incorporate more opportunities for feedback on writing (proposal and thesis) and ongoing feedback on the project.	Advice will be given to thesis supervisors that they need to provide early and continued feedback. However, on the whole, over the years supervisors have provided excellent support.	Course instructor – Gavin Andrews	2021
4.	Align writing expectations and formats (for example, APA 6 or APA 7) and provide extra academic writing supports in first and second year foundational courses.	These possibilities will be discussed in a future undergraduate committee meeting. However, we do like to provide freedom and flexibility with regard to such things as referencing styles (as long as established formats are used consistency)	Undergraduate Chair and undergraduate committee	2021-2022
5.	Consider adding inquiry-based components into HLTHAGE 1AA3 for students who enter the program through the Social Science I pathway.	We note that these courses serve a dual role of providing a foundation for students who later enter our program, but also providing an elective for students who will never be in our programs. Yet we do provide inquiry-based approaches through class discussions and small group projects based on real world health issues. We will work to incorporate more inquiry into Level I courses with balancing these dual objectives in mind (and within our resource constraints).	Course Instructor Sarah Clancy	2021-2022

Curriculum (grad)				
6.	Differentiate learning outcomes - or at least establish levels of achievement- for the one and two-year MA programs.	We already make clear the differences between our one and two-year MA programs. However, we will revisit the learning outcomes for the 1-year and 2-year programs and bring them to the fore in our program information.	Graduate Chair and graduate committee	2021-2022
7.	Increase advanced course offerings for methods and gerontology for PhD students.	The two research methods courses are mandatory for all PhD students, but we will discuss alternatives (e.g., advanced method courses or gerontology as reading courses for interested doctoral students, geared toward their dissertation)	Graduate Chair and graduate committee	2021-2022
8.	Consider ways to include community engagement for learning and research into the curriculum.	These opportunities are already widely provided, although we will be able to make them more clear in the new database (discussed below)	Department Chair	2021-2022
9.	Community opportunities might be extended further with a view to future careers – for (post)graduate students	Inquire about the possibility of a student placement officer at the Faculty level	Department Chair	2021
Curriculum (general)				
10.	Reflect on lessons learned from the move to remote teaching and learning in response to the COVID-19 pandemic that could be used to increase accessibility and remove barriers to learning.	This is an exercise that the Faculty of Social Sciences will be engaging in, and we will be an active participant.	Department Chair, Undergraduate Chair and Graduate Chair	2021-2023
Teaching and Assessment				

11.	Ensure that MRP students have the opportunity to present their work (e.g., to fellow students or the department).	We will consider an annual symposium for MRP students to present their research to their peers. We will also consider regular zoom 'drop in sessions' where one or two students can present their work at a time.	Graduate Chair and graduate committee	2021-2022
12.	Include an external member in the composition of PhD Comprehensive Examination Committees.	We do not intend to add an external member to comprehensive examination committees. We already have an arms-length chair and the process is working well.		
Resources to Meet Program Requirements				
13.	Increase the availability of scholarships for international students in the graduate program. This may require creative solutions if additional financial resources are not forthcoming.	We have already committed a substantial share of our departmental discretionary funds to international student scholarships, something that we commenced with the incoming 2020 cohort. We will continue to seek ways to enhance this.	Department Chair and Graduate Chair	2021-2022
14.	Consider increasing the undergraduate administrative assistant role to a 1.0 FTE as the program grows.	This position is one that we have been actively reviewing at regular intervals in consultation with the Dean's office. This to ensure that our staff resources are consistent with those of other departments. We will review the situation again at the end of the 2021-22 academic year.	Department Chair	September 2022
15.	Find creative ways to reduce reliance on sessional instructors and increase the number of	We have consistently monitored our use of sessional instructors, and it is not inconsistent with		

	<p>core HAS faculty with a full commitment to the undergraduate and graduate HAS programs.</p>	<p>other departments. We do not have a consistent number of courses covered by sessionals each year (which would suggest a structural problem). Instead, we have seen substantial variability from year to year, reflecting the need to cover sabbaticals and teaching releases for administrative and research purposes.</p> <p>Our department has a large number of faculty serving in administrative roles outside the department, and also a high proportion of jointly appointed faculty, which we have mitigated with Contract-Limited (CLA) Assistant Professor appointments as much as possible.</p>		
<p>16.</p>	<p>Increase teaching capacity in the areas of mental health and gerontology/aging.</p>	<p>At the time of the review we were already in the process of redressing this through our efforts to fill the vacant Gilbrea Chair in Aging & Mental Health. The search committee has now recommended a candidate, and this person will start their appointment in January 2022.</p> <p>We also are also just starting the process of searching for a tenure track faculty in the area of social psychology and mental health (jointly with the social</p>	<p>Search Committee(s)</p>	<p>January-July 2022</p>

		psychology program). The successful candidate could well have an interest in aging. We expect them to start on July 1, 2022.		
Quality Indicators				
17.	In order to both strengthen and build on the quality of successful programs, creation of full-time faculty appointments in the areas of aging and mental health are strongly encouraged.	(answer as above)	(answer as above)	(answer as above)
Program and General Enhancement				
18.	Consider eliminating the 3-year Health & Aging BA.	We have attempted to do so previously, but the program has proven to be useful for a number of students, at no additional cost to us. To explain... the curriculum is the same for the Honors 4-year degree and the 3-year BA. The 3-year BA allows students who want to move on to other education (e.g., medical school, college diploma) or the workforce, to 'have something to show' for their efforts. The only downside to the 3-year BA is that the Faculty receives a larger provincial grant amount for Honours students. We have mitigated the impact of this funding discrepancy by individually phoning eligible students each year to encourage them to transfer to Honours.		

19.	Consider differentiating the Health & Aging MA and articulating differentiated program learning outcomes to better reflect the choice between Health & Aging or Health & Society.	We will consider this possibility at a future graduate committee meeting.	Graduate Chair and graduate committee	2021-2022
20.	Create a strategic vision for the direction of the Aging & Society BA program.	We will consider this possibility at a future undergraduate committee meeting	Undergraduate Chair and undergraduate committee	2021-2022
21.	Increase faculty capacity with aging/gerontology expertise.	(answer as above)	(answer as above)	(answer as above)
22.	Increase faculty capacity with mental health and addictions expertise.	(answer as above)	(answer as above)	(answer as above)
23.	Explore creative ways to increase advanced course offerings for PhD students.	We will investigate ways that we can offer more specialized courses to graduate students that take advantage of faculty expertise.	Graduate Chair and graduate committee	2021-22
24.	Explore ways to enhance the sense of community among undergraduate students.	<p>We always work closely with HASSA (the student association) and will continue to do so. In addition, we hold dedicated sessions with direct entry cohorts to foster a sense of identity and cohesion in them.</p> <p>The first year of the direct-entry program already includes the mandatory course 1ZZ3 which is limited to those in Health & Society I. It was designed with creating a sense of community very much in mind.</p>		
25.	Increase experiential learning opportunities for applied and	These opportunities are already widely provided, though we will be able to	Department Chair	2021-2022

	community-engaged research for graduate students.	make them more clear in the new database (discussed below)		
26.	Enhance the offerings of job-readiness workshops and seminars by including a stronger focus on non-academic jobs and career pathways for undergraduate students, and expand professional workshop offerings to MA students.	We already offer a professional development seminar for PhD students which is well attended and well received. We will consider doing more in future for MA and BA students.	Undergraduate Chair, and undergraduate committee; Graduate Chair and undergraduate committee	2021-2022
27.	Integrate opportunities for building workforce skills into the undergraduate curriculum.	We feel that this would detract from the academic nature of our programs, and would be difficult to achieve given the wide-range of careers students enter from our programs		
28.	Continue working to enhance EDI within the curriculum and among HAS faculty and students.	We have addressed this by including EDI as a new standing agenda item in our monthly departmental meetings. Faculty and staff will bring EDI teaching and research issues to the group, whilst the department chair will provide updates on EDI issues at the university level	Department Chair	Ongoing
System of Governance				

29.	Provide sessional instructors with a vision/mission/principles document based on the culture and expectations in the department.	We will consider this at a future undergraduate committee meeting. We have already created a version of the Faculty's Instructor Handbook that is specifically tailored to our department. We have started to issue this to all new sessionals and CLAs	Undergraduate Chair and undergraduate committee	2021-2022
Academic Services				
30.	Think about how to more explicitly promote links with centres and networks to encourage student involvement, and possibly attract students from other units.	As suggested by the reviewers, a database of community partners, research centres, and networks will be developed and disseminated (including their varied activities offered) so that opportunities are clearer for graduate students and undergraduate students alike.	Department Chair	2021-2022

Dean's Response

The Faculty of Social Sciences

The IQAP review team consisting of external members Dr. Lynn Martin (Lakehead University) and Dr. Fabiola Aparicio-Ting (University of Calgary), and internal member Dr. Tina Moffat (Anthropology), conducted its review of the undergraduate and graduate programs of the Department of Health, Aging and Society on April 27-28, 2021. I thank the reviewers for their thoughtful review and recommendations regarding how to enhance the educational programs in Health, Aging and Society. The recommendations will be helpful to both the department and me in the coming years as we undertake further efforts to strengthen the programs. Herein I provide my response to the report.

Overall, the assessment of the Department and its educational programs is highly positive. The reviewers emphasize the respectful, engaged, collaborative culture, and strong values shared by the faculty, staff, and students; the department's commitment to critical inquiry, equity and on community-engaged, and interdisciplinary work; and the educational programs' emphases on critical thinking,

creative engagement, and innovation. The reviewers highlight the large extent of community engagement across the curriculum through multiple types of opportunities for students.

The extensive review report also offers a large number of recommendations, many of them focused on quite detailed aspects of the department and programs. In its submission the program responds to each recommendation by outlining how it will act on each, with a particular focus on those within the Department control. In this response I focus on those recommendations and areas for improvement for which the Faculty plays a critical role or where Faculty initiatives can support the department's response.

Community engagement and experiential opportunities. While noting that there are already many opportunities for community-engaged, often experiential learning, the reviewers recommend further expansion of these efforts at both the graduate and undergraduate levels. Such an evolution of community-based, experiential programming is consistent with the priorities of the Faculty of Social Sciences, which recently hired a Senior Manager for Experiential Learning and has identified as one of its strategic priorities expanded experiential learning opportunities and expanded engagement in both learning and research with our local community. These Faculty-wide initiatives can support Health, Aging and Society in its work on these aspects of its programs.

Strengthen opportunities for career development and professionalization for students. Similarly, such work aligns with the priorities of the Faculty of Social Sciences, which recently hired a Manager of Career Services to support career development and preparation by undergraduate students. This Manager will develop both careers-related programming and events, often in collaboration with department and program student societies, and individual-level career guidance. The Faculty of Social Sciences is also developing a co-op option, starting with a pilot involving three department and subsequently to be expanded to all interested departments in the Faculty. Together, we believe that expanded experiential opportunities, career counselling and career-focused events, and the co-op option will strengthen opportunities for career development and professionalization for students in Health, Aging and Society as well as across the Faculty. At the graduate level, professionalization is a high priority for the Faculty's Associate Dean, Graduate Studies and is the focus of a cross-faculty initiative of the School of Graduate Studies. This can support the Department in its own efforts in this regard.

Increase Resources Available to the Educational programs.

The reviewers identify multiple areas for which additional resources would strengthen the program. The Faculty is working with the department in each of those areas. The Faculty has increased the staffing in the undergraduate assistant role. It has increased support for the recruitment of international graduate students (a Faculty-wide initiative). It has supported the recruitment of a new faculty member with a specialization in mental health (joint with the social psychology program; start date Nov 2, 2022) and the recruitment of a new Gilbrea Chair in Aging and Mental Health whose research focuses on social dimensions of dementia (start date January 1, 2022). This hire also addresses the recommendation to strengthen capacity in aging/gerontology. Both hires will reduce reliance on sessional instructors.

In closing, I would again emphasize that Health, Aging and Society is a strong department with growing programs at both the undergraduate and graduate levels. I know that the Department will take the recommendations seriously and act on them in ways to advance its programs. The Faculty will support the Department in this work.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the Health, Aging and Society undergraduate and graduate programs should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

English and Cultural Studies

Date of Review: May 13th and 14th 2021

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate and graduate programs delivered by English and Cultural Studies. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the department of English and Cultural Studies program submitted a self-study in April 2021 to the Acting Vice-Provost, Faculty and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its undergraduate and graduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Humanities, and selected by the Acting Vice-Provost, Faculty and Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a remote review on May 13th and 14th 2021. The review included interviews with the Provost and Vice-President (Academic); Acting Vice-Provost, Faculty, Vice-Provost and Dean of Graduate Studies, Associate Dean, Grad Studies and Research, Chair of the Department and meetings with groups of current students, full-time faculty and support staff.

The Chair of the Department and the Dean of the Faculty of Humanities submitted responses to the Reviewers' Report (December 2021 and February 2022). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

- **University Mission:** The reviewers recognized the department’s positive contribution to the university’s mission to “achieve international distinction for creativity, innovation, and excellence.”
- **Commitment to Teaching:** They praise ECS’s commitment to teaching, including the priority area of community engagement, and note students’ appreciation of faculty members’ support for them during COVID and the high quality of tutorials (reflecting dedicated TA training).
- **Research Program:** The reviewers also noted that faculty members have “robust research programs including innovative community-based, socially-engaged and interdisciplinary work,” suggesting that “the long list of faculty members’ publications, awards, grants and other honours is a clear sign of not only productivity but also high quality work being produced in the department.”
- **Top Overall Profile:** This research strength helps to explain why, in the reviewers’ words, the department “punches above its weight in terms of the size and success of its graduate program.”. They note that ECS “was described to [them], at every level, as the strongest department in the Faculty, with the best research and graduate records”.

Areas for Enhancement or Improvement

The reviewers listed several areas for improvement, with the qualifying note that some areas in which the department could improve are beyond the department’s control, due to governance structures and/or limited resources. Among the areas detailed in the recommendations below are:

- managing the balance between literary and cultural studies in graduate and undergraduate programs;
- communication to undergraduate students about these areas in relation to learning outcomes and different paths through the program;
- fostering undergraduate and graduate student community.

Summary of the Reviewers’ Recommendations with the Department’s and Dean’s Responses

Recommendation / Proposed Follow-Up	Responsibility for Leading Follow-Up / Timeline for Addressing Recommendation
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Undergraduate Program Recommendations	
<p>Recommendation: Evaluate the balance between cultural studies and literature offerings</p>	<p>Responsibility for Leading Follow-Up: Undergraduate Curriculum Committee (UCC), Graduate Studies Committee (GSC), Cultural Studies and Critical Theory Committee (CSCTC), Department Chair, MacPherson Institute</p>
<p>Proposed Follow-Up: The department is evaluating the entire undergraduate curriculum in light of impending retirements. Managing the cultural studies/literature balance relationship will be part of those discussions. Important to note here is that many faculty members reject the idea of a dichotomy between cultural studies and literature as inconsistent with the realities of teaching in English and Cultural Studies: in keeping with the department’s strengths in “innovative community-based, socially engaged and interdisciplinary work” noted by reviewers, many of the courses taught and dissertations supervised in the department address literature, via the lenses of cultural studies and theory.</p>	<p>Timeline for Addressing Recommendation: 2021-2025 Work in the Undergraduate Curriculum Committee will begin this year towards reimagining undergraduate area requirements. Thinking through the way we address the relations and tensions between literature and cultural studies will be part of these conversations. A department retreat in 2022-2023 will focus on these issues and curricular changes, with the expectation that further changes will be necessary as more faculty members retire over the next 5 years. Consultations with the MacPherson Institute will assist in curricular (re)mapping and (re)assessing our program learning outcomes.</p>
<p>Recommendation: Ensure that students understand the relationship between these cultural studies and literature offerings</p>	<p>Responsibility for Leading Follow-Up: UCC, Graduate Chair, GSC, CSCTC, Department Chair</p>
<p>Proposed Follow-Up: The changes discussed above will go some way towards addressing this problem. However, since the report also identifies the relationship between these areas as a significant point of tension amongst some faculty, discussions at department meetings will need to go beyond specific course offerings to rethink how we see ourselves as a department (see above).</p>	<p>Timeline for Addressing Recommendation: 2021-2025 See above. One or two department meetings, in addition to the retreat described above, will focus on the question of our identity (to which the relationship between literary and cultural studies is central).</p>
<p>Recommendation: Engage in multi-year planning, with an eye to highlighting</p>	<p>Responsibility for Leading Follow-Up: UCC, Department Chair</p>

<p>student pathways through the program (see next recommendation)</p>	
<p>Proposed Follow-Up: We understand the rationale for this recommendation, which has come up in previous IQAP reviews. Though we have tried to put in place 2-year plans, unanticipated course cancellations (usually due to unexpected leaves or course release) make it impossible to guarantee course offerings over a multi-year period. However, our curricular reform process will result in a leaner program so most courses will be taught often. The curricular reform itself is a form of multi-year planning towards a self-sustaining program with a small faculty complement.</p>	<p>Timeline for Addressing Recommendation: 2021-2025 (see recommendation 1, above)</p>
<p>Recommendation: Develop suggested pathways to help undergraduate students craft cohesive, connected programs according to their main interests</p>	<p>Responsibility for Leading Follow-Up: UCC, Department Chair</p>
<p>Proposed Follow-Up: Our planned undergraduate curriculum review will include modifying requirements to offer and articulate different routes through the program reflective of students' interests.</p>	<p>Timeline for Addressing Recommendation: 2021-2025 (see recommendation 1, above)</p>
<p>Recommendation: Emphasize key skills and learning outcomes on the department website, and in all material used in communicating with and advising students.</p>	<p>Responsibility for Leading Follow-Up: UCC, Department Chair, in consultation with MacPherson Institute and the the Centre for Career Information & Experiential Education</p>
<p>Proposed Follow-Up: Identifying and describing key skills and learning outcomes will be part of/play an informing role in the process of reworking the undergraduate curriculum.</p>	<p>Timeline for Addressing Recommendation: 2021-2025 (see recommendation 1, above)</p>
<p>Recommendation: Explore the possibility of creating smaller class sizes to improve the undergraduate student experience</p>	<p>Responsibility for Leading Follow-Up: UCC, Department Chair, in consultation with Anti-Racist Teaching Practice Group^[1] and other faculty members.</p>
<p>Proposed Follow-Up: We agree with the reviewers that “small class size has a direct</p>	<p>Timeline for Addressing Recommendation: 2021-2025 (see recommendation 1, above)</p>

<p>impact on student experience and the sense of belonging”, while recognizing that faculty budgetary constraints make reducing class size difficult. Tutorials are one way to replicate the advantages of a small class. Planned curriculum restructuring will include extending the practice of allocating tutorials to select upper-year courses in which students encounter difficult subject matter (e.g., ENGLISH 3EE3 African American Literature). A survey of undergraduate students regarding their experience in the program (including but not restricted to courses) will provide us with data to support efforts to improve the undergraduate experience.</p>	
<p>Recommendation: Appoint a faculty mentor to work with students towards cohort-based events organized around student interests</p>	<p>Responsibility for Leading Follow-Up: Undergraduate Curriculum Chair, Department Chair</p>
<p>Proposed Follow-Up: This work is already underway. In 2019 the department negotiated 3-units teaching release for the UCC in the 2nd of a 2-year term to allow for the expansion of the role to encompass counselling, communications and mentoring. The revived McMaster English and Cultural Studies Undergraduate Society (MECSUS) and development of a creative writing magazine (Spectrum) are due largely to the efforts of the UCC, Cathy Gris�, who is starting the 2nd-year of her term following a year’s research leave.</p>	<p>Timeline for Addressing Recommendation: Present and ongoing</p>
<p>Graduate Program Recommendations</p>	
<p>Recommendation: Radically shrink the graduate program(s)</p>	<p>Responsibility for Leading Follow-Up: GSC, CSCTC</p>
<p>Proposed Follow-Up: Conversations have begun this year in GSC and CSCTC around reforming our graduate programs. While we note that we have already shrunk our graduate programs significantly (total PhD</p>	<p>Timeline for Addressing Recommendation: 2022-2025</p>

<p>numbers/supervisions may not reflect this change yet), current and projected reductions in faculty numbers will necessitate continued reductions. The GSC and CSCTC will deliberate and make decisions this year about the pace and degree of change, recognizing that, while reductions in program size will lead to reduced scholarship funding and, eventually, hamper program quality, these moves may be necessary for long-term sustainability of these programs in the absence of additional faculty resources and/or improvements to the “points” system</p>	
<p>Administrative/Larger Program recommendations</p>	
<p>Recommendation: Continue to pay an appropriately-skilled person to establish and maintain an engaging social media presence for the department</p>	<p>Responsibility for Leading Follow-Up: Chair of Publicity Committee</p>
<p>Proposed Follow-Up: As long as funds allow, the department pays a graduate student who's web/social media-savvy and familiar with the department/programs to serve as Web Assistant to maintain the department's social media presence.</p>	<p>Timeline for Addressing Recommendation: Present and ongoing</p>
<p>Recommendation: Reduce the secondment of ECS faculty to other units on campus, or institute a system whereby ECS is compensated for lost faculty labour^[2] so that it is not being disadvantaged or effectively penalized for its major contributions to interdisciplinary and community-based work</p>	<p>Responsibility for Leading Follow-Up: Department Chair Dean and Assoc.Deans</p>
<p>Proposed Follow-Up: A system whereby departments are compensated for the labour faculty members commit to supporting interdisciplinary programs and EDI initiatives would be welcomed, and would require the support of the Dean</p>	<p>Timeline for Addressing Recommendation: Present and ongoing.</p>

<p>and Assoc. Deans. As the university is moving to enhance interdisciplinary offerings and to enhance EDI and other initiatives in which ECS faculty have interest and expertise, moving to “withdraw [ECS faculty] from any extradepartmental Commitments” is neither practical nor desirable. Decisions about these secondments will continue to be made on a case-by-case basis in consultation with interested faculty members.</p>	
<p>Recommendation: Organize a departmental retreat, with a professional facilitator, to explore ways of improving the department’s cohesion and morale as well as the unity of the undergraduate curriculum; these discussions must also address issues of equity and diversity</p>	<p>Responsibility for Leading Follow-Up: EIO, Professional facilitator</p>
<p>Proposed Follow-Up: Consultation has already begun, via an extraordinary summer department meeting attended by most faculty members, and small group/one-on-one conversations between the Department Chair and several faculty members (including the Graduate Chair and CSCT Director) and graduate students; and between individual faculty members and students. While some expressed surprise about the magnitude of reported issues, others described damaging dynamics including bullying, related to English/CSCT tensions and to broader issues of equity and inclusion such as racism and sexism (these encompass the difficulties/demands of decolonial/anti- oppressive work as well as some resistance to those needed changes). Recognizing that the range of problems exposed will require a range of solutions and that some issues-- including widespread reports of burnout, exhaustion and low morale--are connected to broader areas of strain, the</p>	<p>Timeline for Addressing Recommendation: Already completed/ongoing:</p> <ul style="list-style-type: none"> ● summer department meeting; follow-up conversations between Chair, faculty members and students ● Graduate orientation workshop on seminar participation ● Grad Buddies peer-mentoring program <p>Planned:</p> <ul style="list-style-type: none"> ● Possible new core course for MA students ● EIO workshop (November, 2021) ● Externally facilitated workshops for faculty (January, May, 2022) ● Externally facilitated workshop for graduate students (January, 2022) ● Department Retreat (May, 2022)

<p>department is committed to addressing the identified problems. Following what some instructors were already doing in their graduate courses, the department has begun this work in graduate orientation by initiating ongoing discussions with incoming students (continued in individual classes) about inclusive and anti-oppressive practices geared towards interdisciplinary seminars. Additional graduate community and cohort-building activities, including peer mentoring are being discussed and implemented. A workshop on bullying and harassment conducted by EIO for faculty and graduate students followed by two ½-day faculty retreats and a ½-day graduate student with a professional facilitator should help to identify and ameliorate stresses that the report describes.</p>	
<p>Recommendation: The University should understand that ECS requires additional line appointments in order to participate more meaningfully in community engagement and experientially based learning.</p>	<p>Responsibility for Leading Follow-Up: Dean, Associate Dean, Undergraduate Studies, UCC, GSC, CSCTC, in consultation with MacPherson Institute, Office of Community Engagement</p>
<p>Proposed Follow-Up: We will draw on the expertise of Cathy Grisé, who has taken a lead in developing and experiential learning initiatives in the department and Faculty, to assist in curriculum development to further incorporate EE assignments into our classes, with support from an ELAP grant. The department will continue to support its offerings in Community Engagement and Experiential- Based Learning as far as possible within current constraints. We will also continue to highlight the need for additional resources to maintain and expand them.</p>	<p>Timeline for Addressing Recommendation: Ongoing</p>
<p>Recommendation: Broaden the notion of what “counts” in the point system for teaching reduction, and award additional course releases (i.e., beyond the</p>	<p>Responsibility for Leading Follow-Up: Department Chair, Anti-Racist Teaching Practice Working Group, Dean, Associate Deans, Graduate Studies & Research</p>

<p>maximum 3 credits) for those faculty who are shouldering particularly heavy workloads. BIPOC faculty, for example, often devote considerable time to mentoring and to building community relationships, and this additional work inevitably affects the amount of time they have available for research.</p>	
<p>Proposed Follow-Up: As noted above, the department would welcome a revision of the points system to recognize the labour faculty members—especially BIPOC faculty members--commit to mentoring students, EDI initiatives and other contributions to community. Plans to review departmental governance over the next two years will focus on improving transparency and recognizing and remediating uneven workloads in the department, with particular attention to ways of alleviating the disproportionate burdens placed on BIPOC faculty (many of whom are women in mid- and early career, groups who also carry relatively heavy service loads).</p>	<p>Timeline for Addressing Recommendation: 2021-2023</p>
<p>Recommendation: Change the budget model so that the department is not disadvantaged financially by recruiting international students.</p>	<p>Responsibility for Leading Follow-Up: The budget model is beyond the purview of the department. However, we will engage in ongoing discussions with the Associate Dean of Graduate Studies and Research regarding possibilities for admitting more international students to our graduate programs.</p>
<p>Proposed Follow-Up: Graduate Chair, CSCT Director, Department Chair</p>	<p>Timeline for Addressing Recommendation: January, 2022 and ongoing</p>

[1] This group was formed in May, 2020, to understand and address instances of racism in the classroom. Goals for 2021 including expanding the group’s anti-racist focus to encompass diverse forms of oppression both within and beyond the classroom and encouraging participation in the group by other interested faculty members.

[2] ECS does receive compensation for reallocated faculty labour in the form of paid course release for some faculty members involved in initiatives (significant committees, research Institutes, etc.) beyond the department. However, these contributions outside the department are not recognized in the faculty formula on which future hiring decisions are based, and while

loss of teaching may be compensated from time to time in these arrangements, the loss of the faculty member's service to the department is not recognized or compensated (often leading to many faculty members carrying a 'double burden' of service to multiple departments or programs, exacerbating the problem of burnout).

Faculty Response

Let me begin by thanking Dr. Susie O'Brien and her colleagues, including staff, and the undergraduate and graduate students in English and Cultural Studies for contributing to the self-study and to the visit by the review team. I'd also like to thank the reviewers: Dr. Siân Echard, Department of English Language and Literatures, University of British Columbia; Dr. Warren Cariou, Department of English, Film and Theatre, University of Manitoba; and the internal McMaster reviewer, Dr. Lydia Kipiriri, Department of Health, Aging & Society. We are particularly grateful for their time and energy during the pandemic.

I am not going to comment on the template provided to the review team, as it is a university-wide document that sits outside my authority. On a second matter related to the process, I would echo Dr. O'Brien's comments that it might be best not to become too wedded to the idea of virtual site visits. While we have had some success with them during the pandemic, they may unintentionally limit the effectiveness of reviews. In this case, the chair and some colleagues believed that the remote nature of the review meant that there was less opportunity to get to know the department and that the discussion of more sensitive issues was difficult in the remote environment. Recruiting students for focus groups was also more challenging during the pandemic and may have been worsened by the remote nature of the event.

I would also like to make a couple important updates to the reviewers' report here at the outset. ECS was granted a new tenured faculty appointment in 2021, and the new colleague does not have any teaching commitments elsewhere. ECS welcomed the addition of a second tenured faculty member with shared teaching and service commitments in ECS and Indigenous Studies. The department was also offered the opportunity of making a tenure-track appt in 2021, as part of a spousal arrangement, but declined further consideration of the individual, as not fitting departmental needs.

The review team quite rightly stressed the strengths of the Department. English and Cultural Studies has an especially strong reputation in the university and beyond for its successful graduate programs and its high-quality researchers and instructors. In recent years several faculty members have also made or continue to make important contributions to McMaster outside of ECS. The chair's response targets three areas of improvement for the undergraduate and graduate programs: 1) managing the balance between literary and cultural studies courses at all levels; 2) communication to undergraduate students about these areas and paths through the program; and 3) fostering community among undergraduate and graduate program students. I support all three recommendations. Below I offer some comments on the department's implementation plan.

I appreciate the time that the department, especially Dr. O'Brien, has put into the plans for several workshops, trainings, and a retreat to discuss the causes of discord identified by the reviewers. I know as well that Dr. O'Brien has also spoken to individual faculty members and has invited graduate students to share their experiences with her in confidence. I did the same, though I was not surprised that no graduate students reached out. That said I am confident that department colleagues are taking the comments of the reviewers seriously and working to understand and respond to internal tensions. I have offered some financial resources to enrich the workshops and planned retreat this year.

I also support the re-evaluation of the undergraduate curriculum. I am happy to see the Department consider the relationship between literary and cultural studies as part of that process. I agree with the plans to ask the MacPherson Institute for assistance. I would recommend further that early drafts of potential changes be shared with the Associate Dean, Academic and Assistant Dean, as they may have further ideas and help the team avoid pitfalls. For example, the review team recommended the articulation of different 'pathways' through the program. While we agree that helping students think about their progress through the major can be productive, Associate Dean Corner and Assistant Dean Osterman may be able to advise the Department on ways to do that while retaining flexibility for students. "Streams" tend to lock students into rigid sets of options. Ideally, some middle ground can be found. The idea of additional TAs will have to be carefully considered. We have Faculty-wide standards for TA allocation and additional TAs are costly.

I am grateful to see the Department's interest in community-building activities for undergraduates and graduates. This goal is on my mind as well. I am hopeful that the Faculty's new alumni outreach coordinator can assist with some of this work both within ECS and across the Faculty. She will begin meeting with chairs in early 2022.

The Department has rejected the possibility of a 'drastic reduction' in the size of the graduate program, which was mentioned by the review team as a possible way forward, though not a recommended one. The Associate Dean, Graduate Studies, has had several discussions with the ECS graduate director, Dr. Dean, over the last year or two about such options, and while there has been agreement to decrease MA intake slightly, at the moment we also agree that a radical reduction in the size of the PhD cohort is undesirable. It does make sense, however, to continue exploring ways to balance the supervisory loads across the department better.

Beyond curricular review and community building, the report and departmental response highlight the contributions that ECS faculty make to interdisciplinary programs as a concern. I have had discussions with Dr. O'Brien about concluding some faculty members' commitments elsewhere, and I also rewrote one colleague's appointment letter in 2021, as requested, to end teaching requirements outside of ECS. We have also made changes centrally to support our interdisciplinary programs. Humanities has hired a long-term CLA, and several recent TT hires have had commitments extended to our two interdisciplinary programs, GSJ and GPSJ. With Associate Dean Horn's help, we have also constructed MOAs with other departments to ensure that there are contributions to GSJ and GPSJ from across the Faculty. It is

important that we continue to seek sustainable ways to support new and existing interdisciplinary programs, but I believe we are beginning to make progress in this regard.

The department also references the burden of providing/expanding experiential education offerings to its students and the work of mentoring students, especially BIPOC students, among other EDI initiatives. I support the department's plan to review its internal governance structures, increase transparency, and balance service commitments better across its faculty complement. Investments are being made in my office that will facilitate the expansion of experiential education and student development opportunities without requiring a commensurate commitment of faculty time. This is a new initiative that will take time to grow (and the pandemic has not helped), but we now have two terrific staff members in place to work on careers/experiential education. We have also partnered with the Alumni Office to hire a Humanities alumni engagement officer, mentioned earlier, who will begin to work with departments on events connecting current and former students. She also aims to expand our alumni mentorship program. These and other initiatives will contribute to the establishment of our new Student Experience Office, which, integrating EDI commitments, will increase support for students centrally and provide support for work being done in departments.

There is no plan to revise the points system to allow for additional teaching release, but there are other changes underway that are aimed at easing the burden of faculty members involved in EDI work, which disproportionately falls to BIPOC faculty. Part of this strategy has to be the recruitment of more BIPOC faculty members. In 2021 the Faculty hired six tenured or tenure-track colleagues and one new multi-year CLA. Of these seven individuals only one is neither Indigenous nor a person of colour. There are two searches ongoing in the Faculty at the moment: one is a targeted search only open to people of colour and Indigenous candidates, and in the other deliberate measures have been taken to attract a diverse pool of candidates and the committees is aiming to appoint a BIPOC scholar. The EIO is working to better coordinate EDI initiatives across campus, and Humanities is establishing an EDI advisory committee to partner with the EIO. The university has also been investing in greater supports for BIPOC students on campus, including the newly opened Black Student Success Center. I recognize that students will continue to seek personal mentorship from supervisors and instructors, which they should, but we are hopeful that new and expanded services for students (along with greater coordination and more BIPOC faculty and staff) will also make a difference for students and the faculty who support them now.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the undergraduate and graduate programs delivered by English and Cultural Studies should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Power and Energy Engineering Technology

Date of Review: May 18 - 19, 2021

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the Bachelor of Technology (B.Tech) Power and Energy Engineering Technology Program. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the W Booth School of Engineering Practice and Technology submitted a self-study in April 2021 to the Vice-Provost Faculty to initiate the cyclical program review of the B.Tech. Power and Energy Engineering Technology Completion Program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Faculty Dean, W Booth School of Engineering Practice and Technology, and selected by the Vice-Provost Faculty. The review team reviewed the self-study documentation and then conducted a review on May 18-19, 2021. The review included interviews with the Provost and Vice-President (Academic), Faculty Dean, Vice-Provost Faculty, Associate Dean Academic, Program Chair of the B.Tech. Power and Energy Engineering Technology Program within the W Booth School of Engineering Practice and Technology and meetings with groups of current students, full-time faculty and support staff.

The Program Chair of the B.Tech. Power and Energy Engineering Technology Program and the Dean of the Engineering submitted responses to the Reviewers' Report (September 2021 and April 2022, accordingly). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The program offered is highly successful and has gained a strong following amongst students. Most students are part-time and their engagement is limited to the program and they do not generally participate in campus/university affairs. This program is primarily a professional teaching and learning type, with a focus on applied and experiential learning.

The admission requirements are highly commendable and can attract highly qualified individuals who conscientiously choose the B.Tech. stream as opposed to the B.Eng. stream.

The 3-hour long lecture periods were questioned as being too long, as the practical individual retention periods are normally shorter. However, the students preferred fewer, but longer class periods instead of more-shorter but more-often classes; this was a concern due to travel times to campus that students had to adhere to. Post COVID, it appears, online classes will be preferred by students.

The reviewers felt that the DCP ENERTECH course map should be forward-looking rather than backward-looking, and topics/subjects that were traditionally accepted in the past should be looked at in a new perspective.

The reviewers felt that there is a need to diversify the faculty and provide an extra full-time support faculty member. The heavy reliance on sessional lecturers may have some continuity and program quality concerns.

The governance system used to assess the program and implement changes appears consultative and inclusive.

The support of academic services appeared adequate. Due the amalgamation of McMaster and Mohawk activities, the scheduling concerns may need some verification.

The following program strengths were identified:

- The program offered is highly successful and has gained a strong following amongst students.
- Instructors are experienced and connected with local community and provide a high-quality teaching environment.

The following areas of improvement were suggested:

- The course map should be forward-looking rather than backward-looking, and topics/subjects that were traditionally accepted in the past should now be looked at in a new perspective.
- Diversify the faculty and provide an extra full-time support faculty member.
- Improve on-campus student engagement.

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
<p>It is recommended to develop a stronger and sustainable post-program interaction for students of the program.</p>	<p>Conduct a survey of current and former ENRTECH students to determine the kind of post-program interaction that the students would like to see.</p>	<p>Program Chair will investigate whether ENRTECH graduates will benefit from post-program activities including but not limited to:</p> <ol style="list-style-type: none"> 1. Helping with senior projects 2. Sharing of industry experience 3. Attending tutorials in preparation for PEO exams 4. Attending mini-courses on advanced power systems engineering. 	<p>Preliminary investigation completed by August of 2022.</p> <p>Recommendations ready by January of 2023.</p> <p>Implementation begins in September of 2023.</p>
<p>The course on “Power Systems and Electrical Machines” should be changed to deal with “Electromagnetics and Electrical Machines”. This is more logical since there is a heavy reliance on fundamental knowledge of electromagnetics for application in electrical machines. Since this impacts the Level 4 course on Power Transmission, this should be jointly considered with that course.</p>	<p>Review the course contents of ENRTECH 3EP3 “Power Systems and Electrical Machines” _and ENRTECH 4EM3 “Transmission Lines and Electromagnetics” _and identify whether it is beneficial to redistribute the contents of these two courses.</p>	<p>Program Chair will meet with course instructors to discuss pros and cons of the reviewers’ recommendation.</p>	<p>Preliminary study completed by August 2022.</p>

<p>Remove the course on “Mechanics of Fluids”. However, this may have negative implications on PEO accreditation. In that case, it could be merged with the course on Thermodynamics. But, this will free up one core course slot, to be replaced as a new core course on “Programming for Power Engineers.” This new course will also introduce software programming skills using Matlab, and other softwares like emtp-rv, to students who have expressed a desire for this.</p>	<p>Determine whether it is beneficial to retail ENGTECH 4TF3 “Mechanics of Fluids” as a technical elective and offer a new technical elective on computer applications in power engineering.</p>	<p>Program Chair will discuss with current and former ENRTECH students to consult their opinions.</p>	<p>Recommendation ready by August of 2022.</p> <p>Implementation by September of 2023.</p>
<p>Industrial Electronics should cover more general power electronics topics. A rationalization of some course content may be needed.</p>	<p>Review the course contents of ENRTECH 3IE3 “Industrial Electronics” to identify what contents can be modified and changed.</p>	<p>Program Chair will discuss with course instructor and Program Advisory Committee members on how to modify this course and perhaps rename it as “Power Electronics”.</p>	<p>Recommendation ready by August of 2022.</p> <p>Implementation will start in September of 2023.</p>
<p>Mathematics plays a key role in understanding concepts/fundamentals of electrical and power engineering. The two courses on mathematics should be re-named “Introduction to Mathematics” and “Advanced Mathematics.” Some course content may need to be re-examined.</p>	<p>Look into the benefits of renaming “Mathematics V” to something else.</p> <p>Review the course contents of Advanced Math to see if some contents can be changed.</p>	<p>Program Chair will meet with the course instructors to identify change.</p>	<p>Recommendation ready by August of 2022.</p> <p>Implementation will start in September of 2023.</p>

<p>Some comments on the “Senior Engineering Project” were received that this could be extended to cover two- semesters. This will incorporate flexibility and allow some research/design aspects to be added to the Project. Faculty had expressed some interest to do research-based projects rather than simply do applications-oriented projects.</p>	<p>Investigate whether it is beneficial to make the senior project a two-term project, say ENGTECH 4EP3 and a new course ENRTECH 4XX3. The first course will focus on literature search, a project proposal, and a pre-feasibility study report. The second course will cover detailed analysis and a final report/technical paper.</p>	<p>Program Chair will meet with the upper management to discuss possibilities.</p>	<p>Recommendation ready by August of 2022.</p> <p>Implementation will start in September of 2023.</p>
<p>The two courses “Renewable Power Generation from Wind, Solar and Hydro” and “Fuel Cell, Geothermal and Biomass Power Generation” should be combined into one course called “Renewable Generation”. A second course on battery storage and energy management systems should then be introduced.</p>	<p>Investigate the merits of merging the two renewable energy courses into one and introducing a new technical elective focusing on energy management systems with high penetration of renewable energy.</p>	<p>Program Chair will meet with course instructors to determine how best to implement this recommendation.</p>	<p>Recommendation ready by August of 2022.</p> <p>Implementation will start in September of 2023.</p>
<p>Course on “Power Quality” should be renamed “Converter Control for Power Systems” and should also cover components of HVDC Transmission and FACTS technology. Aspects of Microgrids and the smart grid could be covered.</p>	<p>Enhance the course content by adding state-of-the-art power quality improvement techniques based on smart grid and FACTS technology.</p> <p>The Program Chair recommends keeping the course name as “Power Quality” since it is easily understood in the power industry.</p>	<p>Program Chair will meet with the course instructor identify potential changes to the course contents.</p>	<p>Recommendation ready by August of 2022.</p> <p>Implementation will start in September of 2023.</p>

<p>Course on “Transmission Lines and Electromagnetics” should be rationalized and renamed “Power Systems and Transmission Lines”. Some content will be exchanged with Level 3 course on “Electromagnetics and Electrical Machines”.</p>	<p>See Recommendation 2</p>	<p>See Recommendation 2</p>	<p>See Recommendation 2</p>
<p>Course on “Systems and Control” should be renamed “Control of Power Systems”.</p>	<p>Investigate whether it is desirable to split this course into two, one for ENRTECH and one for MANTECH.</p>	<p>Program Chairs of MANTECH and ENRTECH will meet to discuss options.</p>	<p>Recommendation ready by August of 2022.</p> <p>Implementation will start in September of 2023.</p>
<p>Course on “Artificial Intelligence” should be renamed “Computational Techniques for Power Systems”. The course content should introduce other software (ETAP, EMTP, etc.) as well as deal with AI algorithms.</p>	<p>See Recommendation 3</p>	<p>See Recommendation 3</p>	<p>See Recommendation 3</p>
<p>Diversify the faculty and provide an extra full-time support faculty member. The heavy reliance on sessional lecturers may have some continuity and program quality concerns. Perhaps, McMaster should commit to maintaining at the least 50% to 75% full time tenured and/or tenure-track professors devoted to this program. These</p>	<p>This recommendation is highly desirable.</p>	<p>Program Chair to discuss with Director of SEPT on any budget constraints and succession plan.</p>	<p>First round of discussions will take place at the next performance review meeting.</p> <p>Any recommendation will be implemented September of 2023.</p>

professors might be cross appointed in various departments and be explicitly directed to teach these courses.			
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Dean's Response

The power and energy responses seem fine. The comments in this case were very granular and at the individual course level which is often difficult to implement. The point about sessionals is well taken and I would note that the School in general typically tries to convert faculty members as appropriate. I would also note that the BTech instructors are amongst the most dedicated in the Faculty.

Quality Assurance Committee Recommendation

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the B.Tech. Power and Energy Engineering Technology program should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Software Engineering Technology

Date of Review: May 18 - 19, 2021

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the Software Engineering Technology Program. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the W Booth School of Engineering Practice and Technology submitted a self-study in April 2021 to the Vice-Provost Faculty to initiate the cyclical program review of the Software Engineering Technology undergraduate program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Faculty Dean, W Booth School of Engineering Practice and Technology, and selected by the Vice-Provost Faculty. The review team reviewed the self-study documentation and then conducted a review on May 18-19, 2021. The review included interviews with the Provost and Vice-President (Academic), Faculty Dean, Vice-Provost Faculty, Associate Dean Academic, Program Chair of the B.Tech Software Engineering Technology Program within the W Booth School of Engineering Practice and Technology and meetings with groups of current students, full-time faculty and support staff.

The Program Chair of the B.Tech. Software Engineering Technology Program, the Chair of GENTECH and the Dean of the Engineering submitted responses to the Reviewers' Report (April 2022). Specific recommendations were discussed, and clarifications and corrections were presented. Follow-up actions and timelines were included.

The online format of this program presents unique challenges and opportunities. The reviewers found the program to be well placed to take advantage of the increasing demand for online studies. In particular, it helps to fill a particular demand for students wanting to complete their studies and upgrade their knowledge and skills part time. The program would benefit from improved communication, further means for students to collaborate and interact, and by fully embracing opportunities available to online-only instruction.

The following program strengths were identified:

This is a unique program that was designed from the beginning to use a 100% online format. As a degree completion program that requires incoming students to already have a college diploma, the format allows for students to complete their degree either full time or part time. The part time option is particularly appealing to students who work full time, and the courses are offered at times that help to facilitate this situation.

- Offers flexibility with evening and weekend courses and is therefore attractive for students who already hold fulltime employment outside of their university education.
- The program engages with industry experts and meets with them annually to discuss areas of improvement.
- Co-op program is very beneficial for students to find employment.
- The continuous evolution of the technical curriculum to meet the industry needs.
- The processes for curriculum improvement, resources, quality enhancement and system of governance is very strong.

The following areas of improvement were suggested:

Since the program is 100% online, the student experience could be enhanced by the program providing further means for students to interact and collaborate. Students would also greatly benefit from better communication regarding program information such as options and offerings.

- Student Interaction: Provide opportunities for students to interact more often with peers and alumni.
- Make information pertaining to course requirements, options, electives, etc. more easily accessible to students.
- Improve the representation of female students, and other underrepresented groups.
- Improve the accessibility of the program to help students who cannot attend the live lectures.
- Ensure diversity in the panel in terms of the representatives as well as the diversity in expertise. Formalize the roles of the industry panelists, setting expectations, and get written feedback on areas of improvement.
- Define opportunities for students to engage with faculty members who have an active research profile.

- Reduce the teaching load of the faculty members since it is a fully online program, and this will allow the faculty members to pursue novel pedagogical approaches to improve the effectiveness of the teaching in an online environment.
- Faculty members with significant student supervision and/or research should have a lower teaching load. This is important for faculty members who seek promotion to full professor, as promotion to full professor requires evidence of robust pedagogical research, which is likely quite difficult under the current setup.
- Explore opportunities to internationalize the program, especially given its online nature, to recruit international students who do not necessarily need to travel to Canada to complete their studies.
- Offer bridge courses to help students meet the standards in entry level math and statistics courses.
- Align the curriculum to be closer to name of the program, and introduce courses in databases and enterprise architecture.
- To serve the program in the 4 areas increase the number of full-time faculty members and offer streams or concentrations with specific learning paths.
- The current GENTECH courses are not contextualized and are fairly general for all streams. This does not serve the software students well. Better integration of the technical and GENTECH courses are needed, with the latter covering topics pertaining to software graduates.
- Pedagogical explorations pertaining to asynchronous delivery, replacing exams with micro-assessments, and curation of learning resources beyond the textbook and notes, should be undertaken.
- Computing resources such as laptops for sessional instructors is desirable.
- A dedicated IT person for the software program is desirable.
- Round the clock access to software like minitab is desirable.
- Hire more full-time tenure track faculty members (at least 3 in the next 3 years) in the program to attract and retain talent.
- Keep track of time-to-graduation to plan the offering better.
- Quality indicators through student and instructor surveys should be done for the program instead of the entire school.
- Have smaller class sizes and offer multiple sections for quality education.
- Develop collegial governance structures in which decisions are made in consultation with the students, faculty members and the department director.

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

Note: In the table below the following personnel are indicated by their initials:

Dr. Seshasai Srinivasan – _SS; Dr. Jeff Fortuna – _JF; Dr. Marjan Alavi – _MA; Dr. Zhen Gao – _ZG; Mr. Mike Justason – _MJ; MM – _Ms. Michele Mantock; BB – _Dr. Brian Baetz

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Student Experience			
i. Create opportunities for students to interact with one another on a more frequent basis, given the online nature of the program.	i. Involve group projects, engage students in BRIC activities.	SS & Booth School Members	Winter 2022
ii. Create further opportunities for interaction with, and among, alumni.	ii. Advertise BSU events, graduation events, and socials	SS & Admin Staff	Fall 2022
iii. Improve communication with students regarding program requirements and options.	iii. Communicate more effectively through the cohort shell created on Avenue to make important announcement; keep the website updated.	Admin Staff	Ongoing
iv. Develop systematic mechanisms to address any imbalance in the student population with respect to underrepresented communities.	iv. Train with EDI office at McMaster, participate in recruiting and promotion activities, follow through with the strategic plan of the Booth school that has this component.	JF, MA, ZG	Summer 2022
Community Engagement			
i. Formalize the process of inviting industry professionals to be part of the industrial advisory board, including seeking diversity on the panel.	i. Currently 2 out of the 3 industry advisors are from visible minority group with one member being a female. More members will be added in the coming years.	SS	Ongoing
ii. Retain the co-op program and expand it where possible.	ii. co-op will continue to be part of the program.	SS	Completed

<p>Research</p> <p>i. If desirable and supported at the Faculty level, encourage research that is closely related to the areas of focus of the program.</p> <p>ii. Allow flexibility for faculty members, through reduced teaching load, to experiment with novel pedagogical approaches related to online teaching.</p> <p>iii. Explore the possibility of reduced teaching load for faculty members with significant student supervision and/or research.</p>	<p>i. The establishment of BRIC will serve well to encourage faculty members to undertake research.</p> <p>ii, iii. Faculty load reduction will be taken up with the Director of the school to determine how to account for pedagogical and domain research into the loads of the faculty members.</p>	<p>MA</p> <p>SS & BB</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>Internationalization</p> <p>i. Explore opportunities for further internationalization.</p>	<p>i. The faculty recruitment is centralized and they undertake advertisement campaigns to offshore locations to promote all the programs, including the software program.</p>	<p>Admin Staff</p>	<p>Ongoing</p>
<p>Admission Requirements</p> <p>i. Offer bridge courses or mentorship programs as needed, in particular with respect to Mathematics courses.</p>	<p>i. A bridge course will be offered to cover fundamental math topics to ensure students have strong foundation for the higher-level math courses. The current math course is also be revamped to include more pertinent topics.</p>	<p>SS</p>	<p>Fall 2022</p>

Curriculum			
i. Align program content and program title.	i. The program title was changed a few years back to the current title. We believe that since the curriculum is posted clearly on the website and our outreach activities explain the various flavours, we won't be misleading the students.	SS	-
ii. Consider including courses on databases and on enterprise architecture.	ii. We will pitch this to program advisory committee and seek their inputs before offering courses on these topics.	SS	Summer 2022 – Fall 2023
iii. Consider how best to grow the program in the four focus areas (software design, networking & security, AI & data science, and multimedia & computer graphics): i. Focus attention on one or two areas, or hire additional faculty and staff to be able to add sufficient courses in these areas ii. Consider designating such areas as streams or concentrations with specific learning paths.	iii. For the current as well as incoming students we will pitch the options as streams wherein the students can specialize in different areas, taking electives of their choice. To strengthen our expertise, we will take up a discussion at the faculty level to explore adding new fulltime faculty members in the software stream.	SS	Ongoing
iv. Consider tighter integration of technical and Gentech courses.	iv. Software specific GENTECH courses will be planned and offered exclusively to software students.	MJ	Ongoing
Teaching and Assessment			
i. Review advances in pedagogy as it relates to the online nature of this program, and how such advances might be incorporated.	i. The faculty members are actively engaged in pedagogical research as well as pedagogical experiments inside the classroom.	SS	Ongoing

Resources to Meet Program Requirements			
a. Assist part-time and sessional lecturers in obtaining access to appropriate hardware to deliver their courses.	a.Resources are being provided to sessional as well as full-time faculty members and we are ramping up support. We will work in coordination with the department Director and the Business Manager to explore allocation of more funds to make additional procurement in the upcoming years.	MM, BB, and SS	2022-2026
b. Provide access to software required for coursework during the entire term, including outside of lab times.	b. We will work in coordination with the department Director and the Business Manager to explore allocation of more funds to facilitate additional procurement in the upcoming years.	MM, BB, and SS	2022-2026
c. Provide dedicated admin support for this program.	c. This will be taken up by the Director with the Faculty of Engineering to determine a plan that could allow for additional hiring.	BB	2023
Quality Indicators			
i. Systematically collect and monitor data on students' applications and registrations, time-to-completion, graduation rates, etc.	We will work with the staff members at the W Booth School to determine a mechanism for collecting this data.	Admin Staff, MM	Fall 2021
Program Enhancement			
i.Enhance quality of faculty resources.	i.We will work in coordination with the department Director and the Business Manager to explore allocation of more funds to make additional procurement in the upcoming years.	MJ & SS	2022-2023
ii. Provide dedicated staff support.	ii. This will be taken up by the Director with the Faculty of Engineering to determine a plan		2022-2023

<p>iii. Expand curriculum into the four priority areas using advance planning and community engagement.</p> <p>iv. Integrate program components.</p> <p>v. Establish a committee to review online delivery mechanisms and gradually introduce effective pedagogical innovations.</p> <p>vi. Retain and strengthen the co-op program.</p> <p>vii. Investigate capping class sizes, introducing further sections or offerings, and/or capping admissions.</p>	<p>that could allow for addition hiring.</p> <p>iii. Curriculum changes are done based on the recommendation of the industry panel and full-time faculty members. Going forward, we will also consult with sessional faculty members that teach in the software program.</p> <p>iv. Software specific GENTECH courses will be planned and offered exclusively to software students.</p> <p>v. We currently have a pedagogical research committee that can be brought in an advisory role. Faculty members are routinely encouraged to adopt innovative pedagogical practices in the class and this will continue.</p> <p>vi. Co-op shall remain in the program.</p> <p>vii. We have noticed an explosion in enrolment in the software courses and are currently considering this for several software courses.</p>		<p>Ongoing</p> <p>Ongoing</p> <p>Fall 2022</p> <p>Completed</p> <p>Ongoing</p>
System of Governance			
<p>i. Address the separate management of the technical and non-technical (GENTECH) aspects of the program.</p>	<p>i. Software specific GENTECH courses will be planned and offered exclusively to software students.</p>	<p>MJ & SS</p>	<p>Fall 2022</p>
<p>ii. Consider developing a collegial governance structure that includes consultation with students and faculty members, along with the department chair.</p>	<p>ii. Currently all full-time faculty members teaching in the program are consulted before making any major changes. This is implemented after approvals from the director and associate</p>	<p>SS</p>	<p>Ongoing</p>

	director. Students are also consulted via townhall meetings when major changes are brought to the program. This practice will continue.		
Academic Services			
i. Curate and publicly share information on the program in an easy to access form for current and future students.	i. Information pertaining to the program is being regularly updated to the website. Information will also be regularly disseminated to the students enrolled in the program through mass emails and postings on our LMS.	Admin Staff, SS	Ongoing

Dean’s Response

The program has taken advantage of the pandemic to create an opportunity. The major comments from the reviewers regarding interactions with the students are difficult in an online format although I suspect that our experiences will continue to shape how this is accomplished as we move forward. There are a couple of comments about the need for additional support. I would be happy to review this in comparison to other programs in the Faculty. The number of different programs until the SEPT umbrella is significant and the students need to feel supported.

Quality Assurance Committee Recommendation

McMaster’s Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the B.Tech. Software Engineering Technology program should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

REPORT TO SENATE
from the
GRADUATE COUNCIL

For Approval (attachments)

At its meeting on May 14th Graduate Council approved the following item:

1. Curriculum Revisions

At the same meeting Graduate Council approved the following changes:

- Faculty of Business
 - A change to the admission requirements of the accelerated M.B.A stream to include the year BTech students must have started their degree, along with the specific courses they would have to complete;
 - A change to the admission requirements for the Master of Health Management program to remove references to the TOEFL scores for tests that are no longer used (old paper-based and computer-based) as all versions of the test use the same scoring and to increase the minimum TOEFL iBT score to 100.*
 - A change to the course requirements for the Organizational Behaviour Human Resources and Management (OBHRM) specialization of the Business Ph.D., intended to provide students with broader and more in-depth coverage of qualitative research methods and design, and quantitative research methods and design. They also proposed a reorganization of the balance of their required courses, while maintaining existing program learning outcomes;

It is now recommended,

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

For Information

2. Curriculum Revisions

At the same meeting the following curriculum revisions were approved:

- Faculty of Business
 - The addition of another elective course to the list available for the eHealth M.Sc.**
 - Related to the new research methods courses proposed by the OBHRM area noted above, the Health Management, Information Sciences, Health Management, and Strategic Management specializations of the Business Ph.D. program proposed a change to their course requirements.
- Faculty of Health Sciences
 - A change to calendar copy for the Master of Biomedical innovation program, adding some additional context and clarity for how the program runs.

3. Graduate Calendar Administrative Sections Revisions

At the same meeting Graduate Council approved the following changes to the administrative sections of the Graduate Calendar:

1.1 Programs of Study (formerly)

This section was renamed Degree and Enrollment Options and listing of programs removed. The section now includes information on different degree types (grad dip, cert etc.) and information on different ways students can consume degrees (collaborative specializations, dual degrees etc.), including the addition of concurrent enrollment with approval.

1.2.2 The Faculty

Clarification provided on the Admissions and Study Committee and noting that the role of this committee can also be completed by the Associate Dean for the Faculty. Similar changes were made through other sections of the calendar where this committee is referenced (1.2.3, 2.6.11)

1.2.3 The Department (or Graduate Program)

Text added to clarify that if a student is required to withdraw this is done in accordance with the regulations established for degree progression.

1.3 Responsibilities of Graduate Students to the University

Text was added to clarify the expectation that students are geographically available to visit campus except in cases where there are different requirements (online program, clinical placements etc). This was also already referenced in section 2.5.6.

Text was also added to this section to note that students being considered for readmission have to pay the readmission fee.

2.1 Admission Requirements

Text was added to note that deferring the start term of an offer once issued is not normally permitted and directing applicants to the program.

2.1.2 and 2.1.3 Admission Requirements for Master's and Ph.D.

Text was added here to note that in the absence of a clear framework, a P for a P/F course will be considered a 51 percent when calculating the admission average.

2.1.10 Visiting Students

Text was added here to clarify the process for visiting students, noting a new placeholder course for visiting students depending on what they're doing while at McMaster, noting that visiting students must obtain the appropriate immigration status for the time they're here, and to note that research conducted cannot normally be used toward a subsequent degree at McMaster.

2.1.11 Incoming Exchange Students

Text was added to note that courses taken on exchange cannot normally be counted towards a subsequent McMaster degree program.

2.1.12 English Language Requirements

A line about a list of acceptable language systems being on the SGS website was removed.

2.2 Application for Admission

Text was removed around scholarships timing as it relates to application for admission. Text was also removed on the specifics of payment methods. Text was added to note that if the transcript is in a language other than English, official translations will be required.

2.4 Acceptance

Some clarifying text was added to be clear about where students need to apply.

2.5 Enrollment

Text was added noting students are normally enrolled in a single full or part-time program of study and noting the different offerings listed in 1.1.

2.5.2 Definition of Full-and Part-time Status

Text was changed to refer students to 2.5.6 and 2.5.8 for information on Full Time Off Campus and Vacation accordingly.

2.5.3 Regulations for Full-and Part-time Status

Text was added to clarify enrollment in more than one program between institutions.

2.5.6 Full Time Off-Campus

Text was included to clarify the requirements and the process around it as well as differentiating between FTOC and vacation.

2.5.7 Leave of Absence

Out of date text was removed around the process for a mid-term leave. Text was added to confirm it's the student's responsibility to confirm the impacts of a leave. A change was made to clarify how a term is counted if a student takes a leave mid-way through a term. Under 'Medical LOA' text was adjusted to note that students are limited to a cumulative total of 12 months of leave.

2.5.8 Vacations

Text was added to clarify that it is the student's responsibility to assess risks ahead of travel and to clarify what can be considered a vacation and when the Full Time Off Campus process must be followed.

2.5.9 Appeals and Petitions for Special Consideration

The title was changed to reflect that this section is about petitions and to refer students to a later section for information on appeals.

2.6.1 Definitions of Academic Standing

The various definitions of academic standings students may be assigned during their academic career were added.

2.6.3 Course Levels and Unit Values

Some text from 2.6 was moved here and text was added to clarify the process for graduate students who want to enroll in an undergraduate course.

2.6.6 Audited Courses

Text was added to note that exchange students can't audit a course.

2.6.15 Transferring Programs

Text was added to clarify the process for transferring programs between Faculties.

3.1 General Regulations on Supervision

Text around associate members was adjusted as it will be expanding beyond the Faculty of Health Sciences.

Text was also added to clarify the process of changing supervisors.

3.2.2 Response Time for These Review

Text was added to note that all these must be checked in accordance with the Research Plagiarism Checking Policy.

3.3.3 Thesis Defence

Text was added around hybrid and in-person defence arrangements.

3.4.4 Thesis Defence

Text was also added to the Ph.D. specific section around hybrid and in-person defence arrangements. Text was also added here to clarify the process around an internal examiner.

Financial Matters

Text was added noting the impacts enrollment status (and changes) have on awards, tuition and fees and confirming that it is the students responsibility to confirm these impacts in advance.

5.1 Senate Policy Statements

A new section was added, echoing a similar section in the Undergraduate Calendar, highlighting policies that impact graduate students.

5.3 Code of Conduct

Section title was changed to reflect the new name of the policy.

5.4 Appeals

Text was added referring students up to section 2.5.9 if they are seeking a petition for special consideration rather than an appeal.

6.1.1 General Regulations

An outdated clause about not holding full-time employment while holding an award was removed.

4. New Awards

At the same meeting Graduate Council approved the following new awards:

Name: The Carolyn Christine Cunliffe Memorial Scholarship in Brain Cancer Research

Terms: Established in 2023 by Colin and Diane Cunliffe, and the family and friends of Carolyn Christine Cunliffe. To be awarded to a graduate student who has made significant contributions, or demonstrates a clear potential to do so, in glioblastoma or other brain cancer research. The funds are to be awarded annually at the discretion of the Director of the McMaster Centre for Discovery in Cancer Research.

Name: The Samit & Reshma Sharma Scholarship in Nuclear Engineering, Radiation, & Medicine

Terms: Established in 2024 by The Samit & Reshma Sharma Foundation to celebrate unique nuclear research facilities including Canada's most powerful reactor & major neutron source at McMaster University. This scholarship will enhance societal knowledge & practices in nuclear research in energy and medical isotopes. To be awarded by the School of Graduate Studies to graduate students who demonstrate academic and research excellence and the most significant practical application of nuclear science in engineering, radiation physics, and medicine.

Name: The Samit & Reshma Sharma Scholarship in Health & Aging

Terms: Established in 2024 by The Samit & Reshma Sharma Foundation to celebrate McMaster University's renowned strengths in aging research. This scholarship will enhance societal knowledge & practices to optimize the health and longevity of Canadians through leading-edge research, interdisciplinarity and stakeholder collaboration. To be awarded by the School of Graduate Studies, on the recommendation from the McMaster Institute for Research on Aging (MIRA) to graduate students who demonstrate academic and research excellence and whose projects have the greatest potential for practical impact in health and aging.

*Also approved by the Faculty of Health Sciences

**Also approved by the Faculties of Engineering and Health Sciences

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



Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones

Please read the following notes before completing this form:

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

DEPARTMENT	DeGroot School of Business		
NAME OF PROGRAM and PLAN	Business Administration, Accelerated MBA		
DEGREE			
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Creation of a New Milestone <input type="checkbox"/>			
Change in Admission Requirements	X	Change in Comprehensive Examination Procedure	Change in Course/Program Requirements
Change in the Description of a section of the Graduate Calendar	X	Incorporation of the McMaster Bachelor of Technology Program (B.Tech) as an accepted degree for admissions to the Accelerated MBA program.	
Other Changes:	Explain:		

Describe the existing requirement/procedure:

Admission Requirements

- **Degree:** Completion within the last 10 years of a Bachelor of Commerce or Bachelor of Business Administration from a recognized Canadian or American University. Candidates that have completed the following degrees may also apply:
 - McMaster University:
 - Bachelor of Engineering Management
 - Bachelor of Commerce, Integrated Business and Humanities (IBH)
 - Western University
 - Bachelor of Management and Organizational Studies
- **GPA:** Recommended B average (equivalent to a McMaster 8.0 GPA out of 12) or higher. GPA will be calculated using the two most recent years of undergraduate or graduate study, 20 courses, or the equivalent of 60 academic credits. A combination may be used and is determined on a case-by-case basis.
- **GMAT:** Not required. Candidates who fail to meet the above GPA criteria or who wish to strengthen their academic application may wish to submit a GMAT.
- **Proof of English Language Proficiency:** Required for applicants:
 - Whose previous degree was not completed with the language of instruction of English.
 - Who have been resident in an English-speaking country for less than four years.
 - Who have completed less than three years of full-time post-secondary education with English as the primary language of instruction, excluding ESL courses.
- **Acceptable English Language Proficiency Tests:**
 - Academic IELTS
 - TOEFL
- **Work Experience:**
 - Recommended minimum of 1 year work experience for McMaster Bachelor of Commerce, Bachelor of Engineering and Management, Bachelor of Commerce, IBH Graduates (undergraduate co-op or internship placements adding up to 12 months of work or more from these degrees will be considered if they are noted on official transcripts).
 - 2 years post-graduate work experience for all other programs.
- **References:** Applicants are encouraged to seek two professional (current or former direct supervisor or manager) references. Academic reference can be submitted if two professional are not available.
- **Interview:** Applicants are required to complete an online interview prior to submission of their application.

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

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

The McMaster Bachelor of Technology Program has worked to amend their curriculum to provide graduates with a greater understanding of the foundational areas of business. This work has allowed the degree to reach a point where students are able to be assessed for entry into the Accelerated MBA program.

This will only be applicable to the following streams within the BTech Program: Automation Systems Engineering Technology Program (Co-op), Automotive and Vehicle Engineering Technology (Co-op) and Biotechnology (Co-op). These programs are ACBSP Accredited.

The recommended change to the Calendar will allow these students to apply to the Accelerated program for



September, 2024 admissions.

We are putting forward the following changes (highlighted in yellow):

Admission Requirements

- **Degree:** Completion within the last 10 years of a Bachelor of Commerce or Bachelor of Business Administration from a recognized Canadian or American University. Candidates that have completed the following degrees may also apply:
 - McMaster University:
 - Bachelor of Engineering Management
 - Bachelor of Technology (B.Tech.), specifically the Automation Systems Engineering Technology, Automotive and Vehicle Engineering and Biotechnology programs.
 - Graduates from these programs must have started the BTech program in September 2019 (or later) and must also complete the following 2 courses (or their equivalents as determined by the Selection Committee), from McMaster: COMMERCE 2AB3 – Managerial Accounting and COMMERCE 2FB3 – Managerial Finance with a minimum of a B grade.
 - Bachelor of Commerce, Integrated Business and Humanities (IBH)
- **Work Experience:**
 - Recommended minimum of 1 year work experience for McMaster Bachelor of Commerce, Bachelor of Engineering and Management, Bachelor of Technology (B.Tech. – Automation Systems Engineering, Automotive and Biotechnology streams as noted above), Bachelor of Commerce, IBH Graduates (undergraduate co-op or internship placements adding up to 12 months of work or more from these degrees will be considered if they are noted on official transcripts).
 - 2 years post-graduate work experience for all other programs.

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

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

The revised wording allows for graduates from the BTech program to apply for the Accelerated stream of the MBA program and recognizes that overlap exists between the BTech curriculum and first year MBA curriculum.

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

September, 2024

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

Please note that while these graduates are now able to apply for the Accelerated MBA program, their admission will be conditional on the completion of an Accounting and Finance bridge courses. Conditionally accepted applicants will need to complete COMMERCE 2AB3 – Managerial Accounting and COMMERCE 2FB3 – Managerial Finance with a minimum of a B grade.



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

If approved, new calendar verbiage will be as follows (changes highlighted in yellow):

Admission Requirements

- **Degree:** Completion within the last 10 years of a Bachelor of Commerce or Bachelor of Business Administration from a recognized Canadian or American University. Candidates that have completed the following degrees may also apply:
 - McMaster University:
 - McMaster University:
 - Bachelor of Engineering Management
 - Bachelor of Technology (B.Tech.), specifically the Automation Systems Engineering Technology, Automotive and Vehicle Engineering and Biotechnology programs.
 - Graduates from these programs must have started the BTech program in September 2019 (or later) and must also complete the following 2 courses (or their equivalents as determined by the Selection Committee), from McMaster: COMMERCE 2AB3 – Managerial Accounting and COMMERCE 2FB3 – Managerial Finance with a minimum of a B grade.
 - Bachelor of Commerce, Integrated Business and Humanities (IBH)
- **GPA:** Recommended B average (equivalent to a McMaster 8.0 GPA out of 12) or higher. GPA will be calculated using the two most recent years of undergraduate or graduate study, 20 courses, or the equivalent of 60 academic credits. A combination may be used and is determined on a case-by-case basis.
- **GMAT:** Not required. Candidates who fail to meet the above GPA criteria or who wish to strengthen their academic application may wish to submit a GMAT.
- **Proof of English Language Proficiency:** Required for applicants:
 - Whose previous degree was not completed with the language of instruction of English.
 - Who have been resident in an English-speaking country for less than four years.
 - Who have completed less than three years of full-time post-secondary education with English as the primary language of instruction, excluding ESL courses.
- **Acceptable English Language Proficiency Tests:**
 - Academic IELTS
 - TOEFL
- **Work Experience:**
 - Recommended minimum of 1 year work experience for McMaster Bachelor of Commerce, Bachelor of Engineering and Management, Bachelor of Technology (B.Tech. – Automation Systems Engineering, Automotive and Biotechnology streams as noted above), Bachelor of Commerce, IBH Graduates (undergraduate co-op or internship placements adding up to 12 months of work or more from these degrees will be considered if they are noted on official transcripts).
 - 2 years post-graduate work experience for all other programs.
- **References:** Applicants are encouraged to seek two professional (current or former direct supervisor or manager) references. Academic reference can be submitted if two professional are not available.
- **Interview:** Applicants are required to complete an online interview prior to submission of their application.

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

Contact information for the recommended change:

Name: Goran Calic Email: calicg@mcmaster.ca Date submitted: 3/26/2024

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



Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones

<u>Please read the following notes before completing this form:</u>			
<p>1. This form must be completed for all changes involving degree program requirements/procedures. All sections of this form must be completed.</p> <p>2. An electronic version of this form (must be in MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
DEPARTMENT	Interdisciplinary – School of Rehab/School of Business		
NAME OF PROGRAM and PLAN	Master of Health Management		
DEGREE	MHM		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Creation of a New Milestone <input type="checkbox"/>			
Change in Admission Requirements	X	Change in Comprehensive Examination Procedure	Change in Course/Program Requirements
Change in the Description of a section of the Graduate Calendar		EXPLAIN:	
Other Changes:	Explain:		
Describe the existing requirement/procedure:			
<p>If the applicant’s native language is not English, an official copy of their TOEFL score, or other evidence of competency in English. A minimum TOEFL (iBT) score of 92 (580 on the paper-based TOEFL test or 237 on the computer-based TOEFL test) is required.</p>			

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

Remove the scores for tests that are no longer used (old paper-based and computer-based). Applicants can still take TOEFL iBT on paper, at home, or in a test center, but all three now use the same scoring.

Increase the minimum TOEFL iBT score to 100

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

The old description included outdated methods of testing that are no longer available. The increase to the minimum score ensures students are better prepared for the requirements of the program and is in line with other programs in the School of Rehab (SLP-100) and the School of Business (MBA-100) that have similar needs for this level of proficiency.

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

Fall 2025

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

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

If the applicant's native language is not English, an official copy of their TOEFL score, or other evidence of competency in English. A minimum TOEFL (iBT) score of 100 is required.

Contact information for the recommended change:

Name: Vanessa Killinger Email: mhmrs@mcmaster.ca Date submitted: Feb 28, 2024

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

Submission to the Graduate Curriculum and Policy Committee

The proposed changes to the OBHRM PhD program curriculum are fundamentally to provide our students with broader and more in-depth coverage of qualitative research methods and design, and quantitative research methods and design.

This is achieved by cancelling B794, which currently provides for six weeks of qualitative research methods and design, and six weeks of quantitative research methods and design.

In the place of B794 we propose two separate 13-week courses, one in quantitative research methods and design (B784), and the other in qualitative research methods and design (B785).

In addition to providing broader and more in-depth coverage of each subject, this change provides for easier staffing, as the expertise in each subject lies with different instructors. That is, B794 has been staffed by two different instructors, one for the qualitative component, and the other for the quantitative component. With the change we will staff each course with a single instructor.

Likewise, the core substantive areas of the OBHRM curriculum are covered by B791, B792, B795 and B796, all split courses. We propose that B791 (Field Surveys: Organizational Behaviour and Organizational Theory) and B795 (Research issues in Organizational Behaviour & Organizational Theory) be replaced by one 13-week course in Organizational Behaviour (OB; B780), and one 13-week course in Organizational Theory (OT; B781). This provides a more seamless coverage of OT, and of OB, while making staffing easier, with one instructor assigned per course.

Likewise, we propose cancelling B792 (Field Surveys in HR and IR) and B796 (Research Issues in HR & IR), consolidating the coverage of human resources management into one 13-week course (B782). This change, along with the changes noted above, will provide for equal (balanced) coverage of the core substantive content areas of the OBHRM PhD curriculum (i.e., 13-week, 3-units for each of OB (B780), OT (B781), and HRM (B782).

In addition, we propose a new special topics course, B783, which will expose students to several topics reflecting the specific programs of research of HR&M faculty, so it would be taught by several members of the HR&M faculty.

Replacing B794 (Research Methods and Design) with two 13-week courses, one in qualitative research methods and design, and the other in quantitative research methods and design, affects other PhD program Areas that have B794 as a required course. These Areas are Health Management, Strategy, and Information System and they have proposed their own curriculum changes, with their submissions incorporated into this package.

Finally, the proposed changes provide for a more efficient delivery of the OBHRM core substantive courses (B780, B781, B782 and 783) in that they would be offered in alternate years, not every year, providing for more students per seminar.

OBHRM PhD Program Proposal

Year 1

Fall

B790: Management Theory
 B793: Applied Multivariate Statistics
 One of B780/B781/B782/B783

Winter

B785 Research Methods and Design: Qualitative
 B784: Research Methods and Design: Quantitative
 One of B780/B781/B782/B783

Summer

B797: Research Project 1

Year 2

Fall

One of B780/B781/B782/B783
 B798: Research Project 2

Winter

One of B780/B781/B782/B783

Summer

Comprehensive Exam

Proposed 2 Year Sequencing of Courses

Year 1 - 1st year of Cohort A

Fall

Management Theory
 Applied Multivariate Statistics
 Seminar #1

Winter

Qualitative Methods
 Quantitative Methods
 Seminar #2

Summer

Research Project 1

Year 2: 2nd year of Cohort A; 1st year of Cohort B

Fall

Management Theory (taken only by Cohort B)
 Applied Multivariate Statistics (taken only by Cohort B)
 Seminar #3 (taken by Cohort A and B)

Winter

Qualitative Methods (Cohort B)

Quantitative Methods (Cohort B)
Seminar #4 (taken by Cohort A and B)

Summer

Research Project 1 (Cohort B)
Comprehensive Exams (Cohort A)

Year 3: 2nd year of Cohort B; 1st year of Cohort C

Fall

Management Theory (taken only by Cohort C)
Applied Multivariate Statistics (taken only by Cohort C)
Seminar #3 (taken by Cohort B and C)

Winter

Qualitative Methods (Cohort C)
Quantitative Methods (Cohort C)
Seminar #4 (taken by Cohort B and C)

Summer

Research Project 1 (Cohort C)
Comprehensive Exams (Cohort B)

Course Selection Form for the Ph.D. Program in Business Administration

Student Name: _____	Student Number: _____
Field of Study: _____	Supervisor: _____
Program Start Date: _____	Projected End Date: _____

All students are required to take between 6 and 12 courses and all course work must be completed within 20 months of starting the program. **It is recommended that, as far as possible, students take a maximum of three courses per term.**

INSTRUCTIONS: Please review the list of courses for degree completion and place a “YES” beside each course that the student is required to complete. Identify which year and term the student is expected to take the course ensuring that all required courses are completed by the end of the winter term of year two. If a student is exempt from a course due to proven prior knowledge, please mark that course as “EXEMPT” and provide a written explanation for the exemption (e.g. which course from previous degree is equal to the required course).

Excerpts from Related Policies in the School of Graduate Studies Calendar:

D (Count towards the Doctoral degree requirements)

This category identifies the courses that are to count towards the Doctoral degree requirements (including any additional graduate requirements or undergraduate courses specified by the supervisory committee or Department Chair). The passing grades for a D course are A+, A, A-, B+, B, and B-.

Note: Courses that are required by the supervisory committee or the Department Chair as additional requirements in excess of the stated minimum for the program must be designated as D.

EC (Extra Course)

This category identifies courses that the student is taking with the approval of the supervisor but that are not necessary to the student’s current degree program. If a failing grade (i.e. less than B-) is received in a course taken as Extra, the courses (and grade) will not appear on the student’s transcript unless because of academic dishonesty. Students may petition to change the designation of an EC course to a D course prior to the deadline to drop a course provided that this change is supported by the supervisor and program. Changes of designation after the drop date will not be approved. Courses designated as EC may subsequently be counted towards graduate degree requirements and the course designation changed to D, if approved by the Faculty Admissions and Study Committee.

Student’s Signature: _____	Date Completed: _____
----------------------------	-----------------------

Supervisor’s Signature: _____	Area Chair Signature: _____
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Management of Organizational Behaviour and Human Resources

Students in the Management of Organizational Behaviour Human Resources field are required to take the following **9 courses (A1)**:

- B790, B791, B792, B793, B794, B795, B796, B797, B798

Students may also be required to take additional courses depending on the strength of their background in the field to a **maximum of 12 required courses** including any additional courses (A2).

A1) Program and Field Required Courses ("D" Courses) →		
Course Number	Timing	Yes/Exempt
B790 Management Theory	Fall year 1	
B791 Field Surveys: OB and OT	Fall year 1	
B792 Field Surveys: HR and IR	Fall year 1	
B793 Applied Multivariate Stats	Fall year 1	
B794 Research Methods & Design	Winter year 1	
B795 Research Issues: OB & OT	Fall year 2	
B796 Research Issues: HR & IR	Winter year 2	
B797 Research Course I <i>Take with Supervisor</i>	Summer year 1	
B798 Research Course II <i>Take with Supervisor</i>	Winter year 2	

A2) Additional Required Courses (if any) ("D" Courses)		
Course Number	Timing	Yes/Exempt
Total required courses must not exceed 12 (A1+A2)		

B) Extra Courses ("EC" Courses)		
Course Number	Timing	Yes/Exempt

It is recommended that MOBHR students follow this schedule:

Fall Year 1 B790
 B791
 B792
 B793

Winter Year 1 B794

Summer Year 1 B797
 Research

Fall Year 2 B795

Winter Year 2 B796
 B798
 Prepare for comprehensive exams

Summer Year 2 Comprehensive Exam

ACADEMIC CALENDARS

School of Graduate Studies Calendar, 2023-2024 

Calendar Search

Entire Calendar 

Search Calendar 

Whole Word/Phrase

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Business Administration, Ph.D.



 [Return to: DeGroote School of Business](#)

The Faculty of Business offers a program leading to the Ph.D. in Business Administration, with fields in Accounting, Finance, Information Systems (IS), Health Management (HM), Management of Organizational Behaviour and Human Resources (MOBHR), Management Science (MS), and Marketing and Strategic Management.

Accounting

The Accounting field of study is designed to prepare students who are planning to assume an academic career in a university setting to become excellent accounting researchers and educators. The program of study provides students an exposure to issues and techniques of various research methods and designs in the context of accounting research. Typically, successful applicants will have a university degree in accounting or related fields. Applicants with other 

university programs of study, including Economics, Finance, Computer Science, Engineering, Engineering and Management, and Mathematics may also be qualified.

Finance

The Finance field of study is designed to prepare and graduate students with theoretical and empirical training that is required to conduct significant academic research in finance. The topics of study include, but are not limited to, the pricing of securities, investment and risk management, corporate finance, and other financial decisions of individuals and firms. This field of study is intended for individuals who are interested in the field of Finance and in a career in university teaching and research, as well as research-based careers in the financial services sector. These may include fund management and investment banking. Typically, successful applicants will have a Master's degree in Business Administration, Economics, Finance, Mathematics or a related field.

HM

The Health Management field is concerned with a broad range of business administration issues and topics within the health care sector such as leadership, change management, strategic resources allocation, as well as economic and policy analyses. The program design exposes students to a blend of theoretical and applied content that will support them to advance their careers in education, research and senior leadership positions within the health sector. Students are encouraged to gain exposure to content from one or more of the other business administration fields. The HM field is expected to be most attractive to students who currently hold a management position in the health sector and who want the flexibility of a program that is offered on both a full and part-time basis.

IS

The IS field of study concerns the management, use and impact of information technologies in organizations. It is a multidisciplinary field by nature and draws upon theory and research from a wide variety of disciplines such as Organizational Behaviour, Strategy, Marketing, Psychology, Computer Science, and Information Studies. Recognizing the breadth of the field, students are free to adopt either qualitative or quantitative approaches to their research, as appropriate. The program is intended for students with a strong background and interest in information technology and an avid interest in managerial and behavioural aspects as opposed to technical orientations. It is intended for students with a Master's degree in Business Administration, Computer Science, and/or Information Systems.

MOBHR

The MOBHR field is broad in scope and is concerned with all aspects of the employment relationship. The field has a strong research emphasis and is designed to prepare highly motivated individuals for academic careers as scholars in Organizational Behaviour, Human Resource Management, and/or Industrial Relations. A major strength of the field is that students can draw upon diverse faculty interests to develop a research program that suits their objectives. The MOBHR field is intended for students with a Master's degree in Business Administration or other relevant disciplines such as Psychology, Economics and Sociology.

MS

The MS field is concerned with the development and application of quantitative modeling and systematic approaches to the solution of management problems. Areas of application for these techniques include operations management, logistics, and supply chain management. The field has a strong research emphasis and is designed to prepare highly motivated and capable individuals for making significant advances in management science knowledge. It is intended

for students with Master's degrees in Business Administration or in disciplines such as Mathematics, Engineering, Science, and Computer Science.

Marketing

The Marketing field of study is designed to prepare graduate students with a solid foundation in theoretical and empirical methodologies focusing primarily on firm level research in the discipline of marketing. The doctoral student will work closely with the supervisor to conduct leading edge research in the discipline of marketing, which explores the processes and mechanisms by which value is created and delivered to the customer. The expectation is that this research will be published in top journals. The program is designed for students who have an interest in pursuing an academic career.

Strategic Management

The DeGroot Ph.D. specialization in Strategic Management is a rigorous and research-focused program designed to prepare doctoral candidates for scholarly careers in academia or research in the field of business strategy. The program is interdisciplinary, drawing upon a variety of fields including general strategy, business policy, economics, psychology, sociology, knowledge management, governance, international business, innovation, entrepreneurship, sustainability, and organizational behaviour among others. The main learning objective of this specialization is to provide Ph.D. students with a well-rounded understanding of the complex dynamics of strategic decision-making.

Application

Requests for application material should be sent to the attention of the Program Administrator, Business Administration PhD Program, DeGroot School of Business, McMaster University, Hamilton, Ontario, Canada, L8S 4M4 or by email to phdinfo@mcmaster.ca. Information is also available on the website: <http://phd.degroot.mcmaster.ca>. Admission decisions are based on previous academic performance, Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) results, references, research interests and other relevant information.

Applicants whose native language is not English will be required to demonstrate English language proficiency by providing a valid TOEFL test score at the time of application. Successful applicants will normally achieve a score of at least 100 and a minimum of 22 in the reading component, 22 in the listening component, 26 in the speaking component and 24 in the writing component on the Internet-Based Test (IBT); or 600 on the Paper-Based Test (PBT); or 250 on the Computer-Based Test (CBT). We may also consider the equivalent score on other recognized tests.

Applicants may be exempted from this requirement if they have completed a university degree where English was the language of instruction.

Applicants are responsible for making all arrangements regarding writing of the TOEFL test or other recognized tests and for ensuring the official score report is forwarded to the DeGroot School of Business in a timely manner.

Qualification Requirements

Admission to the Ph.D. program will be granted in accordance with the general regulations of the School of Graduate Studies as specified in the front of this calendar. Applicants normally must have a Master's degree with at least B+ standing and a minimum GMAT score of 600. In lieu of a GMAT score, a comparable GRE score will be considered as long as a minimum of 80% below is achieved in the quantitative score. Admission decisions are

based on past academic performance, GMAT or GRE score, the strength of reference letters, the quality of the applicant's statement of research interests and goals, and matching of the applicants' research interests with the research expertise and interests of the faculty members.

Accounting candidates must demonstrate proficiency in various subject areas of business management, including accounting and economics. They must also possess strong quantitative skills, including calculus and linear algebra. Highly qualified candidates with background in other fields such as economics, finance, mathematics, engineering, engineering and management, or computer science are encouraged to apply.

Finance candidates must demonstrate competence in business management, finance, mathematics and economics.

HM candidates must hold a related Master's degree, demonstrate competence in one or more functional areas of management, and possess strong communication skills. The most competitive candidates will have at least two years of management experience and will also have experience conducting business, social sciences, humanities or health sciences related research.

IS candidates must demonstrate proficiency in business management and information systems. Students must also demonstrate proficiency in statistics at a level sufficient for study and research in the IS field.

MOBHR candidates must demonstrate competence in at least one of the following related subject areas in business management: organizational behaviour, human resources management, labour relations, industrial and organizational psychology and economics.

MS candidates must demonstrate proficiency in various subject areas in business management, including operations management and economics. They must also demonstrate proficiency in calculus, probability, matrix algebra, statistics and computer programming at a level sufficient for study and research in the MS field.

Marketing candidates must have demonstrated proficiency in any area of the natural sciences, social sciences or humanities. They are encouraged to demonstrate some competence in areas of business management and marketing. Students must also have demonstrated proficiency in mathematics or statistics at a level sufficient for study and research in the Marketing field.

Strategic Management candidates must demonstrate competence in one or more of the following fields general strategy, business policy, economics, psychology, sociology, knowledge management, governance, international business, innovation, entrepreneurship, sustainability, and organizational behaviour among others.

Program Requirements

Because of the differing backgrounds of students entering the program and the differing areas of dissertation research, there will be variations in the course programs that students follow. A program of study will be chosen by the student with the approval of the student's supervisor and the Area Chair. This program will be chosen to prepare the student for the comprehensive examinations and to provide appropriate background for the planned dissertation research.

Most of the courses and seminars will be taken within the School of Business. Where appropriate, and with the approval of the student's supervisor, courses from other departments within the University or from other universities may be taken; such courses normally will be graduate courses. Graduate courses offered in other university departments are described elsewhere in this calendar.



Students must take a minimum of 6 to a maximum of 12 one-term courses. The exact number and mix of courses will depend on the background and research interests of the student as assessed by the student's supervisor. Students can receive exemptions for courses (if qualified) or take additional courses as long as the total number does not exceed 12 courses.

In order to remain in the program, students must maintain a grade point average of at least B+ in their course work with no more than one failing grade (below B-) in a prescribed course. The student will be required to withdraw from the program if he/she receives a second failing grade.

All students in the program, regardless of field of study, take one common seminar course ([BUSINESS B790 / Theory Building in Management](#)).

Accounting Field

Accounting Ph.D. Courses

Three accounting Ph.D. seminar courses must be taken.

- ◇ [BUSINESS A771 / Seminar in Research Methods and Design in Accounting Research](#)
- ◇ [BUSINESS A772 / Seminar in Financial Accounting Research](#)
- ◇ [BUSINESS A773 / Seminar in Managerial Accounting Research](#)

Department of Economics Courses

In addition, the following courses from the Department of Economics must be taken:

- ◇ [ECON 721 / Microeconomic Theory I](#)
- ◇ [ECON 722 / Microeconomic Theory II](#)
- ◇ [ECON 761 / Econometrics I](#)
- ◇ [ECON 762 / Econometrics II](#)
- ◇ [ECON 765 / Mathematical Methods](#)

Additional Information

Candidates who do not have sufficient background in accounting, microeconomics and/or econometrics will be required to take specific courses in accounting, microeconomics and/or econometrics for credit, normally in the coursework phase of the Ph.D. program, up to a maximum of 12 one-term courses for credit in the program.

Finance Field

Finance Ph.D. Courses

Five finance Ph.D. courses must be taken.

- ◇ [BUSINESS F770 / Financial Economics and Quantitative Methods](#)



- ◇ [BUSINESS F771 / Financial Economics I](#)
- ◇ [BUSINESS F772 / Financial Economics II](#)
- ◇ [BUSINESS F773 / Empirical Methods in Finance](#)
- ◇ [BUSINESS F774 / Seminar in Corporate Finance](#)

Department of Economics Courses

In addition the following courses from the Department of Economics must be taken:

- ◇ [ECON 721 / Microeconomic Theory I](#)
- ◇ [ECON 722 / Microeconomic Theory II](#)
- ◇ [ECON 723 / Macroeconomic Theory I](#)
- ◇ [ECON 761 / Econometrics I](#)
- ◇ [ECON 762 / Econometrics II](#)

Additional Information

Students are also required to take one additional 700-level course in Business, Economics or Mathematics, to be determined in consultation with their supervisor.

Health Management Field

Ph.D. Courses

Six Ph.D. seminar courses must be taken.

- ◇ [BUSINESS B793 / Applied Multivariate Statistics](#) (or approved equivalent from another department)
- ◇ [BUSINESS B794 / Research Methods and Design](#) (or approved equivalent from another department)
- ◇ [BUSINESS C780 / Mixed Methods Research](#) (or approved equivalent from another department)
- ◇ [BUSINESS C781 / Health Economics and Evaluation](#)
- ◇ [BUSINESS C782 / Health Policy Analysis](#)
- ◇ [BUSINESS C783 / Research Issues in Health Management](#)

One additional course chosen from:

- ◇ [BUSINESS C715 / Health Care Funding and Resource Allocation](#)
- ◇ [BUSINESS C725 / Managing Health Communications](#)
- ◇ [BUSINESS C722 / Management of Population Health](#)
- ◇ [BUSINESS C736 / Improving Quality and Safety in Healthcare Organizations](#)
- ◇ [BUSINESS C741 / Health Care Marketing for Managers](#)
- ◇ [BUSINESS C750 / Ethical and Legal Issues in Health Care](#)



or a graduate level course from another department approved by supervisor and program director (or equivalent)

Additional Information

Students may be required to take additional courses depending on their background and the recommendation of the supervisor.

IS Field

Ph.D. Courses

Three Ph.D. seminar courses must be taken.

- ◇ [BUSINESS B793 / Applied Multivariate Statistics](#)
- ◇ [BUSINESS B794 / Research Methods and Design](#)
- ◇ [BUSINESS K797 / Independent Research Study](#)


IS Ph.D. Courses

Two IS Ph.D. courses must be taken, chosen from:

- ◇ [BUSINESS K778 / Selected Topics in Information Systems I](#)
- ◇ [BUSINESS K779 / Selected Topics in Information Systems II](#)
- ◇ [BUSINESS K791 / Knowledge Management Systems](#)
- ◇ [BUSINESS K792 / Security, Privacy and Trust in eBusiness](#)
- ◇ [BUSINESS K794 / Advances in Information Systems Research](#)
- ◇ [BUSINESS K795 / Qualitative Methods in Information Systems Research](#)
- ◇ [BUSINESS K796 / Artificial Intelligence and Big Data Analytics](#)

MOBHR Field

Ph.D. Courses

Eight MOBHR Ph.D. seminar courses must be taken. 

- ◇ [BUSINESS B791 / Field Surveys: Organizational Behaviour and Organizational Theory](#)
- ◇ [BUSINESS B792 / Field Surveys: Human Resources and Industrial Relations](#)
- ◇ [BUSINESS B793 / Applied Multivariate Statistics](#)
- ◇ [BUSINESS B794 / Research Methods and Design](#)
- ◇ [BUSINESS B795 / Research Issues: Organizational Behaviour and Organizational Theory](#)
- ◇ [BUSINESS B796 / Research Issues: Human Resources and Industrial Relations](#)



- ◇ [BUSINESS B797 / Research Course I](#)
- ◇ [BUSINESS B798 / Research Course II](#)

MS Field

MS Ph.D. Courses

Five MS Ph.D. courses must be taken.

- ◇ [BUSINESS Q771 / Stochastic Processes with Business Applications](#)
- ◇ [BUSINESS Q773 / Mathematical Programming: Theory and Algorithms](#)
- ◇ [BUSINESS Q780 / Management Science Research Issues I](#)
- ◇ [BUSINESS Q781 / Management Science Research Issues II](#)
- ◇ [BUSINESS Q790 / Advanced Operations Management I](#)

Four MS Ph.D. courses must be taken, chosen from:

- ◇ [BUSINESS Q772 / Networks and Graphs in Operations Research](#)
- ◇ [BUSINESS Q774 / Combinatorial Optimization: Complexity and Heuristics](#)
- ◇ [BUSINESS Q775 / Optimization and Machine Learning with Big Data](#)
- ◇ [BUSINESS Q778 / Selected Topics in Management Science/Systems](#)
- ◇ [BUSINESS Q782 / Dynamic Programming and Optimal Control](#)
- ◇ [BUSINESS Q783 / Game Theory and Decision Analysis](#)
- ◇ [BUSINESS Q784 / Supply Chain Design and Coordination](#)
- ◇ [BUSINESS Q785 / Queuing Theory and Computer Simulation](#)
- ◇ [BUSINESS Q786 / Network Design Issues in Freight Transportation](#)
- ◇ [BUSINESS Q787 / Optimization Under Uncertainty](#)
- ◇ [BUSINESS Q791 / Advanced Operations Management II](#)
- ◇ [BUSINESS Q793 / Sequencing and Scheduling](#)
- ◇ [BUSINESS Q794 / Inventory Theory](#)

Marketing Field

Marketing Ph.D. Courses

The four marketing Ph.D. courses must be taken.

- ◇ [BUSINESS M771 / Marketing Foundations](#)
- ◇ [BUSINESS M772 / Marketing Models and Modeling](#)
- ◇ [BUSINESS M773 / Inter-Organizational Research in Marketing](#)



AND

◇ [BUSINESS M774 / Special Topics in Marketing Strategy I](#)

OR

◇ [BUSINESS M775 / Special Topics in Marketing Strategy II](#)

Ph.D. Courses

One of the following combinations must be taken, to be determined in consultation with the supervisor:

◇ [BUSINESS B793 / Applied Multivariate Statistics](#)

◇ [BUSINESS B794 / Research Methods and Design](#)

OR

◇ [ECON 761 / Econometrics I](#)

◇ [ECON 762 / Econometrics II](#)

Additional Information

Additional courses in Mathematics, Economics, Psychology or other disciplines may be required depending on the background preparation of the students, to be determined in consultation with the supervisor.

Strategic Management Field

Required Courses

◇ [BUSINESS B790 / Theory Building in Management](#)

Ph.D. Seminar Courses

◇ [BUSINESS B793 / Applied Multivariate Statistics](#)

◇ [BUSINESS B794 / Research Methods and Design](#)

P797 - Independent Research Study I

MBA Courses

(choose 2 from below, or equivalent, or 2 alternative 700-level courses if PhD candidate received MBA from McMaster, or 2 PhD courses from other PhD Areas or Programs as approved by Supervisor)

◇ [BUSINESS P700 / Business, Government and the Global Environment](#)

◇ [BUSINESS P715 / Entrepreneurship](#)

◇ [BUSINESS P720 / Strategic Management](#)

Strategy PhD Courses



Optional but recommended: External Seminars

P795 - Case Writing (offered at Ivey - <https://www.ivey.uwo.ca/case-workshops/>)

This workshop aids participants in writing cases effectively and efficiently. Attendees work through the three-phase writing process on a case lead that participants have developed or are hoping to develop. Those who have a case ready for submission or one in development will have an opportunity to receive one on one feedback from an Ivey Publishing editorial staff member.

P796 - Case Teaching (offered at Ivey - <https://www.ivey.uwo.ca/case-workshops/>)

This workshop is an introduction to the case method and how to use cases as an effective tool for teaching and learning.

Comprehensive Examination

All doctoral candidates must pass a comprehensive examination in their chosen field of study to demonstrate knowledge of the field and preparation for research. The comprehensive examination will test each student's knowledge of core material, familiarity with the relevant literature and knowledge of methodology required to do research in the field. The comprehensive examinations in the Accounting, MOBHR and Marketing fields include a written examination followed by an oral examination. The comprehensive exam in Finance consists of a written exam (in two parts) and a research paper proposal. The comprehensive examination in all other fields includes only a written examination.

In addition to the comprehensive examination, students must pass an oral defence of their dissertation proposals before they can proceed to the final oral defence of their dissertation. The dissertation examination will take place in accordance with the regulations of the School of Graduate Studies.

← Return to: [DeGroote School of Business](#)



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Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones

Please read the following notes before completing this form:

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

DEPARTMENT	Human Resources & Management		
NAME OF PROGRAM and PLAN	Organizational Behaviour and Human Resources Management		
DEGREE	PhD		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Creation of a New Milestone <input type="checkbox"/>			
Change in Admission Requirements	<input type="checkbox"/>	Change in Comprehensive Examination Procedure	<input type="checkbox"/>
		Change in Course/Program Requirements	X
Change in the Description of a section of the Graduate Calendar	EXPLAIN: New courses have been proposed and the course titles, codes and descriptions must be incorporated into the Graduate Calendar. These proposed courses replace select currently offered courses.		
Other Changes:	Explain: The proposed restructuring of the program is shown in the attachment, which contrasts the current with the proposed.		

Describe the existing requirement/procedure:

Please see the attachment

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

Please see attachment.

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

The proposed change retains the alignment of course and program delivery with Program Learning Outcomes. Course-by-course alignment explained within the New Course Proposal forms submitted as part of this package.

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

For incoming 2024-25 cohort of PhD students.

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

The proposal: 4 seminars – OB, HR, OT, and special topics, sequenced such that 2 are them are offered each year; A and B in year 1, C and D in year 2; A and B in year 3; C and D in year 4, and so on. Hence, when offered these seminars are taken by 2 cohorts of MOBHR students together. The other offerings – Management Theory, Statistics, Quantitative Methods, and Qualitative Methods are taught every year. Benefits of this proposed structure: (a) adds a 4th seminar to strengthen and enrich the program, without requiring additional resources because only 2 seminars are offered each year; (b) our OB/OT/HR & Special Topics seminars would be taken by two cohorts of students (bringing efficiencies and enriching the student experience over having only 1 or 2 students in a seminar, as has happened in low intake years); (c) removes from current structure assignment of instructors to .5 of a course and bifurcation of content in a single seminar (e.g. OB – OT), simplifying scheduling and offering students more of a seamless educational experience (d) provides much needed additional

coverage of OT Methods and Design e) Special Topics seminar exposes students to variety of expertise of OBHRM instructors and Visiting Scholars.

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

Please see tracked changes of the calendar (attached).

Contact information for the recommended change:

Name: Rick Hackett Email: hackett@mcmaster.ca Date submitted:

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

REPORT TO THE SENATE
from the
UNDERGRADUATE COUNCIL
EXECUTIVE COMMITTEE

INFORMATION

1. Terms of Award

Between May 28 and May 29, 2024, the Undergraduate Council Executive Committee reviewed and approved, via electronic vote, the following Terms of Award. Senators who wish to review these materials can request them by emailing ugc@mcmaster.ca.

a. New Awards

The Eclipse Automation Scholarship for Leaders in Automation
The Linda Nash BScN Memorial Scholarship

b. New Academic Grants

The Noble Family Academic Grant

c. Changes to Academic Grant Terms

The John B. McDougall Academic Grant

d. Proposed New Bursaries

The Kenneth and Wendy Carruthers Bursary
The Aelin Rose Melfi Bursary

e. Awards to be Removed from the Undergraduate Calendar

The CIBC Future Technology Leaders Scholarship (20021429)
The McLean Family Academic Grant (20005534)

f. Bursaries Removed from the Undergraduate Calendar

The Fiorini-Kinley Bursary (10773255)

Senate
INFORMATION
June 5, 2024

Transforming our region, impacting our world



Strategic Research Plan
2024-2029



Land acknowledgement

McMaster University recognizes and acknowledges that it is located on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the “Dish with One Spoon” wampum agreement.



Contents

- 4 Mobilizing knowledge to maximize impact**
- 5 Our roots and our reach
- 6 What we value
- 7 Tackling global challenges
- 8 Research themes**
- 9 Artificial intelligence, data and the digital society
- 10 Addressing the growing burden of chronic disease
- 11 Civil society, cultures and sustainable prosperity
- 12 Transformative health innovations & technologies
- 13 Promoting health and well-being across the lifespan
- 14 Maintaining and restoring a healthy environment
- 15 Advancing Indigenous knowledge and reconciliation
- 16 Advanced materials and manufacturing
- 17 Realizing McMaster's nuclear potential
- 18 Exploring new frontiers
- 19 Strategic objectives & operational priorities**



The foundation of our success is our community. Our goal is to positively transform lives through excellence and inclusivity. Together, let's build an equitable, healthy, sustainable, connected and informed world.



Mobilizing knowledge to maximize impact is at the core of our mission.

We strive to better lives in meaningful ways by expanding knowledge across the entire research and innovation ecosystem – from fundamental discovery to mission driven application.

We innovate together to address the most complex challenges. Collaboration, partnership and working across disciplines is central to our work.

Our pathway to research excellence is built on the foundation of diversity and driven by the practices of equity and inclusion, creating an environment that maximizes the impact of diverse perspectives and drives discovery and innovation.

Through the practice of intellectual humility, we remain committed to supporting Indigenous research and knowledge systems. We foster a collaborative culture that dismantles systemic and structural obstacles to interdisciplinary research.

Our portfolio of 70 research centres and institutes enhance collaborations and facilitate interdisciplinary research. They expand our presence on the global stage and strengthen the linkages between research and teaching.

We value the contribution of our undergraduates to our research mission and strive to merge education with discovery to provide an enriching experience.

Innovating together, supporting each other, our research will contribute to a Brighter World.

Our roots and our reach

For almost a century, McMaster University has made its home in Hamilton, Ontario.

We're rooted in the city's history, share its ambitious aspirations, and help drive its social and economic prosperity. While Hamilton is home, our reach is global. *Transforming our Region, Impacting our World*, will guide our research enterprise and allow our researchers to mobilize their knowledge to advance the greater societal good.

McMaster ranks among Canada's most research-intensive universities. Our research community thrives and excels in an environment that values both fundamental and applied research, and works at the interface of disciplines, to address society's most complex challenges.

This work is emboldened by our robust innovation ecosystem and collaborative initiatives that extend beyond our campus.

We've worked seamlessly with our industry partners through the manufacturing renaissance to create new materials, design new products and develop new processes that are environmentally and economically sound.

Together with our hospital partners, we've helped build one of the country's most dynamic healthcare research and innovation hubs, attracting world leaders and achieving groundbreaking innovations in evidence-based medicine, aging, population

health, chronic and infectious diseases, drug discovery and more.

As Canada's nuclear university, our infrastructure and expertise have made us a global supplier of isotopes and an incubator for successful radiopharmaceutical startup companies, while simultaneously leading innovations that ensure the role of nuclear technology in a net-zero carbon economy.

Our proximity to Cootes Paradise – our living lab – allows us to translate new knowledge to ecosystems around the world and influence policy change to improve planetary health.

And our researchers continue to enrich understanding of diverse cultures to advance civic engagement; lower barriers to tackle social, health and economic inequities, and connect communities.

While our work starts at home, it's mobilized globally to create an equitable world that is cleaner, healthier and sustainable.



What we value

The way we achieve our goals is as important as the goals themselves. Our research is underpinned by fundamental values and principles.



Integrity

We commit to operating at the highest ethical standard, through a culture of honesty, transparency, accountability, fairness, and trust in all aspects of the research enterprise.



Inclusivity and diversity

We insist upon a research environment where all individuals are valued and respected and recognise that a diverse range of backgrounds, perspectives, and experiences enhances innovation and creativity.



Indigeneity and reconciliation

We consider, acknowledge, respect, and integrate Indigenous perspectives and knowledge into academic inquiry and are committed to reconciliation through our research practices.



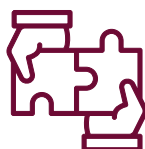
Desire for change

We aspire to drive innovation, challenge norms, advance knowledge and improve the quality of life.



Curiosity

We foster and support foundational research across disciplines and recognize curiosity as the catalyst of intellectual exploration and our ability to uncover new insights.



Collaboration and partnership

We value opportunities to engage in partnerships across borders, sectors and disciplines to enhance understanding and impact.



Student-engaged research

We commit to ignite a passion for discovery with early and on-going research opportunities for undergraduate students.



Tackling global challenges

These five **Priority Areas of Focus** transcend disciplines, borders and sectors; advance societal health and well-being; and define the most complex global challenges we address.



Planetary health and sustainability

McMaster's location in an ecologically sensitive area, coupled with our abundance of research expertise and unique infrastructure, positions us at the forefront of new discoveries, interventions and policies that mitigate the negative effects of human activities on the environment.



Promoting a healthy society

Understanding the broad determinants of health is fundamental to well-being across the lifespan. Our deep pool of experts work in critical areas of health research such as genetics, lifestyle choices, environmental influences, cultural disparities and socio-economic factors to better design programs, inform health policies and enhance the quality of life.



Building an equitable world

McMaster researchers contribute to the creation of a world that leaves no one behind. Across disciplines and borders, we are working to remove barriers, address injustices, tackle systemic inequalities and human rights violations, and advance truth and reconciliation.



Connecting communities

Technologies, programs and practices developed by McMaster researchers are bringing communities together. By eliminating boundaries, our research is enabling access to information and resources, and promoting cross-cultural collaboration.



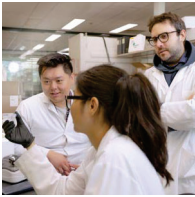
Advanced technology

Our researchers excel in the development of advanced technology that will transform every aspect of our lives: the way we drive, the way we communicate, what we consume, how well we live and how we maintain the health of our planet.



Research themes

Our research themes fuel our ambition to tackle complex global challenges and empower our researchers to drive solutions with impact. The following pages outline our strategic research themes, including examples of the ways through which we will achieve a brighter world. They represent our strengths and are in keeping with the priorities of those who fund our research.



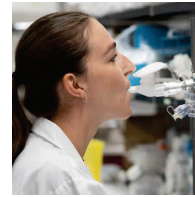
Artificial intelligence, data and the digital society



Addressing the growing burden of chronic disease



Civil society, cultures and sustainable prosperity



Transformative health innovations & technologies



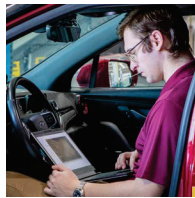
Promoting health and well-being across the lifespan



Maintaining and restoring a healthy environment



Advancing Indigenous knowledge & reconciliation



Advanced materials and manufacturing



Realizing McMaster's nuclear potential



Exploring new frontiers

Artificial intelligence, data and the digital society



The ability of digital systems to perform tasks previously limited to human intelligence offers tremendous opportunity for the development of new drugs and therapeutics, engineering design and complex data analysis. McMaster researchers are at the forefront of ethical data management, data storage and data movement and will continue to advance our position as a pre-eminent academic source for data-driven decision making, information technology and machine learning.

Solutions with impact:

- Magnify the impact of AI in health care for drug discovery, treatment and diagnosis
- Develop new materials, devices and systems through AI and machine learning
- Produce devices, algorithms and protocols that underpin the continuing IT revolution
- Lead in design of quantum technologies for secure management of large data volumes
- Advance the study of the social, political and economic impacts of digital technologies



Addressing the growing burden of chronic disease

There is a significant physical, emotional and human toll for individuals, their families, and our health systems resulting from chronic disease. McMaster researchers – working in areas such as genomics, immunology, microbiology, medicine, population health, health policy and biostatistics – advance the understanding of the genesis of chronic disease to determine prevention, detection and management strategies.

Solutions with impact:

- Lead global population health studies and clinical trials to provide the evidence for the best health outcomes and treatments
- Advance our understanding of the relationship between disease development and our fundamental biology, genetic make-up, environmental exposures, and social conditions
- Integrate multidisciplinary approaches through bench-to-bedside research
- Address existing inequities in healthcare and advance collaborations with Indigenous people to improve health and well-being
- Facilitate collaborative research and knowledge transfer between industry, government, clinical and community partners



Civil society, cultures and sustainable prosperity

Our researchers examine the intricate linkages between societal structures, cultural dynamics, and sustainable growth. Their efforts make McMaster a leading source of expertise in developing ways to enhance the role of civil society. By advancing a greater self-awareness of the foundations on which our society is built, our social and cultural institutions are better prepared to guide us into a sustainable and prosperous future.

Solutions with impact:

- Address systemic inequalities and co-develop pioneering frameworks that empower marginalized communities
- Approach restorative justice with an emphasis on responsibility, redress, peacebuilding and societal repair
- Co-create knowledge to guide policymakers, educators and industry leaders in decision-making
- Foster research that respects multiple perspectives, ways of knowing and epistemologies
- Advance the study of cultures and societies past and present – regionally, nationally, and globally – to lay the foundations for a more equitable future



Transformative health innovations & technologies

Novel health innovations and technologies revolutionize healthcare systems and patient outcomes. From antibiotic discovery and vaccine development to biomaterials and biomanufacturing, McMaster researchers are transforming the way healthcare is delivered.

Solutions with impact:

- Modernize and future-proof our biomanufacturing facilities to develop novel technologies, therapeutics and vaccines and strengthen Canada's competitiveness
- Lead, with hospital partners, clinical trials to evaluate the safety and efficacy of next-generation therapies
- Minimize the risk of airborne and foodborne illnesses through innovative technologies such as needle-free vaccines and pathogen-repelling coatings
- Facilitate partnerships with government, industry and academic stakeholders to expedite the transition from lab to market
- Address ethical gaps in health equity and access to healthcare so that potential life-saving innovations have the greatest chance of impact for all.
- Advance knowledge, training and technologies to help prepare Canada for future health emergencies through Global Nexus and as co-lead of the Canadian Pandemic Preparedness Hub (CP2H)

A photograph showing a woman in a wheelchair being assisted by a researcher in a laboratory. The researcher is standing and holding the wheelchair, while the woman is seated and looking up at the researcher. The setting appears to be a clinical or research facility with various pieces of equipment and a wooden floor.

Promoting health and well-being across the lifespan

McMaster researchers work to improve physical, mental and social well-being – from prenatal and infant care through early childhood to late adulthood. We will continue to advance new pathways to improve access to healthcare and promote health and well-being.

Solutions with impact:

- Mobilize knowledge to remove barriers and empower individuals to make informed health decisions
- Optimize the health and longevity of Canada's aging population through research, education and stakeholder collaboration
- Undertake research that explores Indigenous healing practices, traditional medicines, and holistic approaches to wellness
- Generate evidence-based results to inform government decision-making and policy development
- Deepen our commitment to work with community health-care organizations on solutions for at-risk populations



Maintaining and restoring a healthy environment

Understanding the profound effects of human activity and natural disasters on our environment is essential to devising and executing effective restoration strategies to prevent further degradation and ensure a sustainable environment. Our researchers are dedicated to the study of local and global ecosystems to develop innovative solutions that address and mitigate the impacts of climate change and contribute to the resilience and health of our planet.

Solutions with impact:

- Advance climate model technologies to predict and mitigate future climate change regionally and globally
- Chart the impact of human activities on freshwater and marine ecosystems to reduce future disruption
- Restore functional ecosystems following human and climate-mediated disturbances
- Co-create water security policies in local, Indigenous and global communities
- Accelerate Canada's net-zero future goals through the development of sustainable technologies – thermal networks, energy harvesting, modular reactors, electric vehicles and sustainable transportation



Advancing Indigenous knowledge and reconciliation

McMaster researchers work across disciplines in the development of innovative Indigenous research to inform and lead the systemic reform required to align with Indigenous self-determining strategies. Through authentic collaborations with Indigenous community partners, we're recognized as a leader in Indigenous Knowledge and research and a trusted resource for other post-secondary institutions.

Solutions with impact:

- Advance the national research agenda to improve and promote the health of First Nations, Inuit and Métis Peoples in Canada
- Develop national and international partnerships to foster innovative learning and research opportunities through the Indigenous Health Learning Lodge
- Attract the next generation of Indigenous leaders through innovative and co-created programs
- Inform and generate Indigenous knowledge management and societal impact through research collaborations with non-Indigenous researchers, Indigenous communities, partners and organizations
- Enhance understanding of Indigenous Knowledge and reconciliation through strength-based research creation initiatives



Advanced materials and manufacturing

McMaster plays a pivotal role in maintaining the global competitiveness of the Canadian hi-tech sector. Our efforts are amplified through collaborative research initiatives that promote sustainable solutions to challenging technological problems. From net-zero transportation, to nanotechnology to the design of materials using AI-inspired chemistry, McMaster takes a global lead.

Solutions with impact:

- Lead academic research in transportation electrification and smart mobility using sustainable and energy-efficient solutions
- Collaborate with industrial partners in the development of cutting-edge processes to support advanced manufacturing
- Leverage McMaster-led research in nanotechnology for sustainable energy-storage, advanced photovoltaics, high-speed communication and integrated sensing
- Act as a centre of excellence for the study of advanced materials using state-of-the-art materials synthesis, spectroscopy, microscopy and modelling
- Advance the national strategy for semiconductors through development of novel materials and processes for silicon and compound semiconductor fabrication
- Foster partnerships with private and public stakeholder organizations to advance evidence-based solutions for the sustainable movement of goods and people



Realizing McMaster's nuclear potential

As Canada's Nuclear University, McMaster is maximizing its world-class nuclear facilities to drive innovations that benefit our local, national and global communities. Our multidisciplinary experts are making significant contributions to nuclear medicine, clean energy and next-generation materials to secure a healthier and more sustainable world.

Solutions with impact:

- Spearhead research and education in modular reactor safety, design and deployment
- Advance next-generation nuclear medicine diagnostics and treatments and modes of medical isotope delivery
- Lead Canada's neutron scattering activity through the creation of a national beam facility headquartered at McMaster
- Test and qualify next-generation materials for application in new nuclear technologies
- Address equity, diversity, inclusion and Indigeneity in Canada's nuclear future and empower the industry's emerging leaders
- Secure our position as a leader in the commercialization of emerging nuclear-based technologies
- Develop a strategic advocacy plan to inform provincial, national and international nuclear policy



Exploring new frontiers

Curiosity drives our desire to explore new frontiers. It fuels discovery at the most fundamental level and is often the foundation upon which impactful outcomes are built. Our researchers are exploring the origins of the universe, probing the fundamental laws of nature, and are producing groundbreaking knowledge which helps shape our views of society and our need to connect.

**We will empower our researchers with
the freedom to explore.**

Strategic objectives & operational priorities

The University's strategic objectives guide the central support for our research community by defining our operational priorities. These strategies contribute to our position of national leadership, while advancing our international reputation for global impact.



Empowering our research community

We will provide all necessary support to our research community to empower them to achieve success in both funding award and delivery of research impact.

Operational priorities will include:

- Ensure excellence in support for pre- and post-award provided by the Research Office for Administration Development and Support, the McMaster Industry Liaison Office and McMaster Research Finance
- Continue to develop our Core Research Platform portfolio to enable access to world-leading infrastructure
- Work with our researchers to develop grant applications and operational plans that embrace principles of inclusive excellence
- Build an equitable, diverse and inclusive research community through the Canada Research Chairs program and the broader research enterprise
- Guide our researchers as they navigate complexities related to research security
- Provide opportunities to our undergraduate and graduate students for research engagement and project leadership
- Commit to operational efficiencies to maximize available funds for direct research support



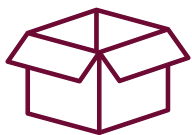
Our commitment to partnerships

We will work with our academic, hospital, industry, not-for-profit, and government partners to advance our research mission by leveraging diversity in approach and creating a pathway for knowledge mobilization.

Operational priorities will include:

- Work in collaboration with the Office of International Affairs to develop strategic and diverse research partnerships with academic institutions
- Incentivize our Research Centres and Institutes to increase collaboration across disciplines and borders
- Consolidate and advance our relationship with our affiliated hospitals – Hamilton Health Sciences and St. Joseph's Healthcare Hamilton – and other healthcare stakeholders
- Increased emphasis on collaboration with our Indigenous partners
- Work with the City of Hamilton to advance regional economic and social development
- Create opportunities to increase research at the interface of disciplines
- Establish and develop new initiatives for industry relationship building through the McMaster Industry Liaison Office

Strategic objectives & operational priorities



Innovation, commercialization & entrepreneurship

We will support our researchers in graduating their research beyond their labs to ensure maximum economic and societal impact.

Operational priorities will include:

- Lead and contribute to the entrepreneurship ecosystem across McMaster, affiliated hospitals and the broader community
- Attract investments to bolster the McMaster Seed Fund
- Design educational and support toolkits to build capacity for research with societal impact
- Grow the McMaster Entrepreneurship Academy and the McMaster Societal Impact Academy to increase opportunities
- Recognize and support excellence in entrepreneurship and commercialization through the Professor Entrepreneurship Program
- Provide regular networking opportunities
- Develop communities of practice for both start-up companies and those engaged in research with societal impact
- Work in partnership with McMaster Innovation Park to support our entrepreneurial talent and incubate our start-ups



Measuring and communicating our success

We will demonstrate impact to enhance our ability to attract the best talent, mobilize our knowledge and secure our position as a trusted advisor to inform and influence policy and decision makers.

Operational priorities will include:

- Support and promote open research practices to ensure widespread collaboration and unencumbered access to data
- Become a signatory on the Declaration on Research Assessment (DORA) to better incentivize, track, assess and reward societal engagement and impact
- Increase our nominations and competitiveness for highly regarded awards and honours
- Celebrate our research and entrepreneurial successes to attract philanthropic, government and investor funding and enhance our reputation as a centre of excellence for innovation and discovery
- Create a positive feedback loop so that our outcomes continuously lead to further opportunities that advance our ability to tackle grand challenges at home and around the world
- Develop meaningful metrics to demonstrate impact and identify opportunities for continuous improvement

Office of the Vice-President, Research

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2024-25 Consolidated Budget

Senate (for information)
June 5 2024



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1 QUICK FACTS

History

Founded in **1887** in Toronto.
Relocated from Toronto to Hamilton in **1930**.

Institutional Leadership

Chancellor: **Santee Smith**
President, Vice-Chancellor and Chair of the Senate: **Dr. David Farrar**
Provost and Vice-President Academic: **Dr. Susan Tighe**

McMaster Model

Student-centred, research-intensive, problem-based, interdisciplinary approach to learning

Degrees Granted (in 2022/23)

8,560

Student Enrolment Headcount (as of fall 2023)

Undergraduate: **32,105**
Graduate: **5,487**
Domestic: **31,207**
International: **6,385**

Average Entering Grade (in fall 2023)

90.78%

Faculties

6 (DeGroote School of Business, Faculty of Engineering, Faculty of Health Sciences, Faculty of Humanities, Faculty of Science, Faculty of Social Sciences)

Full-Time Faculty (excluding Clinicians, 2023)

1,015

Staff (excluding TAs, sessional faculty and temp staff, 2023)

5,200

Alumni (2023)

227,028

Research Funding

\$466.0 million awarded in estimated research funding in 2022/2023 (McMaster and affiliated hospitals)

World Ranking

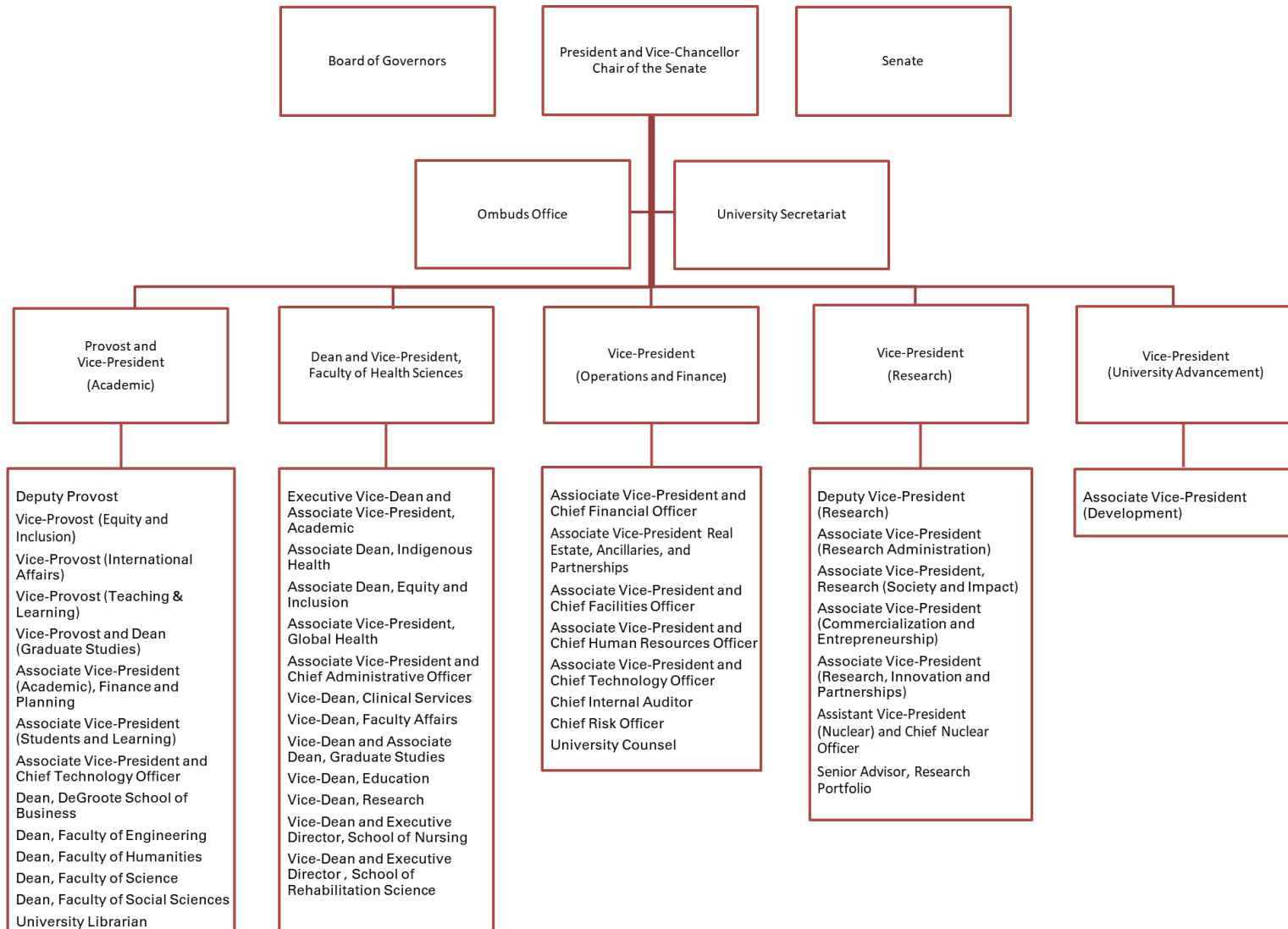
Shanghai Ranking (2023): **98th**
Times Higher Education (2024): **103rd**
QS World Ranking (2024): **189th**
Times Higher Education Global Impact Rankings (2023): **33rd**, including:
1st in Canada for Good Health and Well-being,
4th in Canada for No Poverty

2023 – Canada’s second highest in Research Funding per Faculty and third highest in graduate student research-intensive university – Research Infosource Rankings

Campus

152.4 hectares of property
4 libraries, **13** residence buildings, **1** athletic complex
Nuclear Reactor, WJ McCallion Planetarium, McMaster Museum of Art
5 campuses (Main campus in West Hamilton, and 4 additional campuses in Burlington, Waterloo, Niagara, and downtown Hamilton)

2 ORGANIZATIONAL CHART



3 MESSAGE FROM THE PRESIDENT



Over the past year, universities across our province have been grappling with unprecedented fiscal challenges. All Ontario universities are feeling the impacts of the provincial government's freeze on tuition rates and operating grants, coupled with the decline in revenue from international student tuition. While the province has provided additional support as a result of the recommendations of the Blue-Ribbon Panel, more is needed to ensure the fiscal sustainability of our sector.

Despite these challenges, McMaster's fiscal position has remained relatively healthy. This is due to the outstanding efforts of Faculties, departments and units across McMaster, whose commitment to prudent fiscal management and careful planning has resulted in measured efficiencies and actions that have put McMaster in a stable financial position for 2024/25.

This collaborative, pro-active approach is characteristic of McMaster, and I am proud that our community has been able to address these significant fiscal challenges in this way.

Your efforts have enabled McMaster to continue to grow our world-class teaching and research programs, and support student excellence across our university. The 2024/25 Consolidated Budget will allow us to make critical investments in priorities such as teaching strategies that focus on active, experience-based, interdisciplinary, partnered and inclusive learning; research in critical areas like infectious disease and nuclear medicine and energy; programs and resources that fuel entrepreneurship and innovation; and initiatives that support our sustainability goals and advance inclusive excellence on our campus.

I am sincerely grateful to all those who have contributed to this budget process, and I look forward to celebrating our successes in the year ahead.

David Farrar
President and Vice-Chancellor

4 MESSAGE FROM THE PROVOST



The consolidated budget for McMaster University for the 2024/25 fiscal year is a reflection of our continued commitment to academic excellence, research innovation and student success at a time of financial challenges for Ontario universities.

I am thankful to our faculty and staff for coming together and taking the necessary actions needed to ensure our university's budget continues supporting our mission and vision as a leading research-intensive institution, while ensuring responsible stewardship of our financial resources.

The efforts made by all areas of the university early in the budget process to structurally balance their budgets through prudent cost saving measures have resulted in a structurally balanced consolidated budget for 2024-2025. We achieved this stable position by staying true to the budget model principles that have served McMaster well and continue to work for us.

I am also grateful for the engagement of faculty, staff and students throughout the budget process so the priorities and concerns of our diverse community could be captured.

Student success was at the heart of the planning as enabling a holistic and personalized student experience leads to graduates who become engaged citizens and leaders in their local communities and around the world. The budget also promotes and supports our institution-wide commitments to equity, diversity, accessibility and to the principles of inclusive excellence.

Over the next year 2024/25, we will continue to monitor the university's current and projected financial health and will be in regular communication with financial leaders and our broader university community to ensure that our financial strategy continues to support our institutional vision and the aspirations of researchers, scholars, teachers, students and staff.

I invite you to review the 2024/25 budget carefully and to share your thoughts and feedback with us as we move forward. Together, we can ensure that McMaster University remains a vibrant and innovative global institution, dedicated to excellence in all that we do.

Sincerely,

Susan Tighe
Provost and Vice-President (Academic)

5 EXECUTIVE SUMMARY

Given the financially constrained post-secondary environment, all faculties, departments and units across the university were asked to adjust their budgets to contain costs. While the specific cost-containment efforts varied from one area to another, each contributed to the overall goal of ensuring all areas have structurally balanced budgets and the university can continue to deliver on its core academic and research priorities.

This consolidated budget report reflects the results of these efforts: McMaster's Operating Fund, which includes faculty and support operations, is projecting a nearly balanced budget of \$4.3 million for 2023/24, including ongoing operations and one-time strategic investments.

For the 2024/25 year, the Operating Fund is projecting a \$32.3 million net deficit, including ongoing operations and one-time strategic investments. Adequate appropriation balances are available to absorb the deficit and put McMaster's budget in a balanced position. McMaster's Operating and Ancillary Budgets Policy allows this use of appropriations.

More broadly, McMaster's projected consolidated results for 2023/24 are balanced, with a net positive position across all funds (including the Operating Fund above) of \$76.8 million. The consolidated budget for 2024/25, is also in a net positive position of \$32.6 million. Accrual adjustments for annual capital expenditures, asset amortization and pension values are included in these figures.

5.1 ADVANCING STRATEGIC MISSION

The University continues to advance its strategic priorities, including research excellence in areas such as electric vehicles, infectious diseases, and nuclear medicine, as well as equipping our students with vital skills in digital learning and work environments. McMaster remains committed to developing its research ecosystem through continued investment in McMaster Innovation Park. The Park's vision, strategy, governance, and operating structure are being reevaluated to set it up for continued success.

Any further major initiatives will be strategically aligned and dependent on available funding resources relative to sustaining McMaster's strong financial credit rating of AA (stable). The key financial health indicator of debt per student FTE remains at approximately \$12,000, and any prolonged deterioration in this ratio would create downward pressure on the AA (stable) credit rating.

5.2 CONSTRAINED FINANCIAL ENVIRONMENT

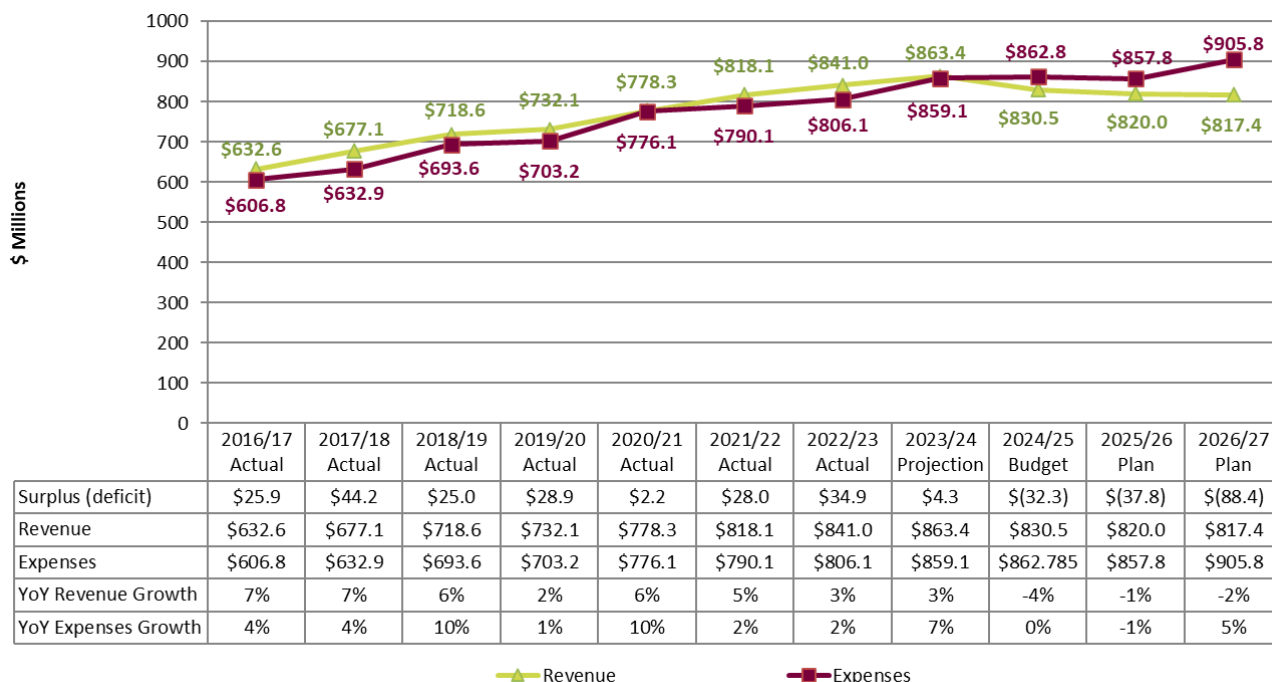
Revenues in both the Operating Fund and consolidated results reflect upcoming challenges. Provincial operating grants have increased slightly, but the in-province domestic tuition fee framework will remain frozen for 2024/25 through 2026/27. Other external factors (see "Context" in the next section), including caps on international student permits and domestic enrolment underfunding, are impacting future revenue projections.

As a result of the current revenue expectations, the budget includes cost containment strategies being implemented across McMaster, including reducing or delaying discretionary expenditures, saving costs through collaborative contract buying, focusing staff recruitment on growth areas and

essential vacancies, and offering some faculty retirement incentives. Planned capital expenditures have been re-prioritized to achieve strategic goals based on available funding.

A summary of the University’s Operating Fund net revenues and expenses is shown below in Figure 1. Net operating revenues have historically exceeded expense growth, mainly due to enrolment growth and increases in international student participation. The projected trend reflects a decline in enrolment, with overall structurally balanced annual results and a net deficit after one-time investments in 2024/25.

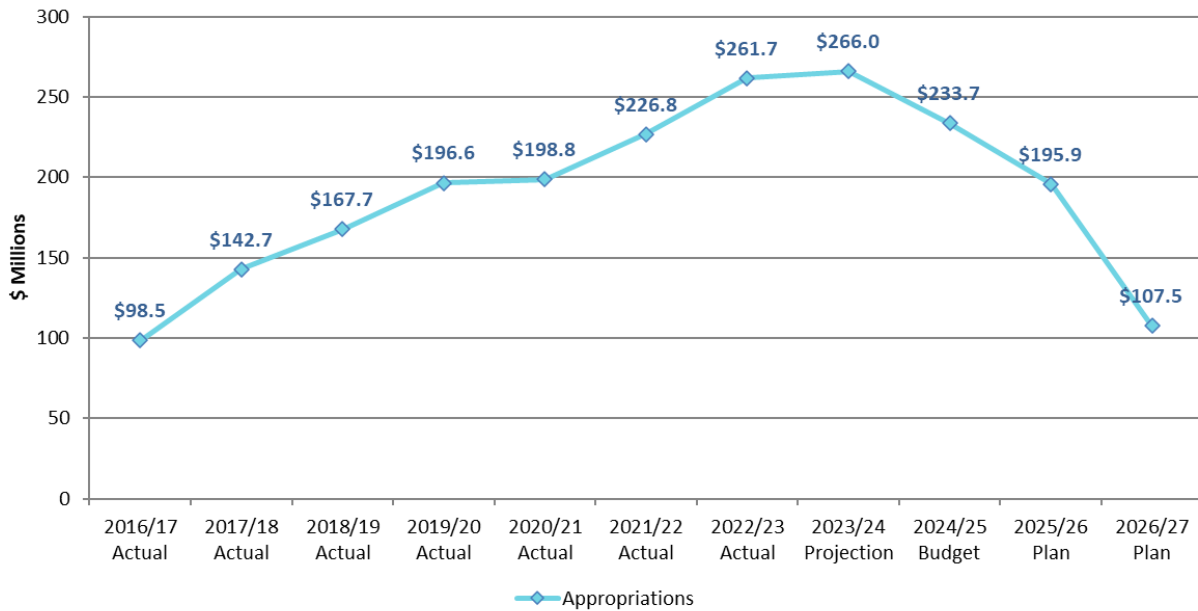
Figure 1: Operating Fund Outlook



5.3 OUTLOOK FOR FUTURE YEARS

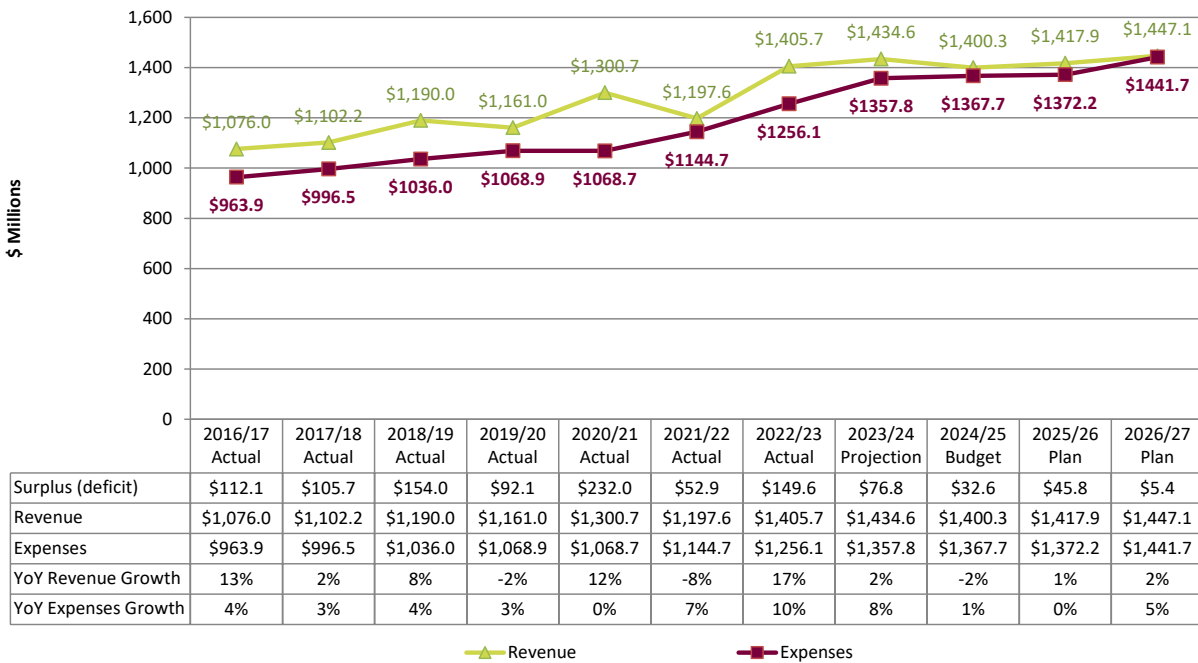
Given the constrained Ontario post-secondary funding environment, for the future years (2025/26 and 2026/27), one-time strategic investments and essential expenses for continuing operations may need to be supported by McMaster’s accumulated appropriation balances (reflected in Figure 2 below). The University expects to improve the budget forecast as further clarity is obtained on international enrolment targets. Other revenue levers include the outcomes of the Strategic Mandate Agreement funding corridor negotiations and the realization of alternative revenue streams through the updated Real Estate Strategy and research commercialization. In addition, continued focus on identifying cost containment strategies is expected to reduce budget deficits. Based on these factors, an updated recovery plan and budget position for planning years will be presented to the Board at a future date.

Figure 2: Operating Fund Appropriations



On a consolidated accrual basis net revenues are projected to remain above net expenses as shown in Figure 3 below.

Figure 3: Consolidated Outlook



	2016/17 Actual	2017/18 Actual	2018/19 Actual	2019/20 Actual	2020/21 Actual	2021/22 Actual	2022/23 Actual	2023/24 Projection	2024/25 Budget	2025/26 Plan	2026/27 Plan
Surplus (deficit)	\$112.1	\$105.7	\$154.0	\$92.1	\$232.0	\$52.9	\$149.6	\$76.8	\$32.6	\$45.8	\$5.4
Revenue	\$1,076.0	\$1,102.2	\$1,190.0	\$1,161.0	\$1,300.7	\$1,197.6	\$1,405.7	\$1,434.6	\$1,400.3	\$1,417.9	\$1,447.1
Expenses	\$963.9	\$996.5	\$1,036.0	\$1,068.9	\$1,068.7	\$1,144.7	\$1,256.1	\$1,357.8	\$1,367.7	\$1,372.2	\$1,441.7
YoY Revenue Growth	13%	2%	8%	-2%	12%	-8%	17%	2%	-2%	1%	2%
YoY Expenses Growth	4%	3%	4%	3%	0%	7%	10%	8%	1%	0%	5%

6 MCMASTER’S KEY STRATEGIC HIGHLIGHTS

6.1 VISION STATEMENT AND STRATEGIC PLAN

McMaster’s vision and strategic plan capture collective aspirations for positive impact serving the global community to advance human and societal health and well-being. Our vision is to use our collective skills, knowledge, and understanding to improve the world, addressing broad issues, including health matters, environmental sustainability, and social justice. The 2021 refreshed vision statement and strategic plan followed a consultative community approach. Five clear institutional priorities emerged that shape strategic spending in the budget. The University is undertaking a refresh of the plan, extending it by two years and establishing key performance indicators to effectively measure progress.

McMaster University’s Strategic Priorities	
1.	Inclusive Excellence: aspire to embed an inclusive approach that intentionally engages and respects a diversity of peoples, perspectives, and ways of knowing.
2.	Teaching and Learning: advance innovations, within and beyond the classroom, and across disciplines and Faculties, to elevate teaching as a professional discipline, and equip students with knowledge and skills to make a transformative global impact.
3.	Research and Scholarship: to be the go-to place for world-class researchers and collaborators with shared values to work across disciplines, sectors, and borders to develop knowledge, tackle global issues, and advance human understanding.
4.	Engaging Local, National, Indigenous, and Global Communities: develop and expand our network of longstanding respectful partnerships with communities, partners, research collaborators, and supporters for the benefit of all.
5.	Operational Excellence: enable operations to support McMaster’s vision and aspirations of our community of researchers, scholars, teachers, and learners most effectively.

6.2 STRATEGIC MANDATE AGREEMENT

The Strategic Mandate Agreement (SMA) 2021-2025 aligns with McMaster’s vision and strategic plan capturing areas of strength, growth, and direction. The SMA is an agreement with the Ministry of Colleges and Universities (MCU) that includes annual performance metrics. Following a pandemic-related delay in implementation, 25% of the operating grant will be contingent on achievement of SMA metrics within acceptable ranges in 2024/25. Planning years assume SMA targets will be achieved to retain current funding levels.

6.3 RESEARCH

McMaster consistently ranks among the top 100 universities in the world. Our global reputation for research excellence and real-world impact is bolstered by the University’s approach to working across disciplines, sectors and borders – essential to solving complex societal challenges. Notably, within our 60 research centres, institutes and core platforms, faculty, students and research technicians are helping to drive innovation, shape policies and create the next generation of talent. McMaster Innovation Park’s vision of creating a thriving ecosystem for the University’s research to be commercialized realized success with the sale of Fusion to AstraZeneca in 2024, and additional investment will continue to be explored.

6.4 CAMPUS PLAN

Following a community consultative approach during 2022/23, a new Campus Plan was launched in spring 2023. The Campus Plan provides a long-term vision for the future development of the University’s physical campus and locations over the next decade and a framework that will help shape

infrastructure, buildings, outdoor spaces, landscapes, and natural lands. It supports McMaster's response to the climate and biodiversity emergency and delivery of its Sustainability Strategy and Net Zero Carbon Roadmap.

The consolidated budget includes capital priorities informed by academic enrolment and strategic priorities. Capital spending is integrated with budget and multi-year financial projections to assess financing strategies summarized into an annual debt strategy report, which determines whether internal and/or additional external financing is needed.

6.5 ENTERPRISE RISK MANAGEMENT (ERM)

The Chief Risk Officer manages the University's Enterprise Risk Management (ERM) program, a coordinated approach to identifying, quantifying, monitoring, and mitigating institutional risks. Since its establishment, the University's ERM program has matured by strengthening governance through constitution of an ERM Committee, achieving consensus on institutional priority risks, and enhancing reporting to key stakeholders such as senior leadership, the Audit and Risk Committee and the President and Vice-Presidents group. The Chief Risk Officer also continues to reduce financial exposure to unexpected losses by strategically managing a comprehensive insurance program, which contributes to the institution's financial resiliency and protecting the McMaster community's safety and well-being.

7 CONTEXT

7.1 REVENUE OUTLOOK

In March 2023, the province struck the Blue-Ribbon Panel on Financial Sustainability in the Postsecondary Education Sector with the mandate to provide advice and recommendations that would ensure the long-run financial sustainability of Ontario's postsecondary sector. The final report was released in November 2023, with recommendations to immediately raise grants by 10% and then increase by inflation or 2% for the next three years, allow tuition increases of 5% and then increase by inflation or 2% for the next three years, and amend student financial aid to offset the increase in tuition fees.

In response to the report, in February 2024, the province announced additional funding intended to stabilize postsecondary institutions. The commitment for the next three years includes one-time funding for enrolment above corridor in science, technology, engineering and mathematics (STEM) programs, additional funding for capital and research, and mental health supports. The funding corridor will be open for negotiation for the next Strategic Mandate Agreement. Tuition will remain frozen for at least three more years. While the additional funding is welcome, it falls short of the Blue-Ribbon Panel recommendations and continues to present a challenge to financial sustainability.

Since provincial enrolment and funding has been frozen, revenue increases have come primarily from tuition paid by international students. In January 2024, the federal government announced a reduction of the number of international study permit applications by one-third compared to last year, to be distributed by the provincial government. The cap applies to undergraduate programs and does not affect students pursuing master's and doctoral degrees or those renewing existing visas. Although the visas allocated to Ontario were decreased by approximately 50%, McMaster's allocation remains the same as were issued in 2023. This allocation represents the number of attestation letters that can be issued to international students to certify that they have been accepted for enrolment. The announcement has dampened applications, and actions are underway to ensure that only serious students will be issued letters while actual enrolment will be carefully monitored.

In addition to the actions by the federal and provincial governments, tuition revenue is affected by fluctuations in enrolment. First-year enrolment in 2020/21 was much higher than usual as more offers were issued in anticipation of a decline due to the pandemic, as well as greater capacity as classes moved online. As this large cohort graduates it cannot be fully replaced by incoming in-person students, producing a drop in tuition revenue.

To manage the decline, 2024/25 allocations to all budget envelopes have been reduced and all envelope managers have been asked to contain costs. The tuition decline flows through the budget model to Faculties, and allocations to support units were cut by approximately 2%. Each area was asked to find ways to balance the budget, including exploring new revenue opportunities, finding efficiencies, sharing expenses, delaying hiring and reducing travel, with the overall goal of delivering on core academic and research priorities.

7.2 PROVINCIAL FUNDING

7.2.1 PROVINCIAL OPERATING GRANT

McMaster's operating grant includes (i) domestic enrolment-based funding based on weighted grant units, (ii) performance-based SMA metric-linked funding, and (iii) special purpose grants. MCU delayed full SMA metric-linked funding due to COVID-19 impacts for Years 1-3 (2019/20-2022/23). Metric performance will be linked to funding in SMA Year 4 (2023/24) at a system-wide proportion of 10%. While the planned differentiation funding as a percentage of total operating grants grows incrementally each year to approximately 60% by 2024/25, metric-linked funding activation in Year 5 (2024/25) will reach a system-wide proportion of 25%. McMaster prepared scenario-based budget calculations ahead of confirmation from MCU that the performance metrics are activated in 2024/25. The budget model is being reviewed for minor refinements as MCU's metric drivers are activated.

The operating grant has remained frozen without inflation since 2016/17, eroding purchasing power by approximately 20% since 2015/16 based on Ontario's consumer price index. The provincial government has announced a one-time Sustainability Fund for STEM enrolments in 2023/24, which will add \$15.3M to McMaster's operating grant in 2023/24. Additionally, McMaster has qualified for a 3% increase to the operating grant in 2024/25 and a 2% increase in each of 2025/26 and 2026/27.

Domestic enrolment growth is funded up to a 3% corridor ceiling. McMaster's domestic enrolment is budgeted over the funded corridor by over 8,000 weighted grant units (WGUs), resulting in unfunded students as the operating grant does not increase for enrolment above the ceiling.

An international student participation tax of \$750 per international student enrolled is deducted from McMaster's operating grant. This tax was introduced in 2014/15 when McMaster's international participation was 8.6% resulting in a \$0.4 million grant reduction. The 2024/25 international participation is budgeted at 14.8% resulting in a \$3.2 million reduction to McMaster's operating grant.

Domestic student enrolment is supported by the combination of domestic tuition plus the provincial operating grants. International student enrolment is supported solely by tuition fees without provincial support.

7.2.2 PROVINCIAL TUITION FRAMEWORK

MCU has confirmed the in-province domestic tuition fee framework for 2024/25 to 2026/27 will be held frozen, marking a total of seven years of 0% inflation following a 10% cut in 2019/20. MCU approved a tuition anomaly increase for two of McMaster's domestic programs in 2022/23: Undergraduate Computer Science and Master of Business Administration. These programs are allowed to increase by a maximum of 7.5% per year until they reach the sector average tuition rate as outlined by the ministry. Out-of-province domestic tuition fees are eligible for an up to 5% tuition fee increase in 2024/25. McMaster will continue to adopt this increased framework for undergraduates. Domestic graduate tuition fees remain flat in keeping with the ministry's 2024/25 Tuition Fee Framework. The system administration costs to implement out-of-province domestic graduate tuition increases of 5% exceed the revenue benefit and will be reassessed in future years. International students in PhD research programs pay domestic graduate fees according to McMaster's internal tuition framework.

7.3 FEDERAL BUDGET HIGHLIGHTS

The 2024 Federal Budget includes over \$34 billion of new spending over the next five years, with major investments in housing, healthcare and over \$5.5 billion of investments into research and innovation. Granting councils will receive \$1.8 billion over the next five years while graduate student scholarship support will also see an increase. Multiple programs have the potential to impact construction and acquisition of student housing including GST Elimination for Student Residences and Changes to the Apartment Construction Loan Program. In short, the budget presents multiple changes to policy and funding that will benefit McMaster and provides an opportunity to enhance our federal support.

7.4 ENROLMENT

A diverse international student presence at McMaster contributes to the quality of the educational experience for all students. As a result of provincial constraints on domestic enrolment and tuition rates, Ontario universities turned to enrolling international students to increase revenue in order to manage inflationary pressures, balance budgets and maintain quality. McMaster's strong global reputation has contributed to strong international growth and financial stability in this constrained environment. Difficulties experienced by international students in obtaining visas in 2022/23, a decline in the number of international students studying high school in Ontario, and the resulting decline in projected international enrolment highlighted the risk associated with reliance on international tuition revenue. This risk has been further elevated recently by the Federal government's international study permit applications cap. Increasing domestic student enrolment over plan is a potential short-term strategy, however no operating grant revenue would be received for the full-time equivalents in excess of the provincial corridor.

7.5 RESEARCH FUNDING

In accordance with the Budget 2023 commitment to reduce spending, the government is requiring reductions in spending by the Tri-Agencies (CIHR, NSERC and SSHRC) and the Canada Foundation for Innovation, whose combined funding accounted for almost 45% of McMaster's sponsored research income in 2021/2022.¹ At the same time however the Government of Canada recently announced completion of substantive negotiations with the European Commission to join Horizon Europe as an associate country under Pillar II. Horizon Europe is the world's largest research and innovation collaboration program, with a budget of €95.5 billion (CDN\$140 billion) over 2021-2027, of which > €53 billion (CDN\$77 billion) has been allocated to Pillar II. This allows researchers at Canadian institutions to apply for and receive Horizon Europe Pillar II funding. McMaster's diverse research strengths put us in the strong position to respond to shifting government priorities and capitalize on new funding opportunities.

7.6 ALTERNATIVE REVENUE OPPORTUNITIES

Strategic investments are poised to grow alternative revenue opportunities across research commercialization, real estate, and other ancillary operations.

¹ Canadian Association of University Business Officers (CAUBO)

Housing plans have not kept pace with enrolment growth and McMaster has partnered with private developers to build two additional residence projects. In 2023/24, the Lincoln Alexander Hall undergraduate residence will commence construction, providing an additional 1,366 residence beds when opened in 2026/27. The graduate residence at 10 Bay Street in downtown Hamilton opened in September 2023, providing 560 residence beds. McMaster will continue to assess residence needs and work proactively with neighbourhood community associations and local councilors to share plans on effective housing strategies where community neighbours, students, staff, and faculty co-reside.

The OmniaBio B (OBB) development project at McMaster Innovation Park is aligned with the University's goal to build MIP into a multi-use ecosystem that supports the University's mission while generating perpetual revenue, creating economic opportunities, and building an innovation sector in Hamilton's west end and within Ontario's innovation corridor. The project is expected to be completed in 2024/25, with McMaster's equity share expected to approximate 50% with the engagement of an appropriate partner.

7.7 FINANCIAL HEALTH FRAMEWORK

In November 2022, the Office of the Auditor General of Ontario released its report on Financial Management in Ontario Universities with 15 recommendations to improve financial sustainability at four universities. As a result, the Ministry of Colleges and Universities issued a framework of eight financial indicators that measure liquidity, sustainability, and performance, sourced from universities' audited financial statements and credit ratings. The annual assessment of these metrics generates a risk rating of low, medium or high and outlines required actions based on the result. The metrics are not intended to be strictly quantitative – MCU will engage in a qualitative assessment before finalizing any actions required.

These metrics were first applied to 2022/23 results. McMaster was one of only three universities with no required actions. Financial metrics are calculated as part of the budgeting process to ensure ratios are within target ranges and identify potentially material enterprise risks (see Section 11.4).

7.8 OTHER KEY REVENUE AND EXPENSE CONSIDERATIONS

7.8.1 INVESTMENT RETURNS

McMaster's Investment Pool performance objective is to outperform its benchmark on a rolling four-year basis. The budget assumes 5.6% returns based on historical trends. For each 1% return difference to the budget, there is a \$8.4 million impact to the surplus/deficit. Investments are expected to be aligned with the United Nations' Principles for Responsible Investing (UNPRI) and incorporate the utilization of environmental, social and governance (ESG) factors to manage risk and support accelerated decarbonization strategies toward net zero carbon emissions.

McMaster's Investment Pool has decarbonization objectives. In 2023, the Investment Pool achieved its 2025 decarbonization objective to reduce weighted average carbon emissions² of the Investment Pool by 65% (compared to the 2019 baseline measure), two years ahead of schedule. The Investment Pool's carbon measure continues to be lower than the investment policy benchmark. Accelerated

² As defined by the globally accepted Task Force Recommendations for Climate-related Financial Disclosures (TCFD) the weighted average carbon intensity is greenhouse gas emissions converted to carbon dioxide (CO₂) and reflected as CO₂ tons emitted per \$1 million sales (written as CO₂e/\$1MS)

decarbonization aims to achieve its 2030 objective to reduce weighted average carbon emissions by 75% and achieve net zero in the Investment Pool as soon as possible thereafter.

The objective is for companies held in the Investment Pool to align with globally accepted carbon reduction strategies and energy transition timelines supported by the United Nations. Companies offering clean technology solutions reflect ~26% of the Investment Pool and are planned to grow over the planning horizon. Clean technology solutions include energy efficiency, alternative energy, sustainable water, pollution prevention, and green buildings, with some direct and pooled fossil fuel assets.

McMaster administers salaried pension plan assets of approximately \$2.5 billion which includes performance objectives to outperform the benchmark and a decarbonization strategy to reduce weighted carbon intensity by 30% by 2030 (compared to the June 30, 2019 measure). McMaster also administers the hourly pension plan assets of over \$70 million held with one investment manager which currently holds limited direct investment in traditional energy.

7.8.2 INFLATIONARY IMPACTS

While Canadian inflation eased from its 30-year high in 2022, most revenue sources cannot keep pace. Supplies and equipment cost inflation has been moderated by the MacBuy (contract buying) initiative that has delivered \$16 million in savings within the last year and approximately \$54 million in savings to date. Utility prices are volatile since electricity rates are affected by the Global Adjustment³ for provincial infrastructure and changes to the market. McMaster's peak shaver project will reduce net energy costs coupled with a project to install electric boilers on campus will reduce future campus carbon emissions.

At over 70% of the operating budget, compensation represents the largest inflationary pressure. Bill 124, the "Protecting a Sustainable Public Sector for Future Generations Act, 2019", which limited compensation increases to 1% per year over a three-year period, was declared unconstitutional in November 2022 and repealed in February 2024. Decisions and negotiated agreements relating to compensation were based on legislated requirements at the time, the cost of which informed financial planning and the University budget. The budget does not include or anticipate any adjustment resulting from the repeal of Bill 124. The financial impact of any future adjustment as a result of the repeal of Bill 124 is unknown at this time.

7.8.3 CURRENCY EXCHANGE RATES

McMaster's imported goods and services are mainly in US dollars (USD). The Canadian dollar has fluctuated in value, from trading at par in January 2013 to \$0.74 USD at the end of March 2024. To minimize the risk and financial impacts of currency exchange, Financial Affairs retains USD deposits to settle USD expenditures. Deposits to research projects or departmental accounts in USD are given the Canadian equivalent using a daily exchange rate. For some areas with high-volume USD

³ All electricity customers in Ontario pay a Global Adjustment (GA), which covers the cost of building new electricity infrastructure in the province, regulated rates paid to electricity suppliers under contract and the costs of delivering the province's energy efficiency and conservation programs.

purchases, such as the library, the exchange rate is fixed at \$1.25 CDN for \$1 USD to provide cost certainty to the unit.

7.8.4 FACULTY RENEWAL

Faculty renewal plans show an 8% growth from 2022/23 to 2024/25. This growth varies across Faculties and is responsive to academic programming needs and fiscal situations within the Faculties. Initiatives continue that are aligned with McMaster’s Equity Diversity and Inclusion (EDI) strategy and with a focus on tenure-track and teaching-track appointments. Some Faculties have issued early retirement offers in connection with cost containment initiatives and renewal in growth areas.

7.8.5 PENSION PLANS

McMaster University maintains salaried and hourly defined benefit (DB) plans and group Registered Retirement Savings Plan (RRSP) pension plans for full-time employees. The DB valuations measure going-concern pension assets, a provision for adverse deviation, and liabilities to determine annual funding requirements. Interest rates, demographic changes, funding rules, and valuation timing create measurement fluctuations. Budgeted benefit rates are set annually using a ten-year actuarial outlook to smooth fluctuations.

The funded status of the pension plans has been steadily improving. The Ontario Pension Benefits Act (PBA) requires actuarial valuations no later than every three years. The employer’s DB pension costs are funded through a combination of a base revenue allocation (charged to Faculties through the budget model) and a surcharge on the salaries of eligible employees. The favourable valuation of the large salaries plans as of July 1, 2023 reduced the required payments through 2025/26. To help alleviate cost pressures caused by projected revenue shortfalls, for 2024/25 through 2026/27 the base revenue allocation will be reduced by \$8.0 million. The surcharge will be maintained at 110% of employee contributions, which is adequate based on projections. The smaller hourly plan was measured on July 1, 2022, with the next filing date planned on July 1, 2025.

The DB plans include a solvency ratio⁴ measurement requiring a funded ratio over 85%. Based on solvency measures the plans do not require special solvency payments. Pension ratios are monitored quarterly with actions taken to maintain solvency ratios above 85% and transfer ratios above 90%.

Table 1: Pension Plan Status

\$ millions	Plan 2000	Hourly Plan
	Valuation date July 1, 2023	Valuation date July 1, 2022
Going concern surplus (deficit)	\$ 239.4	\$ 10.5
Solvency surplus (deficit)	\$ 37.8	\$ (2.3)
Solvency ratio	114%	101%

⁴ Solvency basis assumes that the University will cease to operate and must immediately settle pension obligations. The market value of assets before termination expense provision and before smoothing impacts per pension regulations must exceed 85% of the value of the liability on plan wind-up.

7.8.6 NON-PENSION OBLIGATIONS

McMaster offers non-pension retirement benefits (PRB) including extended health, dental and life insurance for several full-time employee groups. In 2011/12, the University worked with its actuaries to quantify the impact of plan changes on the unfunded liability⁵. Since that time, employee groups have agreed to changes to mitigate liability growth and management developed a funding plan consisting of a base revenue allocation, a 0.25% surcharge on salaries of eligible employees, unitization of the reserve in the Investment Pool, as well as transfers from reserves when available.

The funding reserve approximated 1% of the funding requirements in 2011/12. In 2022/23 the reserve had 77.9% of the projected costs funded. As a result of the favourable balance, the PRB funding base allocation was reduced from \$7.9 million to \$5.0 million in 2022/23 and eliminated in 2024/25 to partially offset projected revenue shortfalls. The plan is projected to be fully funded by 2029.

7.8.7 ASSET MANAGEMENT AND MAINTENANCE

Many of McMaster's buildings are over 50 years old, and the deferred maintenance backlog is estimated at \$715.3 million. The 2024/25 deferred maintenance and facility renewal program budget is \$16.8 million, which includes operating funds of \$12.0 million (including \$1.3 million newly allocated funding for classroom renovations) and \$4.8 million from MCU. In addition, Facility Services receives \$0.9 million in emergency funds, and \$0.3 million for campus accessibility upgrades. Residence deferred maintenance is funded by Housing and Conference Services (HCS) with a total of \$6.1 million set aside for deferred maintenance for 2024/25, including a \$2.3 million top-up to bring spending closer to industry standards.

Based on current funding sources, the backlog of critical priorities is forecast to increase 15% over the next ten years. Within HCS, the planned renovations at Bates Residence, Brandon Hall, Whidden Hall and Woodstock Hall will require the most substantial investment over the next several years. An opportunity to renovate Bates Residence in connection with a Net Zero Community is being explored, whereby a small modular reactor would provide clean energy to campus while operating as a living-learning lab.

⁵ As of April 30, 2023, non-pension obligations are estimated at \$277.6 million, with reserves of \$212.7 million.

8 BUDGET CREATION

8.1 ACCOUNTABILITY

The effective management of the budget is a responsibility of the President assigned by the Board of Governors and defined in the 1976 McMaster University Act. The University's budgets are prepared on a modified cash basis and pursuant to the concepts of fund accounting. Fund accounting enhances accountability and budgetary control by assuring that restricted grants and contributions are segregated to designated funds and spent for the purposes intended.

The President delegates budget accountability to the Budget Committee, a sub-committee of the University Planning Committee, to oversee the development of budgets for both the Operating and Ancillary Funds. The Operating and Ancillary Funds together account for two-thirds of McMaster's annual expenditures. The Budget Committee recommends the annual budget to the President. In addition, specifically externally funded programs, such as those funded by the Ministry of Health and Long-Term Care, are included in each envelope's submission to the Budget Committee. The funds not overseen by the Budget Committee have restricted uses and other governance and/or committee oversight.

8.2 BUDGETING PRINCIPLES

The budget and following two-year plans are developed using principles and priorities aligned to our refreshed vision and strategic priorities and embedded in the Strategic Mandate Agreement:

- The academic and research mission of the University is foremost in the development of budget guidelines for envelope managers. This includes student experience and support.
- Revenue must be strategically allocated in support of the University's mission.
- Ongoing and one-time costs need to be identified to develop a clear picture of McMaster's overall financial position.
- Envelopes must be structurally balanced within each Vice-President's area of responsibility, with ongoing expenditures less than or equal to ongoing revenues. Where a structural balance is not possible an area's envelope manager should discuss with the Vice-President for that area and provide a plan for eliminating structural deficit.
- Unspent funds from prior years are retained by the envelopes and used for one-time priorities such as capital expenditures or to absorb revenue fluctuations. Appropriations are not to be used to fund ongoing costs.

Allocations of funding to priorities are decided using a process that is strategic, fair, and equitable across the University, and avoids a piecemeal approach.

8.3 BUDGET DESIGN

Separate funds are set up for activities, with each fund comprised of its own revenue and expenses. The following funds are used:

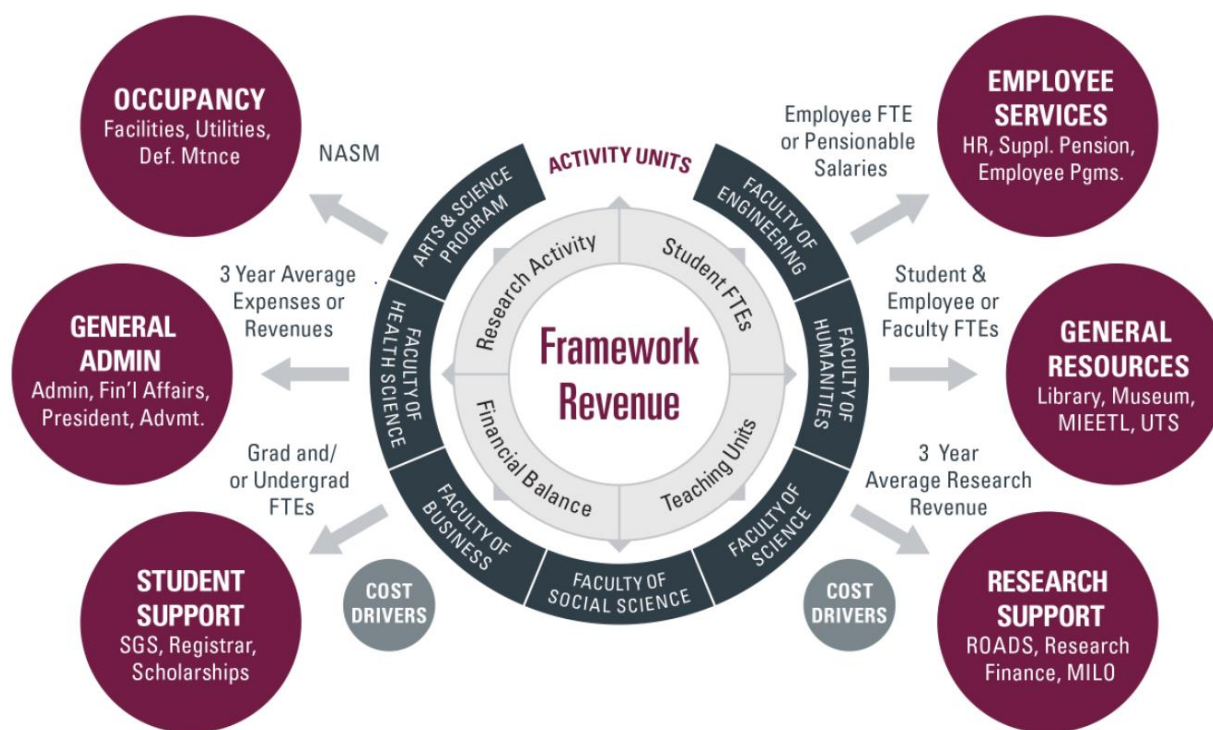
1. **Operating Fund:** Unrestricted general revenues and expenses that are directly related to the mission of the University, education and activities supporting research (i.e. not restricted by an agreement or contract). The Board of Governors has approved a policy of permitting envelopes to carry forward unexpended budgets into the subsequent fiscal year.
2. **Research Funds:** Research-related funds externally restricted by an agreement or contract for specific research purposes. The use of these funds is restricted by the donor or granting agency.
3. **Capital Fund:** Funding and expenditures for capital projects.
4. **External Endowments:** Donations or bequests received by the University that have a non-expendable requirement as well as other legal requirements for use as agreed upon by the donor and the University.
5. **Internal Endowments:** Unrestricted donations and bequests, and other monies which have been endowed by action of the Board of Governors.
6. **Ancillary Fund:** Sales of goods and services by departments that are defined as being supplementary to the University's primary operating activities of education and research. Such sales may be made to the University community and/or to external clients. Ancillary operations are self-sustaining and contribute a percentage of sales to the mission.
7. **Specifically Funded:** Funding provided by an external entity, restricted by an agreement outlining expenditure of the funds and a requirement to return unspent funds at the end of the term.

8.4 BUDGET MODEL

To allocate Operating Fund resources, McMaster uses a hybrid between a full activity-based model and an incremental model. Implemented in 2014/15, the model aims to strike a balance between providing transparent activity-based funding to the Faculties while maintaining financial flexibility to address strategic goals. Funding to support units is fixed where any further incremental allocations including salary inflation are annual decisions based on funding availability and unit-level requests considered a priority. Support unit funding does not increase with changes to enrolment or research.

Figure 4 below identifies sources of revenues in the center allocated to activity units (Faculties) based on enrolment, teaching, or other drivers. Further, six expense types are identified and allocated to the Faculties based on volume, space, utilization or average revenue or expense drivers.

Figure 4: Operating Fund Budget Model Revenue Streams



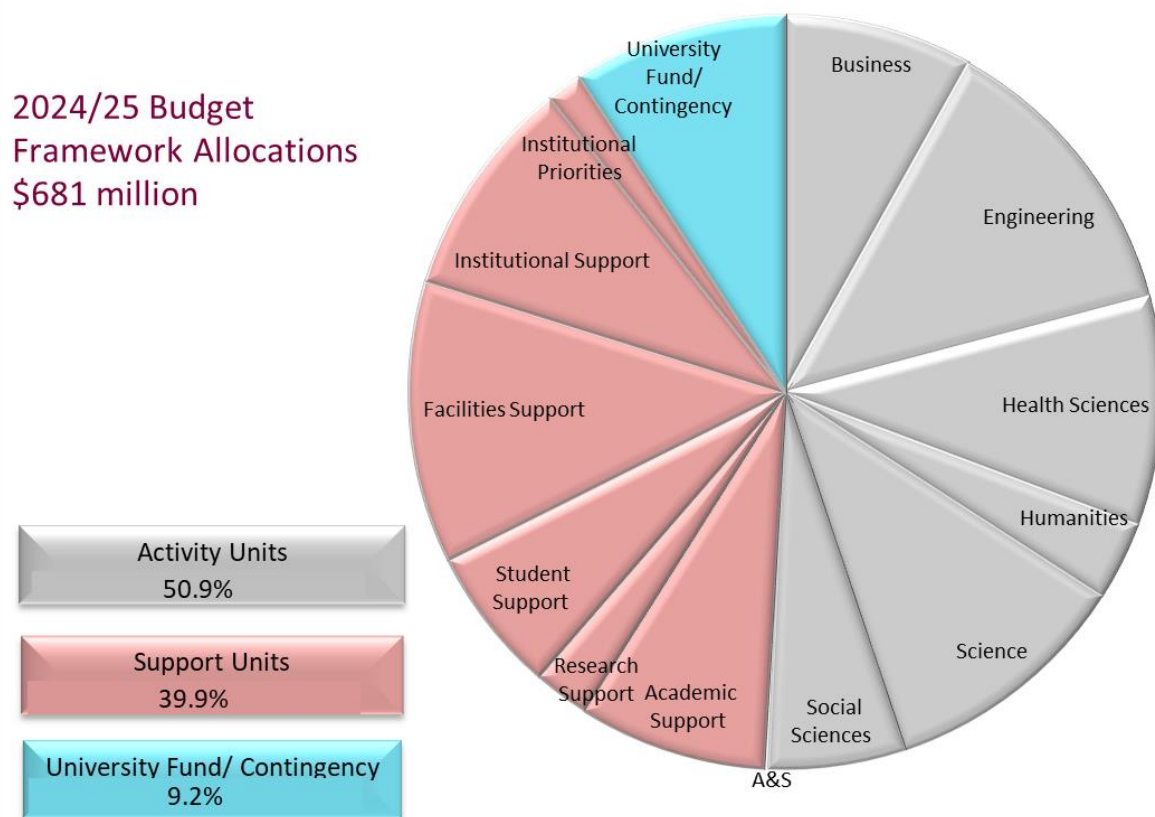
The model mostly matches provincial funding flows. However, two strategic envelopes are created as a percentage of Operating Fund revenue: i) the Research Discretionary Fund to be used by the Vice-President (Research) for strategic research initiatives, and ii) the University Fund to be allocated by the Provost to support the University’s mission, vision, and strategic priorities.

Recognizing that the indirect costs of research are not fully covered by overhead revenue, the Research Infrastructure Fund and Research Excellence Fund redistribute a portion of revenues to support the most research-intensive Faculties. Additionally, occupancy costs are charged out to a research host Faculty using an overall average cost per square meter without distinction to the higher cost of research labs.

After all revenue allocations are made to the Faculties and strategic funds, allocations of central support unit costs are charged to Faculties based on cost drivers, for example Human Resources costs are charged out based on employee full-time equivalents.

All Faculty or activity unit allocations are adjusted based on actual revenues and cost driver results after year-end.

Figure 5: Operating Fund 2024/25 Budget Framework Allocations by Area

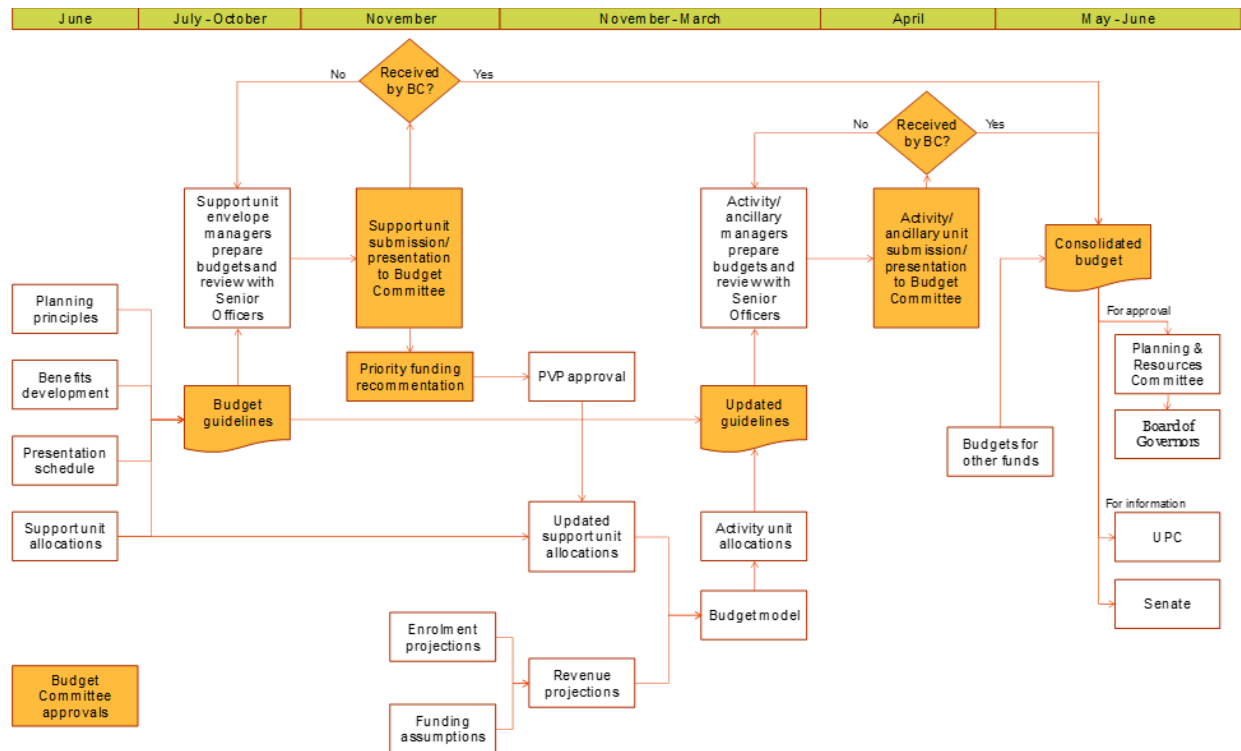


The budget approach has been continually assessed and evaluated both internally and externally, the latter involving the sharing of best practices with other Canadian and US universities, as well as participating in research undertaken by the Education Advisory Board.

Review feedback and ongoing input and analysis have resulted in some changes to the budget model to either address concerns or enhance incentives aligned to strategic priorities. The adjustments mostly alter values of the parameters and not the underlying principles. The budget model has had two formal reviews, one in 2017, and a more recent review initiated by the Provost in 2023, available at https://provost.mcmaster.ca/app/uploads/2023/11/Budget-Model-Review-Report_2023.pdf. A number of the review recommendations are currently being considered, including a working group exploring the model’s incentives for research activity and how it supports the research and reputational goals of McMaster. Some additional refinements to the budget model in future years may be introduced to ensure incentives are optimally aligned to support McMaster’s academic and research mission. Additional information on the current budget model is available at <https://provost.mcmaster.ca/budget-planning/>

8.5 BUDGET CYCLE

Figure 6: Budget Cycle



June: The budget cycle for the Operating Fund and specifically funded programs begins as the Budget Committee reviews and approves the assumptions and guidelines that will apply to all units across the University. Submissions include a projection for the current year, the budget for next year, and plans for the following two years. The Budget Committee requests the submissions on a standard template, identifying:

- Strategic objectives and their relationship to the vision and the Strategic Mandate Agreement
- Key metrics and benchmarks, including enrolment trends, ratio of students to faculty, staffing levels, and space requirements
- New initiatives and cost pressures, the actions taken to achieve a balanced budget, effects on the University community, and the related risks
- All one-time costs and the related funding sources
- Capital and/or renovation plans, including funding sources or internal financing capacity

Benefit rates are set to cover statutory deductions, pension costs, post-retirement benefits, and other benefit costs associated with employer plans offered to employee groups. Assumptions for salary and wage increases by employee group are reviewed, incorporating information from collective agreements.

July to October: Budget allocations to activity units follow both the total level of funding and the allocations made to support units. The budget cycle is divided into two stages, with support units preparing their budgets first from July through October, so that any funding for any recommended priorities or any other revenue adjustments may be incorporated into the activity unit allocations.

November: Support units present budgets during a three-day Budget Committee conference, attended by additional guests including the Vice-Presidents, Faculty Deans and Directors of Faculty Administration, and other envelope managers. This provides transparency around operations and the University's overall financial position, and allows the Faculty or activity unit leaders to consider and comment on the budget priorities and expenditures of all support units before the Budget Committee votes to receive each budget.

While receiving budget submissions, the Budget Committee identifies unfunded priorities, potentially unacceptable cost-cutting actions, and other framework allocations in the context of available funding. The Committee explicitly prioritizes these items for review by the President, recommending some for funding. In consultation with the Vice-Presidents, as many of these important items as possible are funded.

November to March: Activity units begin budget preparation. Reasonable estimates of future enrolment and revenues based on provincial regulations, strategic objectives, historical demand, and other commitments are prepared. The activity unit allocations are updated in the budget model using the revenue estimates and the final support unit allocations, and the Operating Fund Guidelines are released with the updated allocations.

Ancillaries are self-funded and not dependent on support unit allocations but may use enrolment assumptions in their revenue estimates. Ancillary Fund Guidelines are issued using the same salary and benefit cost assumptions as the Operating Fund, including rent charges and amounts to be contributed to the Operating Fund.

April: Activity units and ancillaries present their budgets during a two-day Budget Committee conference, attended by additional guests including the Vice-Presidents, Faculty Deans and Directors of Faculty Administration, and other envelope managers. The Budget Committee votes to receive each budget and reviews the final total.

Budgeted consolidated financial statements are prepared incorporating plans for the remaining funds. To finalize the budget, senior management reviews the financial position over the three-year planning horizon and makes adjustments, where necessary, to ensure reasonableness of the consolidated position and continued financial sustainability while promoting the academic mission.

May to June: The budget is presented to the University Planning Committee and the Senate for information and comment before presentation to the Planning and Resources Committee and Board of Governors for approval.

8.6 REVENUE ASSUMPTIONS

8.6.1 ENROLMENT

McMaster's domestic enrolment is above the funded corridor particularly in high demand programs as McMaster remains highly sought after in the domestic market. International enrolment has fallen

short of the targets for 2023/24 and expectations for international enrolments have been further tempered for future years as a result of the federal cap on student permits. Enrolment will be managed to ensure that debt management policy ratio targets are achieved.

The undergraduate enrolment projection model uses the Enrolment Management Team’s level 1 targets to forecast each Faculty’s annual intake. For movement between levels 2 and above, within each Faculty and between Faculties, the model applies a flow-through methodology that incorporates each Faculty’s historical three-year transition rate.

To project graduate enrolment, since no level 1 intake targets are set at the graduate level, the graduate enrolment projection model is a flow-through model based on the following two elements:

- Each Faculty’s historical level 1 intake unless a specific target was provided by a program.
- The transition probabilities of students from levels 2 and above. Like the undergraduate projection, for movement between levels 2 and above within each Faculty, the graduate model applies a flow-through methodology that incorporates each Faculty’s historical three-year transition rate, adjusted for mid-year graduation rates.

For both undergraduate and graduate enrolment projection models, actual enrolment data at the student level are used to simulate the projections. The projection data includes FTEs, headcount and WGU counts by Faculty, level, registration status, immigration status, and fee category.

Table 2: Enrolment Assumptions

		2023/24 Budget	2023/24 Projection	2024/25 Budget	2025/26 Plan	2026/27 Plan
Undergraduate FTEs	Domestic	25,535 -1.0%	26,225 -0.9%	26,507 1.1%	26,365 -0.5%	26,259 -0.4%
	International	4,293 -5.2%	4,063 -11.7%	3,528 -13.2%	3,095 -12.3%	2,882 -6.9%
	Total	29,828 -1.7%	30,288 -1.0%	30,035 -0.8%	29,459 -1.9%	29,141 -1.1%
	Domestic	3,304 +2.9%	3,252 +1.3%	3,296 +1.4%	3,307 +0.3%	3,324 +0.5%
Graduate FTEs	International	1,494 -0.6%	1,624 +8.0%	1,642 +1.1%	1,658 +1.0%	1,666 +0.5%
	Total	4,798 +1.8%	4,876 +3.4%	4,938 +1.3%	4,965 +0.5%	4,989 +0.5%

8.6.2 TUITION RATES

In accordance with the provincial announcement of the tuition framework for the next three years, the domestic in-province tuition rate increase is budgeted as flat (0%), with a budgeted 5% inflation for out-of-province domestic undergraduate students.

International tuition rates include market inflation and demand considerations. The 2024/25 rates are budgeted to increase by 5% per year for level 1 and 6% for level 2 and above, with exceptions for specific programs. Note that international PhD tuition will mirror that of the domestic PhD in accordance with McMaster’s decision to harmonize the international and domestic PhD tuition starting in 2018/19 (Table 3).

Table 3: Tuition Fee Increase Assumptions

			2023/24 Budget		2023/24 Projection		2024/25 Budget		2025/26 Plan		2026/27 Plan	
			Level 1	Level 2 +	Level 1	Level 2 +	Level 1	Level 2 +	Level 1	Level 2 +	Level 1	Level 2 +
Domestic - Ontario	Undergraduate	Arts & Science or other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Professional	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Graduate	Research (with thesis component)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Professional (course work only)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Domestic - Out of Province	Undergraduate	Arts & Science or other	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
		Professional	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
	Graduate	Research (with thesis component)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Professional (course work only)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
International	Undergraduate	Arts & Science or other	10%	6%	5%	6%	5%	6%	5%	6%	5%	6%
		Professional	10%	6%	5%	6%	5%	6%	5%	6%	5%	6%
	Graduate	Research (with thesis component)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Professional (course work only)	10%	6%	10%	6%	10%	6%	10%	6%	10%	6%

8.6.3 OPERATING GRANTS

Operating grants are held flat with adjustments for graduate expansion achieved in 2019/20.

Table 4: Operating Grant Assumptions

		2023/24 Budget	2023/24 Projection	2024/25 Budget	2025/26 Plan	2026/27 Plan
Core Operating Grant (COG)		\$1,352/WGU based on WGU midpoint 2019/20	\$1,325/WGU based on WGU midpoint 2019/20	\$1,154/WGU based on WGU midpoint 2019/20	\$1,154/WGU based on WGU midpoint 2019/20	\$1,154/WGU based on WGU midpoint 2019/20
Differentiation Grant	Performance Based*	Up to 10% of Total Operating Grants at risk	Up to 10% of Total Operating Grants at risk	Up to 25% of Total Operating Grants at risk	Up to 25% of Total Operating Grants at risk	Up to 25% of Total Operating Grants at risk
	Other Differentiation Envelope (DE)	45% of Total Operating Grants from the result of reduced WGU value in COG	45% of Total Operating Grants from the result of reduced WGU value in COG	35% of Total Operating Grants from the result of reduced WGU value in COG	35% of Total Operating Grants from the result of reduced WGU value in COG	35% of Total Operating Grants from the result of reduced WGU value in COG
	Total	55% of Total Operating Grants	55% of Total Operating Grants	60% of Total Operating Grants	60% of Total Operating Grants	60% of Total Operating Grants
International student reduction		\$750/ International student				

Metric performance will be linked to funding in SMA Year 5 (2024/25) at a system-wide proportion of 25%. While the planned differentiation funding as a percentage of total operating grants grows incrementally each year to approximately 60% by 2024/25.

In March 2024 the MCU announced additional grant funding in response to the Blue Ribbon Panel’s recommendations, which provides some relief to the fixed grant corridor. This includes one-time funding towards the costs involved in delivery of Science, Technology, Engineering and Mathematics (STEM) degree programs for unfunded students for the period April 1 2023 to March 31 2024. Additionally, a small increase to the base grant funding was announced for 2024/25 through 2026/27. An estimate of these amounts has been included in budgeted revenues.

There may be an opportunity to negotiate a higher WGU corridor level when the SMA is renewed in 2025/26, however no further increases have been assumed at this stage.

8.7 FUNDING FOR STRATEGIC PLAN PRIORITIES

McMaster's community has budgeted initiatives to support and achieve the strategic plan priorities. Investments to advance McMaster are funded from current revenues and appropriations⁶. New initiatives are either funded from appropriations or a request is made to the Budget Committee to fund priority items. The 2024/25 budget includes additional priority allocations to:

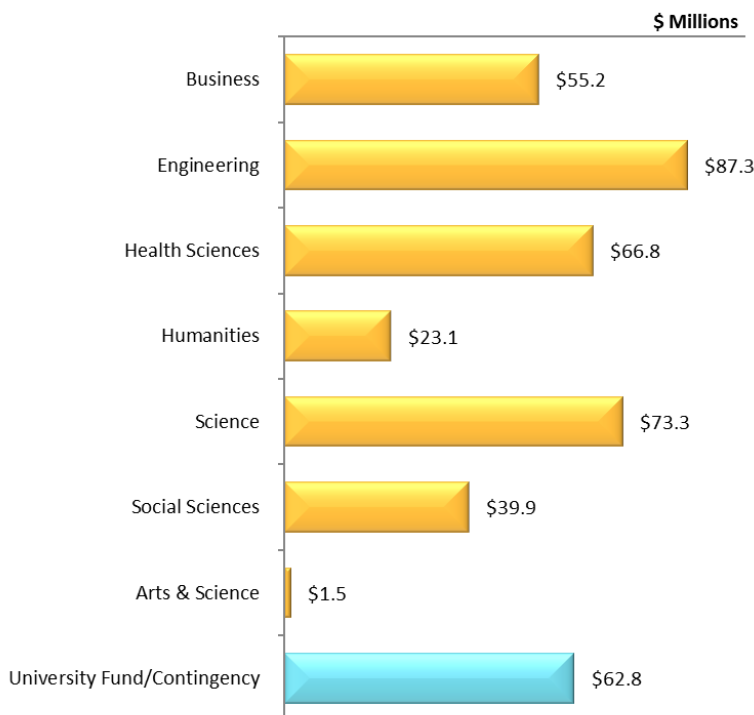
- The McMaster Okanagan Committee
- Digital technology transformation in classrooms
- Classroom renovations
- Graduate records and pay optimization systems
- Student accessibility services
- Global engagement strategy
- Campus Accessibility Action Plan (Phase 3)
- Advancement campaign funding
- International recruitment

In addition to the above, smaller base or one-time investments continue to be made in the 2024/25 budget and planning years to support the strategic plan with a series of administrative support reviews and benchmarking activities including UniForum, a global benchmarking initiative to understand academic and administrative support efficiency involving 41 participating post-secondary institutions worldwide – 15 universities in Australia and New Zealand, 14 in the United Kingdom and 10 others in Canada.

⁶ Appropriations are the accumulated surpluses or deficits from prior years, also known as reserves. In accordance with the Operating and Ancillary Budgets Policy, these balances are carried forward to future years. Surplus appropriations may be used to provide funds to offset one-time spending and investments in deficit-reducing strategies. Envelope managers must present plans to eliminate deficit appropriations with their budget submissions.

9 ENVELOPE HIGHLIGHTS

Figure 7: Operating Fund 2024/25 Budget University Fund and Activity Unit Allocations



9.1 ACTIVITY UNITS (FACULTIES)

9.1.1 FACULTY OF BUSINESS

The DeGroot School of Business (DSB) is at an exciting and pivotal time. With a new strategic plan in place, DSB plans to add new full-time faculty to its ranks. In addition, the McLean Centre for Collaborative Discovery will be completed in late 2025 to early 2026, and students will enjoy new applied learning opportunities in a state-of-the-art facility. The operating budget has become strained due to the continuing domestic tuition freezes, as well as the changes to visa requirements for international students that has resulted in a short drop in applications.

As part of the new strategic plan, DSB has developed ambitious goals across all five pillars of McMaster’s strategy. These goals and focus areas will continue to increase DeGroot’s reach and stature in education, research, and community engagement over the coming years.

9.1.2 FACULTY OF ENGINEERING

Engineering continues to provide graduate and undergraduate students with a high-quality education and an excellent student experience. Empowering agile and globally conscious leaders in engineering who collaborate to create a brighter future is the renewed mission of the Faculty. The current financial climate has presented significant challenges to Engineering.

The Faculty external review, which occurred in 2023, provides some recommendations to strengthen the Faculty, but also highlighted strengths in leadership, collegiality, quality of students, research productivity and industry partnerships. The Faculty of Engineering offers a large undergraduate research experience program, as well as increasing opportunities for co-op experiences to both graduate and undergraduate students. The incoming undergraduate class this year includes 40% women, the highest to date for Engineering.

9.1.3 FACULTY OF HEALTH SCIENCES

The Faculty of Health Sciences (FHS) is navigating the current expansion of the nursing, physician assistant, undergraduate medical education (MD) and post graduate medical education programs in support of government response to provincial Health Human Resource (HHR) shortages. FHS expects further expansion in undergraduate and post grad medicine, midwifery, physician assistant and rehabilitation sciences education, although numbers and funding are undetermined.

A plan is in place to avoid ongoing deficits within the current tuition and funding environment but there is a need to invest in activities and facilities that will allow FHS to participate in meeting the growing demand for health professionals in Ontario and to enable the continuity of research and innovation. The plan will include job reductions via attrition, and cuts to discretionary spending, but the ability to meet health care human resources needs and ensure continued research excellence must be sustained.

The historic growth of Gulf State funded trainee revenues, and previous expansion in both undergraduate and graduate education, along with the financial support and goodwill of clinical faculty, has allowed many of the departments in the Faculty to amass surpluses over the last several years. Now, declining operating revenues mean the departments will draw down that surplus.

9.1.1 FACULTY OF HUMANITIES

The Faculty of Humanities focus on administrative efficiency and careful academic planning have meant that the Faculty of Humanities has been able to weather the cuts to tuition, frozen government grant, and the recent sharp decline in international student enrolments. As new sources of revenue are sought, the Faculty continues to focus on strategies that will help students and parents recognize the value of a Humanities degree, such as strengthening our existing degree programs and expanding our interdisciplinary offerings.

In 2024 McMaster's first cohort of BHSc Integrated Rehabilitation Science and Humanities students will begin their studies, and in 2025 the first students in the new Combined Honours BA in Leadership and Civic Studies (and another subject) will arrive at Wilson College, a joint initiative of the Faculties of Humanities and Social Sciences. Next fall all new Humanities students will also be enrolled in an innovative Humanities Skills for Life concurrent certificate, which will provide students with an additional credential representing their attainment of core competencies for today's world: communication, inter-cultural understanding, collaboration, digital skills, and more. The Faculty also continues to expand its experiential education offerings and paid internship program.

Outside the classroom, Humanities' faculty members engage in a wide variety of research and creative practices. They consistently win Tri-Council SSHRC funding at rates significantly above the national averages. They are recognized internationally for their scholarship, and they are active throughout Greater Hamilton in campus-community partnerships that benefit the region. In addition,

Humanities plays a critical role in the university's international strategy by providing McMaster's highly successful MELD English-language programs, which prepare visa students for academic success and help them adjust to life in Canada socially and culturally.

9.1.2 FACULTY OF SCIENCE

The Faculty of Science continues to make substantial adjustments to our activities to mitigate the financial risk associated with decreasing revenue projections based on the challenging international student recruitment market, provincial grant funding restrictions and domestic tuition freezes. These adjustments include a pause on faculty renewal and non-essential staff hiring while delaying or eliminating capital expenditures. The Faculty continues to focus on the student experience, success of graduates, excellence in teaching and learning, research excellence and impact, innovation, economic development, and community engagement. Key activity areas include excellence in academic programming, commitments to equity, diversity, inclusion and accessibility and Indigeneity, investments in advancement, refinement of international strategy and support for innovation in all areas with a focus on impact and outcomes.

9.1.3 FACULTY OF SOCIAL SCIENCES

The Faculty of Social Sciences (FSS) is investing in improving skills, job readiness, and job outcomes for students through its Careers and Experiential Education office. FSS continues to pursue opportunities for interdisciplinary programming in both existing programs and new initiatives such as the Executive Education program in Public Policy. As a hub for Indigenous research and the expansion of Indigenous studies on campus, the FSS will launch the Indigenous Studies Master's program in 2024/25.

Community and Economic Impact continues to be a priority for the Faculty, and initiatives such as increased support to community engagement, through the community research platform, and expanded community engagement through the Spark Centre for Social Research Innovation provide the catalyst for these activities. The Faculty of Social Science is strengthening the ability of its faculty to attract Tri-Council funding through the creation of new research centres and enhanced research support program pre- and post-award. The changed enrolment environment and continued provincial funding limits have put the FSS into structural deficit in the face of increased costs, compensation increases for faculty and staff, creating even greater challenges for making necessary investments in strategic research, educational and support areas.

9.1.4 ARTS & SCIENCE PROGRAM

The Arts & Science program continues to prioritize interdisciplinary, inquiry-based, socially-engaged learning, in line with the university's mission and teaching and learning strategy. 2024/25 will see the continuation of the successful McMaster Discovery Program (relaunched in 2023/24), as well as the roll out of new equitable admissions processes (pending approval). Efforts to review and enhance recruitment processes will continue, with a view to further diversifying the applicant pool and incoming class. Similarly, alumni engagement activities initiated in 2023/24, including a mentorship program for current students and a video series that supports recruitment efforts, will be maintained and grown. Further opportunities for Arts & Science students to engage in research are also being explored.

9.2 UNIVERSITY FUND

The University Fund supports excellence, innovation, and renewal across all areas of the University. By design, projects supported are allocated funding for specific short-term purposes with successful innovations intended to be permanently funded by different means. The University Fund provides flexibility and encourages innovation for advancing strategic priorities in support of McMaster's mission.

Some of the current commitments from the University Fund include:

- Supplemental operating contributions to Faculties
- Contributions to the capital reserve, capital renewal and expansion projects
- Indigenous programming support
- Black Cohort and Indigenous faculty hiring initiatives
- Strategic Excellence and Equity in Recruitment and Retention (STEER/R) Awards Program
- Research platforms support
- International student recruitment support
- Research commercialization support
- Various Strategic Alignment Funded Projects

Many existing ongoing commitments have been shifted to permanent allocations in the relevant areas as intended, and the Provost will continue to apply this lens to all future projects.

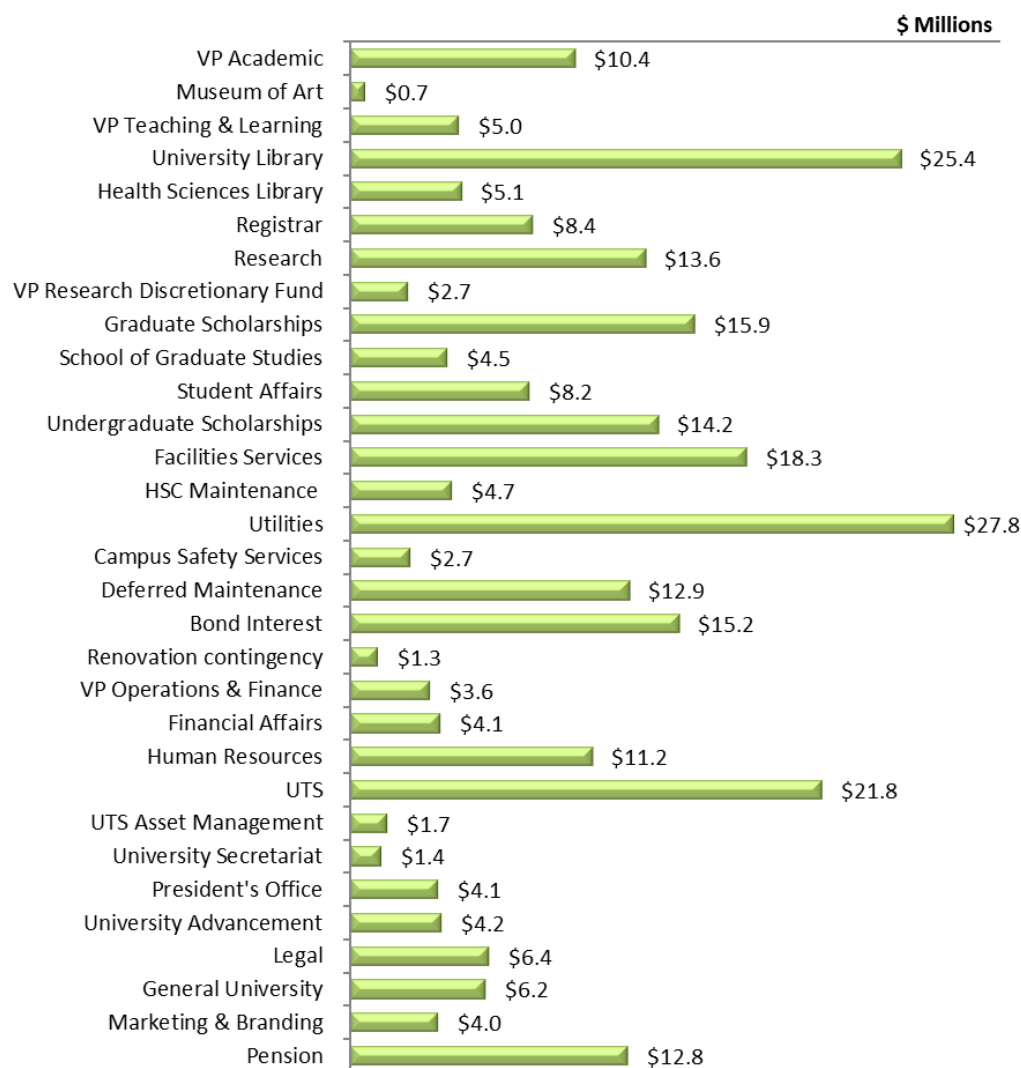
Finally, the University Fund provides institutional contingency support to weather unforeseen circumstances or to respond expeditiously to emergent opportunities. In the current fiscal environment thoughtful decisions are being made to ensure the conservation of funds for this purpose.

9.3 SUPPORT UNITS

Support units do the indirect work that furthers achievement of the academic mission. While not directly involved in teaching and research, support units provide the infrastructure that ensures efficient delivery of the services critical to achieving the mission.

In an effort to ensure that both Activity Units and Support Units pursue the necessary cost containment and operational efficiencies required due to the current operating revenue environment, an across the board decrease of \$5 million was applied to ongoing Support Unit allocations for 2024/25 budget. In addition, a multi-year reduction to the Pension budget envelope allocation, which is funded as a support unit in the budget model, was extended into 2024/25 and future years, taking advantage of the impact of favourable investment income on the pension funding deficit position.

Figure 8: Operating Fund 2024/25 Budget Support Unit Allocations (Ongoing and One-time)



9.3.1 STUDENT SUPPORT

Student Affairs provides a breadth of programming and services to students in support of three main pillars: creating a sense of belonging, supporting health and well-being, and providing opportunities for personal growth and transformation. Student Affairs supports key stakeholders, including government, students, parents, and the University. The ability to respond quickly to these needs is often dependent on funding from a range of sources, including government and donors.

The **School of Graduate Studies (SGS)** provides central graduate support services in pursuit of the highest quality of research and professional training while striving to improve and deliver a superior graduate student experience. SGS assists Faculties in the development of new graduate programs, ensuring that such proposals are prepared according to the latest requirements and clearly articulate the alignment between the proposal and the University's priorities. SGS continues to work to maintain bursary and scholarship funds at a time when living costs in the Hamilton area have dramatically increased.

9.3.2 ACADEMIC SUPPORT

The **University Library** and **Health Sciences Library** participated in a Budget Committee Working Group charged with identifying new approaches to fund McMaster's libraries. That group recommended an external review of the Libraries, which took place in early 2024. At the same time, the two organizations continue exploring the viability of harmonizing or merging specific functions with an aim to reduce costs and improve service quality.

The **Registrar's Office (RO)** is a hub of student-administration at McMaster University. Its processes and services impact thousands of students and many diverse campus partners each academic year. The RO is looking ahead strategically and the key areas of focus over the next year and beyond will be: continuously evolving to support an increasingly complex and diverse student population; shifting from rapid system implementations to the integration of advancements in technology and processes; and enhancing support of and collaboration with campus partners.

The units within the **Vice Provost, Teaching and Learning** portfolio (**MacPherson Institute for Leadership, Innovation, and Excellence in Teaching, Office of Community Engagement, the INSPIRE Office of Flexible Learning**) work to advance and support innovation in teaching and learning to elevate teaching as a professional discipline and equip our students with the knowledge and skills needed to make a transformative impact on our world. Future priorities include enabling partnered and interdisciplinary learning, valuing inclusive excellence and scholarly teaching, supporting teaching and learning in active and flexible learning spaces, and partnering across campus to create a holistic and personalized student experience.

9.3.3 RESEARCH SUPPORT

The **Vice-President Research (VPR)** supports McMaster's competitive grant applications processes ensuring grant compliance, financial oversight, protection of researchers and research subjects, and maintaining institutional eligibility requirements. Additionally, the VPR supports private sector partnerships, protection of IP, licensing, patents, and start-ups, which contribute to McMaster's increased research funding from the private sector sources SMA metric. These efforts are supported by research administration and have been areas of focus for the VPR. In support of commercialization and entrepreneurship the VPR developed the McMaster Seed Fund (MSF).

As Canada's sole major neutron source, the **McMaster Nuclear Reactor (MNR)** is the only University in Canada capable of hosting several types of specific research facilities. **Nuclear Operations and Facilities (NOF)** continues to strive to unlock the value of its highly differentiated and specialized infrastructure and expertise in support of increased and broadened production of life-saving medical isotopes, research in next generation radiopharmaceuticals and clean energy nuclear technologies and re-establishing Canada's critical capabilities in neutron beam research to support materials discoveries that will power the economy of Canada's future. Underpinned by the McMaster's commitment to safe, compliant and effective operation of our nuclear facilities, NOF is bringing new and expanded capabilities to ensure that Canada maintains a leadership role in nuclear medicine, clean energy technology and materials of the future. With Federal and Provincial government support, NOF is turning up the power at Canada's Nuclear University to achieve these goals and position McMaster for another generation of leadership in nuclear research and education.

9.3.4 INSTITUTIONAL SUPPORT

University Technology Services (UTS) has successfully advanced the McMaster IT Strategic Vision, from data-driven decision-making tools and resources, to improved workflows and efficiencies. At the same time, the tactical importance of reducing deferred maintenance risks, enhancing IT security capabilities, developing strong partnerships and collaboration opportunities with partners across campus, evaluating and 'right sizing' IT services and support, and continuing to deliver on projects that will support the institution's mission of teaching, learning and research, will be a top priority.

Financial Affairs is focused on providing financial leadership advice, support, and value-added services across the university with expertise and integrity, supporting several strategic priorities including decarbonization of our investments, achieving cost savings through increased contract buying in MACBUY (the University's integrated market place for purchasing activities, including automated payment processes and supplier portal) and more efficient across campus billings and collections. In 2024/25, there will be a focus on the continued rollout of McMaster's One Card system, which will allow students and employees to buy and receive services, access spaces, and manage their personal university account. A budget tool replacement discovery project aims to replace the current system, reaching its end of life by 2030.

Human Resources is committed to delivering people and culture solutions that advance McMaster's vision, mission and strategic priorities. Key actions in 2023/24 and 2024/25 include a focus on progressing operational excellence and service delivery, planning for the workplace of the future, health, safety and wellbeing of the campus community, and compensation design.

University Advancement (UA) is in a period of transition, with a new VP recently appointed, and plans underway to launch McMaster's next fundraising campaign, its first since 2006-2010. Critical to this is ensuring sufficient budget funding and an organizational structure that can support the priorities of the University and its Faculties and units over both the short and long term, and that enables the eventual campaign to be successful. UA continues to achieve strong results, which are made possible through the leadership, collaboration and support of McMaster's senior leadership and our other academic partners across campus.

The **Marketing and Branding** project and McMaster's Brighter World brand platform have advanced the University's digital presence. Differentiating McMaster in an increasingly competitive national and international environment underpins the current evidence-based marketing strategy. Investments focus on strengthening McMaster's international ranking profile which contributes to diversified international recruitment. Investments focus on delivering efficient, effective, and innovative marketing strategies.

9.3.5 FACILITIES SUPPORT

Facilities Services continues to look at new ways to improve day-to-day operations. Custodial Services has completed a pilot through the Uniforum project to analyze ways to reduce costs and increase customer satisfaction. As deferred maintenance continues to grow, maintenance staff are increasingly challenged to work on tasks outside the critical items identified. In 2023/24 the new campus plan was launched, and in 2024/25 and beyond there will be an operational focus on maintaining campus and buildings, NetZero, and sustainability.

10 BUDGET BY FUND

10.1 OPERATING FUND

Table 5: Operating Fund Summary

(\$ thousands)							
	2023/24 Budget	2023/24 Projection	2023/24 Projections vs Budget		2024/25 Budget	2025/26 Plan	2026/27 Plan
Revenues							
Provincial grants	240,222	255,124	14,902	6.2%	247,439	245,340	245,506
Tuition	433,810	429,226	(4,584)	-1.1%	404,417	393,857	391,572
Research overhead income	26,974	29,069	2,095	7.8%	27,841	27,857	27,455
Investment income	9,467	9,467	-	0.0%	9,467	9,467	9,467
Other income	124,364	140,538	16,174	13.0%	141,338	143,477	143,389
Total revenues	834,837	863,424	28,587	3.4%	830,502	819,997	817,389
Expenses							
Salaries, wages and benefits	598,373	604,053	(5,680)	-0.9%	615,430	628,424	648,790
Utilities and maintenance	51,192	49,893	1,299	2.5%	52,523	51,246	51,159
Equipment and renovations	55,471	52,985	2,486	4.5%	43,650	40,155	68,116
Scholarships, bursaries and work study	36,828	39,711	(2,883)	-7.8%	42,278	43,399	45,672
Library acquisitions	15,660	15,819	(159)	-1.0%	15,971	16,494	17,085
Debt and financing charges	25,355	25,330	25	0.1%	25,330	25,330	25,330
All other expenses	81,790	71,307	10,483	12.8%	67,602	52,779	49,634
Total expenses	864,668	859,097	5,571	0.6%	862,785	857,827	905,787
Excess of revenues over expenses	(29,831)	4,327	34,158	114.5%	(32,282)	(37,830)	(88,398)
Fund balance, beginning of year	223,928	261,670	37,742	16.9%	265,997	233,715	195,885
Fund balance, end of year	194,097	265,997	71,900	37.0%	233,715	195,885	107,487

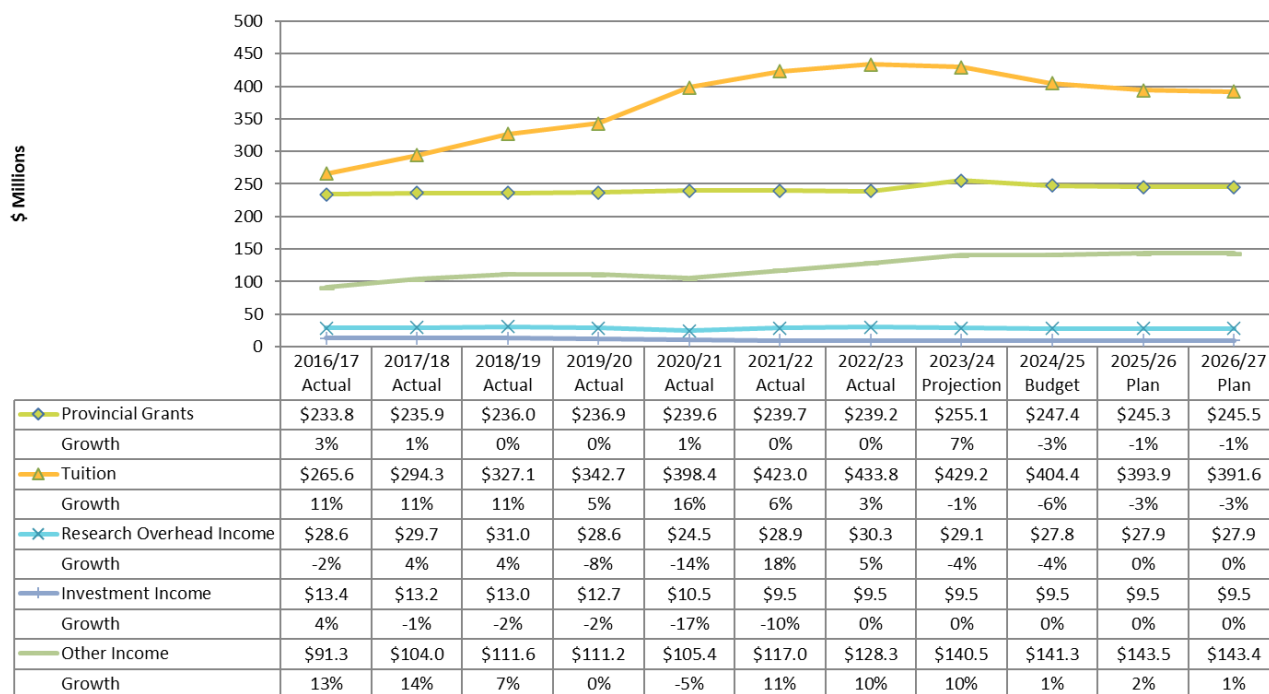
The 2023/24 Operating Fund projected surplus is a significantly positive increase from the budgeted deficit predominantly due to the one-time MCU STEM operating grant funding, and in other income predominantly from additional government funding related to the Nuclear Reactor operations, student services fees revenue, and external recoveries, combined with savings and reduced spending in equipment and renovations and other expenses.

For 2024/25, the Operating Fund budget and planning years are drawing down on appropriations. The University continues to make targeted investments in support of McMaster’s vision and strategic priorities but requires a focus on operational efficiencies and cost constraints, as the continued frozen tuition framework, limited provincial funding increases, and current international student enrolment slowdown heightened by the federally distributed Visa applications cap have an impact on revenue growth opportunities.

Variances between the 2023/24 budget and projection are available in Appendix 2.

10.1.1 REVENUE

Figure 9: Operating Fund Budget Revenue Trend by Type



10.1.1.1 PROVINCIAL GRANTS

Provincial grants had remained relatively frozen since 2016/17. Performance-linked funding is delayed until at least 2024/25 resulting in greater funding certainty in 2023/24. The International Student Reduction (\$750 tax per international student enrolled) has increased since its introduction as international participation grew. During recent inflationary periods the fixed grant corridor allocation’s purchasing power continues to diminish (\$1 in 2015/16 approximates \$0.81 today).

In March 2024 the Province announced some additional grant funding in response to the Blue Ribbon Panel’s recommendations, which provides some relief to the fixed grant corridor. This includes one-time funding towards the costs involved in delivery of Science, Technology, Engineering and Mathematics (STEM) degree programs for the period April 1 2023 to March 31 2024, of which McMaster’s share is \$15.4 million. Additionally, an increase to the base grant funding was announced for 2024/25 through 2026/27, this has been included in the projections estimated at 3% increase over the base grant funding in the first year (\$7.3 million), followed by lower 2% increases over the current base funding in the following two years (\$4.9 million each year).

10.1.1.2 TUITION

Based on the overall enrolment targets, reduced by an estimated 10% cut to international enrolment due to the federal Visa cap, the announced flat domestic in-province tuition framework, and the graduation in 2023/24 of the large 2020/21 cohort, 2024/25 net overall tuition income is projected to decrease by \$24.8 million (-5.8%) from the 2023/24 projection.

The following chart (Figure 10) reflects the enrolment and tuition trends in the framework tuition revenue, while Figure 11 reflects the mix between domestic and international enrolment, and the related funding for each. Funding for domestic students includes both provincial grants and tuition, while no grants are received for international students who are funded through tuition fees only.

Figure 10: Tuition and Enrolment Trend (excludes domestic provincial grants revenue)

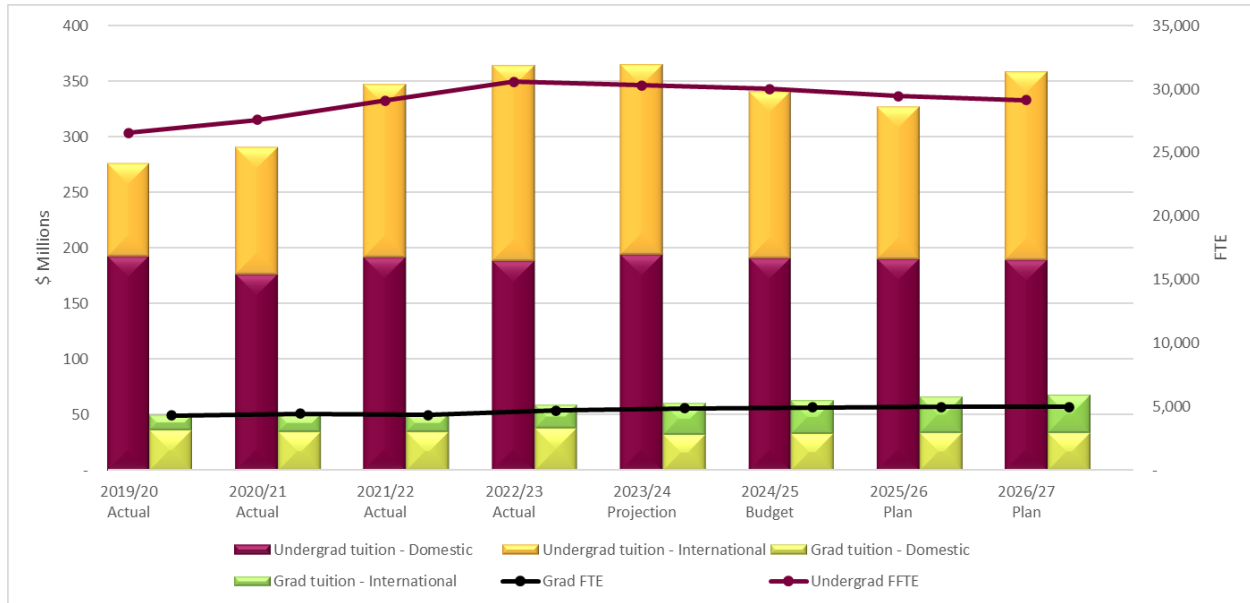
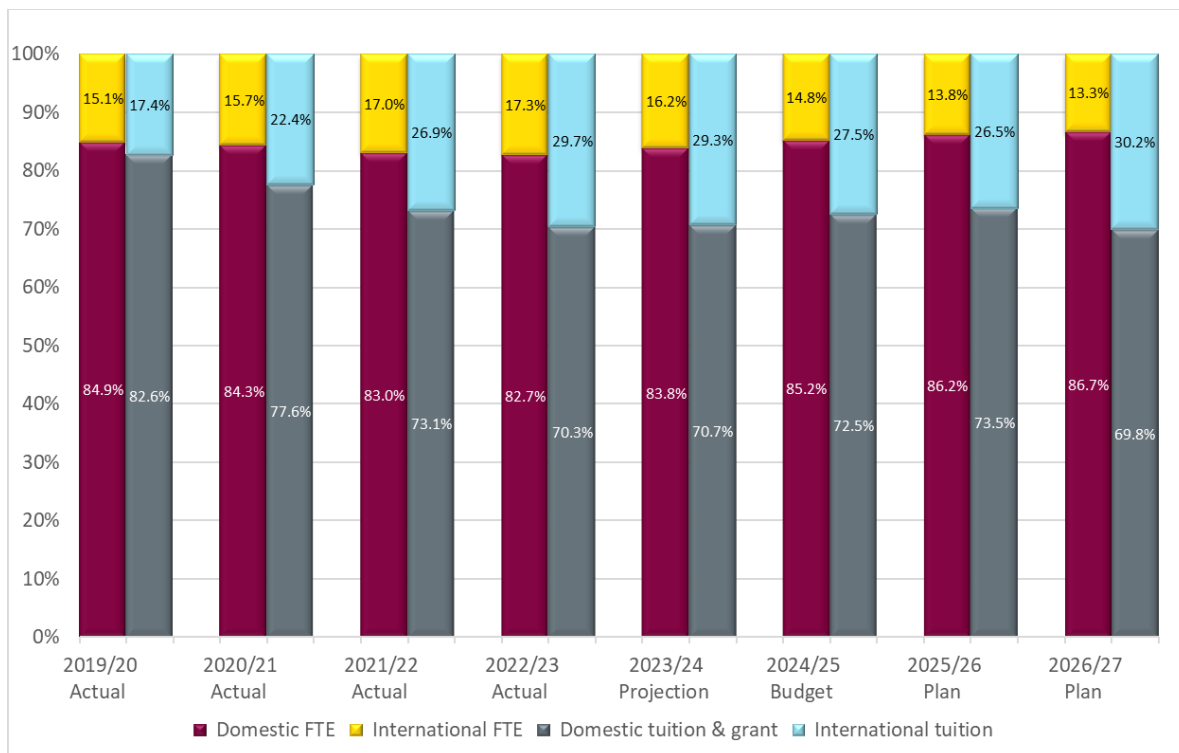
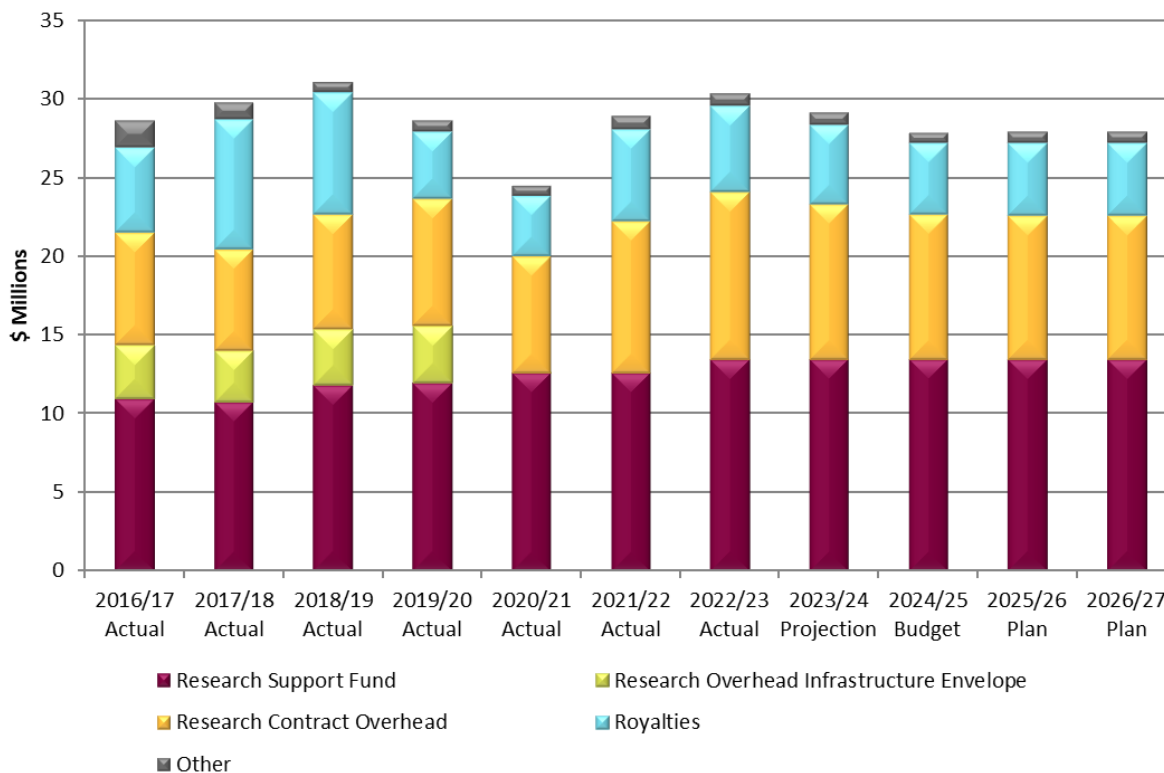


Figure 11: Operating Fund Framework Domestic Vs. International



10.1.1.3 RESEARCH OVERHEAD INCOME

Figure 12: Operating Fund Research Overhead Income Trend



Research overhead income is conservatively budgeted. Research overhead is intended to defray central and departmental support and infrastructure costs related to conducting research. The federal Research Support Fund and the Research Overhead Infrastructure Envelope (ROIE) are based on Tri-Agency research funding the University receives. In 2020/21, the ROIE was rolled into the MCU performance funding grants. For 2024/25 these grants are distributed to activity units through the budget model.

The Government of Canada has acknowledged that security threats can compromise our research, innovation, collaborations and partnerships and is supporting research security via an annual targeted Incremental Project Grant through the Research Support Fund (RSF). Funding of approximately \$1 million per annum supports the costs of research security at McMaster University and our affiliated hospital partners. At McMaster, research security funding is administered by the Vice-President Research in consultation with the Provost and Vice-President Academic for disbursement to cover eligible expenses for research security.

Research contract overhead is levied on research grants and contracts from the private sector and other agencies where allowed. Overheads are normally calculated as a percentage of direct research costs, with the objective of recovering the full amount of indirect support costs. Budgets are based on historical results. Overhead income is credited directly to activity units, where it may be further distributed to departments or reinvested in research.

Royalties are payments for commercial use of McMaster intellectual property associated with research discoveries. Like research contract overhead, royalties fluctuate depending on usage, and budgets are based on historical trends. This income is credited directly to activity units, with a share to inventors.

Other research overhead income may be earned on funding from Centres of Excellence, Canada Research Chairs, and Early Researcher Awards.

10.1.1.4 INVESTMENT INCOME

The Operating Fund is allocated \$9.5 million per year from Investment Pool revenue. Annual interest from internal endowments, including the H. Lyman Hooker Endowment Fund, which is a gift directed to “provide a steady annual flow of funds to support programs that will enrich the academic achievements of the University and to provide a suitable memorial to Dr. Hooker”, and the employer portion of the pension surplus payout in 2003 approximates \$6.2 million per year. The remainder is funded from the specific purpose reserve as an approach to stabilize interest revenues allocated to Faculties through the budget model framework. Unspent capital transfers are also included in the Faculty interest allocation.

10.1.1.5 OTHER INCOME

Other income includes Ministry of Health and Long-Term Care grants, post-graduate medical training, tuition from non-Ministry funded programs, nuclear reactor sales which are growing as the reactor moves to a 24/5 operations, ancillary contributions (reflecting 4.5% on sales), athletics and recreation facility expansion contributions, registration and service fees, and utility recoveries from partners.

10.1.2 EXPENSE

Figure 13: Operating Fund Expense Trend

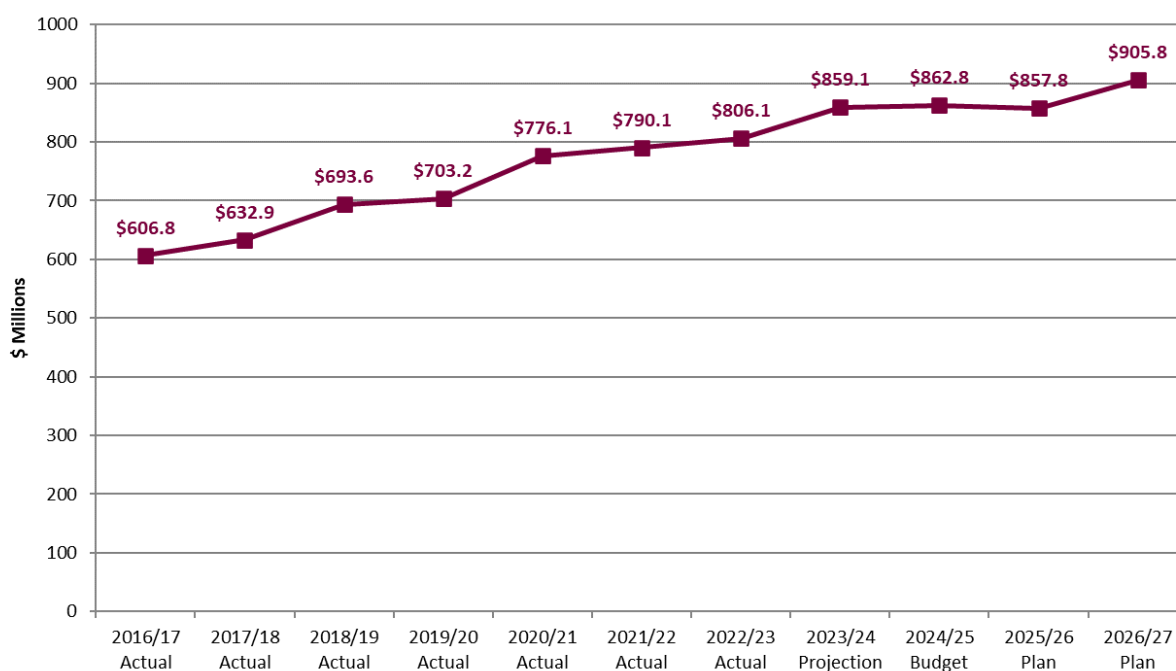


Figure 14: Operating Fund 2024/25 Budget Expense by Type

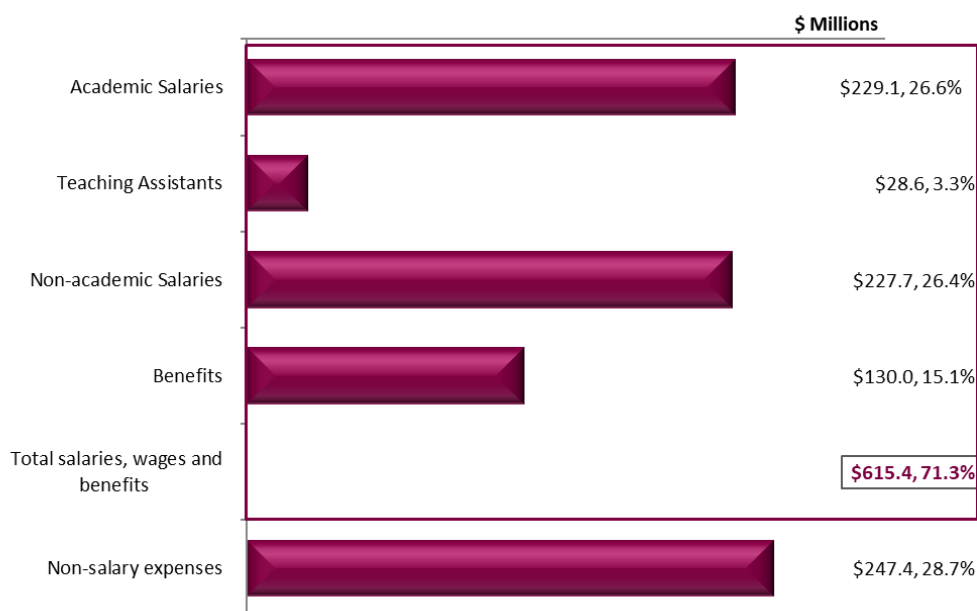
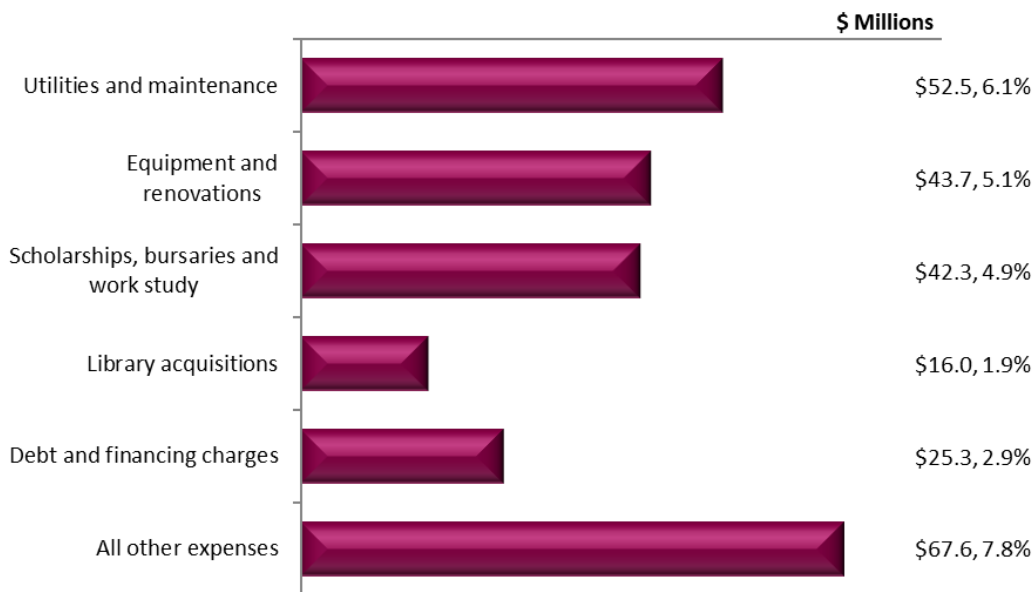


Figure 15: Operating Fund 2024/25 Budget Non-salary Expenses by Type



10.1.2.1 SALARIES, WAGES AND BENEFITS

Salaries, wages, and benefits are the largest component of the operating expense budget. The high quality of McMaster’s faculty leading the academic and research mission is a key success factor and further growth is anticipated with a focus on tenure-track or teaching-track faculty to support student-to-faculty ratios and improve research-focused academic time. Additionally, thoughtful investment in University staff to facilitate, administer and support academic programs, research, and the student

experience is also important to the McMaster community. Operational excellence initiatives draw on benchmarking data to streamline processes and mitigate support staff growth.

Since Bill 124 was passed in 2019, collective agreements were ratified with compensation restraint requirements limiting annual increases to 1% over three years, while being mindful of market competition for employment. Although the bill has since been declared unconstitutional, compensation increases have been budgeted using rates in effect for the term of the agreements with moderate increases in future years. Taken together with impacts of changes to minimum wage, compensation legislation has created new inflationary pressures.

Budgeted benefit rates use ten-year actuarial and five-year historical costing models to set smoothed rates to collect cash requirements. A benefit reserve is used to address variable cash outflows. Benefit rate continuity schedules are reviewed annually with the Budget Committee to ensure rates are reflective of projected cash requirements. McMaster's recent valuation for the large salaried plan provide payment certainty until July 1, 2026, with no special payments required under the current filings.

All factors considered the total compensation growth approximates 2.4% per year over the budget and planning horizon.

10.1.2.2 UTILITIES AND MAINTENANCE

Utilities and maintenance represent 6.1% of annual operating expenses. Utility expenses are driven by market rates and consumption subject to environmental factors. Further, unplanned maintenance failures and campus behavior contribute to variability in expense budgets. McMaster also supports the hospital's energy backup, which can lead to increased costs (fully recovered within other income) due to supply requirements during high-cost periods.

Hydro rates are budgeted at \$0.087 per kWh and natural gas rates at \$0.30 per m³ for 2024/25, increasing to \$0.35 per m³ for 2024/25. The commodity gas cost decreased in 2023/24 due to milder temperatures in the past winter season as well as increased gas production in North America. However, as countries shift away from Russian gas, it is projected that gas prices will increase as export demand increases. Changes in utility pricing from the Ontario Energy Board to cover operational costs from new infrastructure and demand management programs will also contribute to the increase in commodity gas pricing. The carbon tax will add increased costs in the usage of natural gas in McMaster facilities. Naturally, the increased cost of natural gas has also increased the cost of steam production when utilizing our existing gas boilers. Unfortunately, shifting the steam production to the electric boilers would not see any savings due to the increasing cost of electricity.

Prior to the pandemic McMaster tracked the Ontario Association of Physical Plant Administrators (OAPPA) numbers for benchmarking purposes. The OAPPA G6 benchmark average for energy was \$2.47 per square foot (/SF). McMaster University Medical Centre and Michael DeGroote Centre for Learning and Discovery have a significantly higher energy cost index due to the energy-intensive nature of health research and the heating/cooling requirements of the hospital with in-patient beds and emergency and operating rooms. Excluding these two facilities, the energy cost index for the McMaster campus was \$2.15/SF. Tracking of these rates has not yet resumed post-pandemic.

10.1.2.3 EQUIPMENT AND RENOVATIONS

Physical and technical infrastructure is essential to achieving McMaster's strategic priorities while delivering an optimal student experience. However, given the current revenue constraints and revised capital plans the contributions to capital from the operating units have been scaled back from the prior budget plans, although the University Fund has budgeted capital contributions to support Life Sciences Building upgrades and the Wilson College building. Excluding those University Fund capital contributions, the recurring University Fund contribution to capital (\$3.9 million) the annual Deferred maintenance transfer from the operating fund (\$12.9 million), and the annual emergency building repairs funding (\$1.3 million), the operating budget includes capital transfers approximating \$1.5 million per year for new and upgraded physical facilities, including new community spaces. Capital transfers are permanent one-time transfers to capital priorities identified in the annual Capital Plan. Capital allocations are held reserved for specific projects with spending allowed once business cases are approved based on Board by-laws. Major items over the planning period include:

- \$1.3 million for Ron Joyce Centre Deferred maintenance plan buildings – DeGroot School of Business
- \$1.0 million to support the new Nexus building – Faculty of Health Sciences
- \$1.0 million toward the move of the Community Engagement department – University Fund
- Investments in renovations, equipment, software, and systems projects to improve both the student experience and enhance operational efficiencies.

10.1.2.4 SCHOLARSHIPS, BURSARIES AND WORK STUDY

Scholarships, bursaries, and other supports enhance McMaster's recruitment and admission goals, recognize student achievement, and aid in retention. Support incentives are imperative to recruit high-calibre students, with additional support available through the Student Access Guarantee (SAG). To ensure that sufficient funding is available to meet SAG obligations, the funding provided through the budget model varies with actual amounts required. The budget incorporates estimated expenses given the enrolment assumptions.

McMaster issues net estimates and net bills to students aligned with provincial transparency objectives. Net bills detail all education costs less Ontario Student Access Program and other student aid or support reductions. McMaster's entrance awards are low compared to other Ontario universities, however the report of total support from multiple sources allows for more informed decisions.

Over the planning period a number of Faculties are increasing UG scholarship funding, with a particular focus on attracting international students, given the increasing competitiveness and slowdown in this market.

10.1.2.5 LIBRARY ACQUISITIONS

To achieve the University's mission, access to the journals with the highest profile and impact must be maintained. The cost of purchasing core titles inflates roughly \$0.5 million annually. Serial subscriptions purchased through the Canadian Research Knowledge Network (CRKN) consortium reflects a multi-year buying collaboration for large publisher journal packages. Consortiums reduce flexibility, however the approach increases purchasing power to mitigate some inflation. The CRKN

subscription fees are linked to a university's research-intensity factor, meaning McMaster's research success contributes to higher fees than other peers with larger enrolments.

Several actions have been taken to contain costs, including cost per use data analysis to support subscription cancellation decisions. Results from cost containment initiatives explore additional alternatives to maintain access to the world's most high-profile and high-impact journals.

The budget reflects the combined impacts of inflation and expected exchange rates. In order to reduce pressure on the library envelopes, the US exchange rate has been internally fixed at the long-term rate, with any gain or loss covered centrally.

10.1.2.6 DEBT AND FINANCING CHARGES

McMaster uses debt financing to support strategic and capital priorities. Total debenture financing is \$390 million with a weighted average capital cost approximating 4.75%. Each debenture has a repayment reserve (or sinking fund) for the principal amounts when due. Sinking funds are held in the Investment Pool and monitored annually for repayment adequacy. Annual Board oversight and financial statement note disclosure transparently describe each debenture's annual interest rate, maturity date, and reserve balance. See Section 12 Overall Borrowing and Debt Position for additional details.

10.1.2.7 ALL OTHER EXPENSES

Other expenses approximate 7.8% of total operating costs and includes a range of supplies and other expenses not categorized elsewhere. This is an area of focus as units aim to curtail spending in this area and look for savings given the current revenue constraints. These expenses are budgeted lower than prior year actuals, and current projection, and are expected to decline further as the University concentrates on cost control. The expense is net of recoveries including transfers from trust funds, contributions of ancillaries to occupancy costs, and internal services.

10.1.3 OPERATING FUND APPROPRIATIONS

With the budgeted deficit of \$32.3 million, Operating Fund appropriations are expected to decline to \$233.7 million by the end of 2024/25. In addition to funding strategic initiatives, including one-time projects, appropriations in some envelopes are being used in the short term to fund operations as further cost containment measures are implemented in response to the current and predicted revenue constraints. McMaster's appropriation balances are budgeted and planned to decline, however a reasonable level of funding will still be maintained to address unforeseen events and contingencies, as well as to meet financial accountability metrics.

10.1.4 ONE-TIME EXPENDITURES

Table 6: Operating Fund Ongoing and One-time Summary

(\$ thousands)							
	2023/24 Budget	2023/24 Projection	2022/23 Variance		2024/25 Budget	2025/26 Plan	2026/27 Plan
Fund balance, beginning of year	223,928	261,670	37,742	16.9%	265,997	233,715	195,885
Ongoing:							
Allocated income	702,428	690,973	(11,455)	-1.6%	681,478	669,138	667,531
Other income	129,869	147,469	17,599	13.6%	147,945	149,767	148,766
Total revenues	832,297	838,442	6,144	0.7%	829,423	818,905	816,297
Expenses	824,134	815,909	8,224	1.0%	817,524	828,077	850,306
Structural surplus (deficit)	8,164	22,532	14,368	176.0%	11,900	(9,172)	(34,009)
% of revenue	1.0%	2.7%			1.4%	-1.1%	-4.2%
Fund balance before one-time items	232,092	284,202	52,110	22.5%	277,897	224,542	161,876
One-time spending from appropriations	(37,995)	(18,205)	19,790	-52.1%	(44,182)	(28,657)	(54,388)
Fund balance, end of year	194,097	265,997	71,900	37.0%	233,715	195,885	107,487

The Operating Fund is structurally balanced for 2024/25 budget. Ongoing revenue and expenses are conservatively budgeted. Actual results may improve as revenue-generating opportunities are implemented, and further cost containment efforts enable strategic priority investments captured under one-time expenses. Ongoing expense growth is aligned to recruitment and compensation plans and other inflationary pressures. One-time investments include:

- \$18.0 million for University Fund strategic investments, such as: Indigenous & Black Cohort hires, indigenous programming support, systems projects, research commercialization investments, rejuvenating core research platforms, policy reforms, and strategic projects.
 - Notable new strategic projects include “Advancing Tomorrow’s Science Careers”, supporting “Open Education Resources”, and advancing supports for international students through “International Student Engagement and Success” and “Building an International Engineering Community”
- \$14.0 million towards one-time staffing needs
- \$3.0 million towards international strategy expenditures
- \$2.1 million for renovation and expansion of facilities
- \$2.1 million for equipment
- \$1.0 million for branding and marketing activities

10.1.5 OPERATING FUND BUDGET CONCLUSIONS

The Operating Fund supports McMaster’s refreshed vision and strategic priorities with a focus on limiting ongoing expenditure growth to enable one-time initiatives to advance inclusive excellence, learning and teaching, research and scholarship, community engagement across local, national, Indigenous, and global communities, and projects that drive operational excellence. Given the funding environment for post secondary institutions, there is a focus on ensuring that staffing does not grow beyond what is vital to operations, and therefore one-time or contract staffing is utilised within this

budget. The 2024/25 Operating Fund is structurally balanced overall with an \$11.9 million surplus. Net one-time expenditures of \$44.2 million include strategic and capital priorities resulting in a net deficit of \$32.3 million. The net deficit position is driven by further barriers to international enrolment growth, compounded by the continuing frozen tuition framework and limited projected grant increases, however major cost containment strategies are in place along with the ability to draw on appropriations which have been built up in prior years across all Faculties, the majority of other operating units, and the University Fund.

10.2 RESEARCH FUND

Table 7: Research Fund Summary

(\$ thousands)						
	2023/24 Budget	2023/24 Projection	2023/24 Variance	2024/25 Budget	2025/26 Plan	2026/27 Plan
Revenues						
Research grants and contracts	261,000	278,000	17,000	281,000	284,000	287,000
Total revenues	261,000	278,000	17,000	281,000	284,000	287,000
Expenses						
Salaries, wages and benefits	135,100	161,900	(26,800)	165,100	168,400	171,700
All other expenses	105,600	115,000	(9,400)	117,000	117,800	119,300
Transfers to (from) other funds	(17,671)	(15,914)	(1,757)	(15,930)	(14,601)	(13,966)
Total expenses	223,029	260,986	(37,957)	266,170	271,599	277,034
Excess of revenues over expenses	37,971	17,014	(20,957)	14,830	12,401	9,966
Fund balance, beginning of year	314,216	351,457	37,241	368,471	383,301	395,702
Fund balance, end of year	352,188	368,471	16,284	383,301	395,702	405,668

The 2023/24 Research Fund revenue projection is \$278.0 million based on research revenue received, including revenue received for future periods, net of hospital research. The projection is \$17.0 million higher than budget with continued strong performance in grant awards and additional funding in the recent provincial funding announcement. Expenses are higher as funding received in prior periods is spent.

In 2024/25 receipts are anticipated to level off at the higher rate as McMaster continues to actively pursue funding.

10.3 CAPITAL FUND

Table 8: Capital Fund Summary

(\$ thousands)

	2023/24 Budget	2023/24 Projection	2023/24 Variance	2024/25 Budget	2025/26 Plan	2026/27 Plan
Revenues						
Operating grants	6,000	5,000	(1,000)	6,000	6,000	6,000
Other revenues	43,000	-	(43,000)	22,800	5,000	-
Total revenues	49,000	5,000	(44,000)	28,800	11,000	6,000
Expenses						
All other expenses, including capital	170,614	155,363	15,251	112,973	97,317	105,093
Transfers to (from) other funds	(24,463)	(32,749)	8,286	(28,211)	(26,776)	(59,794)
Debt and financing charges	(16,514)	(12,185)	(4,329)	(19,147)	(20,535)	(20,074)
Total expenses	129,637	110,429	19,208	65,615	50,006	25,225
Excess of revenues over expenses	(80,637)	(105,429)	(24,792)	(36,815)	(39,006)	(19,225)
Fund balance, beginning of year	196,904	241,986	45,082	136,557	99,743	60,737
Fund balance, end of year	116,267	136,557	20,290	99,743	60,737	41,511

The Capital Fund includes major building and renovation projects temporarily reflected as expenses (before consolidating accrual adjustments covered later), transfers from the Operating Fund mainly to support Faculty strategic capital priorities, and unit repayments of internal capital loans. The information in the table aligns with the approved Capital Plan, as well as the prior year’s budget updated with current spending.⁷

Table 9 below summarizes total expected capital funding and spending by project for fiscal 2023/24 to 2026/27. Projected capital spending of \$155.4 million is lower than budget due to slower spending and supply delays on some key projects, and postponement of planned projects. The 2024/25 budget includes projects selected based on high priority and availability of funding, preserving central bank capacity for potential investment in McMaster Innovation Park. Further refinement of capital plans will be informed by the vision outlined in the Campus Plan and partnerships to ensure successful implementation and financial viability, as well as potential funding raised through the planned campaign.

⁷ Capital expenditures used in operations and to support ancillary departments are budgeted through the Operating and Ancillary Funds within the same envelope system, and using the same priority-setting, monitoring and control process as operating expenses. Capital expenditures budgeted within the Operating and Ancillary Funds include equipment, renovations, faculty start-up costs, and deferred maintenance. Internally led projects that require financing borrow from McMaster’s central bank approach at the weighted average cost of capital plus a stabilization factor, which is currently 4.75%.

Table 9: Capital Spending by Project

(\$ thousands)

	2023/24 Budget	2023/24 Projection	2022/23 Variance	2024/25 Plan	2025/26 Plan	2026/27 Plan
Approved projects						
Athletic and Recreation - Pulse and Student Space Expansion	5,000	7,101	(2,101)	-	-	-
Campus Accessibility Action Plan (CAAP)		300	(300)	300	300	300
CFI/BRIF University Contribution		1,345	(1,345)	13,587	-	-
Deferred Maintenance Projects	16,193	16,193	-	17,493	17,493	17,493
Environmental Compliance		400	(400)	400	400	-
Greenhouse and LSB Phase One	13,059	8,414	4,645	2,800	-	-
GSR Parking Garage	10,000	929	9,071	-	-	-
Life Science Building Renovation			-	-	4,200	16,800
McLean Center For Collaborative Discovery	62,000	62,000	-	15,000	4,424	-
MRI Installation at IAHS	5,200	2,000	3,200	5,200	-	-
Parking and Security Relocation		340	(340)	-	-	-
PeakShavers and Boilers		3,831	(3,831)	12,818	-	-
Peter George Center for Living and Learning	2,000	1,510	490	-	-	-
Portal		14,000	(14,000)	-	-	-
Research Commercialization Project	7,825	-	7,825	-	-	-
Residence Renewal Program	2,000	2,000	-	2,000	2,000	2,000
Wilson College			-	8,375	33,500	33,500
Other	737		737			
Total approved projects	124,014	120,363	3,651	77,973	62,317	70,093
Estimate of planned projects - not yet approved	46,600	35,000	11,600	35,000	35,000	35,000
Total capital spending	170,614	155,363	15,251	112,973	97,317	105,093

Table 9 identifies approved capital projects and estimated total projects net yet approved. Projects approved on the Capital Plan are circulated to all Deans and their Directors of Finance and Administration, as well as all Vice-Presidents, to provide feedback on projects over \$10 million. The resulting project list updates are then prioritized by the Space Management Committee, which includes senior leaders, reviewed by the Provost Council and approved by the President and Vice-Presidents. Final approvals of capital projects occur in accordance with University by-laws.

Where projects proceed in advance of some internal and/or external funding receipts, interim bridge loans or long-term loans are arranged through the University’s central bank, which is funded by debt financing outlined in Section 12 Overall Borrowing and Debt Position.

10.4 EXTERNAL ENDOWMENT

Table 10: External Endowment Summary

(\$ thousands)						
	2023/24 Budget	2023/24 Projection	2023/24 Variance	2024/25 Budget	2025/26 Plan	2026/27 Plan
Revenues						
Other revenues	6,703	8,997	2,294	7,521	4,776	2,796
Investment income (loss)	29,598	33,008	3,410	33,683	34,372	34,995
Total revenues	36,301	42,005	5,704	41,204	39,148	37,791
Expenses						
All other expenses	-	-	-	-	-	-
Transfers to (from) other funds	27,055	29,957	(2,902)	28,898	28,016	27,390
Total expenses	27,055	29,957	(2,902)	28,898	28,016	27,390
Excess of revenues over expenses	9,246	12,048	2,802	12,306	11,132	10,401
Fund balance, beginning of year	528,531	589,432	60,901	601,480	613,786	624,918
Fund balance, end of year	537,778	601,480	63,703	613,786	624,918	635,319

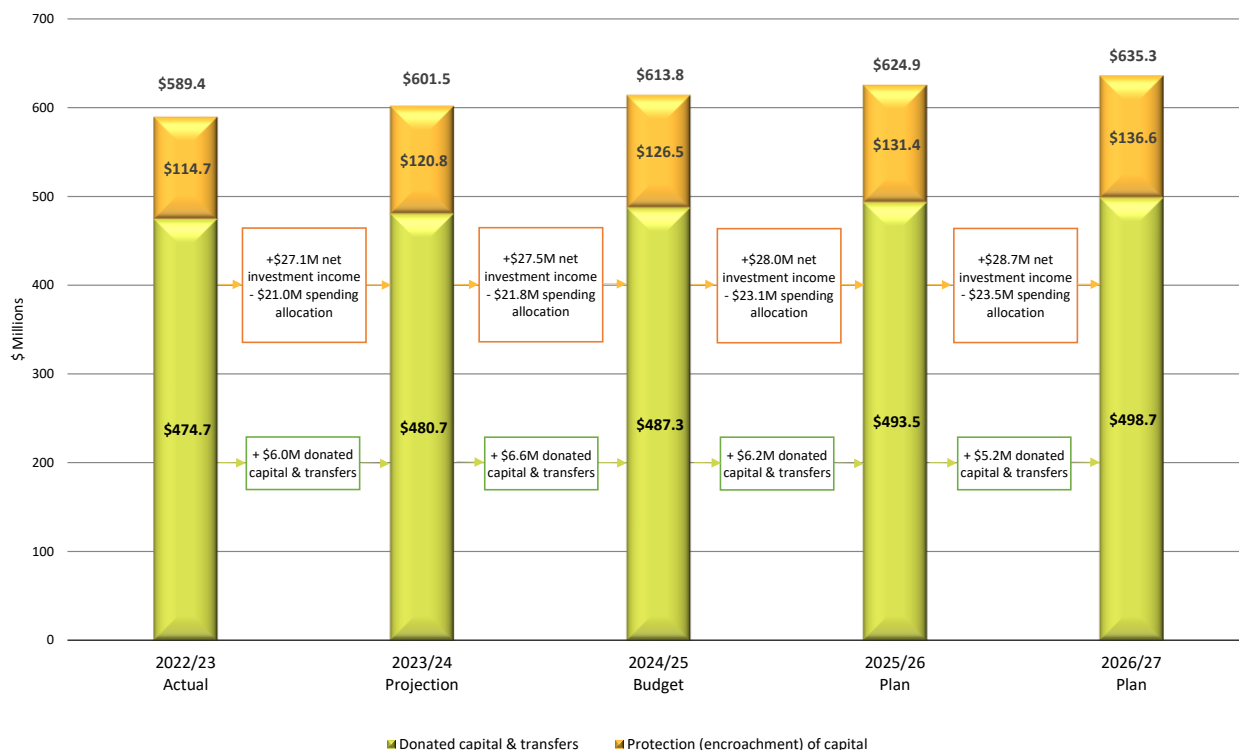
The external endowment holds donations or bequests received by the University with restricted use conditions or legal requirements agreed by the donor and the University. Endowed donations are invested in the long-term Investment Pool to preserve purchasing power in perpetuity.

The projected long-term rate of return on endowed trust funds net of investment management fees is 5.6%. The investment gain for 2022/23 exceeded both the long-range plan and the in-year projection, with an actual return of 7.1% plus more donations than expected lead to a favourable fund balance at the beginning of 2023/24.

Annual spending allocations are monitored to ensure endowment capital preservation. The University’s spending policy limits the amount of investment income allocated for spending across each holding and administration⁸. Excess interest earnings, above spending limits, are allocated to capital preservation to safeguard endowment spending from future inflationary impacts.

⁸ The current spending limit is 5% (4% for spending and 1% for University Advancement).

Figure 16: External Endowment Fund Balance Trend



At April 30, 2023, the University's external endowment was \$589.4 million. Applying the budgeted long-term investment return projects growth in excess of spending.

10.5 INTERNAL ENDOWMENT

Table 11: Internal Endowment Summary

(\$ thousands)

	2023/24 Budget	2023/24 Projection	2023/24 Variance	2024/25 Budget	2025/26 Plan	2026/27 Plan
Revenues						
Other revenues	125	125	-	125	125	125
Investment income (loss)	8,391	9,020	629	9,137	9,255	9,367
Investment income transfer	(6,160)	(6,250)	(90)	(6,352)	(6,543)	(6,507)
Total revenues	2,356	2,895	539	2,910	2,837	2,985
Expenses						
All other expenses	-	-	-	-	-	-
Transfers to (from) other funds	749	805	(56)	816	826	836
Total expenses	749	805	(56)	816	826	836
Excess of revenues over expenses	1,607	2,090	483	2,094	2,011	2,149
Fund balance, beginning of year	149,829	161,076	11,247	163,166	165,260	167,270
Fund balance, end of year	151,436	163,166	11,730	165,260	167,270	169,419

The internal endowment includes unrestricted donations, bequests and other allocations set aside for future obligations and restricted by the Board of Governors. The funds are invested in the University's

Budget by Fund

long-term Investment Pool with the same annual return profile as the external endowment. The largest internal endowment is the Dr. H. L. Hooker Endowment donated to advance the University’s mission, with the remainder related to the salaried pension plan withdrawal in 2003 and the general endowment fund. Of the \$9.5 million allocated annually to the Operating Fund, \$6.2 million comes from the internal endowment, with \$2.9 million from Dr. Hooker’s gift.

10.6 ANCILLARY FUND

Table 12: Ancillary Fund Summary

(\$ thousands)

	2023/24 Budget	2023/24 Projection	2023/24 Variance	2024/25 Budget	2025/26 Plan	2026/27 Plan
Revenues						
Ancillary sales and services	95,656	96,226	570	100,661	105,677	121,002
Total revenues	95,656	96,226	570	100,661	105,677	121,002
Expenses						
Salaries, wages and benefits	37,355	37,952	(597)	39,980	41,175	44,731
All other expenses	36,575	34,710	1,865	33,778	35,580	41,467
Transfers to (from) other funds*	14,205	16,954	(2,749)	18,871	18,891	22,600
Debt and financing charges	6,883	6,883	(0)	8,174	8,164	8,148
Total expenses	95,017	96,498	(1,481)	100,803	103,810	116,947
Excess of revenues over expenses	639	(272)	(911)	(143)	1,867	4,056
Fund balance, beginning of year	(799)	278	1,077	7	(136)	1,731
Fund balance, end of year	(160)	7	166	(136)	1,731	5,787

Ancillary operations provide essential academic and student support services across the University. Ancillaries enhance the student experience and contribute 4.5% of sales to the Operating Fund to advance student support services.

Pandemic campus closures had the most significant impact on ancillaries except for adult continuing education. Ancillary Fund projected deficits for 2023/24 approximate \$0.3 million but maintains a small total cumulative deficit of \$0.01 million. Extraordinary essential services and cost containment strategies minimized net losses driven by the pandemic, and although inflationary pressures and post-pandemic campus operational changes continue to have an impact, most ancillaries will be able to repay deficits within four or less years. Projections by ancillary unit are available in Appendix 5.

The **Real Estate, Ancillary Operations and Partnerships (REAP)** department was created in June 2023 within the Ancillary Fund to lead and develop the non-academic ancillary operations, partnership relations and real estate strategy with a goal of generating revenue for the University.

The **Campus Store (CS)** prioritizes the delivery of accessible and affordable course materials to students. The Campus Store focuses on re-envisioning academic and research mission support. Core to this focus is enhanced participation in the digital teaching and learning resources strategy. The Campus Store will leverage existing partnerships and further develop strategies to enhance engagement and increase royalties and licensing revenue distributed for faculty-branded merchandise, varsity sports, and special programs/events.

Hospitality Services (HS) plays a critical support role in McMaster’s on-going pursuit of excellence and enhancing the student experience. Ensuring a focus on efficiency, flexibility and adaptability allows contribution to McMaster’s mission and the core Operating Budget. Social Responsibility, nutrition and the Internationalization of menus guide the department to provide a more holistic food service experience for students.

Housing and Conference Services (HCS) will further expand its residence spaces and services in 2024/25 laying the groundwork for Lincoln Alexander Hall and Wilson College Residence. HCS is focused on executing objectives traversing the areas of operational excellence, delivering a holistic and personalized student experience, advancing environmental, social, and financial sustainability, and growing and maintaining high impact partnerships. HCS will continue to be a strong partner in support of the Net-Zero Community @ McMaster initiative and McMaster Campus Plan.

McMaster Continuing Education (MCE) with over 90 years in the industry, is the University’s centralized continuing education unit. With exceptional expertise in online education for adult learners and instructional design and a commitment to excellence in academic programming, professional development including microcredentials, partnership work, and corporate training, MCE is a leader in the region, the province, and the country for “best in class” experiences for adult learners.

Media Production Services (MPS) provides high standards for quality, craftsmanship, timeliness, competitive pricing, and customer satisfaction by investing in technology, staff training, and cost-saving strategies to meet University demands. Signage, specialty printing, and multimedia represent a significant opportunity for MPS to broaden product offerings and contribute to the standardization of wayfinding across McMaster. Through growing partnerships advancing MacSites, a branded and accessible web solution, MPS will continue to contribute to the University’s web strategy.

Parking Services (PS) continues to invest in process automation, building on or adding to existing technologies already in place. The department supports McMaster in initiatives of sustainability, accessibility, transportation, and convenience. Parking strives to continue to build relationships with stakeholders across campus allowing for a more transparent flow of operations between the campus community and the parking department.

10.7 SPECIFICALLY EXTERNALLY FUNDED

Table 13: Specifically Externally Funded Summary

(\$ thousands)

	2023/24 Budget	2023/24 Projection	2023/24 Variance	2024/25 Budget	2025/26 Plan	2026/27 Plan
Revenues						
Other revenues	34,103	36,752	2,649	33,533	33,301	33,316
Total revenues	34,103	36,752	2,649	33,533	33,301	33,316
Expenses						
Salaries, wages and benefits	24,137	25,628	(1,491)	24,534	24,746	25,073
All other expenses	10,218	11,351	(1,133)	10,691	9,425	9,267
Transfers to (from) other funds	(151)	(144)	(7)	(158)	(234)	(241)
Total expenses	34,204	36,834	(2,630)	35,068	33,937	34,099
Excess of revenues over expenses	(101)	(83)	19	(1,534)	(635)	(783)
Fund balance, beginning of year	7,162	7,082	(80)	6,999	5,465	4,830
Fund balance, end of year	7,061	6,999	(61)	5,465	4,830	4,047

Externally restricted funds other than research, trust or capital, are tracked in a separate fund. Programs managed in this fund involve external sponsors such as the Ministry of Health and Long-Term Care and the Ontario Online Initiative, and meet the following criteria:

- The funding is provided by an external entity
- There is an agreement with the sponsor to spend the funding for a specified purpose on specified items
- Unspent funding must be returned to the sponsor

Departments are responsible for administering this funding, ensuring that it is used for the intended purpose and not overdrawn. Specifically externally funded programs are included within budget submissions to Budget Committee.

10.8 INTERNAL RESERVES

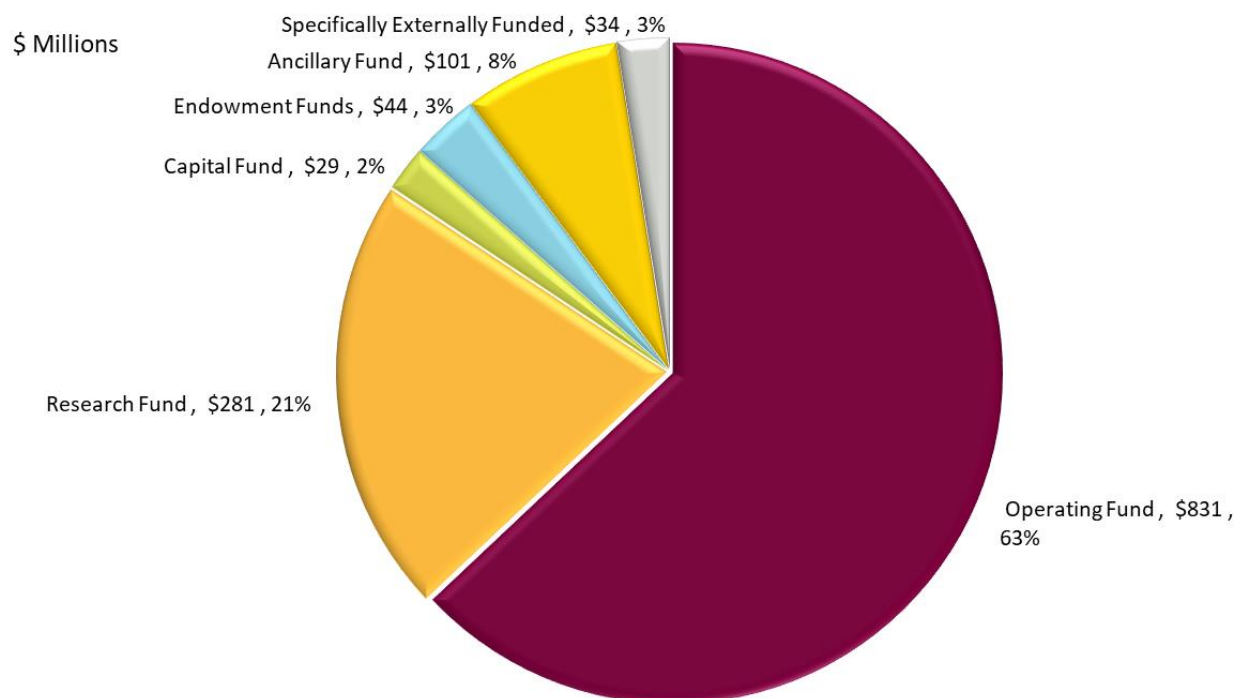
Internal reserve strategies are used to settle future obligations associated with current faculty, staff or other activities. The balance in 2023/24 is projected to be \$652.0 million, higher than the original budget of \$541.0 million due to the investment gain in 2022/23 (7.1%) and Operating Fund surplus. In 2024/25 internal reserves are projected to decline slightly to \$647.4 million due to use of reserves and internal loans for strategic priorities, offset by investment returns.

Internal reserves include two categories of funding. First, Operating and Ancillary Fund reserves are balances carried forward into future years. Faculties and departments are required to develop structurally balanced budgets each year and additionally are expected to save reserves for new capital investments or renovations or other large strategic initiatives. The target level of reserves is one to four months of Operating Fund expenditures to protect against possible adverse circumstances and/or allow departments to save for one-time expenses. Combined operating and ancillary reserves are budgeted to be \$233.7 million in in 2024/25, utilizing saved resources to continue to invest in priorities that will manage funding challenges.

The second category of reserves relate to funding obligation settlement needs. The settlement-related balances appear as part of internal reserves on the University’s Statement of Financial Position and could be misinterpreted as funding available for other uses. Redeploying obligation settlement reserves would pass current liabilities on to future University generations as well as impair financial health metrics and credit ratings. Each reserve balance and purpose is disclosed in the Annual Financial Report note 12. All internal reserves are monitored annually for sufficiency of the reserve compared to the future liability or third-party projected obligation.

11 CONSOLIDATED RESULTS

Figure 17: Consolidated Budget Revenue by Fund



As outlined in Section 8.3 Budget Design, the budget process results in a revenue and expense budget for each fund. The Annual Financial Report includes the audited financial statements that are prepared on a full accrual basis using the deferral method of accounting for revenue (see Appendix 7 Significant Accounting Policies for more details). Under this method, all funds are consolidated into a single column for the Statement of Operations, Statement of Financial Position and the Statement of Cash Flows. To present the consolidated budget on the same basis as the Annual Financial Report accounting adjustments are made to each fund.

Table 14: Reconciliation of Operating Fund Budget to Accrual-Based Budget

(\$ thousands)						
	2023/24 Budget	2023/24 Projection	2023/24 Variance	2024/25 Budget	2025/26 Plan	2026/27 Plan
Excess (deficiency) of Operating Fund revenues over expenses	(29,831)	4,327	34,158	(32,282)	(37,830)	(88,398)
Capital expenditures net of amortization	53,977	51,953	(2,024)	32,118	46,435	62,376
Investment income on internal endowments	1,606	2,090	484	2,094	2,010	2,149
Pension and non-pension adjustments	12,088	34,008	21,920	13,534	14,975	17,392
Changes in other reserves	36,400	(15,575)	(51,975)	17,144	20,176	11,865
Total accrual adjustment	104,071	72,476	(31,595)	64,890	83,596	93,782
Excess (deficiency) of revenues over expenses	74,240	76,803	2,563	32,608	45,767	5,384

Table 14 shows the summary adjustments required to reconcile the Operating Fund’s net income from the fund and cash accounting basis to the full accrual basis for all funds. Adjustments include:

- Capital expenditures treated as immediate cash basis expenses are added back and only the net amortization expense is deducted, reflecting the useful life of the capital asset over time.
- Investment income earned on internal endowments, net of funds not already transferred to the Operating Fund, are added back.
- Actuarial adjustments (excluding re-measurements) for pension and non-pension costs are recorded.

Reclassifications to offset internal transactions between departments affecting revenues and expenditures are recorded.

11.1 STATEMENT OF OPERATIONS

Table 15: Consolidated Statement of Operations (Accrual Basis)

(\$ thousands)

	2023/24 Budget	2023/24 Projection	2023/24 Variance	2024/25 Budget	2025/26 Plan	2026/27 Plan
Revenues						
Operating grants	284,795	300,602	15,807	293,041	291,065	291,322
Research grants and contracts	196,798	229,199	32,401	233,782	238,458	243,226
Tuition fees	448,529	441,737	(6,792)	416,197	405,264	402,702
Ancillary sales and services	95,656	96,226	570	100,661	105,677	121,002
Other revenues	209,336	217,463	8,127	215,413	224,910	230,086
Investment income (net)	90,619	102,979	12,360	97,463	102,532	104,877
Amortization of deferred capital contributions	41,377	46,402	5,025	43,727	50,017	53,867
Total revenues	1,367,110	1,434,608	67,498	1,400,284	1,417,923	1,447,082
Expenses						
Salaries and wages	636,317	701,468	(65,151)	712,236	727,020	749,168
Employee benefits	144,504	159,585	(15,081)	162,519	164,217	168,047
Supplies and services	392,776	384,385	8,391	378,191	363,181	403,984
Interest on long-term debt	18,068	18,068	0	18,009	17,948	17,882
Amortization of capital assets	101,205	94,299	6,906	96,721	99,791	102,617
Total expenses	1,292,870	1,357,805	(64,935)	1,367,676	1,372,156	1,441,698
Excess of revenues over expenses	74,240	76,803	2,563	32,608	45,767	5,384

McMaster’s objective is to achieve a 2% excess of revenues over expenses to generate sufficient internal reserves to cover future obligations. The 2024/25 budget and 2025/26 plan achieve this target, and work is ongoing to bring 2026/27 into line. Assumptions included in consolidated results are as follows:

- Operating grants and tuition align with Operating Fund projections
 - Operating grant increases of 3% in 2024/25 and 2% in each of 2025/26 and 2026/27.
 - Decline in international students, additional enrolment of domestic students.
 - Rates increased for out-of-province domestic students within framework levels. In-province tuition rates remain frozen.
- Research revenues are recognized as expenses are incurred with plans based on historical trends.
- Alternative revenue streams from student residence public-private partnerships and research commercialization investments will begin to grow in 2024/25.

- Investment income will be recognized at the long-term average of 5.6% throughout the planning horizon. McMaster continues to plan for reasonable returns while implementing net zero carbon emission strategies aimed at decarbonizing investment holdings aligned with the United Nations supported framework of Principles for Responsible Investment and increasing clean technology investments to accelerate clean energy transition.
- Salaries and wages increase with negotiated settlements and step increases while limiting to essential new hires and offering faculty retirement incentives.
- Employee benefits are based on known statutory expenses and additional estimates of pension and non-pension benefits.
- Supplies and services reflect initiatives to contain costs and generate efficiencies.

11.2 STATEMENT OF FINANCIAL POSITION

Table 16: Consolidated Statement of Financial Position

(\$ thousands)

	2023/24 Budget	2023/24 Projection	2023/24 Variance	2024/25 Budget	2025/26 Plan	2026/27 Plan
Assets						
Cash	23,418	26,549	3,131	26,823	26,852	28,232
Short-term investments	321,389	363,682	42,293	367,818	368,996	387,354
Investments	1,737,840	1,801,253	63,413	1,963,730	2,069,209	2,104,067
Capital assets	1,473,231	1,427,285	(45,946)	1,527,537	1,609,063	1,705,539
Other assets	281,422	350,194	68,772	277,528	281,276	285,098
Total assets	3,837,300	3,968,964	131,664	4,163,436	4,355,395	4,510,290
Liabilities and deferred contributions						
Current liabilities	243,421	258,777	15,356	278,501	299,728	322,573
Deferred contributions for future expenses	1,037,664	1,029,754	(7,910)	1,144,319	1,235,844	1,327,094
Long-term debt	420,440	420,392	(48)	420,395	420,381	420,349
Employee future benefits and pension	300,123	250,237	(49,886)	261,509	273,308	286,742
Total liabilities and deferred contributions	2,001,648	1,959,161	(42,487)	2,104,724	2,229,262	2,356,759
Net assets						
Internally restricted reserves	541,027	652,022	110,995	647,436	657,199	611,165
Equity in capital assets	605,411	593,135	(12,276)	632,229	676,747	737,628
Endowments			-			
Internal	151,436	163,166	11,730	165,260	167,270	169,419
External	537,778	601,480	63,702	613,786	624,918	635,319
Total net assets	1,835,652	2,009,802	174,150	2,058,712	2,126,133	2,153,531
Total liabilities and net assets	3,837,300	3,968,964	131,664	4,163,436	4,355,395	4,510,290

The Statement of Financial Position is the University’s consolidated balance sheet. Variances in the 2023/24 projection include impacts of the 2022/23 investment gain and delays in planned capital projects.

Cash and short-term investments reflect funds held for current spending. The investments line includes medium-term funds in longer durations approximating 36 to 48 months, as well as long-term investments placed in the unitized Investment Pool. Long-term investments hold both external and internal endowment funds, as well as a component of funds not needed in the short or medium term.

Capital assets reflect infrastructure additions that meet the capitalization accounting policy (described further in Appendix 7). Other assets include grants and other accounts receivable, prepaid expenses,

inventories and investments in McMaster Innovation Park, Halton McMaster Family Health Centre, and public-private partnership investments.

Deferred contributions for future expenses reflect unexpended funding received for specific purposes, primarily research and capital. This funding is reduced when the related expense occurs, resulting in offsetting revenue or neutral impact to the Statement of Operations. The long-term debt obligation relates primarily to bonds issued in 2002, 2015 and 2021 for capital investments (see Section 12 Overall Borrowing and Debt Position). All bond obligations have an internally restricted sinking fund reserve to settle the future \$390 million in balloon payments. Long-term debt includes the liability for decommissioning the nuclear reactor as determined by the Canadian Nuclear Safety Commission. An offsetting internally restricted reserve has been created to fund this obligation when it becomes due. The liability for employee future benefits and pension is determined by the University’s third-party actuary for each plan the University has with its faculty and staff. For costs associated with the variable pension expenses and future post-retirement benefits, internally restricted reserves are used.

Finally, net assets are made up of internally restricted reserves, equity in capital assets, and internal and external endowments. Details of internally restricted reserves and the two endowments are provided in sections 10.8, 10.4 and 10.5 respectively. Equity in capital assets reflects accrual-basis adjustments that increase with new University-funded capital investments, and decrease with amortization over the assets’ useful life.

11.3 STATEMENT OF CASH FLOWS

Table 17: Consolidated Statement of Cash Flows

(\$ thousands)	2023/24	2023/24	2023/24	2024/25	2025/26	2026/27
	Budget	Projection	Variance	Budget	Plan	Plan
Excess of revenues over expenses	74,240	76,803	2,563	32,608	45,767	5,384
Adjustments for non-cash items:						
Amortization of deferred capital contributions	(41,377)	(46,402)	(5,025)	(43,727)	(50,017)	(53,867)
Amortization of capital assets	101,205	94,299	(6,906)	96,721	99,791	102,617
Employee future benefits	10,358	3,844	(6,514)	3,869	10,399	11,487
Change in decommissioning obligation	933	932	(1)	978	1,025	1,075
Net change in deferred contributions	45,723	51,459	5,736	52,491	53,543	54,617
Net change in other non-cash working capital	34,171	(60,024)	(94,195)	103,727	29,339	32,514
Financing and investing activities:						
Purchase of capital assets	(205,614)	(155,362)	50,252	(196,973)	(181,317)	(199,093)
Net change in investments	(90,315)	454	90,769	(166,613)	(106,657)	(53,216)
Net change in external endowments	9,246	12,048	2,801	12,307	11,131	10,401
Deferred capital contributions	63,000	20,000	(43,000)	105,800	88,000	90,500
Principal repayments on long-term obligations	(858)	(858)	-	(915)	(975)	(1,039)
Increase/(decrease) in cash	713	(2,808)	(3,521)	274	28	1,380
Cash, beginning of year	22,705	29,357	6,652	26,549	26,823	26,852
Cash, end of year	23,418	26,549	3,132	26,823	26,852	28,232

11.4 FINANCIAL ACCOUNTABILITY FRAMEWORK METRICS

Table 18: Financial Accountability Framework Metrics

	Target	2023/24 Budget	2023/24 Projection	2023/24 Variance	2024/25 Budget	2025/26 Plan	2026/27 Plan
Liquidity							
Primary Reserves Ratio (days)	>90	221	230	9	223	221	196
Working Capital Ratio	>1.25	2.6	2.6	-	2.2	2.1	2.0
Sustainability							
Viability Ratio	>100%	188%	205%	17%	201%	200%	186%
Debt Ratio	<35%	40%	38%	-2%	39%	39%	40%
Debt to Revenue Ratio	<35%	30%	29%	-1%	30%	29%	29%
Interest Burden	<2.0%	1.5%	1.4%	-0.1%	1.4%	1.4%	1.3%
Performance							
Surplus Ratio	>2.0%	5.4%	5.3%	-0.1%	2.3%	3.2%	0.4%
Net Operating Ratio	>7%	16%	8%	-8%	18%	13%	11%
Debt per FTE	<\$12,000	\$11,585	\$11,848	(\$263)	\$11,885	\$12,043	\$12,114

In November 2022, MCU announced a new financial accountability framework for universities, comprising eight financial indicators in three categories, plus credit ratings. The framework was implemented in April 2023. The annual assessment generates risk ratings and actions required based on the highest score in any category, calculated as the average of scores for metrics in that category. For 2022/23, McMaster achieved all targets except debt ratio and was one of only three Ontario universities with no required actions. The 2024/25 budget again meets all targets except debt ratio. These ratios are consistent with those monitored by the University’s credit rating agencies and are subject to review periodically.

In January 2024, DBRS confirmed McMaster’s credit rating at AA (stable), however the report cites any prolonged period where debt per student exceeds \$12,000 would result in downward pressure to the assigned rating.

11.5 RISKS TO THE 2024/25 BUDGET

Government policy and funding, together with revenue shortfalls have been identified as top priority risks to the university. Although financial metrics are projected to remain healthy, there are indications in the post-secondary sector that the impacts of the continuing provincial funding constraints are unsustainable. Domestic tuition rates have been confirmed to be held frozen for the next three years. The projected operating grant increases leave provincial funding lower in real terms than 2016/17 when it was frozen, and the corridor limitation means many students remain unfunded. With funding now linked to SMA metrics there is risk that McMaster’s grant might decline.

In addition to risks related to domestic tuition and grant revenue, the new federal limitation on international study permits highlights the risk of reliance on international students to balance. Maintaining McMaster’s status as a global education leader and destination of choice for international students in an increasingly competitive global environment, as well as achieving diversified international enrolment targets remain important goals. Diversity of international enrolment will be important to minimize geopolitical risk. Both domestic and international revenue challenges create the real risk that the University will not have sufficient funding related to education delivery, forcing a greater focus on the delivery of new revenues and expense containment strategies.

Public-private partnerships and real estate management has also been identified as a priority risk. The University has partnered with the private sector to minimize the debt held directly by the University while still delivering on key capital projects of strategic importance to the University's mission. Risk of bankruptcy of public-private partners involves mitigation strategies including extensive due diligence initiatives, strategic negotiations allowing remedy within a defined period and the University's right to buy out the partnership or replace the partner failing reasonable remedy. The research infrastructure expansion at MIP is continuing despite challenges identifying an appropriate partner. Supporting MIP in achieving its goals is a key strategic objective, however capital available for other priorities may be constrained in the near term.

The enrolment outlook has a material impact on incremental revenues used in part to support capital and strategic investments. The University continues to pursue strategic and capital expansion projects to advance the mission, including climate change investments aligned with the UN Sustainable Development Goals. The current outstanding debt is just under the debt ceiling of \$12,000 per student FTE and no additional debt is contemplated. Timing of some strategic and capital projects that are ranked high will need to be revisited to remain within the University's financial capacity.

12 OVERALL BORROWING AND DEBT POSITION

Since capital projects require a combination of financing sources, debt is considered a perpetual component of the University's capital structure. Strategic initiatives and capital projects for both infrastructure and technology require a combination of financing solutions, including internal loans from the central bank, commitments against future revenue streams, gifts, external and off-book financing.

The University examines optimal debt positions for strategic and capital needs against established debt management guidelines and financial health metrics annually, results of which are outlined in a debt strategy report along with multi-year financial projections. McMaster uses debt retirement funds (or sinking funds) for the outstanding bonds.

Additional debt of \$150 million was approved by the Board of Governors for issuance in 2021/22, locking in historically low interest rates for a long period and supporting the objective of achieving a lower weighted average cost of capital (WACC). Following the debt issuance, McMaster has the following outstanding debentures:

- June 2021 - \$25 million green bond at 3.255% due June 2051
- October 2002 - \$120 million at 6.15% due October 2052
- November 2015 - \$120 million at 4.105% due November 2065
- June 2021 - \$125 million at 3.405% due June 2071

The 2021/22 debt replenished the McMaster central bank by \$135 million (net of a \$15 million sinking fund), expanding financial capacity for large high-priority projects supporting the President's strategic plan. The lower interest rate achieved on the new bonds has lowered the University's WACC from 5.75% to 4.75%.

The debt has been structured to create staggering maturities and allow current strategic initiatives to proceed, while maintaining strong financial health metrics and our AA (stable) credit rating with DBRS and S&P. According to the credit rating agencies, the key capacity determinant for McMaster is debt of no more than \$12,000 per student FTE. The amount of the new debt was chosen to maximize financing flexibility while minimizing financing cost, resulting from the strong credit rating.

The Debt Management Policy identifies that financing should preferably go toward projects with internal loan repayment streams as a principle, and business cases should show an ability to repay the capital investment with interest at WACC over a reasonable repayment period. Internal loans associated with completed projects average a 30-year repayment schedule.

13 CONCLUSIONS ON THE 2024/25 BUDGET

McMaster's projected consolidated results for 2023/24 are structurally balanced with net surplus across all funds of \$76.8 million after capital and other accrual basis adjustments. The consolidated budget for 2024/25 is also in a surplus position on an accrual basis of \$32.6 million after capital and other adjustments.

The 2023/24 Operating Fund has an ongoing projected structural surplus of \$22.5 million, after incorporating one-time strategic investments, the positive position is projected balanced as \$4.3 million. For 2024/25, the Operating Fund has a structural surplus of \$11.9 million and a net deficit of \$32.3 million after one-time strategic investments.

The consolidated and Operating Fund results are consistent with McMaster's prudent financial management approach instilled by the budget model driving fiscal accountabilities to budget envelope managers, requiring each area to be structurally balanced while also funding local strategic and capital priorities to advance the University's mission. The transparent budget model has served the University well as provincial and federal constraints continue, and international enrolment softens.

Over the budget and planning years all areas across the University will continue to work collaboratively to advance McMaster's strategic priorities and find innovative ways to contain costs. Major initiatives will be selected within available funding and mindful of strategic progress in relation to the sustainability of McMaster's strong financial credit rating of AA (stable).

All other funds have sound financial plans to advance McMaster's strategic priorities, including a strong focus on the United Nations Sustainable Development Goals.

APPENDIX 1– STRATEGIC PLAN INITIATIVES

INCLUSIVE EXCELLENCE

Key initiatives affecting the diversity of peoples, perspectives, knowledges, and ways of knowing, in the budget year are:

Equity Diversity and Inclusion:

- Equity Diversity and Inclusion (EDI) Advisory Committees continue to be embedded across departments.
- Launch the Universal Design for Learning (UDL) pilot project in the Faculty of Engineering. This pilot will support up to 15 faculty members who wish to implement UDL principles in their courses. UDL is a framework for designing educational experiences that are accessible and inclusive for all learners, regardless of their diverse backgrounds, abilities or learning styles.
- Include EDI specific supplier base as an option in the MacBuy procurement platform.
- Continued collaboration within Faculty of Health Sciences with new Associate Dean, Equity & Inclusion to enhance inclusive educational programming and improved processes for selection of faculty for leadership roles (with an EDI lens).
- Grow the health humanities (including graphic medicine) collection to include diverse voices.
- Implementation of initiative Students with Disabilities in Health Professions and Beyond initiative.
- New mental health and well-being community of practice.
- Develop admissions process for Wilson College of Leadership and Civic Engagement that allows for lived experiences of student applicants to be factored into acceptance decisions.
- Launching Registrar's Office Connect (ROC), a rebranded Student Services department.
- Launching a new program focused on supporting students with complex financial needs.
- Expand and fully Launch McMaster Institute for Research in Aging (MIRA)'s Citizen based platform "VOICE in Canada".
- Expand Student Wellness Centre partnerships within the McMaster community to amplify and enable access to counselling, medical care and health and wellness education.
- Revision of Undergraduate Scholarship entrance grid budget and guidelines with stakeholder consultation to better celebrate merit and support access to PSE as well as Faculty level efforts to promote program access for the 2025/26 entering class.
- Conduct EDI collections analysis to ensure investments match University priorities.
- Integrate EDI and Inclusive Excellence in Employee Awards.
- Launch additional roles of Director of Inclusion and Anti-Racism, and EDI Strategist.
- First reports from Disaggregate Employment Equity Census.

Black Lives Matter:

- Completion of the Black Excellence Cohort Hiring Initiative and fostering of ongoing positive relations and dialogue with African Caribbean Faculty Association of McMaster (ACFAM).

- Expand Black Outreach Stem Series (BOSS) programming with new culturally relevant workshops and offerings to enhance barrier-free options for Black youth in our community.
- Identify and advance the priorities in the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education.

Indigenous Reconciliation:

- Identify, develop, and support new strategies within Indigenous Student Services to increase Indigenous student enrolment; following the Indigenous Strategic Directions Report.
- Design and implementation of Indigenous knowledge stewardship strategy in partnership with Indigenous health leaders on campus and the community.

TEACHING AND LEARNING

Innovation in teaching and learning excellence will help McMaster to maintain high student demand for programs. Key initiatives include:

Expanded or Revised Programs:

- Commerce curriculum redesign to emphasize cross-disciplinary, project-based learning, to be completed by 2025/26 when the McLean Centre is ready.
- Exploration of additional combined honours options for the Arts & Science program (e.g. with Wilson College and in Mental Health and Society).
- Rebranding Bachelor of Health Sciences program as Honours Health Sciences to provide a distinct identity for the program.
- Launch new diploma programing in Global Health.
- Redesign undergraduate Music program.
- Implement the Indigenous Studies Graduate program.

Introduction of new programs:

- Approval of combined Hons. BA in Leadership and Civic Studies expected by the Ontario Ministry of Education in summer of 2024.
- Development of Executive Education program in Public Policy.

Other support initiatives:

- Rebranding of Faculty of Engineering co-op and career office to better represent the breadth of services and ambitions, aimed at equipping graduates with resilience, skills, and experiences from co-ops, research, and extracurricular involvement.
- Launch the approved Humanities Skills for Life concurrent certificate.
- Expand the pool of eligible employees for The Working Mind training for faculty and staff.
- Refresh of McMaster's Brighter World brand to be more inclusive of teaching and learning.
- Developing an intergenerational space for involving the community and older adults.
- Explore curricular innovation to support fiscal sustainability including accelerated 3-year UG degrees in combination with MELD and 1 year MSc degrees.
- Expand support for student engagement in Virtual Reality / Augmented Reality through Lyons New Media Centre.

- Initiate and complete multiple projects to enhance School of Graduate Studies processes through digital capabilities.
- Design and deliver custom workshops and support that are related to alternative assessment strategies and the impacts of AI-generated content on academic integrity.
- Planning underway for Wilson Hall, an academic building with a student residence feature.

RESEARCH AND SCHOLARSHIP

McMaster's commitment to world-class research and interdisciplinary collaboration is one of the key differentiating factors contributing to its global reputation. Key initiatives to advance the Brighter World Research Initiatives include:

- Central Animal Facility renovation plan.
- Research commercialization of McMaster research spin-off companies' campus relocations into expanded, renovated, and new facilities at MIP.
- Lead the development and implementation of the Centre for Integrated and Advanced Medical Imaging (CIAMI) in partnership with Mohawk College, which will create new research and educational opportunities across the University.
- Create a framework for enhancing coordination of entrepreneurial supports, programming and activities for Engineering and faculty with partners across campus and within the local ecosystem.
- New research in area of re-thinking settler collections within the McMaster Museum of Art.
- Advocate for increases to supports for research and graduate students with a particular view of advancing McMaster's BWRII priorities.
- Refocus reputation and rankings strategy to engage more members of the McMaster community in short and long-term reputation strategies.
- Supporting visiting students and scholars with International Collaborations Working Group.
- Provide additional support related to research security.
- Implementation of new research computing infrastructure.
- Launch the next five-year Strategic Research Plan (2024-2029) which will promote impact and develop awareness among researchers of UN SDGs and will enable capture of information on SDG-related research.
- roadmap to promote McMaster's research in semiconductors for data processing, communications, bio-sensing and clean energy.
- Expansion of international work program (ISWO) and revision of work program (domestic students) to provide more opportunities in areas of research and scholarship, enhancing the visibility of careers in these areas, thereby encouraging students to pursue further graduate level education to contribute to creating a Brighter World at McMaster and beyond.
- Design, deliver, assess, and refine a bibliometrics service provisioned jointly by University Library and Health Sciences Library. Ensure that the service promotes FAIR principles (findable, accessible, interoperable & reusable).
- Upgrade the discovery platform for internationally renowned Bertrand Russell correspondence.
- Develop commercialization performance metric and indicators analysis.

- In conjunction with MIP, continue to collaborate with the University of Toronto (MaRS) University of Waterloo (Communtech) on the creation of a Southern Ontario Innovation Triangle.

ENGAGING LOCAL, PROVINCIAL, NATIONAL, INDIGENOUS, AND GLOBAL COMMUNITIES

McMaster is a major contributor across all communities. Key initiatives include:

Indigenous:

- Building off the BOSS framework, institute Indigenous ways of knowing in STEM into a viable barrier-option that aligns with other Indigenous commitments and programming offerings.
- Piloting a technology lending program for youth in Indigenous communities in partnership with Six Nations in spring 2024.
- Partner with Six Nations Health Services on Health Information Needs Assessment. This may involve helping to build a health library collection & service.
- Canadian Centre for Electron Microscopy (CCEM) will work with researchers and Indigenous communities for non-destructive analysis of heritage artifacts and exploration of local history through materials science.
- Indigenous Tuition Waiver project to support Indigenous Learners.
- Establish an Indigenous Liaison Special Constable in Campus Safety Services and Indigenous awareness training for all Special Constables.
- Expand archival collections in Indigenous languages (primarily Anishinaabemowin and Haudenosaunee).

Local and Provincial:

- Continue to engage City Staff and local elected officials in representing McMaster as a City Builder and to strengthen relationship with City Hall.
- Enhance usage of One James North for community-engaged teaching and learning.
- Engaging City and Metrolinx staff on the Hamilton Light Rail Transit (LRT) alignment to McMaster's priorities, with the transit hub on campus with parking and commercial space.
- Wilson College will be working with new Director, External Advisory Council to develop outreach activities with external stakeholders across Canada.
- Celebrating 100th anniversary of the Iron Ring Ceremony; ongoing partnership with Camp XII governed by an MOU and collaborative efforts to offer a "retooled" ring ceremony after much public feedback in 2023.

Global:

- Implementation of an institution-wide international strategy identifying key institutions, countries, and regions to engage with to pursue shared goals and for mutual benefit.
- Implementation of a partnership grant with the Government of Ethiopia to strengthen genomic surveillance and epidemiology of infectious diseases in Africa.

- Coordinating office for the Walls to Bridges prison education project move to McMaster, administered through Faculty of Social Sciences.
- Training for instructors for first Humanities course in Walls to Bridges prison education program.
- Enhancing the support for the World University Service of Canada (WUSC) program and the Students at Risk Bursary (SARB).
- Leverage University Library Caribbean collection to support the University's expanded African & African Diaspora Studies program.

OPERATIONAL EXCELLENCE

Effective and efficient operations to McMaster's mission are essential. Key initiatives include:

Campus Operations:

- Restructure the Five-Year Programs Office in Faculty of Engineering to combine it with the Academic Sustainability Office, removing redundancy and streamlining administrative resources
- Implementing a gradual fee increase for Faculty of Engineering co-op program, starting with a \$50 increment for the 2023-2024 period and proposing an additional \$50 increase for 2024-2025. Even with this adjustment, remain committed to offering the lowest co-op fee in the country, maintaining an affordability advantage by more than half compared to other programs.
- Undertake a review in the Faculty of Science of research centres and cores with a goal of implementing a governance and operations framework that supports both impact and fiscal sustainability.
- Continue with plans to further reduce costs through energy management and operational changes. The operation of the peak shavers in the summer of 2024 will reduce electricity costs in 2025/26 fiscal and onwards.
- Continuing efforts of policy review around graduate supervision.
- Pilot of Service Level Agreements and development of new Employee Value Proposition statement
- Digitilization of new hire set up.
- Expansion of self-service Power BI and Oracle BI workforce data analytics.
- Implementation of recommendations from Injury/Incident program review.
- Strategic review of Tuition Set Aside (TSA) program aiming to form guiding principles for implementation of the program.

Systems:

- Implement the FHS Database allowing FHS to enhance and optimize many of the current business processes, including part-time reappointment processes, promotion & tenure, merit allocation, teaching data for budget model distribution, and faculty-wide reporting.
- New Hire, Stay, and Exit Survey process leveraging VidCruiter technology (recruitment software tool).

- Implementation of the new digital student experience platform, MacHub, the Campus Relationship Management (CRM) tool at McMaster to support the holistic and personalized student experience of all students at McMaster.
- Broaden access to KPIs in Oracle BI through new dashboard pages to lessen the need for duplicated efforts in Faculties and Support Units.
- Development and implementation of document management system initiative, and budgeting system replacement project.
- Implementing plans for upgrading to a new, next-generation Constituent Relationship Management (CRM) system for University Advancement.
- Implement and continue to support iThenticate, the research plagiarism software.

APPENDIX 2 – OPERATING FUND PROJECTION VS. BUDGET

Table 19: Operating Fund 2023/24 Projection vs. Budget

(\$ thousands)	Operating Fund		2023/24 Variance	
	2023/24 Budget	2023/24 Projection	Favourable/ (Unfavourable)	
Sources of Funding:				
Provincial Grants	240,222	255,124	14,902	6.2%
Tuition	433,810	429,226	(4,584)	-1.1%
Research Overhead Income	26,974	29,069	2,095	7.8%
Investment Income	9,467	9,467	-	0.0%
Other income	124,364	140,538	16,174	13.0%
Total sources of funding	834,837	863,424	28,587	3.4%
Expenditure:				
Salaries, wages and benefits	598,373	604,053	(5,680)	-0.9%
Utilities and maintenance	51,192	49,893	1,299	2.5%
Equipment and renovations	55,471	52,985	2,486	4.5%
Scholarships, bursaries and work study	36,828	39,711	(2,883)	-7.8%
Library acquisitions	15,660	15,819	(159)	-1.0%
Debt and financing charges	25,355	25,330	25	0.1%
All other expenses	81,790	71,307	10,483	12.8%
Total expenditures	864,668	859,097	5,571	0.6%
Total surplus (deficit)	(29,831)	4,327	34,158	114.5%
Fund balances, beginning of year	223,928	261,670	37,742	16.9%
Fund balances, end of year	194,097	265,997	71,900	37.0%

The Operating Fund is projected to end 2023/24 in a much more favourable position than the original budget due to favourable fund balances carried forward from 2022/23, as well as favourable in-year results.

Provincial grants are \$14.9 million (6.2%) higher than budget due to the one-time funding for a portion of our unfunded students (enrolment growth over MCU's corridor funding level), which goes towards the costs involved in delivery of Science, Technology, Engineering and Mathematics degree programs for the period April 1 2023 to March 31 2024, of which McMaster's share is \$15.4 million.

Tuition is unfavourable by \$4.6 million (-1.1%) predominantly due to international undergraduate enrolment budgeted targets for Business, Engineering, and Science, not being achieved. International enrolment was impacted by a more competitive international student market and the impact of global affairs on that market. The decline in international undergraduate tuition revenue is partially offset by increases in international graduate enrolment, and higher domestic undergraduate enrolment in Engineering, Humanities Science and Social Sciences Domestic tuition rates for Ontario students remain frozen following the 10% reduction in 2019/20, with a 5% rate increase allowed for out-of-province students.

Research overhead income is favourable by \$2.1 million (7.8%) as a result of the Federal research security funding, an increase in research contract overhead in Faculties of Engineering, Science, and Humanities, and Canada Research Chair funding in Faculty of Science and Health Sciences.

Other income is \$16.2 million (13.0%) higher than budget due to:

- Additional funding from federal and provincial governments to support the McMaster Nuclear Reactor move to 24/5 operations,
- increased external recoveries primarily for Facilities' costs,
- higher students services fees' revenue,
- increased government grants for nursing expansion.

Salaries, wages and benefits are projected to be higher than budget by \$5.7 million (-0.9%) mainly as a result of higher staffing costs with the move to 24/5 in the Nuclear Reactor, expansion of student accessibility services, and higher salary supports from the University Fund for Black cohort and Indigenous hires.

Utilities and maintenance are favourable by \$1.3 million (2.5%) due to a drop in gas prices in 2023/24.

Equipment and renovations are favourable by \$2.5 million (4.5%), due to reduced spending from the University Fund, where expenses can crystalize in other spending categories and spending plans are more fluid or subject to delays. This is partially offset by higher equipment expenses in the CALM Institute within Faculty of Science and in Health Research Services and higher UTS Asset Management spend on computer hardware renewal.

Scholarships, bursaries and work-study expenditures are unfavourable by \$2.9 million (-7.8%) due to using carryforwards from prior fiscal year, generated by lower than anticipated work program spend, to support extraordinary student housing and commuting costs and to supporting recruitment cycle conversion pilots for incoming international students.

Library acquisitions are in line with budget.

Debt and financing charges are in line with budget.

All other expenses are favourable by \$10.5 million (12.8%) primarily due to lower than expected contingency spending on priorities, especially University Fund spending crystalizing in other spending categories, and favourable net transfers from other non-capital funds. This is partially offset by some notable increases due to large Canadian Centre for Electron Microscopy (CCEM) service contract, agency staffing particularly in UTS for backfilling open positions and for additional work to support unplanned and unfunded projects, fuel costs and fuel or waste disposal at the McMaster Nuclear Reactor and bad debts.

The resulting \$34.2 million favourable in-year surplus/ deficit variance adds to the \$37.7 million favourable opening appropriations variance, resulting in a projected closing balance in the Operating Fund of \$71.9 million (37.0%) greater than the original budget. These appropriations will be carried forward for expenditure in 2024/25 and future years and will help to mitigate the continuing challenges associated the current domestic grant and tuition framework, international enrolment, and planned strategic investments in capital and other areas.

APPENDIX 3 – BUDGET MODEL CALCULATIONS

McMaster University - New Budget Model - Faculties		University Fund		Prof. Faculties		Other Faculties		VP Research Discretionary Fund						
Projected Budget Allocation				8.00%		8.00%		10.00%						
2023-24				3.00%		1.00%								
	Budgets prior to double stepdown allocation	Net double stepdown allocation	Business	Engineering	Health Sciences	Humanities	Science	Med Rad - Mohawk	Social Sciences	Arts & Science	Other (reconciling items)	University Fund	Research Infrastructure Fund	Total (after double stepdown to support unit allocations)
Revenue														
Undergraduate Tuition			64,369	114,666	36,707	20,375	81,703	2,143	48,006	1,733	-			369,701
UG Tuition Adjustment for tuition fee framework			(114)	(643)	176	118	290		166	7				-
Total UG SAG Obligation			(1,257)	(3,466)	(20)	-	(2)	-	(28)	-	4,773			-
Total Entrance Award Overage			-	-	-	-	-	-	-	-	-			-
Graduate Tuition			22,278	15,212	13,351	2,257	5,127		2,893	-	-			61,117
Operating Grant			17,829	44,123	86,714	13,050	46,914	2,487	21,725	1,679	-	1,644		236,167
Other Income			1,405	2,751	3,917	872	2,332		1,214	76	-	3,562		16,129
Gross Revenue			104,511	172,642	140,845	36,672	136,365	4,630	73,975	3,495	4,773	5,206		683,114
Undergraduate Cross Faculty Teaching Adjustment			(7,178)	(8,160)	(1,649)	8,753	6,279		2,211	(256)	-			(0)
Revenue for Contributions			97,333	164,482	139,196	45,425	142,644	4,630	76,187	3,239	4,773	5,206		683,114
Internal International Tax			(1,406)	(1,741)	(81)	(345)	(1,441)		(968)	-		5,983		-
University Fund Contribution			(7,787)	(13,159)	(11,136)	(3,634)	(11,412)		(6,095)	(259)		53,480		-
Research Infrastructure Fund Contribution			(2,920)	(4,934)	(1,392)	(454)	(1,426)		(762)	(97)			11,986	-
Indirect Cost of Research (excluding Royalties)			345	5,748	14,410	594	4,495		917	-	32			26,540
VP Research Discretionary (10 % of ICR above)			(34)	(575)	(1,441)	(59)	(449)		(92)	-	2,651			-
Adjustments for ICR received by Journal (Contract & ERA)			(21)	(1,799)	(7,000)	(309)	(1,393)		(65)	-				(10,588)
Adjustments for Current Practices			-	-	(4,292)	-	194	(193,877)	-	-	-			(4,292)
Research Infrastructure Fund Distribution			156	2,599	6,516	269	2,032		414	-			(11,986)	-
Research Excellence Fund (from UF)			55	456	1,143	94	357		145	-		(2,250)		-
Revenue Prior to Shared Support Unit Allocations			85,720	151,078	135,921	41,581	133,600	4,436	69,681	2,882	7,456	62,419		694,774
Shared Support Unit Allocations - via double stepdown														
Occupancy Cost	50,864	(16,751)	(960)	(9,027)	(10,071)	(2,370)	(9,795)		(1,804)	(84)	-	-	-	(34,112)
Deferred Maintenance	11,593	(4,410)	(202)	(1,901)	(2,121)	(499)	(2,062)		(380)	(18)	-	-	-	(7,183)
Insurance	1,916	(835)	(31)	(291)	(306)	(76)	(316)		(58)	(3)	-	-	-	(1,081)
MIP Occupancy 1	3,451	(538)	-	(1,934)	(613)	(20)	-		(346)	-	-	-	-	(2,913)
MIP Occupancy 2	728	-	-	(728)	-	-	-		-	-	-	-	-	(728)
HR	10,605	(1,847)	(516)	(1,456)	(4,499)	(515)	(1,126)		(632)	(13)	-	-	-	(8,758)
HR Employee Programs	2,055	(534)	(107)	(234)	(524)	(164)	(337)		(155)	(1)	-	-	-	(1,521)
Financial Affairs/Admin/ Inst Support	8,316	(2,633)	(854)	(1,184)	(1,678)	(457)	(981)		(505)	(23)	-	-	-	(5,682)
Supplementary Pension	4,738	(657)	(406)	(750)	(1,322)	(382)	(785)		(433)	(3)	-	-	-	(4,081)
Pension Special	8,054	(2,094)	(418)	(916)	(2,054)	(641)	(1,319)		(608)	(4)	-	-	-	(5,960)
Presidential/Univ Sec	5,395	(2,027)	(506)	(702)	(995)	(271)	(582)		(299)	(14)	-	-	-	(3,368)
General University Expense	9,461	(3,663)	(872)	(1,208)	(1,713)	(466)	(1,001)		(515)	(24)	-	-	-	(5,798)
Bond Interest	15,159	(5,815)	(263)	(2,473)	(2,759)	(649)	(2,683)		(494)	(23)	-	-	-	(9,344)
UTS/ Technology Fund	24,524	2,240	(3,226)	(5,858)	(5,766)	(1,797)	(6,530)		(3,377)	(209)	-	-	-	(26,764)
UTS- ERP	3,215	(132)	(372)	(675)	(664)	(207)	(752)		(389)	(24)	-	-	-	(3,083)
UA	4,057	1,415	(801)	(1,340)	(1,177)	(365)	(1,162)		(602)	(25)	-	-	-	(5,472)
Office of the Provost	9,015	(3,173)	(878)	(1,217)	(1,725)	(470)	(1,008)		(519)	(24)	-	-	-	(5,841)
Research Support	15,890	7,266	(244)	(4,437)	(14,272)	(375)	(2,599)		(1,229)	-	-	-	-	(23,156)
Student Affairs	7,732	8,478	(2,121)	(3,721)	(2,631)	(1,124)	(4,272)		(2,197)	(143)	-	-	-	(16,210)
MIETL	5,203	807	(774)	(1,357)	(1,057)	(410)	(1,558)		(801)	(52)	-	-	-	(6,010)
Libraries	23,972	9,530	(4,135)	(7,314)	(6,864)	(2,264)	(8,330)		(4,321)	(273)	-	-	-	(33,502)
HS Library	5,221	2,084	(902)	(1,595)	(1,497)	(494)	(1,816)		(942)	(60)	-	-	-	(7,305)
Registrar	8,996	10,655	(2,425)	(4,324)	(3,019)	(1,383)	(5,489)		(2,813)	(199)	-	-	-	(19,651)
SGS	2,652	448	(495)	(806)	(948)	(173)	(442)		(236)	-	-	-	-	(3,100)
Museum of Art	703	556	(147)	(267)	(302)	(82)	(298)		(154)	(10)	-	-	-	(1,259)
UG Scholarship	5,668	679	(820)	(1,549)	(577)	(468)	(1,915)		(951)	(67)	-	-	-	(6,347)
UG Bursaries	3,984	0	(503)	(950)	(445)	(287)	(1,175)		(583)	(41)	-	-	-	(3,984)
Grad Scholarship	15,888	677	(2,658)	(4,307)	(5,036)	(928)	(2,370)		(1,267)	-	-	-	-	(16,565)
Branding and Marketing	3,064	274	(489)	(817)	(719)	(223)	(708)		(367)	(15)	-	-	-	(3,338)
Adjustments for Current Practices - Support Units			-	-	5,147	-	-		-	-	(5,147)	-	-	(0)
Total Shared Support Unit Allocations	272,117	0	(26,123)	(63,337)	(70,207)	(17,559)	(61,412)		(26,978)	(1,354)	(5,147)			(272,117)
Net Revenue			59,596	87,741	65,715	24,021	72,188	4,436	42,703	1,528	2,309	62,419		422,657
UF Supplement			-	-	5,000	2,000	6,711		1,289	-	-	(15,000)		-
UF Supplement 2 - Grants top up			-	-	790	-	-		-	-	-	(790)		-
Base Net Projected Budget 2023-24			59,596	87,741	71,505	26,021	78,899	4,436	43,992	1,528	2,309	46,629		422,657

McMaster University - New Budget Model - Faculties			Prof. Faculties		Other Faculties		VP Research Discretionary Fund						10.00%	
Projected Budget Allocation			University Fund		8.00%	8.00%								
2024-25			Research Infrastructure Fund		3.00%	1.00%								
	Budgets prior to double stepdown allocation	Net double stepdown allocation	Business	Engineering	Health Sciences	Humanities	Science	Med Rad - Mohawk	Social Sciences	Arts & Science	Other (reconciling items)	University Fund	Research Infrastructure Fund	Total (after double stepdown to support unit allocations)
Revenue														
Undergraduate Tuition			57,673	111,263	37,706	19,674	75,718	1,979	44,831	1,628	-			350,472
UG Tuition Adjustment for tuition fee framework			(114)	(643)	176	118	290	-	166	7	-			-
Total UG SAG Obligation			(1,211)	(3,280)	(20)	-	(2)	-	(27)	-	4,540			-
Total Entrance Award Coverage			-	-	-	-	-	-	-	-	-			-
Graduate Tuition			22,498	16,832	13,642	2,302	5,366	-	2,887	-	-			63,527
Operating Grant			17,868	44,847	87,021	13,024	47,693	2,489	21,404	1,679	-	389	-	236,414
Other Income			1,406	2,751	3,916	872	2,332	-	1,214	76	-	4,687	-	17,254
Gross Revenue			98,120	171,770	142,442	35,991	131,397	4,468	70,474	3,390	4,540	5,076	-	667,667
Undergraduate Cross Faculty Teaching Adjustment			(6,881)	(7,967)	(1,801)	8,239	6,568	-	2,088	(246)	-			0
Revenue for Contributions			91,239	163,803	140,640	44,230	137,965	4,468	72,562	3,144	4,540	5,076	-	667,667
Internal International Tax			(1,203)	(1,744)	(92)	(335)	(1,331)	-	(895)	-	-	5,600	-	-
University Fund Contribution			(7,299)	(13,104)	(11,251)	(3,538)	(11,037)	-	(5,805)	(252)	-	52,287	-	-
Research Infrastructure Fund Contribution			(2,737)	(4,914)	(442)	(442)	(1,380)	-	(726)	(94)	-	-	11,700	-
Indirect Cost of Research (excluding Royalties & CRC)			345	5,748	14,410	594	4,495	-	917	-	32	-	-	26,540
VP Research Discretionary (10 % of ICR above)			(34)	(575)	(1,441)	(59)	(449)	-	(92)	-	2,651	-	-	-
Adjustments for ICR received by Journal (Contract & ERA)			(21)	(1,799)	(7,000)	(309)	(1,393)	-	(65)	-	-	-	-	(10,588)
Adjustments for Current Practices			-	-	(3,978)	-	185	(185)	-	-	-	-	-	(3,978)
Research Infrastructure Fund Distribution			152	2,537	6,360	262	1,984	-	405	-	-	-	(11,700)	-
Research Excellence Fund (from UF)			55	456	1,143	94	357	-	145	-	-	(2,250)	-	-
Revenue Prior to Shared Support Unit Allocations			80,495	150,409	137,384	40,496	129,394	4,283	66,446	2,798	7,223	60,713	-	679,641
Shared Support Unit Allocations - via double stepdown														
Occupancy Cost	50,267	(16,450)	(952)	(8,949)	(9,984)	(2,349)	(9,710)	-	(1,788)	(84)	-	-	-	(33,816)
Deferred Maintenance	12,893	(4,928)	(224)	(2,108)	(2,352)	(553)	(2,287)	-	(421)	(20)	-	-	-	(7,965)
Insurance	1,916	(835)	(31)	(291)	(306)	(76)	(316)	-	(58)	(3)	-	-	-	(1,081)
MIP Occupancy 1	3,451	(538)	-	(1,934)	(613)	(20)	-	-	(346)	-	-	-	-	(2,913)
MIP Occupancy 2	728	-	-	(728)	-	-	-	-	-	-	-	-	-	(728)
HR	10,206	(1,733)	(499)	(1,409)	(4,352)	(498)	(1,090)	-	(612)	(13)	-	-	-	(8,472)
HR Employee Programs	2,055	(534)	(107)	(234)	(524)	(164)	(337)	-	(155)	(1)	-	-	-	(1,521)
Financial Affairs/Admin/ Inst Support	7,899	(2,445)	(820)	(1,136)	(1,611)	(438)	(941)	-	(484)	(23)	-	-	-	(5,454)
Supplementary Pension	4,738	(632)	(409)	(755)	(1,330)	(385)	(790)	-	(436)	(3)	-	-	-	(4,106)
Pension Special	8,054	(2,094)	(418)	(916)	(2,054)	(641)	(1,319)	-	(608)	(4)	-	-	-	(5,960)
Presidential/Univ Sec	5,483	(2,059)	(515)	(713)	(1,011)	(275)	(591)	-	(304)	(14)	-	-	-	(3,424)
General University Expense	10,530	(4,108)	(965)	(1,338)	(1,897)	(516)	(1,109)	-	(570)	(27)	-	-	-	(6,422)
Bond Interest	15,159	(5,801)	(263)	(2,476)	(2,763)	(650)	(2,687)	-	(495)	(23)	-	-	-	(9,358)
UTS/ Technology Fund	23,969	2,283	(3,092)	(5,767)	(5,825)	(1,767)	(6,309)	-	(3,291)	(201)	-	-	-	(26,252)
UTS- ERP	-	-	-	-	-	-	-	-	-	-	-	-	-	-
UA	4,283	1,422	(808)	(1,422)	(1,252)	(379)	(1,197)	-	(621)	(26)	-	-	-	(5,704)
Office of the Provost	9,585	(3,412)	(928)	(1,286)	(1,823)	(496)	(1,066)	-	(548)	(25)	-	-	-	(6,172)
Research Support	15,780	7,328	(243)	(4,427)	(14,242)	(374)	(2,594)	-	(1,227)	-	-	-	-	(23,108)
Student Affairs	8,230	8,539	(2,141)	(3,864)	(2,847)	(1,166)	(4,349)	-	(2,257)	(144)	-	-	-	(16,769)
MIETL	5,007	814	(732)	(1,321)	(1,062)	(399)	(1,487)	-	(771)	(49)	-	-	-	(5,821)
Libraries	23,981	9,630	(4,051)	(7,364)	(7,118)	(2,278)	(8,226)	-	(4,305)	(268)	-	-	-	(33,611)
HS Library	5,127	2,106	(872)	(1,585)	(1,532)	(490)	(1,770)	-	(927)	(58)	-	-	-	(7,233)
Registrar	8,593	10,748	(2,341)	(4,252)	(3,105)	(1,372)	(5,317)	-	(2,761)	(193)	-	-	-	(19,341)
SGS	2,718	451	(482)	(845)	(967)	(174)	(463)	-	(238)	-	-	-	-	(3,169)
Museum of Art	664	562	(140)	(261)	(302)	(80)	(285)	-	(149)	(9)	-	-	-	(1,226)
UG Scholarship	5,668	704	(806)	(1,552)	(628)	(472)	(1,896)	-	(951)	(67)	-	-	-	(6,372)
UG Bursaries	3,984	0	(492)	(947)	(479)	(288)	(1,157)	-	(580)	(41)	-	-	-	(3,984)
Grad Scholarship	15,888	702	(2,535)	(4,426)	(5,032)	(913)	(2,433)	-	(1,252)	-	-	-	-	(16,590)
Branding and Marketing	3,013	281	(467)	(820)	(724)	(219)	(690)	-	(358)	(15)	-	-	-	(3,294)
Adjustments for Current Practices - Support Units			-	-	5,154	-	-	-	-	-	(5,154)	-	-	(0)
Total Shared Support Unit Allocations	269,867	0	(25,334)	(63,125)	(70,581)	(17,435)	(60,415)	-	(26,514)	(1,310)	(5,154)	-	-	(269,867)
Base Net Projected Budget 2024-25			55,162	87,284	66,802	23,061	68,979	4,283	39,932	1,489	2,069	60,713	-	409,774

McMaster University - New Budget Model - Faculties			Prof. Faculties		Other Faculties		VP Research Discretionary Fund							10.00%
Projected Budget Allocation			University Fund		8.00%	8.00%								
2025-26			Research Infrastructure Fund		3.00%	1.00%								
	Budgets prior to double stepdown allocation	Net double stepdown allocation	Business	Engineering	Health Sciences	Humanities	Science	Med Rad - Mohawk	Social Sciences	Arts & Science	Other (reconciling items)	University Fund	Research Infrastructure Fund	Total (after double stepdown to support unit allocations)
Revenue														
Undergraduate Tuition			56,914	113,413	38,640	20,934	75,196	2,105	43,630	1,627	-			352,458
UG Tuition Adjustment for tuition fee framework			(114)	(643)	176	118	290	-	166	7	-			-
Total UG SAG Obligation			(1,208)	(3,215)	(21)	-	(2)	-	(27)	-	4,473			-
Total Entrance Award Overage			-	-	-	-	-	-	-	-	-			-
Graduate Tuition			23,398	18,054	13,784	2,371	5,543	-	2,835	-	-			65,986
Operating Grant			17,802	44,920	86,972	13,458	48,004	2,489	21,220	1,679	-	(7)		236,538
Other Income			1,417	2,749	3,902	876	2,334	-	1,214	76	-	5,007		17,574
Gross Revenue			98,208	175,278	143,452	37,757	131,365	4,595	69,039	3,389	4,473	5,000		672,556
Undergraduate Cross Faculty Teaching Adjustment			(6,721)	(7,836)	(1,988)	7,931	6,741	-	2,115	(242)	-			(0)
Revenue for Contributions			91,487	167,442	141,465	45,688	138,106	4,595	71,155	3,147	4,473	5,000		672,556
Internal International Tax			(1,178)	(1,862)	(87)	(368)	(1,341)	-	(853)	-	-	5,688		-
University Fund Contribution			(7,319)	(13,395)	(11,317)	(3,655)	(11,048)	-	(5,692)	(252)	-	52,679		-
Research Infrastructure Fund Contribution			(2,745)	(5,023)	(457)	(457)	(1,381)	-	(712)	(94)	-	-	11,826	-
Indirect Cost of Research (excluding Royalties & CRC)			345	5,748	14,410	594	4,495	-	917	-	32	-		26,540
VP Research Discretionary (10 % of ICR above)			(34)	(575)	(1,441)	(59)	(449)	-	(92)	-	2,651	-		-
Adjustments for ICR received by Journal (Contract & ERA)			(21)	(1,799)	(7,000)	(309)	(1,393)	-	(65)	-	-	-		(10,588)
Adjustments for Current Practices			(580)	(1,456)	(5,626)	(417)	(1,193)	(200)	(613)	(30)	-	-		(10,115)
Research Infrastructure Fund Distribution			154	2,565	6,429	265	2,005	-	409	-	-	-	(11,826)	-
Research Excellence Fund (from UF)			55	456	1,143	94	357	-	145	-	-	(2,250)		-
Revenue Prior to Shared Support Unit Allocations			80,163	152,101	136,560	41,377	128,156	4,394	64,599	2,770	7,156	61,117		678,393
Shared Support Unit Allocations - via double stepdown														
Occupancy Cost	50,455	(16,462)	(957)	(8,996)	(10,036)	(2,362)	(9,760)	-	(1,798)	(84)	-	-	-	(33,993)
Deferred Maintenance	12,893	(4,928)	(224)	(2,108)	(2,352)	(553)	(2,287)	-	(421)	(20)	-	-	-	(7,965)
Insurance	1,916	(835)	(31)	(291)	(306)	(76)	(316)	-	(58)	(3)	-	-	-	(1,081)
MIP Occupancy 1	3,451	(538)	-	(1,934)	(613)	(20)	-	-	(346)	-	-	-	-	(2,913)
MIP Occupancy 2	728	-	-	(728)	-	-	-	-	-	-	-	-	-	(728)
HR	10,206	(1,684)	(502)	(1,417)	(4,378)	(501)	(1,096)	-	(615)	(13)	-	-	-	(8,522)
HR Employee Programs	2,055	(534)	(107)	(234)	(524)	(164)	(337)	-	(155)	(1)	-	-	-	(1,521)
Financial Affairs/Admin/ Inst Support	7,899	(2,364)	(832)	(1,153)	(1,635)	(445)	(956)	-	(492)	(23)	-	-	-	(5,535)
Supplementary Pension	4,738	(628)	(409)	(755)	(1,331)	(385)	(791)	-	(436)	(3)	-	-	-	(4,110)
Pension Special	14,554	(3,784)	(755)	(1,654)	(3,712)	(1,159)	(2,384)	-	(1,098)	(7)	-	-	-	(10,770)
Presidential/Univ Sec	5,483	(2,053)	(516)	(715)	(1,013)	(276)	(592)	-	(305)	(14)	-	-	-	(3,430)
General University Expense	10,530	(4,104)	(966)	(1,339)	(1,898)	(517)	(1,109)	-	(571)	(27)	-	-	-	(6,426)
Bond Interest	15,159	(5,799)	(264)	(2,477)	(2,763)	(650)	(2,688)	-	(495)	(23)	-	-	-	(9,360)
UTS/ Technology Fund	23,969	2,481	(3,077)	(5,791)	(5,970)	(1,842)	(6,276)	-	(3,291)	(203)	-	-	-	(26,450)
UTS- ERP	-	-	-	-	-	-	-	-	-	-	-	-	-	-
UA	4,783	1,539	(869)	(1,600)	(1,415)	(417)	(1,314)	-	(678)	(29)	-	-	-	(6,322)
Office of the Provost	9,585	(3,391)	(931)	(1,290)	(1,829)	(498)	(1,069)	-	(550)	(26)	-	-	-	(6,193)
Research Support	15,780	7,702	(247)	(4,499)	(14,472)	(380)	(2,636)	-	(1,247)	-	-	-	-	(23,482)
Student Affairs	8,230	8,792	(2,144)	(3,905)	(2,971)	(1,228)	(4,354)	-	(2,271)	(147)	-	-	-	(17,022)
MIETL	5,007	855	(728)	(1,326)	(1,093)	(417)	(1,478)	-	(771)	(50)	-	-	-	(5,862)
Libraries	24,381	9,863	(4,075)	(7,476)	(7,386)	(2,405)	(8,274)	-	(4,353)	(274)	-	-	-	(34,244)
HS Library	5,127	2,162	(867)	(1,591)	(1,572)	(512)	(1,761)	-	(927)	(58)	-	-	-	(7,289)
Registrar	8,593	10,925	(2,335)	(4,262)	(3,225)	(1,443)	(5,284)	-	(2,772)	(196)	-	-	-	(19,518)
SGS	2,863	489	(499)	(902)	(1,017)	(187)	(500)	-	(246)	-	-	-	-	(3,352)
Museum of Art	664	584	(141)	(265)	(313)	(84)	(287)	-	(150)	(9)	-	-	-	(1,248)
UG Scholarship	5,668	708	(796)	(1,539)	(665)	(492)	(1,871)	-	(945)	(67)	-	-	-	(6,376)
UG Bursaries	3,984	-	(485)	(938)	(505)	(300)	(1,140)	-	(576)	(41)	-	-	-	(3,984)
Grad Scholarship	15,888	722	(2,486)	(4,468)	(5,010)	(930)	(2,489)	-	(1,226)	-	-	-	-	(16,610)
Branding and Marketing	3,013	282	(453)	(833)	(739)	(218)	(684)	-	(353)	(15)	-	-	-	(3,295)
Adjustments for Current Practices - Support Units			-	-	5,154	-	-	-	-	-	1,113	-	-	6,267
Total Shared Support Unit Allocations	277,600	0	(25,697)	(64,487)	(73,588)	(18,462)	(61,733)	-	(27,145)	(1,333)	1,113	-	-	(271,333)
Base Net Projected Budget 2025-26			54,466	87,613	62,972	22,915	66,422	4,394	37,454	1,437	8,269	61,117	-	407,060

McMaster University - New Budget Model - Faculties			Prof. Faculties		Other Faculties		VP Research Discretionary Fund						10.00%			
Projected Budget Allocation			University Fund		8.00%		8.00%									
2026-27			Research Infrastructure Fund		3.00%		1.00%									
	Budgets prior to double stepdown allocation	Net double stepdown allocation	Business	Engineering	Health Sciences	Humanities	Science	Med Rad - Mohawk	Social Sciences	Arts & Science	Other (reconciling items)	University Fund	Research Infrastructure Fund	Total (after double stepdown to support unit allocations)		
Revenue																
Undergraduate Tuition			59,903	116,808	38,825	22,199	77,475	2,149	44,094	1,582	-			363,035		
UG Tuition Adjustment for tuition fee framework			(114)	(643)	176	118	290		166	7				-		
Total UG SAG Obligation			(1,221)	(3,149)	(21)	-	(2)	-	(27)	-	4,420			-		
Total Entrance Award Overage			-	-	-	-	-	-	-	-	-			-		
Graduate Tuition			24,136	19,095	13,842	2,399	5,651	-	2,810	-	-			67,933		
Operating Grant			17,659	44,755	86,934	13,795	48,150	2,489	21,102	1,641	-	(5)		236,519		
Other Income			1,417	2,749	3,902	876	2,334	-	1,214	76	-	5,516		18,083		
Gross Revenue			101,779	179,614	143,658	39,388	133,898	4,639	69,359	3,305	4,420	5,510		685,570		
Undergraduate Cross Faculty Teaching Adjustment			(6,826)	(7,673)	(1,969)	7,846	6,702	-	2,135	(215)	-			(0)		
Revenue for Contributions			94,953	171,941	141,688	47,234	140,600	4,639	71,494	3,090	4,420	5,510		685,570		
Internal International Tax			(1,274)	(2,024)	(89)	(403)	(1,424)	-	(863)	-		6,077		-		
University Fund Contribution			(7,596)	(13,755)	(11,335)	(3,779)	(11,248)	-	(5,720)	(247)		53,680		-		
Research Infrastructure Fund Contribution			(2,849)	(5,158)	(1,417)	(472)	(1,406)	-	(715)	(93)			12,110	-		
Indirect Cost of Research (excluding Royalties & CRC)			345	5,748	14,410	594	4,495	-	917	-	32			26,540		
VP Research Discretionary (10 % of ICR above)			(34)	(575)	(1,441)	(59)	(449)	-	(92)	-	2,651			-		
Adjustments for ICR received by Journal (Contract & ERA)			(21)	(1,799)	(7,000)	(309)	(1,393)	-	(65)	-	-			(10,588)		
Adjustments for Current Practices			(1,193)	(2,979)	(7,311)	(868)	(2,657)	(204)	(1,259)	(60)	-			(16,532)		
Research Infrastructure Fund Distribution			157	2,626	6,583	271	2,053	-	419	-	-		(12,110)	-		
Research Excellence Fund (from UF)			55	456	1,143	94	357	-	145	-		(2,250)		-		
Revenue Prior to Shared Support Unit Allocations			82,542	154,481	135,230	42,304	128,926	4,434	64,261	2,690	7,103	63,017		684,990		
Shared Support Unit Allocations - via double stepdown																
Occupancy Cost	50,455	(16,462)	(957)	(8,996)	(10,036)	(2,362)	(9,760)	-	(1,798)	(84)	-	-	-	(33,993)		
Deferred Maintenance	12,893	(4,928)	(224)	(2,108)	(2,352)	(553)	(2,287)	-	(421)	(20)	-	-	-	(7,965)		
Insurance	1,916	(835)	(31)	(291)	(306)	(76)	(316)	-	(58)	(3)	-	-	-	(1,081)		
MIP Occupancy 1	3,451	(538)	-	(1,934)	(613)	(20)	-	-	(346)	-	-	-	-	(2,913)		
MIP Occupancy 2	728	-	-	(728)	-	-	-	-	-	-	-	-	-	(728)		
HR	10,206	(1,684)	(502)	(1,417)	(4,378)	(501)	(1,096)	-	(615)	(13)	-	-	-	(8,522)		
HR Employee Programs	2,055	(534)	(107)	(234)	(524)	(164)	(337)	-	(155)	(1)	-	-	-	(1,521)		
Financial Affairs/Admin/ Inst Support	7,899	(2,364)	(832)	(1,153)	(1,635)	(445)	(956)	-	(492)	(23)	-	-	-	(5,535)		
Supplementary Pension	4,738	(628)	(409)	(755)	(1,331)	(385)	(791)	-	(436)	(3)	-	-	-	(4,110)		
Pension Special	14,554	(3,784)	(755)	(1,654)	(3,712)	(1,159)	(2,384)	-	(1,098)	(7)	-	-	-	(10,770)		
Presidential/Univ Sec	5,483	(2,053)	(516)	(715)	(1,013)	(276)	(592)	-	(305)	(14)	-	-	-	(3,430)		
General University Expense	10,530	(4,104)	(966)	(1,339)	(1,898)	(517)	(1,109)	-	(571)	(27)	-	-	-	(6,426)		
Bond Interest	15,159	(5,799)	(264)	(2,477)	(2,763)	(650)	(2,688)	-	(495)	(23)	-	-	-	(9,360)		
UTS/ Technology Fund	23,969	2,481	(3,093)	(5,739)	(5,959)	(1,888)	(6,276)	-	(3,297)	(197)	-	-	-	(26,450)		
UTS- ERP	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
JA	5,283	1,539	(929)	(1,748)	(1,533)	(455)	(1,410)	-	(715)	(31)	-	-	-	(6,822)		
Office of the Provost	9,585	(3,391)	(931)	(1,290)	(1,829)	(498)	(1,069)	-	(550)	(26)	-	-	-	(6,193)		
Research Support	15,780	7,702	(247)	(4,499)	(14,472)	(380)	(2,636)	-	(1,247)	-	-	-	-	(23,482)		
Student Affairs	8,230	8,792	(2,154)	(3,863)	(2,977)	(1,261)	(4,350)	-	(2,274)	(143)	-	-	-	(17,022)		
MIETL	5,007	855	(732)	(1,312)	(1,090)	(429)	(1,478)	-	(773)	(49)	-	-	-	(5,862)		
Libraries	24,781	9,863	(4,145)	(7,490)	(7,461)	(2,496)	(8,369)	-	(4,413)	(269)	-	-	-	(34,644)		
HS Library	5,127	2,162	(872)	(1,576)	(1,570)	(525)	(1,761)	-	(928)	(57)	-	-	-	(7,289)		
Registrar	8,593	10,925	(2,365)	(4,201)	(3,218)	(1,484)	(5,279)	-	(2,781)	(191)	-	-	-	(19,518)		
SGS	2,863	489	(486)	(910)	(1,012)	(191)	(507)	-	(246)	-	-	-	-	(3,352)		
Museum of Art	664	584	(141)	(262)	(312)	(86)	(287)	-	(151)	(9)	-	-	-	(1,248)		
UG Scholarship	5,668	708	(805)	(1,514)	(674)	(505)	(1,867)	-	(946)	(65)	-	-	-	(6,376)		
UG Bursaries	3,984	-	(490)	(922)	(510)	(308)	(1,138)	-	(576)	(40)	-	-	-	(3,984)		
Grad Scholarship	15,888	722	(2,419)	(4,510)	(4,985)	(951)	(2,524)	-	(1,222)	-	-	-	-	(16,610)		
Branding and Marketing	3,013	282	(449)	(844)	(742)	(220)	(680)	-	(345)	(15)	-	-	-	(3,295)		
Adjustments for Current Practices - Support Units			-	-	5,154	-	-	-	-	-	7,713	-	-	12,867		
Total Shared Support Unit Allocations	278,500	0	(25,821)	(64,482)	(73,751)	(18,786)	(61,945)	-	(27,253)	(1,308)	7,713	-	-	(265,633)		
Base Net Projected Budget 2026-27			56,722	89,999	61,480	23,518	66,982	4,434	37,009	1,382	14,816	63,017	-	419,357		

APPENDIX 4 – OPERATING FUND UNIT LEVEL TABLES

Table 20: Operating Fund 2023/24 Projection by Unit

(\$ thousands)	Sources of Funding					Salaries & Benefits			Non-salary Expenses				Total Expenses	Annual Surplus (Deficit)
	Framework Allocation	University Fund Allocation	Research Overhead Income	Other Income	Total Income	Salaries & Wages	Benefits & PDA	Total	Scholarships	Library Acquisitions	All Other Expenses	Total		
1. Faculties														
Business	58,840	-	70	5,688	64,598	37,575	8,150	45,725	1,900	-	11,463	13,364	59,089	5,509
Engineering	87,191	3,161	2,232	3,170	95,755	65,808	14,647	80,455	3,695	0	14,750	18,445	98,900	(3,145)
Health Sciences	70,514	944	8,221	45,623	125,302	102,514	24,051	126,565	1,655	6	2,220	3,882	130,447	(5,145)
Humanities	27,293	2,034	321	6,739	36,386	29,827	6,802	36,629	753	5	1,634	2,392	39,021	(2,635)
Science	78,769	1,198	696	3,556	84,219	61,522	14,915	76,437	298	-	9,453	9,751	86,189	(1,970)
Medical Radiation - Mohawk share	4,436	-	-	-	4,436	-	-	-	-	-	4,436	4,436	4,436	(0)
Social Sciences	45,028	1,051	144	702	46,925	36,502	8,739	45,241	412	-	4,367	4,779	50,020	(3,095)
Arts & Science	1,476	57	-	4	1,537	1,363	106	1,469	0	-	400	400	1,870	(332)
Sub-total	373,547	8,445	11,684	65,482	459,158	335,111	77,411	412,522	8,714	11	48,724	57,449	469,971	(10,813)
2. Academic Priorities														
University Fund	36,966	(8,792)	-	-	28,174	3,673	-	3,673	-	-	16,058	16,058	19,731	8,443
Revenue Projection Contingency	17,815	-	-	-	17,815	-	-	-	-	-	-	-	-	17,815
Ongoing Priorities Contingency	(1)	-	-	5,000	4,999	2,687	-	2,687	-	-	(2,698)	(2,698)	(11)	5,010
One-time Priorities Contingency	(6,511)	-	-	-	(6,511)	-	-	-	-	-	-	-	-	(6,511)
Sub-total	48,269	(8,792)	-	5,000	44,477	6,360	-	6,360	-	-	13,360	13,360	19,720	24,757
TOTAL ACADEMIC	421,816	(347)	11,684	70,482	503,635	341,471	77,411	418,882	8,714	11	62,084	70,809	489,691	13,944
3. Academic Support														
VP Academic	9,498	-	-	421	9,919	5,971	1,264	7,235	-	-	3,167	3,167	10,403	(484)
Museum of Art	703	-	-	89	792	776	221	998	-	-	(108)	(108)	890	(98)
VP Teaching & Learning	5,203	-	-	147	5,350	4,546	1,191	5,737	-	-	620	620	6,357	(1,007)
University Library	25,289	-	-	115	25,404	8,814	2,373	11,187	3	12,060	2,633	14,695	25,882	(478)
Health Sciences Library	5,221	97	25	33	5,376	1,771	496	2,268	-	3,748	(752)	2,996	5,264	113
Registrar	8,802	-	-	4,442	13,244	8,978	2,294	11,272	-	-	2,822	2,822	14,095	(850)
Sub-total	54,716	97	25	5,248	60,086	30,857	7,840	38,698	3	15,808	8,382	24,193	62,890	(2,804)
4. Research Support														
Research	13,749	250	3,922	17,610	35,531	20,448	5,537	25,985	7	-	9,553	9,560	35,545	(14)
VP Research Discretionary Fund	2,732	-	-	-	2,732	67	1	69	-	-	5,312	5,312	5,381	(2,649)
Research Loans	-	-	-	-	-	-	-	-	-	-	(39)	(39)	(39)	39
Sub-total	16,481	250	3,922	17,610	38,263	20,515	5,539	26,054	7	-	14,826	14,833	40,887	(2,624)
5. Student Support														
Graduate Scholarships	15,888	-	-	-	15,888	600	-	600	15,238	-	50	15,288	15,888	(0)
School of Graduate Studies	2,902	-	-	54	2,956	2,167	582	2,749	55	-	114	169	2,918	38
Student Affairs	7,732	-	-	22,259	29,991	20,573	5,478	26,051	719	-	8,059	8,778	34,829	(4,838)
DBAC Building Financing	-	-	-	6,840	6,840	319	-	319	-	-	6,269	6,269	6,588	252
DBAC Deferred Maintenance	-	-	-	-	-	-	-	-	-	-	(563)	(563)	(563)	563
Undergraduate Scholarships	14,437	-	-	338	14,775	1,700	-	1,700	14,975	-	(604)	14,370	16,070	(1,295)
Sub-total	40,959	-	-	29,491	70,450	25,359	6,061	31,420	30,987	-	13,324	44,311	75,731	(5,280)
6. Facilities Support														
Facilities Services	19,042	-	-	3,272	22,314	12,909	4,179	17,088	-	-	5,357	5,357	22,445	(131)
HSC Maintenance	4,574	-	-	40	4,614	-	-	-	-	-	4,737	4,737	4,737	(123)
Utilities	27,598	-	-	4,923	32,521	2,037	577	2,614	-	-	29,882	29,882	32,496	26
Security Services	2,847	-	-	25	2,872	3,044	611	3,654	-	-	(174)	(174)	3,480	(608)
Deferred Maintenance	11,593	-	-	-	11,593	-	-	-	-	-	11,593	11,593	11,593	0
Bond Interest	15,159	-	-	-	15,159	-	-	-	-	-	15,159	15,159	15,159	(0)
Renovation contingency	1,274	-	-	-	1,274	-	-	-	-	-	1,274	1,274	1,274	-
Sub-total	82,087	-	-	8,261	90,348	17,990	5,367	23,356	-	-	67,828	67,828	91,184	(837)
7. Institutional Support														
VP Operations & Finance	3,741	-	-	-	3,741	2,359	546	2,904	-	-	826	826	3,731	10
Financial Affairs	4,439	-	-	2,468	6,907	6,729	1,808	8,537	-	-	(1,479)	(1,479)	7,058	(151)
Human Resources	11,772	-	-	251	12,023	7,410	2,169	9,578	-	-	1,894	1,894	11,473	550
UTS	23,273	-	-	701	23,974	11,640	3,057	14,697	-	-	9,654	9,654	24,351	(378)
UTS Asset Management	1,688	-	-	-	1,688	-	-	-	-	-	3,367	3,367	3,367	(1,679)
University Secretariat	1,194	-	-	82	1,276	1,074	291	1,365	-	-	132	132	1,497	(221)
President's Office	4,201	-	-	400	4,601	2,920	710	3,631	-	-	1,780	1,780	5,411	(810)
University Advancement	3,445	-	-	96	3,541	6,255	1,569	7,824	-	-	(4,131)	(4,131)	3,694	(153)
Legal	7,028	-	-	-	7,028	1,135	224	1,359	-	-	5,719	5,719	7,079	(51)
General University	8,268	-	-	2,267	10,535	1,167	38	1,205	-	-	8,974	8,974	10,179	356
Sub-total	69,049	-	-	6,264	75,313	40,688	10,413	51,101	-	-	26,738	26,738	77,839	(2,525)
8. Institutional Priority allocations														
Technology Renewal	3,215	-	-	-	3,215	-	-	-	-	-	-	-	-	3,215
Marketing & Branding	4,864	-	-	-	4,864	1,339	381	1,720	-	-	3,649	3,649	5,369	(505)
Pension	12,792	-	-	-	12,792	-	-	12,792	-	-	-	-	12,792	-
President's Strategic Support Fund	6,867	-	-	-	6,867	30	0	31	-	-	5,093	5,093	5,123	1,744
Sub-total	27,738	-	-	-	27,738	1,369	13,173	14,542	-	-	8,742	8,742	23,284	4,454
Surplus/(Deficit)	712,846	(0)	15,631	137,355	865,833	478,249	125,803	604,053	39,711	15,819	201,923	257,453	861,506	4,327
<i>Under/overallocated</i>	-	-	-	(2,408)	(2,408)	-	-	-	-	-	(2,408)	(2,408)	(2,408)	-
Total Surplus/(Deficit)	712,846	(0)	15,631	134,947	863,424	478,249	125,803	604,053	39,711	15,819	199,515	255,045	859,097	4,327

Table 21: Operating Fund 2024/25 Budget by Unit

(\$ thousands)	Sources of Funding					Salaries & Benefits			Non-salary Expenses				Total Expenses	Annual Surplus (Deficit)
	Framework Allocation	University Fund Allocation	Research Overhead Income	Other Income	Total Income	Salaries & Wages	Benefits & PDA	Total	Scholarships	Library Acquisitions	All Other Expenses	Total		
1. Faculties														
Business	55,162	-	-	6,138	61,300	39,495	9,597	49,092	3,095	-	15,606	18,701	67,794	(6,493)
Engineering	87,284	2,567	1,631	4,057	95,539	70,391	16,489	86,880	4,195	0	14,423	18,618	105,498	(9,959)
Health Sciences	66,802	1,794	8,349	47,652	124,596	104,345	26,973	131,318	1,533	-	(1,775)	(242)	131,076	(6,480)
Humanities	23,061	3,047	325	6,318	32,751	32,124	7,716	39,840	1,314	5	2,760	4,079	43,919	(11,168)
Science	68,979	950	407	3,797	74,133	63,014	15,881	78,895	2,423	-	5,646	8,069	86,964	(12,831)
Medical Radiation - Mohawk share	4,283	-	-	-	4,283	-	-	-	-	-	4,283	4,283	4,283	-
Social Sciences	39,932	1,240	94	752	42,019	37,128	9,451	46,579	1,567	-	2,877	4,444	51,023	(9,004)
Arts & Science	1,489	57	-	-	1,546	1,440	97	1,538	0	-	490	491	2,028	(482)
Sub-total	346,992	9,656	10,806	68,715	436,168	347,937	86,205	434,142	14,127	5	44,312	58,444	492,586	(56,418)
2. Academic Priorities														
University Fund	50,713	(9,956)	-	-	40,757	4,405	-	4,405	-	-	22,143	22,143	26,548	14,209
Revenue Projection Contingency	1,837	-	-	-	1,837	-	-	-	-	-	-	-	-	1,837
Ongoing Priorities Contingency	6,532	-	-	5,000	11,532	(9,963)	-	(9,963)	-	-	(5,538)	(5,538)	(15,500)	27,032
One-time Priorities Contingency	3,715	-	-	-	3,715	-	-	-	-	-	-	-	-	3,715
Sub-total	62,797	(9,956)	-	5,000	57,841	(5,557)	-	(5,557)	-	-	16,605	16,605	11,048	46,793
TOTAL ACADEMIC	409,789	(300)	10,806	73,715	494,009	342,380	86,205	428,584	14,127	5	60,917	75,050	503,634	(9,625)
3. Academic Support														
VP Academic	10,351	-	-	280	10,631	6,673	1,534	8,207	-	-	3,705	3,705	11,912	(1,281)
Museum of Art	664	-	-	185	849	712	223	935	-	-	(148)	(148)	788	61
VP Teaching & Learning	5,007	-	-	147	5,155	4,353	1,122	5,475	-	-	260	260	5,735	(580)
University Library	25,413	-	-	70	25,483	9,651	2,543	12,194	3	12,151	2,224	14,377	26,571	(1,088)
Health Sciences Library	5,127	50	25	33	5,235	1,958	545	2,503	-	3,815	(653)	3,162	5,665	(430)
Registrar	8,399	-	-	4,119	12,518	9,193	2,365	11,558	-	-	3,407	3,407	14,964	(2,446)
Sub-total	54,961	50	25	4,835	59,871	32,540	8,331	40,871	3	15,965	8,796	24,764	65,635	(5,764)
4. Research Support														
Research	13,607	250	3,572	15,921	33,351	22,149	5,986	28,135	8	-	10,399	10,407	38,542	(5,192)
VP Research Discretionary Fund	2,651	-	-	-	2,651	-	-	-	-	-	2,901	2,901	2,901	(250)
Research Loans	-	-	-	-	-	-	-	-	-	-	(39)	(39)	(39)	39
Sub-total	16,258	250	3,572	15,921	36,002	22,149	5,986	28,135	8	-	13,262	13,270	41,405	(5,403)
5. Student Support														
Graduate Scholarships	15,888	-	-	-	15,888	600	-	600	15,238	-	50	15,288	15,888	0
School of Graduate Studies	4,453	-	-	54	4,507	2,880	884	3,763	55	-	740	795	4,558	(51)
Student Affairs	8,230	-	-	22,858	31,088	21,001	5,783	26,784	764	-	6,213	6,978	33,761	(2,674)
DBAC Building Financing	-	-	-	7,145	7,145	334	-	334	-	-	6,405	6,405	6,739	406
DBAC Deferred Maintenance	-	-	-	-	-	-	-	-	-	-	(581)	(581)	(581)	581
Undergraduate Scholarships	14,192	-	-	277	14,469	2,125	-	2,125	12,082	-	140	12,222	14,347	122
Sub-total	42,763	-	-	30,334	73,097	26,939	6,666	33,606	28,140	-	12,967	41,106	74,712	(1,615)
6. Facilities Support														
Facilities Services	18,284	-	-	2,877	21,161	12,619	4,050	16,670	-	-	4,493	4,493	21,162	(1)
HSC Maintenance	4,660	-	-	40	4,700	-	-	-	-	-	4,700	4,700	4,700	(0)
Utilities	27,783	-	-	4,982	32,765	2,039	590	2,629	-	-	29,668	29,668	32,297	468
Campus Safety Services	2,737	-	-	25	2,762	2,593	619	3,212	-	-	(444)	(444)	2,768	(6)
Deferred Maintenance	12,893	-	-	-	12,893	-	-	-	-	-	12,893	12,893	12,893	0
Bond Interest	15,159	-	-	-	15,159	-	-	-	-	-	15,159	15,159	15,159	-
Renovation contingency	1,274	-	-	-	1,274	-	-	-	-	-	1,274	1,274	1,274	-
Sub-total	82,790	-	-	7,924	90,714	17,252	5,259	22,511	-	-	67,743	67,743	90,253	460
7. Institutional Support														
VP Operations & Finance	3,638	-	-	-	3,638	2,443	552	2,995	-	-	885	885	3,881	(243)
Financial Affairs	4,125	-	-	2,832	6,957	6,802	1,849	8,651	-	-	(1,548)	(1,548)	7,103	(146)
Human Resources	11,188	-	-	51	11,239	7,849	2,232	10,081	-	-	1,914	1,914	11,995	(755)
UTS	21,755	-	-	101	21,856	12,373	3,206	15,579	-	-	9,680	9,680	25,259	(3,402)
UTS Asset Management	1,688	-	-	-	1,688	-	-	-	-	-	2,128	2,128	2,128	(440)
University Secretariat	1,429	-	-	84	1,513	1,076	285	1,361	-	-	132	132	1,493	20
President's Office	4,054	-	-	-	4,054	3,078	711	3,789	-	-	1,191	1,191	4,980	(926)
University Advancement	4,171	-	-	40	4,211	6,874	1,709	8,583	-	-	(2,144)	(2,144)	6,439	(2,228)
Legal	6,367	-	-	-	6,367	1,051	229	1,280	-	-	5,519	5,519	6,800	(433)
General University	6,197	-	-	2,318	8,515	1,220	39	1,259	-	-	9,128	9,128	10,388	(1,873)
Sub-total	64,612	-	-	5,426	70,038	42,766	10,814	53,580	-	-	26,885	26,885	80,465	(10,427)
8. Institutional Priority allocations														
Technology Renewal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Marketing & Branding	4,013	-	-	-	4,013	1,408	413	1,821	-	-	2,070	2,070	3,891	122
Pension	6,292	-	-	-	6,292	-	6,292	6,292	-	-	-	-	6,292	-
President's Strategic Support Fund	-	-	-	-	-	30	-	30	-	-	-	-	30	(30)
Sub-total	10,305	-	-	-	10,305	1,438	6,705	8,143	-	-	2,070	2,070	10,213	92
Surplus/(Deficit)	681,478	0	14,403	138,155	834,035	485,463	129,967	615,430	42,278	15,971	192,639	250,888	866,318	(32,282)
<i>Under/(over)allocated</i>	(0)	(0)	-	(3,533)	(3,533)	-	-	-	-	-	(3,533)	(3,533)	(3,533)	(0)
Total Surplus/(Deficit)	681,478	(0)	14,403	134,621	830,502	485,463	129,967	615,430	42,278	15,971	189,106	247,354	862,785	(32,282)

Table 22: Operating Fund 2025/26 Plan by Unit

(\$ thousands)	Sources of Funding					Salaries & Benefits			Non-salary Expenses				Total Expenses	Annual Surplus (Deficit)
	Framework Allocation	University Fund Allocation	Research Overhead Income	Other Income	Total Income	Salaries & Wages	Benefits & PDA	Total	Scholarships	Library Acquisitions	All Other Expenses	Total		
1. Faculties														
Business	54,466	-	-	6,138	60,604	42,747	10,480	53,227	3,095	-	14,242	17,337	70,564	(9,960)
Engineering	87,613	2,567	1,631	4,246	96,057	72,894	17,168	90,062	4,129	0	13,926	18,055	108,118	(12,061)
Health Sciences	62,972	713	8,350	47,878	119,913	107,293	27,407	134,700	1,551	-	(3,451)	(1,900)	132,800	(12,887)
Humanities	22,915	2,543	340	6,919	32,716	31,971	7,747	39,718	1,418	5	2,114	3,537	43,255	(10,539)
Science	66,422	617	407	3,467	70,913	63,728	16,051	79,779	4,379	-	5,010	9,390	89,169	(18,256)
Medical Radiation - Mohawk share	4,394	-	-	-	4,394	-	-	-	-	-	4,394	4,394	4,394	-
Social Sciences	37,454	886	94	702	39,136	37,951	9,447	47,397	953	-	2,682	3,635	51,033	(11,897)
Arts & Science	1,437	-	-	-	1,437	1,444	87	1,531	0	-	459	460	1,991	(554)
Sub-total	337,673	7,325	10,821	69,350	425,169	358,028	88,388	446,415	15,525	5	39,378	54,908	501,323	(76,154)
2. Academic Priorities														
University Fund	51,117	(7,575)	-	-	43,542	4,221	-	4,221	-	-	14,980	14,980	19,201	24,341
Revenue Projection Contingency	(15,521)	-	-	-	(15,521)	-	-	-	-	-	-	-	-	(15,521)
Ongoing Priorities Contingency	19,299	-	-	5,000	24,299	(10,963)	-	(10,963)	-	-	(5,538)	(5,538)	(16,500)	40,799
One-time Priorities Contingency	8,500	-	-	-	8,500	-	-	-	-	-	-	-	-	8,500
Sub-total	63,395	(7,575)	-	5,000	60,820	(6,742)	-	(6,742)	-	-	9,442	9,442	2,701	58,119
TOTAL ACADEMIC	401,068	(250)	10,821	74,350	485,989	351,286	88,388	439,673	15,525	5	48,820	64,351	504,024	(18,035)
3. Academic Support														
VP Academic	9,351	-	-	310	9,661	6,871	1,585	8,455	-	-	2,634	2,634	11,090	(1,429)
Museum of Art	664	-	-	192	856	787	238	1,024	-	-	(191)	(191)	833	23
VP Teaching & Learning	5,007	-	-	148	5,155	4,359	1,141	5,500	-	-	229	229	5,729	(575)
University Library	24,381	-	-	70	24,451	9,463	2,581	12,043	3	12,501	973	13,476	25,520	(1,069)
Health Sciences Library	5,127	-	25	33	5,185	2,194	583	2,777	-	3,988	(646)	3,342	6,119	(934)
Registrar	8,399	-	-	4,248	12,647	9,440	2,440	11,881	-	-	3,200	3,200	15,081	(2,434)
Sub-total	52,929	-	25	5,001	57,955	33,113	8,567	41,680	3	16,488	6,199	22,690	64,371	(6,416)
4. Research Support														
Research	13,607	250	3,572	16,340	33,770	22,479	6,070	28,549	8	-	7,088	7,096	35,645	(1,876)
VP Research Discretionary Fund	2,651	-	-	-	2,651	-	-	-	-	-	2,901	2,901	2,901	(250)
Research Loans	-	-	-	-	-	-	-	-	-	-	(39)	(39)	(39)	39
Sub-total	16,258	250	3,572	16,340	36,421	22,479	6,070	28,549	8	-	9,951	9,959	38,508	(2,087)
5. Student Support														
Graduate Scholarships	15,888	-	-	-	15,888	600	-	600	15,238	-	50	15,288	15,888	-
School of Graduate Studies	2,863	-	-	54	2,917	2,398	638	3,036	55	-	(45)	10	3,047	(130)
Student Affairs	8,230	-	-	23,741	31,971	21,390	5,930	27,319	765	-	7,438	8,203	35,522	(3,551)
DBAC Building Financing	-	-	-	7,464	7,464	349	-	349	-	-	6,485	6,485	6,833	631
DBAC Deferred Maintenance	-	-	-	-	-	-	-	-	-	-	(600)	(600)	(600)	600
Undergraduate Scholarships	14,125	-	-	267	14,392	2,125	-	2,125	11,806	-	340	12,146	14,271	121
Sub-total	41,106	-	-	31,527	72,633	26,862	6,567	33,429	27,863	-	13,668	41,532	74,960	(2,328)
6. Facilities Support														
Facilities Services	18,284	-	-	2,927	21,211	13,172	4,348	17,520	-	-	4,365	4,365	21,885	(674)
HSC Maintenance	4,738	-	-	40	4,778	-	-	-	-	-	4,778	4,778	4,778	0
Utilities	27,893	-	-	4,542	32,435	2,096	618	2,714	-	-	29,289	29,289	32,003	432
Campus Safety Services	2,737	-	-	25	2,762	2,676	644	3,320	-	-	(444)	(444)	2,876	(114)
Deferred Maintenance	12,893	-	-	-	12,893	-	-	-	-	-	12,893	12,893	12,893	-
Bond Interest	15,159	-	-	-	15,159	-	-	-	-	-	15,159	15,159	15,159	-
Renovation contingency	1,274	-	-	-	1,274	-	-	-	-	-	1,274	1,274	1,274	-
Sub-total	82,978	-	-	7,534	90,512	17,944	5,610	23,553	-	-	67,314	67,314	90,868	(956)
7. Institutional Support														
VP Operations & Finance	3,638	-	-	-	3,638	2,260	518	2,779	-	-	845	845	3,624	14
Financial Affairs	4,125	-	-	2,894	7,019	6,412	1,742	8,154	-	-	(1,227)	(1,227)	6,926	93
Human Resources	11,188	-	-	51	11,239	8,084	2,288	10,372	-	-	2,006	2,006	12,377	(1,138)
UTS	21,755	-	-	101	21,856	11,850	3,083	14,933	-	-	9,371	9,371	24,304	(2,447)
UTS Asset Management	1,688	-	-	-	1,688	-	-	-	-	-	2,061	2,061	2,061	(373)
University Secretariat	1,429	-	-	86	1,515	1,107	295	1,402	-	-	132	132	1,535	(19)
President's Office	4,054	-	-	-	4,054	3,269	733	4,002	-	-	1,189	1,189	5,192	(1,138)
University Advancement	5,171	-	-	40	5,211	7,282	1,836	9,119	-	-	(2,908)	(2,908)	6,211	(1,000)
Legal	6,367	-	-	-	6,367	961	238	1,199	-	-	5,421	5,421	6,620	(253)
General University	6,079	-	-	2,370	8,449	1,277	41	1,318	-	-	9,378	9,378	10,696	(2,247)
Sub-total	65,494	-	-	5,543	71,037	42,503	10,774	53,278	-	-	26,269	26,269	79,546	(8,509)
8. Institutional Priority allocations														
Technology Renewal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Marketing & Branding	3,013	-	-	-	3,013	1,526	413	1,939	-	-	1,143	1,143	3,082	(69)
Pension	6,292	-	-	-	6,292	-	6,292	6,292	-	-	-	-	6,292	-
President's Strategic Support Fund	-	-	-	-	-	30	-	30	-	-	-	-	30	(30)
Sub-total	9,305	-	-	-	9,305	1,556	6,705	8,261	-	-	1,143	1,143	9,404	(99)
Surplus/(Deficit)	669,138	0	14,419	140,294	823,851	495,742	132,682	628,424	43,399	16,494	173,364	233,256	861,680	(37,830)
<i>Under/overallocated</i>	-	-	-	(3,853)	(3,853)	-	-	-	-	-	(3,853)	(3,853)	(3,853)	-
Total Surplus/(Deficit)	669,138	0	14,419	136,441	819,997	495,742	132,682	628,424	43,399	16,494	169,510	229,403	857,827	(37,830)

Table 23: Operating Fund 2026/27 Plan by Unit

(\$ thousands)	Sources of Funding					Salaries & Benefits			Non-salary Expenses				Total Expenses	Annual Surplus (Deficit)
	Framework Allocation	University Fund Allocation	Research Overhead Income	Other Income	Total Income	Salaries & Wages	Benefits & PDA	Total	Scholarships	Library Acquisitions	All Other Expenses			
											Total			
1. Faculties														
Business	56,722	-	-	6,109	62,831	44,993	11,078	56,071	3,095	-	13,976	17,071	73,142	(10,311)
Engineering	89,999	2,493	1,631	4,418	98,541	75,932	17,929	93,861	4,129	0	13,896	18,025	111,886	(13,345)
Health Sciences	61,480	569	7,949	48,868	118,866	112,814	28,940	141,753	1,578	-	(1,903)	(325)	141,429	(22,563)
Humanities	23,518	2,218	340	8,134	34,210	32,198	7,939	40,137	1,762	5	1,285	3,052	43,189	(8,980)
Science	66,982	78	407	3,453	70,920	65,497	16,487	81,985	6,393	-	5,208	11,601	93,586	(22,666)
Medical Radiation - Mohawk share	4,434	-	-	-	4,434	-	-	-	-	-	4,434	4,434	4,434	-
Social Sciences	37,009	787	94	703	38,592	38,447	9,525	47,971	893	-	2,577	3,470	51,441	(12,849)
Arts & Science	1,382	-	-	-	1,382	1,414	77	1,492	0	-	460	461	1,953	(571)
Sub-total	341,526	6,144	10,420	71,685	429,775	371,295	91,975	463,270	17,850	5	39,933	57,789	521,059	(91,284)
2. Academic Priorities														
University Fund	53,017	(6,144)	-	-	46,873	3,138	-	3,138	-	-	44,352	44,352	47,490	(617)
Revenue Projection Contingency	(30,328)	-	-	-	(30,328)	-	-	-	-	-	-	-	-	(30,328)
Ongoing Priorities Contingency	25,899	-	-	5,000	30,899	(11,463)	-	(11,463)	-	-	(5,538)	(5,538)	(17,000)	47,899
One-time Priorities Contingency	8,200	-	-	-	8,200	-	-	-	-	-	-	-	-	8,200
Sub-total	56,788	(6,144)	-	5,000	55,644	(8,324)	-	(8,324)	-	-	38,814	38,814	30,489	25,155
TOTAL ACADEMIC	398,314	-	10,420	76,685	485,419	362,971	91,975	454,946	17,850	5	78,747	96,602	551,548	(66,129)
3. Academic Support														
VP Academic	9,351	-	-	340	9,691	7,047	1,635	8,682	-	-	2,859	2,859	11,541	(1,850)
Museum of Art	664	-	-	289	953	821	260	1,081	-	-	(138)	(138)	944	9
VP Teaching & Learning	5,007	-	-	148	5,155	4,444	1,169	5,614	-	-	319	319	5,932	(778)
University Library	24,781	-	-	70	24,851	9,455	2,592	12,047	3	12,901	1,463	14,367	26,413	(1,562)
Health Sciences Library	5,127	-	25	33	5,185	2,285	608	2,894	-	4,179	(648)	3,531	6,424	(1,239)
Registrar	8,399	-	-	4,382	12,781	9,807	2,560	12,367	-	-	3,100	3,100	15,467	(2,686)
Sub-total	53,329	-	25	5,261	58,615	33,860	8,824	42,685	3	17,079	6,955	24,037	66,722	(8,107)
4. Research Support														
Research	13,607	-	3,572	12,519	29,698	23,140	6,284	29,424	8	-	2,705	2,713	32,138	(2,440)
VP Research Discretionary Fund	2,651	-	-	-	2,651	-	-	-	-	-	2,722	2,722	2,722	(71)
Research Loans	-	-	-	-	-	-	-	-	-	-	(39)	(39)	(39)	39
Sub-total	16,258	-	3,572	12,519	32,349	23,140	6,284	29,424	8	-	5,389	5,397	34,821	(2,472)
5. Student Support														
Graduate Scholarships	15,888	-	-	-	15,888	600	-	600	15,238	-	50	15,288	15,888	-
School of Graduate Studies	2,863	-	-	54	2,917	2,119	567	2,686	55	-	395	450	3,135	(218)
Student Affairs	8,230	-	-	24,500	32,730	22,038	6,149	28,186	765	-	7,514	8,278	36,465	(3,735)
DBAC Building Financing	-	-	-	7,798	7,798	364	-	364	-	-	6,568	6,568	6,932	866
DBAC Deferred Maintenance	-	-	-	-	-	-	-	-	-	-	(620)	(620)	(620)	620
Undergraduate Scholarships	14,072	-	-	267	14,339	2,125	-	2,125	11,753	-	340	12,093	14,218	122
Sub-total	41,053	-	-	32,619	73,672	27,246	6,716	33,961	27,810	-	14,246	42,057	76,018	(2,346)
6. Facilities Support														
Facilities Services	18,084	-	-	2,987	21,071	13,563	4,502	18,065	-	-	4,487	4,487	22,553	(1,481)
HSC Maintenance	4,738	-	-	40	4,778	-	-	-	-	-	4,778	4,778	4,778	0
Utilities	27,893	-	-	4,431	32,324	2,155	645	2,800	-	-	28,740	28,740	31,539	785
Campus Safety Services	2,737	-	-	25	2,762	2,756	671	3,426	-	-	(444)	(444)	2,983	(221)
Deferred Maintenance	12,893	-	-	-	12,893	-	-	-	-	-	12,893	12,893	12,893	-
Bond Interest	15,159	-	-	-	15,159	-	-	-	-	-	15,159	15,159	15,159	-
Renovation contingency	1,274	-	-	-	1,274	-	-	-	-	-	1,274	1,274	1,274	-
Sub-total	82,778	-	-	7,483	90,261	18,473	5,818	24,291	-	-	66,888	66,888	91,178	(917)
7. Institutional Support														
VP Operations & Finance	3,638	-	-	-	3,638	2,241	514	2,756	-	-	795	795	3,551	87
Financial Affairs	4,125	-	-	2,930	7,055	6,640	1,815	8,454	-	-	(1,271)	(1,271)	7,183	(128)
Human Resources	11,188	-	-	51	11,239	8,345	2,367	10,711	-	-	1,948	1,948	12,660	(1,420)
UTS	21,755	-	-	101	21,856	12,201	3,198	15,399	-	-	8,395	8,395	23,794	(1,938)
UTS Asset Management	1,688	-	-	-	1,688	-	-	-	-	-	1,867	1,867	1,867	(179)
University Secretariat	1,429	-	-	89	1,518	1,140	306	1,446	-	-	132	132	1,578	(60)
President's Office	4,054	-	-	4,054	3,348	3,348	760	4,108	-	-	1,185	1,185	5,293	(1,239)
University Advancement	6,171	-	-	40	6,211	7,735	1,938	9,673	-	-	(2,962)	(2,962)	6,711	(500)
Legal	6,367	-	-	-	6,367	990	246	1,236	-	-	5,424	5,424	6,659	(292)
General University	6,079	-	-	2,424	8,503	1,337	42	1,379	-	-	9,782	9,782	11,161	(2,658)
Sub-total	66,494	-	-	5,636	72,130	43,977	11,186	55,163	-	-	25,295	25,295	80,458	(8,328)
8. Institutional Priority allocations														
Technology Renewal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Marketing & Branding	3,013	-	-	-	3,013	1,569	429	1,998	-	-	1,084	1,084	3,082	(69)
Pension	6,292	-	-	-	6,292	-	6,292	6,292	-	-	-	-	6,292	-
President's Strategic Support Fund	-	-	-	-	-	30	-	30	-	-	-	-	30	(30)
Sub-total	9,305	-	-	-	9,305	1,599	6,721	8,321	-	-	1,084	1,084	9,404	(99)
Surplus/(Deficit)	667,531	-	14,017	140,204	821,752	511,266	137,524	648,790	45,672	17,085	198,603	261,359	910,149	(88,398)
<i>Under/(over)allocated</i>	-	-	-	(4,362)	(4,362)	-	-	-	-	-	(4,362)	(4,362)	(4,362)	-
Total Surplus/(Deficit)	667,531	-	14,017	135,841	817,389	511,266	137,524	648,790	45,672	17,085	194,240	256,996	905,787	(88,398)

Table 24: Operating Fund Annual Net Change by Unit

(\$ thousands)	2023/24		2024/25	2025/26	2026/27
	Budget	Projection	Budget	Plan	Plan
1. Faculties					
Business	6,149	5,509	(6,493)	(9,960)	(10,311)
Engineering	(5,492)	(3,145)	(9,959)	(12,061)	(13,345)
Health Sciences	(6,076)	(5,145)	(6,480)	(12,887)	(22,563)
Humanities	(6,854)	(2,635)	(11,168)	(10,539)	(8,980)
Science	(2,070)	(1,970)	(12,831)	(18,256)	(22,666)
Medical Radiation - Mohawk share	-	(0)	-	-	-
Social Sciences	(6,855)	(3,095)	(9,004)	(11,897)	(12,849)
Arts & Science	(452)	(332)	(482)	(554)	(571)
Sub-total	(21,649)	(10,813)	(56,418)	(76,154)	(91,284)
2. Academic Priorities					
University Fund	(16,981)	8,443	14,209	24,341	(617)
Revenue Projection Contingency	2,834	17,815	1,837	(15,521)	(30,328)
Ongoing Priorities Contingency	25,034	5,010	27,032	40,799	47,899
One-time Priorities Contingency	4,119	(6,511)	3,715	8,500	8,200
Sub-total	15,006	24,757	46,793	58,119	25,155
TOTAL ACADEMIC	(6,643)	13,944	(9,625)	(18,035)	(66,129)
3. Academic Support					
VP Academic	(1,378)	(484)	(1,281)	(1,429)	(1,850)
Museum of Art	(4)	(98)	61	23	9
VP Teaching & Learning	(480)	(1,007)	(580)	(575)	(778)
University Library	(1,268)	(478)	(1,088)	(1,069)	(1,562)
Health Sciences Library	(143)	113	(430)	(934)	(1,239)
Registrar	(1,635)	(850)	(2,446)	(2,434)	(2,686)
Sub-total	(4,909)	(2,804)	(5,764)	(6,416)	(8,107)
4. Research Support					
Research	(4,914)	(14)	(5,192)	(1,876)	(2,440)
VP Research Discretionary Fund	(585)	(2,649)	(250)	(250)	(71)
Research Loans	39	39	39	39	39
Sub-total	(5,460)	(2,624)	(5,403)	(2,087)	(2,472)
5. Student Support					
Graduate Scholarships	118	(0)	0	-	-
School of Graduate Studies	(165)	38	(51)	(130)	(218)
Student Affairs	(3,445)	(4,838)	(2,674)	(3,551)	(3,735)
DBAC Building Financing	652	252	406	631	866
DBAC Deferred Maintenance	520	563	581	600	620
Undergraduate Scholarships	(646)	(1,295)	122	121	122
Sub-total	(2,966)	(5,280)	(1,615)	(2,328)	(2,346)
6. Facilities Support					
Facilities Services	393	(131)	(1)	(674)	(1,481)
HSC Maintenance	14	(123)	(0)	0	0
Utilities	(2,188)	26	468	432	785
Campus Safety Services	(68)	(608)	(6)	(114)	(221)
Deferred Maintenance	-	0	0	-	-
Bond Interest	-	(0)	-	-	-
Renovation contingency	0	0	-	-	-
Sub-total	(1,848)	(837)	460	(356)	(917)
7. Institutional Support					
Administration	(421)	10	(243)	14	87
Financial Affairs	13	(151)	(146)	93	(128)
Human Resources	(449)	550	(755)	(1,138)	(1,420)
UTS	(1,202)	(378)	(3,402)	(2,447)	(1,938)
UTS Asset Management	(10)	(1,679)	(440)	(373)	(179)
University Secretariat	(29)	(221)	20	(19)	(60)
Presidential Budget	(300)	(810)	(926)	(1,138)	(1,239)
University Advancement	(1,825)	(153)	(2,228)	(1,000)	(500)
Legal	(225)	(51)	(433)	(253)	(292)
General University	(1,387)	356	(1,873)	(2,247)	(2,658)
Sub-total	(5,834)	(2,525)	(10,427)	(8,509)	(8,328)
8. Institutional Priority allocations					
Technology Renewal	3,215	3,215	-	-	-
Marketing & Branding	(200)	(505)	122	(69)	(69)
Pension	0	0	-	0	0
President's Strategic Support Fund	(5,185)	1,744	(30)	(30)	(30)
Sub-total	(2,170)	4,454	92	(99)	(99)
Surplus/(Deficit)	(29,831)	4,327	(32,282)	(37,830)	(88,398)
<i>Under/(over)allocated</i>	0	0	(0)	-	-
Total Surplus/(Deficit)	(29,831)	4,327	(32,282)	(37,830)	(88,398)

Table 25: Operating Fund 2023/24 Financial Position and Variance by Unit

(\$ thousands)	2023/24 Budget				2023/24 Projection				Favourable (Unfavourable) Variance						
	Appropriations April 30, 2023	On-going	One-time	Total	Appropriations April 30, 2024	On-going	One-time	Total	Appropriations April 30, 2023	On-going	One-time	Total	Appropriations April 30, 2024		
1. Faculties															
Business	16,022	6,149	-	6,149	22,172	18,022	6,265	(756)	5,509	23,531	2,000	116	(756)	(640)	1,360
Engineering	23,862	(5,492)	-	(5,492)	18,370	30,085	(2,595)	(550)	(3,145)	26,940	6,223	2,897	(550)	2,347	8,570
Health Sciences	50,511	(8,914)	2,839	(6,076)	44,435	50,583	(21)	(5,124)	(5,145)	45,438	73	8,893	(7,963)	930	1,003
Humanities	11,076	(9,037)	2,184	(6,854)	4,222	13,917	(4,159)	1,524	(2,635)	11,283	2,842	4,879	(660)	4,219	7,061
Science	23,099	(2,220)	150	(2,070)	21,029	27,798	(831)	(1,139)	(1,970)	25,828	4,699	1,389	(1,289)	100	4,799
Medical Radiation - Mohawk share	(0)	-	-	-	(0)	0	(0)	-	(0)	-	0	(0)	-	(0)	0
Social Sciences	19,633	(5,355)	(1,500)	(6,855)	12,778	21,830	(2,399)	(695)	(3,095)	18,735	2,197	2,955	805	3,760	5,957
Arts & Science	1,228	(452)	-	(452)	775	1,212	(332)	-	(332)	880	(16)	120	-	120	104
Sub-total	145,430	(25,321)	3,672	(21,649)	123,781	163,448	(4,073)	(6,741)	(10,813)	152,634	18,018	21,249	(10,413)	10,836	28,854
2. Academic Priorities															
University Fund	52,587	15,378	(32,359)	(16,981)	35,606	54,641	28,158	(19,715)	8,443	63,084	2,054	12,780	12,645	25,424	27,478
Revenue Projection Contingency	2,000	2,834	-	2,834	4,834	1,179	2,700	15,115	17,815	18,994	(821)	(134)	15,115	14,981	14,160
Ongoing Priorities Contingency	42	25,034	-	25,034	25,075	28	5,043	(33)	5,010	5,038	(13)	(19,991)	(33)	(20,024)	(20,037)
One-time Priorities Contingency	(19,069)	10,000	(5,881)	4,119	(14,950)	(17,569)	10,000	(16,511)	(6,511)	(24,080)	1,500	0	(10,630)	(10,630)	(9,130)
Sub-total	35,559	53,246	(38,240)	15,006	50,565	38,280	45,901	(21,144)	24,757	63,037	2,720	(7,345)	17,097	9,752	12,472
TOTAL ACADEMIC	180,989	27,925	(34,568)	(6,643)	174,346	201,727	41,828	(27,884)	13,944	215,671	20,738	13,904	6,684	20,587	41,326
3. Academic Support															
VP Academic	6,319	(1,278)	(100)	(1,378)	4,941	8,016	(947)	463	(484)	7,532	1,697	331	563	894	2,591
Museum of Art	23	(4)	-	(4)	19	116	(98)	-	(98)	18	93	(94)	-	(94)	(1)
VP Teaching & Learning	1,539	(713)	233	(480)	1,059	3,351	(189)	(817)	(1,007)	2,344	1,812	523	(1,050)	(527)	1,285
University Library	1,323	(1,268)	0	(1,268)	54	1,684	(478)	(0)	(478)	1,206	362	790	(0)	790	1,152
Health Sciences Library	11	(188)	44	(143)	(132)	279	15	97	113	392	268	203	53	256	524
Registrar	3,259	(1,367)	(268)	(1,635)	1,623	2,944	(850)	0	(850)	2,093	(315)	517	268	785	470
Sub-total	12,473	(4,817)	(91)	(4,909)	7,565	16,390	(2,547)	(257)	(2,804)	13,586	3,916	2,271	(166)	2,105	6,021
4. Research Support															
Research	6,974	(4,910)	(4)	(4,914)	2,060	9,546	(17)	3	(14)	9,532	2,573	4,893	7	4,900	7,473
VP Research Discretionary Fund	1,184	(585)	-	(585)	599	3,675	(2,730)	81	(2,649)	1,026	2,491	(2,145)	81	(2,064)	428
Research Loans	(349)	39	-	39	(310)	(349)	39	-	39	(310)	(0)	0	-	0	(0)
Sub-total	7,808	(5,456)	(4)	(5,460)	2,348	12,872	(2,708)	84	(2,624)	10,248	5,064	2,749	88	2,836	7,900
5. Student Support															
Graduate Scholarships	(65)	118	-	118	53	813	(0)	-	(0)	813	878	(118)	-	(118)	760
School of Graduate Studies	506	(212)	47	(165)	341	551	44	(6)	38	589	45	256	(53)	202	248
Student Affairs	10,050	(4,464)	1,019	(3,445)	6,605	12,984	(4,747)	(91)	(4,838)	8,146	2,934	(283)	(1,109)	(1,393)	1,541
DBAC Building Financing	(1,242)	652	-	652	(590)	-	252	-	252	252	1,242	(400)	-	(400)	842
DBAC Deferred Maintenance	3,941	520	-	520	4,461	4,041	563	-	563	4,605	100	43	-	43	143
Undergraduate Scholarships	853	(646)	-	(646)	207	2,190	(1,307)	12	(1,295)	894	1,336	(661)	12	(649)	687
Sub-total	14,043	(4,032)	1,066	(2,966)	11,077	20,578	(5,196)	(85)	(5,280)	15,298	6,535	(1,164)	(1,151)	(2,314)	4,221
6. Facilities Support															
Facilities Services	21	193	200	393	414	721	(331)	200	(131)	590	701	(524)	-	(524)	176
HSC Maintenance	76	14	-	14	90	213	(123)	-	(123)	90	137	(137)	-	(137)	0
Utilities	(65)	(2,188)	-	(2,188)	(2,253)	(123)	26	-	26	(97)	(57)	2,213	-	2,213	2,156
Campus Safety Services	107	(68)	-	(68)	39	23	(66)	(543)	(608)	(586)	(84)	2	(543)	(540)	(625)
Deferred Maintenance	(0)	-	-	-	(0)	(0)	0	-	0	(0)	(0)	0	-	0	0
Bond Interest	(0)	-	-	-	(0)	(1)	(0)	-	(0)	(1)	(0)	(0)	-	(0)	(0)
Renovation contingency	(0)	0	-	0	(0)	(0)	0	-	0	(0)	0	(0)	-	(0)	0
Sub-total	138	(2,048)	200	(1,848)	(1,711)	833	(494)	(343)	(837)	(3)	696	1,554	(543)	1,012	1,707
7. Institutional Support															
VP Operations & Finance	2,903	(421)	-	(421)	2,482	3,581	510	(500)	10	3,592	678	931	(500)	431	1,109
Financial Affairs	215	465	(452)	13	228	623	321	(472)	(151)	473	409	(143)	(20)	(164)	245
Human Resources	(359)	(449)	(0)	(449)	(808)	343	338	212	550	893	702	787	212	999	1,701
UTS/Technology Fund	2,411	(1,465)	263	(1,202)	1,209	3,685	(262)	(116)	(378)	3,307	1,274	1,203	(379)	824	2,098
UTS Asset Management	(91)	(10)	-	(10)	(101)	1,453	(1,679)	-	(1,679)	(227)	1,543	(1,669)	-	(1,669)	(125)
University Secretariat	176	(29)	-	(29)	147	126	(221)	-	(221)	(95)	(50)	(193)	-	(193)	(243)
Presidential Budget	1,154	(300)	-	(300)	855	1,508	(622)	(188)	(810)	699	354	(322)	(188)	(510)	(156)
University Advancement	4,422	(1,825)	-	(1,825)	2,597	4,381	0	(153)	(153)	4,228	(41)	1,825	(153)	1,672	1,631
Legal	(187)	(855)	630	(225)	(412)	99	(681)	630	(51)	49	286	174	-	174	461
General University	(967)	(1,387)	-	(1,387)	(2,354)	(1,953)	(2,632)	2,988	356	(1,597)	(987)	(1,245)	2,988	1,743	756
Sub-total	9,677	(6,276)	442	(5,834)	3,843	13,846	(4,928)	2,403	(2,525)	11,320	4,169	1,348	1,961	3,309	7,477
8. Institutional Priority allocations															
Technology Renewal	(3,215)	-	3,215	3,215	(0)	(3,215)	-	3,215	3,215	(0)	-	-	-	-	-
Marketing & Branding	200	(346)	146	(200)	(0)	505	(108)	(397)	(505)	(0)	305	238	(543)	(305)	0
Pension	(0)	0	-	0	(0)	(0)	0	0	0	(0)	(0)	0	0	(0)	(0)
President's Strategic Support Fund	1,815	-	(5,185)	(5,185)	(3,370)	(1,867)	(31)	1,775	1,744	(123)	(3,682)	(31)	6,960	6,929	3,247
Sub-total	(1,200)	(346)	(1,824)	(2,170)	(3,370)	(4,577)	(139)	4,592	4,454	(123)	(3,376)	207	6,417	6,624	3,247
Surplus/(Deficit)	223,928	4,949	(34,780)	(29,831)	194,097	261,670	25,817	(21,490)	4,327	265,997	37,742	20,868	13,290	34,158	71,900
<i>Under/(over)allocated</i>	(0)	3,215	(3,215)	0	(0)	-	(3,285)	3,285	0	0	0	(6,500)	6,500	0	0
Total Surplus/(Deficit)	223,928	8,164	(37,995)	(29,831)	194,097	261,670	22,532	(18,205)	4,327	265,997	37,742	14,368	19,790	34,158	71,900

Table 26: Operating Fund Budget and Plan Financial Position by Unit

(\$ thousands)	2024/25 Budget				2025/26Plan				2026/27 Plan				
	Appropriations April 30, 2024	On-going	One-time	Total	Appropriations April 30, 2025	On-going	One-time	Total	Appropriations April 30, 2026	On-going	One-time	Total	Appropriations April 30, 2027
1. Facilities													
Business	23,531	(4,998)	(1,495)	(6,493)	17,038	(9,515)	(445)	(9,960)	7,078	(9,866)	(445)	(10,311)	(3,233)
Engineering	26,940	(9,959)	-	(9,959)	16,981	(12,061)	-	(12,061)	4,919	(13,345)	-	(13,345)	(8,425)
Health Sciences	45,438	(5,149)	(1,331)	(6,480)	38,958	(11,898)	(989)	(12,887)	26,071	(21,211)	(1,352)	(22,563)	3,508
Humanities	11,283	(10,369)	(799)	(11,168)	114	(9,667)	(871)	(10,539)	(10,425)	(8,846)	(134)	(8,980)	(19,405)
Science	25,828	(12,858)	28	(12,831)	12,997	(18,223)	(33)	(18,256)	(5,259)	(22,663)	(3)	(22,666)	(27,925)
Medical Radiation - Mohawk share	-	-	-	-	-	-	-	-	-	-	-	-	-
Social Sciences	18,735	(8,964)	(40)	(9,004)	9,731	(10,659)	(1,238)	(11,897)	(2,166)	(12,322)	(526)	(12,849)	(15,015)
Arts & Science	880	(539)	57	(482)	397	(554)	-	(554)	(156)	(571)	-	(571)	(727)
Sub-total	152,634	(52,837)	(3,581)	(56,418)	96,216	(72,577)	(3,577)	(76,154)	20,062	(88,823)	(2,460)	(91,284)	(71,221)
2. Academic Priorities													
University Fund	63,084	40,957	(26,748)	14,209	77,293	41,983	(17,642)	24,341	101,633	43,822	(44,438)	(617)	101,016
Revenue Projection Contingency	18,994	1,837	-	1,837	20,831	(15,521)	-	(15,521)	5,310	(30,328)	-	(30,328)	(25,018)
Ongoing Priorities Contingency	5,038	27,032	-	27,032	32,071	40,799	-	40,799	72,870	47,899	-	47,899	120,770
One-time Priorities Contingency	(24,080)	10,000	(6,285)	3,715	(20,365)	10,000	(1,500)	8,500	(11,865)	10,000	(1,800)	8,200	(3,665)
Sub-total	63,037	79,826	(33,033)	46,793	109,830	77,262	(19,142)	58,119	167,949	71,393	(46,238)	25,155	193,104
TOTAL ACADEMIC	215,671	26,989	(36,614)	(9,625)	206,047	4,685	(22,720)	(18,035)	188,012	(17,430)	(48,699)	(66,129)	121,882
3. Academic Support													
VP Academic	7,532	(111)	(1,170)	(1,281)	6,250	(524)	(904)	(1,429)	4,822	(943)	(907)	(1,850)	2,971
Museum of Art	18	61	-	61	80	23	-	23	103	9	-	9	112
VP Teaching & Learning	2,337	240	(820)	(580)	1,756	(31)	(544)	(575)	1,182	(223)	(555)	(778)	404
University Library	1,206	(1,088)	-	(1,088)	118	(1,069)	-	(1,069)	(951)	(1,562)	-	(1,562)	(2,513)
Health Sciences Library	392	(480)	50	(430)	(37)	(934)	-	(934)	(971)	(1,239)	-	(1,239)	(2,211)
Registrar	2,093	(1,396)	(1,050)	(2,446)	(353)	(1,041)	(1,392)	(2,434)	(2,786)	(1,341)	(1,345)	(2,686)	(5,473)
Sub-total	13,578	(2,774)	(2,990)	(5,764)	7,814	(3,576)	(2,840)	(6,416)	1,398	(5,299)	(2,807)	(8,107)	(6,709)
4. Research Support													
Research	9,532	(5,186)	(6)	(5,192)	4,340	(1,876)	-	(1,876)	2,464	(2,440)	-	(2,440)	25
VP Research Discretionary Fund	1,026	(250)	-	(250)	776	(250)	-	(250)	526	(71)	-	(71)	455
Research Loans	(310)	39	-	39	(272)	39	-	39	(233)	39	-	39	(194)
Sub-total	10,248	(5,397)	(6)	(5,403)	4,845	(2,087)	-	(2,087)	2,758	(2,472)	-	(2,472)	286
5. Student Support													
Graduate Scholarships	813	0	-	0	813	-	-	-	813	-	-	-	813
School of Graduate Studies	589	(46)	(6)	(51)	538	(130)	-	(130)	408	(218)	-	(218)	190
Student Affairs	8,146	(2,618)	(56)	(2,674)	5,472	(2,648)	(903)	(3,551)	1,922	(2,688)	(1,047)	(3,735)	(1,813)
DBAC Building Financing	252	406	-	406	658	631	-	631	1,288	866	-	866	2,154
DBAC Deferred Maintenance	4,605	581	-	581	5,186	600	-	600	5,786	620	-	620	6,406
Undergraduate Scholarships	894	122	-	122	1,016	121	-	121	1,138	122	-	122	1,259
Sub-total	15,298	(1,554)	(61)	(1,615)	13,683	(1,425)	(903)	(2,328)	11,355	(1,298)	(1,047)	(2,346)	9,009
6. Facilities Support													
Facilities Services	590	(201)	200	(1)	589	(874)	200	(674)	(85)	(1,481)	-	(1,481)	(1,566)
HSC Maintenance	90	(0)	-	(0)	90	0	-	0	90	0	-	0	90
Utilities	(97)	468	-	468	371	432	-	432	803	785	-	785	1,588
Campus Safety Services	(586)	(6)	-	(6)	(592)	(114)	-	(114)	(706)	(221)	-	(221)	(927)
Deferred Maintenance	(0)	0	-	0	0	-	-	-	0	-	-	-	0
Bond Interest	(1)	-	-	-	(1)	-	-	-	(1)	-	-	-	(1)
Renovation contingency	(0)	-	-	-	(0)	-	-	-	(0)	-	-	-	(0)
Sub-total	(3)	260	200	460	457	(556)	200	(356)	102	(917)	-	(917)	(815)
7. Institutional Support													
VP Operations & Finance	3,592	285	(528)	(243)	3,349	246	(232)	14	3,363	187	(100)	87	3,450
Financial Affairs	473	144	(290)	(146)	327	93	-	93	419	(128)	-	(128)	291
Human Resources	893	(805)	50	(755)	137	(1,188)	50	(1,138)	(1,001)	(1,420)	-	(1,420)	(2,421)
UTS/Technology Fund	3,307	(1,919)	(1,483)	(3,402)	(95)	(1,983)	(464)	(2,447)	(2,542)	(1,474)	(464)	(1,938)	(4,480)
UTS Asset Management	(227)	(440)	-	(440)	(667)	(373)	-	(373)	(1,040)	(179)	-	(179)	(1,219)
University Secretariat	(95)	20	-	20	(76)	(19)	-	(19)	(95)	(60)	-	(60)	(155)
Presidential Budget	699	(508)	(419)	(926)	(228)	(864)	(273)	(1,138)	(1,365)	(958)	(281)	(1,239)	(2,604)
University Advancement	4,228	0	(2,228)	(2,228)	2,000	0	(1,000)	(1,000)	1,000	0	(500)	(500)	500
Legal	49	(433)	-	(433)	(384)	(253)	-	(253)	(637)	(292)	-	(292)	(929)
General University	(1,597)	(1,873)	-	(1,873)	(3,470)	(2,247)	-	(2,247)	(5,717)	(2,658)	-	(2,658)	(8,375)
Sub-total	11,320	(5,529)	(4,898)	(10,427)	893	(6,589)	(1,919)	(8,509)	(7,616)	(6,983)	(1,345)	(8,328)	(15,944)
8. Institutional Priority allocations													
Technology Renewal	(0)	-	-	-	(0)	-	-	-	(0)	-	-	-	(0)
Marketing & Branding	9	(66)	188	122	131	406	(475)	(69)	62	421	(490)	(69)	(7)
Pension	(0)	-	-	-	(0)	0	-	0	(0)	0	-	0	(0)
President's Strategic Support Fund	(123)	(30)	-	(30)	(153)	(30)	-	(30)	(183)	(30)	-	(30)	(213)
Sub-total	(114)	(96)	188	92	(22)	376	(475)	(99)	(121)	391	(490)	(99)	(220)
Surplus/(Deficit)	265,999	11,900	(44,182)	(32,282)	233,716	(9,172)	(28,657)	(37,830)	195,887	(34,009)	(54,388)	(88,398)	107,489
Under/(over)allocated	-	(0)	-	(0)	(0)	-	-	-	(0)	-	-	-	(0)
Total Surplus/(Deficit)	265,999	11,900	(44,182)	(32,282)	233,716	(9,172)	(28,657)	(37,830)	195,887	(34,009)	(54,388)	(88,398)	107,489

APPENDIX 5 – ANCILLARY FUND UNIT LEVEL TABLES

Table 27: Ancillary Fund Budget by Unit

(\$ thousands)	McMaster Continuing Education		Office of Real Estate, Ancillary Operations and Partnerships		Campus Store		Media Production Services		Parking Services		Hospitality Services		Housing & Conference Services		Total	
	2023/24 Projection	2024/25 Budget	2023/24 Projection	2024/25 Budget	2023/24 Projection	2024/25 Budget	2023/24 Projection	2024/25 Budget	2023/24 Projection	2024/25 Budget	2023/24 Projection	2024/25 Budget	2023/24 Projection	2024/25 Budget	2023/24 Projection	2024/25 Budget
Sources of funding																
Sales	8,328	8,090	144	249	11,841	12,104	205	215	5,731	6,471	32,180	34,615	37,796	38,916	96,226	100,661
Internal revenue	609	589	-	219	(78)	(80)	3,862	3,925	68	68	2,372	2,420	231	434	7,064	7,575
Total sources of funding	8,937	8,679	144	468	11,763	12,024	4,067	4,140	5,799	6,539	34,551	37,035	38,028	39,350	103,290	108,235
Expenditure																
Salaries, wages and benefits	6,415	6,199	354	898	2,361	2,313	1,838	1,929	1,016	1,132	14,638	15,301	11,330	12,208	37,952	39,980
Cost of sales	-	-	-	-	8,281	8,331	1,227	1,193	-	-	12,623	13,529	-	-	22,131	23,053
Internal rent	504	524	-	-	420	531	126	129	36	37	1,205	1,252	4,351	4,618	6,642	7,090
Utilities and maintenance	16	16	-	-	15	14	21	8	145	102	961	1,231	4,091	2,719	5,249	4,091
Debt and financing charges	-	-	-	-	80	111	34	37	782	2,043	135	135	5,851	5,848	6,883	8,174
Equipment and renovations	325	159	18	15	122	376	441	412	1,202	852	1,496	651	7,335	8,270	10,939	10,736
All other expenses	1,899	2,055	20	(467)	232	285	48	91	1,847	1,848	2,677	3,476	4,196	3,995	10,919	11,282
Total expenditures	9,160	8,953	391	447	11,512	11,961	3,735	3,797	5,028	6,015	33,736	35,575	37,154	37,658	100,715	104,406
Surplus (deficit) from operations	(223)	(274)	(246)	21	252	63	332	343	772	524	815	1,460	874	1,692	2,576	3,829
Contribution to Operating Fund	(375)	(358)	-	-	(182)	(228)	(80)	(151)	(140)	(253)	(784)	(1,390)	(1,286)	(1,592)	(2,847)	(3,972)
Surplus (deficit)	(598)	(632)	(246)	21	70	(165)	252	191	632	271	32	70	(413)	100	(272)	(143)
Reserve																
Beginning Balance	3,806	3,208	-	(246)	(897)	(827)	(1,033)	(781)	(931)	(299)	(1,301)	(1,269)	634	222	278	7
Reserve Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Surplus (deficit)	(598)	(632)	(246)	21	70	(165)	252	191	632	271	32	70	(413)	100	(272)	(143)
Closing Balance	3,208	2,576	(246)	(225)	(827)	(992)	(781)	(589)	(299)	(28)	(1,269)	(1,199)	222	322	7	(136)

APPENDIX 6 – SUMMARY BY FUND

Table 28: Consolidated 2023/24 Projection by Fund

(\$ thousands)

	Operating Fund	Research Fund	Capital Fund	External Endowment	Internal Endowment	Ancillary Fund	Externally Funded	Total	GAAP Adjustment	Full Accrual Basis
Revenues										
Operating grants	255,124	-	5,000	-	-	-	-	260,124	40,478	300,602
Research grants and contracts	-	278,000	-	-	-	-	-	278,000	(48,801)	229,199
Tuition fees	429,226	-	-	-	-	-	-	429,226	12,511	441,737
Ancillary sales and services	-	-	-	-	-	96,226	-	96,226	(0)	96,226
Other revenues	169,607	-	-	8,997	125	-	36,752	215,481	1,982	217,463
Amortization of deferred capital contributions	-	-	-	-	-	-	-	-	46,402	46,402
Investment income (loss)	3,217	-	-	33,008	9,020	-	-	45,245	57,734	102,979
Investment income transfer	6,250	-	-	-	(6,250)	-	-	-	-	-
Total revenues	863,424	278,000	5,000	42,005	2,895	96,226	36,752	1,324,302	110,306	1,434,608
Expenses										
Salaries, wages and benefits	604,053	161,900	-	-	-	37,952	25,628	829,532	31,521	861,053
All other expenses	228,623	115,000	155,363	-	-	34,710	11,351	545,046	(160,661)	384,385
Amortization expense	-	-	-	-	-	-	-	-	94,299	94,299
Transfers to (from) other funds	1,092	(15,914)	(32,749)	29,957	805	16,954	(144)	-	-	-
Debt and financing charges	25,330	-	(12,185)	-	-	6,883	-	20,028	(1,960)	18,068
Total expenses	859,097	260,986	110,429	29,957	805	96,498	36,834	1,394,606	(36,801)	1,357,805
Excess of revenues over expenses	4,327	17,014	(105,429)	12,048	2,090	(272)	(83)	(70,304)	147,107	76,803

Table 29: Consolidated 2024/25 Budget by Fund

(\$ thousands)

	Operating Fund	Research Fund	Capital Fund	External Endowment	Internal Endowment	Ancillary Fund	Externally Funded	Total	GAAP Adjustment	Full Accrual Basis
Revenues										
Operating grants	247,439	-	6,000	-	-	-	-	253,439	39,602	293,041
Research grants and contracts	-	281,000	-	-	-	-	-	281,000	(47,218)	233,782
Tuition fees	404,417	-	-	-	-	-	-	404,417	11,780	416,197
Ancillary sales and services	-	-	-	-	-	100,661	-	100,661	0	100,661
Other revenues	169,179	-	22,800	7,521	125	-	33,533	233,158	(17,745)	215,413
Amortization of deferred capital contributions	-	-	-	-	-	-	-	-	43,727	43,727
Investment income (loss)	3,115	-	-	33,683	9,137	-	-	45,935	51,528	97,463
Investment income transfer	6,352	-	-	-	(6,352)	-	-	-	-	-
Total revenues	830,502	281,000	28,800	41,204	2,910	100,661	33,533	1,318,610	81,674	1,400,284
Expenses										
Salaries, wages and benefits	615,430	165,100	-	-	-	39,980	24,534	845,045	29,710	874,755
All other expenses	226,310	117,000	112,973	-	-	33,778	10,691	500,752	(122,561)	378,191
Amortization expense	-	-	-	-	-	-	-	-	96,721	96,721
Transfers to (from) other funds	(4,286)	(15,930)	(28,211)	28,898	816	18,871	(158)	(0)	0	-
Debt and financing charges	25,330	-	(19,147)	-	-	8,174	-	14,357	3,652	18,009
Total expenses	862,785	266,170	65,615	28,898	816	100,803	35,068	1,360,155	7,521	1,367,676
Excess of revenues over expenses	(32,282)	14,830	(36,815)	12,306	2,094	(143)	(1,534)	(41,545)	74,153	32,608

Table 30: Consolidated 2025/26 Plan by Fund

(\$ thousands)

	Operating Fund	Research Fund	Capital Fund	External Endowment	Internal Endowment	Ancillary Fund	Externally Funded	Total	GAAP Adjustment	Full Accrual Basis
Revenues										
Operating grants	245,340	-	6,000	-	-	-	-	251,340	39,725	291,065
Research grants and contracts	-	284,000	-	-	-	-	-	284,000	(45,542)	238,458
Tuition fees	393,857	-	-	-	-	-	-	393,857	11,407	405,264
Ancillary sales and services	-	-	-	-	-	105,677	-	105,677	(0)	105,677
Other revenues	171,333	-	5,000	4,776	125	-	33,301	214,536	10,374	224,910
Amortization of deferred capital contributions	-	-	-	-	-	-	-	-	50,017	50,017
Investment income (loss)	2,924	-	-	34,372	9,255	-	-	46,551	55,981	102,532
Investment income transfer	6,543	-	-	-	(6,543)	-	-	-	-	-
Total revenues	819,997	284,000	11,000	39,148	2,837	105,677	33,301	1,295,961	121,962	1,417,923
Expenses										
Salaries, wages and benefits	628,424	168,400	-	-	-	41,175	24,746	862,745	28,491	891,236
All other expenses	210,195	117,800	97,317	-	-	35,580	9,425	470,317	(107,136)	363,181
Amortization expense	-	-	-	-	-	-	-	-	99,791	99,791
Transfers to (from) other funds	(6,122)	(14,601)	(26,776)	28,016	826	18,891	(234)	(0)	0	-
Debt and financing charges	25,330	-	(20,535)	-	-	8,164	-	12,959	4,989	17,948
Total expenses	857,827	271,599	50,006	28,016	826	103,810	33,937	1,346,021	26,135	1,372,156
Excess of revenues over expenses	(37,830)	12,401	(39,006)	11,132	2,011	1,867	(635)	(50,060)	95,827	45,767

Table 31: Consolidated 2026/27 Plan by Fund

(\$ thousands)

	Operating Fund	Research Fund	Capital Fund	External Endowment	Internal Endowment	Ancillary Fund	Externally Funded	Total	GAAP Adjustment	Full Accrual Basis
Revenues										
Operating grants	245,506	-	6,000	-	-	-	-	251,506	39,816	291,322
Research grants and contracts	-	287,000	-	-	-	-	-	287,000	(43,774)	243,226
Tuition fees	391,572	-	-	-	-	-	-	391,572	11,130	402,702
Ancillary sales and services	-	-	-	-	-	121,002	-	121,002	(0)	121,002
Other revenues	170,844	-	-	2,796	125	-	33,316	207,082	23,004	230,086
Amortization of deferred capital contributions	-	-	-	-	-	-	-	-	53,867	53,867
Investment income (loss)	2,960	-	-	34,995	9,367	-	-	47,322	57,555	104,877
Investment income transfer	6,507	-	-	-	(6,507)	-	-	-	-	-
Total revenues	817,389	287,000	6,000	37,791	2,985	121,002	33,316	1,305,484	141,598	1,447,082
Expenses										
Salaries, wages and benefits	648,790	171,700	-	-	-	44,731	25,073	890,294	26,921	917,215
All other expenses	208,493	119,300	105,093	-	-	41,467	9,267	483,621	(79,637)	403,984
Amortization expense	-	-	-	-	-	-	-	-	102,617	102,617
Transfers to (from) other funds	23,173	(13,966)	(59,794)	27,390	836	22,600	(241)	(0)	0	-
Debt and financing charges	25,330	-	(20,074)	-	-	8,148	-	13,404	4,478	17,882
Total expenses	905,787	277,034	25,225	27,390	836	116,947	34,099	1,387,319	54,379	1,441,698
Excess of revenues over expenses	(88,398)	9,966	(19,225)	10,401	2,149	4,056	(783)	(81,835)	87,219	5,384

APPENDIX 7 – SIGNIFICANT ACCOUNTING POLICIES

The University's audited financial statements are prepared in accordance with Canadian accounting standards for not-for-profit organizations in Part III of the Chartered Professional Accountant (CPA) Canada Handbook. A summary of the significant accounting policies follows:

1) Revenue recognition: The University follows the deferral method of accounting for contributions which include donations and government grants. The principles under this method are summarized as follows:

- Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.
- Contributions externally restricted for purposes other than endowment and capital assets are deferred and recognized as revenue in the year in which the related expenses are recognized.
- Contributions externally restricted for capital asset purchases are deferred and amortized to operations on the same basis as the related capital asset.
- External endowment contributions, investment income preserved and activity under the endowment capital protection policy are recognized as a direct change to endowment net assets. Income earned from the investment, to the extent it is allocated, is recorded as deferred contributions and recorded as revenue in the periods in which the related expenses are incurred.

2) Capital assets and amortization: Capital assets are recorded at cost, or if donated, at fair value on the date of receipt. Amortization is recorded on the straight-line basis over the expected life of the asset.

3) Collections and works of art: The McMaster Museum of Art has significant collections of works of art and coins. The value of collections is excluded from the Statement of Financial Position except for a nominal value of \$1. Donations of works of art are recorded as revenue at values based on appraisals and are expensed in the year received. Purchased collections are expensed in the year of acquisition.

4) Pensions and other employee future benefits: The University maintains defined benefit registered pension plans, non-registered supplemental executive retirement plans (SERP), and group registered retirement savings plans. Non-pension post-retirement and post-employment benefits plans are also provided. These obligations are accrued as employees render the services necessary to earn the benefits. The current service cost and finance cost for the year are charged to excess of revenues over expenses. The actuarial method of determining the accrued benefit obligations for the defined benefit plans (excluding SERP) and other non-pension plans uses the funding valuation method, which reflects the long-term nature of the plans and uses management's estimates of investment yields, salary inflation, benefit cost trends and other factors. Obligations and related costs for SERP are accrued using the accounting valuation method. Remeasurement and other items are recognized as a direct change to net assets and are not reclassified to the statement of operations in subsequent periods. The employer's share of group RRSP contributions is charged to operations in the year made.

5) Investments: Short-term investments are recorded at cost plus accrued income which together approximates fair value. Long-term investments are carried at fair values. Changes in fair values are included in investment income. Investments in publicly traded research entities not subject to significant influence are carried in investments at fair values. Changes in fair values are included in other income. Investments in privately held entities are carried in other assets at cost, net of any impairment.

6) Net assets: Net assets are classified as follows:

- Internally restricted: Employee future benefits represent the unfunded portion of pension and other non-pension retirement and post-employment benefits, net of funds set aside to meet estimated future obligations. Other internal reserves, as approved by the Board, include unexpended departmental carry forward amounts for future expenditures or amounts set aside to settle future-oriented obligations.
- Equity in capital assets: Funds invested in capital assets, exclusive of capital assets financed through long-term obligations or deferred capital contributions.
- Internal endowments: Unrestricted contributions including unspent investment income which have been restricted by action of the Board.
- External endowments: External contributions, the principal of which is non-expendable pursuant to the restrictions by the donor, and income retained under the endowment capital protection policy.

7) Endowment capital protection policy: In order to protect the capital value of endowment investments, an endowment capital protection policy limits the amount of investment income allocated for spending to 4%, plus 1% administration spending, and requires the reinvestment of excess income earned (interest, dividends, realized and unrealized capital gains, net of investment expenses). Should endowment spending commitments exceed allocated income, amounts will be drawn from accumulated net investment income balances to fund deficiencies. For endowments without sufficient accumulated investment income, temporary encroachment on capital is permitted where the terms allow. The encroached amounts will be recovered from future investment returns.

APPENDIX 8 – OPERATING FUND ENVELOPE GROUPINGS

Major areas and depts included in envelopes:

Activity Units

DeGroot School of Business

Accounting and Financial Management Services
 Finance and Business Economics
 Health Policy and Management
 Human Resources and Management
 Information Systems
 Marketing
 Operations Management
 Strategic Management
 Research Centres
 McMaster Digital Transformation Research Centre
 Michael Lee Chin & Family Insitute for Strategic Business Studies

Faculty of Engineering

Chemical Engineering
 Civil Engineering
 Computing and Software
 Electrical and Computer Engineering
 Engineering Physics
 Materials Science and Engineering
 Mechanical Engineering
 Integrated Biomedical Engineering and Health Sciences
 School of Biomedical Engineering
 W. Booth School of Engineering Practice and Technology
 Research Centres, includes but not limited to:
 Canadian Centre for Electron Microscopy
 Centre for Emerging Device Technologies
 Centre for Excellence in Protective Equipment and Materials
 McMaster Automative Resource Centre
 McMaster Manufacturing Research Institute

Faculty of Health Sciences

Michael G. DeGroot School of Medicine
 Anaesthesia
 Biochemistry & Biomedical Sciences
 Health Research Methods, Evidence, and Impact
 Family Medicine
 Medical Imaging
 Medicine
 Obstetrics and Gynecology
 Oncology
 Pathology and Molecular Medicine
 Pediatrics
 Psychiatry and Behavioural Neurosciences
 Surgery
 School of Nursing
 School of Rehabilitation Science
 Research Centres, includes but not limited to:
 David Braley Centre for Antibiotic Discovery
 Farncombe Digestive Health Research Institute
 McMaster Centre for Transfusion Research
 McMaster Immunology Research Centre
 Michael G. DeGroot Institute for Infectious Disease Research
 Population Health Research Institute

Faculty of Humanities

Communication Studies and Multimedia
 English and Cultural Studies
 French
 Gender & Social Justice
 Greek Studies and Roman Studies (formerly Classics)
 History
 Linguistics and Languages
 Global Peace & Social Justice
 Philosophy
 School of the Arts
 Research Centres, includes but not limited to:
 The Bertrand Russell Research Centre
 Centre for Community-Engaged Narrative Arts
 Centre for Human Rights and Restorative Justice
 Institute on Ethics & Policy for Innovation
 Lewis & Ruth Sherman Centre of Digital Scholarship
 LR Wilson Institute for Canadian History
 Wilson College of Leadership and Civic Engagement
 (Administrative home in Faculty of Humanities)

Faculty of Science

Biology
 Chemistry and Chemical Biology
 Earth, Environment & Society
 Interdisciplinary Science
 Kinesiology
 Mathematics and Statistics
 Physics and Astronomy
 Psychology, Neuroscience and Behaviour
 Research Centres
 Biointerfaces Institute
 McMaster Centre for Climate Change
 McMaster Institute for Music and the Mind
 Origins Institute
 Physical Activity Centre of Excellence

Faculty of Social Sciences

Anthropology
 Economics
 Environment & Society
 Globalization
 Health, Aging & Society
 Indigenous Studies
 Labour Studies
 Political Science
 Psychology, Neuroscience & Behaviour
 Public Policy in Digital Society
 Religious Studies
 Social Psychology
 Social Work
 Sociology
 Research Centres
 Community Research Platform
 Gilbrea Centre for Studies in Aging
 Institute on Globalization and the Human Condition
 Spark: A Centre for Social Research Innovation
 Advanced Research on Mental Health and Society

Arts & Science Program

Support Units

Academic Support

- Provost and Vice-President (Academic) Office
 - Equity and Inclusion Office
 - Institutional Research and Analysis
 - International Affairs
- Museum of Art
- Vice-Provost Teaching & Learning
 - Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching
- Registrar's Office
- University Library
- Health Sciences Library

Facilities Support

- Facility Services
- Campus Safety Services (Reports to AVP HR)
- Utilities

Institutional Support

- Operations & Finance Offices
 - Vice-President (Operations & Finance) Office
 - Internal Audit and Enterprise Risk Services
- Financial Affairs
- Human Resources
- Advancement
 - Advancement Services & Operations
 - Alumni Advancement
 - Development
 - Stewardship and Donor Relations
 - Vice-President (Advancement) Office
- General University
- Legal
- Office of the President
 - President's Office
 - Communications and Public Affairs
- University Secretariat
- University Technology Services
- IT Asset Management

Institutional Priorities

- Marketing and Branding
- Pension
- President's Strategic Support Fund
- Technology Renewal

Research Support

- Research Support
 - Research Administration & Regulation
 - Vice-President (Research) Office
 - Biosafety Committee
 - Health Physics
 - McMaster Industry Liaison Office
 - Research Ethics
 - Research Finance
 - Research High Performance Computing
 - Research Office for Administration, Development and Support
 - Nuclear Operations and Facilities
 - Research Centres (reporting to VP Research)
 - Vice-President (Research) Discretionary Fund

Student Support

- School of Graduate Studies
- Student Affairs
 - Athletics and Recreation
 - Black Student Success Centre
 - Career Planning and Employment
 - Indigenous Student Services
 - International Student Services
 - Leadership and Innovation
 - Student Accessibility Services
 - Student Success Centre
 - Student Transition and Development
 - Student Wellness Centre
- Graduate Scholarships
- Undergraduate Scholarships

APPENDIX 9 – ACRONYMS

ACFAM	African Caribbean Faculty Association of McMaster	MILO	McMaster Industry Liaison Office
AI	Artificial Intelligence	MIRA	McMaster Institute for Research in Aging
AODA	Accessibility for Ontarians with Disabilities Act	MIRI	McMaster Indigenous Research Institute
BA	Bachelor of Arts	MIP	McMaster Innovation Park
BI	Business Information	MNR	McMaster Nuclear Reactor
BIPOC	Black, Indigenous and People of Colour	MOH	Ministry of Health
BOSS	Black Outreach Stem Series	MOU	Memorandum of Understanding
BWRI	Brighter World Research Initiative	MPS	Media Production Services
CAAP	Campus Accessibility Plan	MREB	McMaster Research Ethics Board
CAUBO	Canadian Association of University Business Officers	MSF	McMaster Seed Fund
CCEM	Canadian Centre for Electron Microscopy	MUMC	McMaster University Medical Centre
CIAMI	Centre for Integrated and Advanced Medical Imaging	NOF	Nuclear Operations and Facilities
CIHR	Canada Institutes of Health Research	NSERC	National Sciences and Engineering Research Council of Canada
CLA	Contractually Limited Appointment	OAPPA	Ontario Association of Physical Plant Administrators
COG	Core Operating Grant	OBG	OmniaBio B
COU	Council for Ontario Universities	OSAP	Ontario Student Access Program
CPA	Chartered Professional Accountant	PBA	Pensions Benefit Act
CRC	Canada Research Chair	PRB	Post-retirement benefit
CRKN	Canadian Research Knowledge Network	PS	Parking Services
CRM	Client Relationship Management	REAP	Real Estate, Ancillary Operations and Partnerships
CS	Campus Store	RO	Office of the Registrar
DB	Defined Benefit	ROADS	Research Office for Administration, Development and Support
DBRS	Dominion Bond Rating Service	ROC	Registrar's Office Connect
DSB	DeGroote School of Business	ROIE	Research Overhead Infrastructure Envelope
EDI	Equity, Diversity, and Inclusion	RRSP	Registered Retirement Savings Plan
ERM	Enterprise Risk Management	RSF	Research Support Fund
FHS	Faculty of Health Sciences	SARB	Students at Risk Bursary
FSS	Faculty of Social Sciences	SAG	Student Access Guarantee
FTE	Full-Time Equivalent	SDG	Sustainable Development Goals
GSR	Graduate Student Residence	SERP	Supplemental Executive Retirement Plans
GST	Goods and Services Tax	SGS	School of Graduate Studies
GA	Global Adjustment	SMA	Strategic Mandate Agreement
GAAP	Generally accepted accounting principle	SSHRC	Social Sciences and Humanities Research Council
HCS	Housing and Conference Services	STEER/R	Strategic Excellence and Equity in Recruitment and Retention
HHR	Health Human Resource	STEM	Science, Technology, Engineering and Math
HR	Human Resources	TCFD	Task Force Climate-related Financial Disclosures
HS	Hospitality Services	TSA	Tuition Set Aside
HSL	Health Sciences Library	UA	University Advancement
IP	Intellectual Property	UDL	Universal Design for Learning
IT	Information Technology	UG	Undergraduate
LRT	Light Rail Transit	UN	United Nations
MA	Master of Arts	UTS	University Technology Services
MBA	Master of Business Administration	VP	Vice_President
MCE	McMaster Continuing Education	VPR	Vice-President Research
MCU	Ministry of Colleges and Universities	WACC	Weighted Average Cost of Capital
MD	Medical Doctorate	WGU	Weighted Grant Units
MELD	McMaster English Language Development	WUSC	World University Service of Canada

**REPORT TO THE SENATE
FROM THE
COMMITTEE ON BY-LAWS**

Open Session (Regular Agenda)

Senate accepted Notice of Motion for the amendments to the Faculty of Engineering By-Laws and the Committee on Academic Integrity Terms of Reference at its meeting on May 15, 2024.

1. Faculty of Engineering By-Laws

At its meeting on May 21, 2024, the Committee reviewed and recommended that Senate approve the revisions to the Faculty of Engineering By-Laws.

The Senate Committee on By-Laws now recommends,

that the Senate, on the recommendation of the Committee on By-Laws, approve the proposed revisions to the Faculty of Engineering By-Laws, as circulated.

2. Terms of Reference – Committee on Academic Integrity

At the same meeting, the Committee reviewed and recommended that Senate approve the revisions to the Committee on Academic Integrity Terms of Reference.

The Committee considered the suggestions raised at the Senate meeting and made additional revisions to the committee membership. The Committee changed the Chancellor to a non-voting member and removed the Vice-Provost (Teaching & Learning) as the Deputy Provost is also an ex-officio member on the Committee. The Vice-Provost (Teaching & Learning) can still be invited to the meetings as a guest when needed. This reduces the ex-officio membership to four voting members. The Committee felt the addition of a faculty member and student member was not necessary given the decrease in ex-officio members.

The ex-officio membership is now balanced with the faculty membership. There are four voting ex-officio members, four faculty members and two student members. The Committee composition is now the same as it was previously.

The Senate Committee on By-Laws now recommends,

that the Senate, on the recommendation of the Committee on By-Laws, approve the proposed revisions to the Committee on Academic Integrity Terms of Reference, as circulated.

Policy Title:

Faculty of Engineering By-laws

Approved by:

Senate

Date of Most Recent Approval:

~~June 8, 2022~~ **TBD**

Supersedes / Amends Policy Dated:

May 16, 1984; December 11, 1985; May 11, 1987; June 14, 1989; March 13, 1991; February 12, 1992; February 10, 1993; October 11, 1995; September 11, 1996; Editorial revision July 1, 1998 to reflect new Departmental structure, effective on that date, November 12, 2003; June 13, 2007; June 3, 2009; June 2, 2010; June 3, 2015; October 14, 2015; May 12, 2021; June 8, 2022; **TBD**

Date(s) of Original Approval:

June 9, 1982

Responsible Executive: **Dean of the Faculty of Engineering**

Policy-Specific Enquiries: [Dean's Office, Faculty of Engineering](#)

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

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

Section I: The Faculty of Engineering

(i) Membership

(a) Ex Officio:

- President
- Provost
- Vice-President (Research and Innovation)
- Vice-Provost and Dean of Graduate Studies
- Dean of the Faculty (Chair)
- Associate Deans of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office
- Co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences (iBEHS/iBioMed)
- co-Director (Engineering), Engineering and Management Program ~~(when held by the Business Faculty)~~
- Director, Engineering and Society
- Director, Minor in Innovation
- Director, Finance and Administration
- Director, Outreach and Engagement

(b) Faculty:

- All faculty members holding appointment at the rank of Lecturer or higher in the Departments of Chemical Engineering, Civil Engineering, Computing and Software, Electrical and Computer Engineering, Engineering Physics, Materials Science and Engineering and Mechanical Engineering, as well as in the Walter G. Booth School of Engineering Practice and Technology and the School of Biomedical Engineering, and in such other Departments, schools and programs as may be added to the Faculty of Engineering by the Senate.
- One full-time faculty member from each of the other Faculties.

(c) Staff:

- Three full-time staff members in the Faculty of Engineering, elected for two-year terms, one to be elected by and from each of the following groups: Management, Technical, and Administrative.

(d) Students:

- The President of the McMaster Engineering Society and four undergraduate students, elected annually by and from the full-time undergraduate students in the Faculty of Engineering
- The pPresident of the Engineering Graduate Society and two graduate students selected annually by and from the students sitting on the Engineering Graduate Society Council.
- Students may be asked to withdraw when the cases of specific students are under consideration, but on other matters, they shall have full voting privileges.

(e) Secretary (non-voting):

- Secretary of the Senate or delegate.

(f) Affiliated Members (non-voting):

- Such other faculty members, holding full-time appointments, as shall from time to time be designated by the Faculty of Engineering to hold membership, for any period designated by the Faculty, by virtue of their responsibilities for, or interest in, the work and the students of the Faculty.

(ii) Regular Meetings

- (a) The Faculty shall meet at least five times during the period September to June, inclusive. A notice of meeting shall normally be circulated at least one week before a meeting, and an agenda shall be circulated not less than forty-eight hours before a meeting.
- (b) Meetings of the Faculty shall be conducted in accordance with the rules and procedures of the Senate with the provision that matters related to individual cases or records be dealt with in Closed Session.

- (c) A quorum shall consist of those present at the meeting, provided that the meeting has been properly called and that regrets have not been received by the Secretary from more than one half of the members of the Faculty. However, for action on items not on the circulated agenda, a quorum shall consist of one half of the members of the Faculty.
- (d) In the absence of the Dean of the Faculty, the Chair shall be one of the Associate Deans of the Faculty or, in their absence, a member of the Faculty designated by the Dean.

(iii) Special Meetings

- Special meetings may be called, under the same conditions of notice and agenda, at the request of the Dean of the Faculty or upon the submission of a written request to the Dean by ten or more voting members of the Faculty.

(iv) Authority of the Faculty

- (a) The Faculty shall, within its area of jurisdiction and subject to the constraints imposed by these By-laws, determine the various levels of responsibility within the Faculty and establish appropriate Standing and *Ad Hoc* Committees.
- (b) Under the authority of these By-laws, which are subject to approval and amendment by the Senate, the Faculty shall determine the functions and powers that may be delegated to subordinated bodies.

Section II: Dean's Council

Functions:

To deal with such matters as may be referred to it by the Dean of the Faculty or by the Faculty; to act on behalf of the Faculty in the period between the last regular Faculty meeting of one academic year and the first regular Faculty meeting of the succeeding academic year, submitting a written report to the Faculty at that latter meeting on all actions taken; to advise the Dean on matters of concern; to make recommendations to the Faculty on any appropriate matter.

To do short-term and long-term planning for the Faculty; to establish the objectives and priorities of the Faculty within the context of a comprehensive Faculty plan and in consultation with the individual Departments in the Faculty and its programs and schools; to be responsible for the planning of the Faculty's physical facilities and services.

To act as a nominating committee, as set out in Sections [V \(i\)](#) and [V \(ii\)](#) below.

Composition:

Chair:

- Dean of the Faculty

Ex Officio:

- President
- Provost
- Associate Deans of the Faculty
- Assistant Dean ([Undergraduate](#) Studies)
- Any Engineering faculty member(s) elected to the University Planning Committee
- Director, Experiential Learning [Office](#)
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program ([iBEHS/iBioMed](#))
- [co-Director \(Engineering\)](#), Engineering and Management Program

Faculty of Engineering By-laws

- Director, Engineering and Society Program
- Director, Minor in Innovation
- co-Director (Engineering), School of Biomedical Engineering
- Director, Walter G. Booth School of Engineering Practice and Technology
- Chairs of Departments in the Faculty
- Director, Finance and Administration
- Director, Outreach and Engagement

Secretary (non-voting):

- Secretary of the Senate or delegate.

Section III: Dean's Operating Committees

The Dean of the Faculty may appoint Dean's Operating Committees for assistance and advice in the operation of the Faculty, or as requested by the Faculty, and the Faculty shall be informed regarding the function and the composition of any such committees. Such committees shall report, at least annually, to the Faculty.

All such committees shall annually review and update their operating procedures and file a copy in the Office of the Dean.

(i) Engineering and Management Operating Committee

Functions:

To develop curriculum recommendations for the Engineering and Management program to the Undergraduate and Curriculum Policy of the Faculty of Engineering, and the Faculty of Business where appropriate.

To work closely with the Engineering and Management Industrial Advisory Council by seeking advice on the continuing development of the Engineering and Management program and career development component of the program.

Composition:

Chair:

- co-Director (Engineering), Engineering and Management Program
- co-Director (Business), Engineering and Management Program

Ex Officio:

- President
- Provost
- Dean, Faculty of Business
- Dean, Faculty of Engineering
- Associate Dean (Academic Undergraduate Studies), Faculty of Business
- Associate Dean (Academic Undergraduate Studies), Faculty of Engineering

Faculty of Engineering By-laws

Faculty:

- Seven faculty members from each of the Faculties of Business and Engineering, representing the different Departments and Areas, to be appointed by their respective Deans on the recommendations of their Department or Area Chairs, for staggered three-year terms.

Students:

- One undergraduate student, registered in the Engineering and Management program, to be appointed by both Deans on the recommendation of the executives of the McMaster Engineering and Management Society, for a one-year term.

Consultants (non-voting):

- Assistant Dean (Undergraduate Studies), Faculty of Engineering
- Manager, Academic Programs Office, at the Faculty of Business
- Resource Staff, as appropriate

Secretary (non-voting):

- ~~Administrative Coordinator~~Manager, Engineering Five-Year Programs.

(ii) Engineering and Society Operating Committee

Functions:

To consider and make recommendations regarding the operation of the Engineering and Society program. This includes developing curriculum recommendations for the Undergraduate and Curriculum Policy Committee of the Faculty of Engineering.

Composition:

Chair:

- Director, Engineering and Society Program

Ex Officio:

- President
- Provost

Faculty of Engineering By-laws

- Dean, Faculty of Engineering
- Associate Dean (~~Academic~~Undergraduate Studies), Faculty of Engineering

Faculty:

- One faculty member representative from each department in the Faculty, appointed by the Dean in consultation with Dean's Council.

Students:

- One undergraduate student, registered in the Engineering and Society program, to be appointed by the Dean on the recommendation of the executives of the Engineering and Society Student Association, for a one-year term.

Consultants (non-voting):

- Assistant Dean (Undergraduate Studies), Faculty of Engineering

Secretary (non-voting):

- ~~Administrative Coordinator~~Manager, Engineering Five-Year Programs

(iii) Engineering I Operating Committee

Function:

To consider and make recommendations regarding the operation of Engineering I, including the Canadian Engineering Accreditation Board (CEAB) Accreditation, Graduate Attribute reporting, student success, students at risk of failure, and opportunities for change and improvement.

Composition:

Chair:

- Director, Experiential Learning Office

Ex Officio:

- President
- Provost
- Dean of the Faculty

Faculty of Engineering By-laws

- Associate Dean (~~Academic~~Undergraduate Studies)
- Assistant Dean (Undergraduate Studies)

Faculty:

- One faculty member representative from each department in the Faculty, appointed by the Dean in consultation with Dean's Council.

Students:

- President, McMaster Engineering Society
- Vice-President, Academic, McMaster Engineering Society
- One Engineering I student appointed annually by the Director

Consultants (non-voting):

- Undergraduate Student Advisor
- Representative from other Faculties or groups appointed by the Chair, as required.

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies)

(iv) Engineering Co-op Operating Committee

Functions:

To consider and make recommendations regarding the operation of all Faculty of Engineering Co-op programs.

Composition:

Chair:

- Associate Dean (~~Academic~~Undergraduate Studies)
- Associate Dean ~~of~~ Graduate Studies (Engineering)

Ex Officio:

- President
- Provost
- Dean of the Faculty

Faculty of Engineering By-laws

- Manager, Engineering Co-op & Career Services
- President, McMaster Engineering Society
- President, Engineering Graduate Society

Members:

- One faculty member per Department with one-year terms nominated by Departmental Chairs
- Six undergraduate student representatives from the McMaster Engineering Society Executive Committee
- Three graduate student representatives from the Engineering Graduate Society Executive Committee

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies)

Section IV: Standing Committees

General

The President, the Provost, and the Dean of the Faculty are *ex officio* members of all Standing Committees, except that the President and Provost are not *ex officio* members of the Tenure and Promotion Committee.

The Standing Committees listed below, and such other committees as the Faculty or the Dean's Council may establish, shall meet at the call of the Chair. With respect to the Committees that hear certain student appeals, the Senate policies governing such hearings shall prevail. Student members of committees may be asked to withdraw when cases of specific students are under consideration.

Unless otherwise specified, a quorum shall consist of one half of the voting committee members.

Any of the Standing Committees may establish sub-committees. The Chairs of any such sub-committees shall be appointed by the Committee, normally from among its members.

All Standing Committees shall annually review and update their operating procedures and file a copy in the Office of the Dean.

All Standing Committees shall report to the Faculty at least annually.

(i) Undergraduate Recruiting and Admissions Committee

Functions:

To make recommendations for the Faculty on admission of applicants to Level I and to make recommendations to the Faculty on undergraduate admissions policy.

To plan, for approval by the Faculty, the secondary school student liaison and recruitment activities and assist in the organization of, and to attend, Faculty approved events (e.g. Experience Weekend, Discovery Days, design competitions, Open House, Science and Engineering Fairs, etc.) for recruiting of students.

Composition:

Chair:

- Associate Dean, ~~Academic~~ (Undergraduate Studies)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- co-Director (Engineering), Engineering and Management Program
- Director, Engineering and Society Program
- Manager, Engineering Co-Op and Career Services and Internship Program
- Registrar

Faculty:

- One member selected by and from each Department in the Faculty
- One member selected by and from the Walter G. Booth School of Engineering Practice and Technology

Students:

- President, McMaster Engineering Society (MES) (or delegate)
- One undergraduate student appointed annually by the Dean

Consultants (non-voting):

- Director, Finance and Administration
- Director, Alumni Advancement (or delegate)
- Manager, Strategic Recruitment & Enrolment
- Representatives of other Faculties and groups as required

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- High School Teacher/Counsellor, appointed by the Dean of the Faculty (as required)

Secretary (non-voting):

- ~~To be provided by the Office of Assigned by~~ the Associate Dean (Academic Undergraduate Studies) of the Faculty

(ii) Undergraduate Reviewing Committee

Functions:

To review, at the end of an academic session, the grades of all students registered in undergraduate programs in the Faculty of Engineering; to make recommendations to the Faculty concerning the status of in-course students; and to recommend to the Faculty candidates for undergraduate degrees.

Composition:

Chair:

- Associate Dean (Academic Undergraduate Studies)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- co-Director (Engineering), Engineering and Management Program
- Director, Engineering and Society Program
- Registrar

Faculty:

- One member selected by and from each Department in the Faculty

Faculty of Engineering By-laws

- One member selected by and from the Walter G. Booth School of Engineering Practice and Technology

Consultants (non-voting):

- Associate Registrar (Records and Registration)
- Faculty of Engineering Undergraduate Student Advisor

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies)

(iii) Undergraduate Curriculum and Policy Committee

Functions:

To make recommendations to the Faculty on all matters of curriculum policy, including consideration of the requirements of the Canadian Engineering Accreditation Board; to make recommendations on curriculum changes to the Faculty, arising from the consideration of Departmental proposals and from the curriculum policies adopted by the Faculty; to report to the Faculty on the curricula of programmes in the Faculty; to ensure that the undergraduate calendar contains up-to-date programme curricula; to consider and make recommendations to the Faculty concerning course evaluation procedures, and to review the effectiveness of such evaluations.

Composition:

Chair:

- Associate Dean (Academic Undergraduate Studies)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office

Faculty of Engineering By-laws

- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- Director, Engineering and Management Program
- Director, Engineering and Society Program

Faculty:

- One member selected by and from each Department in the Faculty, such member normally to be the Chair of the Departmental Undergraduate Curriculum Committee or equivalent
- Two members selected by and from the Walter G. Booth School of Engineering Practice and Technology, one to represent the four-year programs, one to represent the degree completion programs

Student:

- One undergraduate student appointed annually by the Dean of the Faculty

Consultants:

- The member of Undergraduate Council elected by the Faculty

Secretary (non-voting):

- ~~To be provided~~ Assigned by the Office of the Associate Dean (Academic Undergraduate Studies) of the Faculty

(iv) Undergraduate Student Awards Committee

Functions:

To make recommendations to the Undergraduate Council for the award of prizes and scholarships restricted to undergraduate students in the Faculty of Engineering; to prepare information for the use of committees responsible for university-wide awards such as the Chancellor's Gold Medal and the Governor General's Medal; to make recommendations to the Undergraduate Council concerning the establishment of new awards and other related matters; to rank the applicants for other competitive awards; and to initiate and coordinate Faculty-sponsored events which recognize academic excellence.

Composition:

Chair:

- To be appointed by the Dean of the Faculty in consultation with Dean's Council

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Associate Dean (~~Academic~~Undergraduate Studies)

Faculty:

- Three or more members, representing at least three Departments in the Faculty, appointed by the Dean in consultation with Dean's Council.

Consultants (non-voting):

- Director, Student Financial Aid and Scholarships
- Director, Finance and Administration
- The Committee shall have power to add additional members, including non-faculty members, where such are needed to meet the requirements attendant on making an award.

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies)

(v) Undergraduate Graduate Attributes Committee

Functions:

In accordance with the [Washington Accord](#), all engineering programs accredited by the Canadian Engineering Accreditation Board (CEAB) must demonstrate that the graduates of their programs possess the attributes designated by the CEAB.

The functions of this committee are:

Faculty of Engineering By-laws

- To have oversight on the outcomes-based assessment and the resulting continuous improvement processes for all Faculty undergraduate engineering programs accredited by the Canadian Engineering Accreditation Board (CEAB);
- To develop, review and modify (as necessary) indicators for each of the graduate attributes specified by the CEAB;
- To review and approve curriculum maps and indicator measurement maps for all programs and options;
- To review stakeholder engagement reports from all departments;
- To review and approve regular reports from all programs on methods of indicator data collection, analyses and conclusions made from programs;
- To ensure continuous improvement in programs by making recommendations to the Departments on specific curricular or other program improvements, improvements in the achievement of graduate attributes, and/or improvements in the graduate attributes' assessment process itself.

Composition:

Chair:

- Associate Dean ([Academic Undergraduate Studies](#))

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Assistant Dean ([Undergraduate Studies](#))
- Director, Experiential Learning [Office](#)
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- [co-Director \(Engineering\)](#), Engineering and Management Program
- Director, Engineering and Society Program

Faculty:

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- One member selected by and from each Department in the Faculty which offers a Canadian Engineering Accreditation Board (CEAB) accredited engineering program.

Student:

- One undergraduate student appointed annually by the Dean of the Faculty

Consultants (non-voting):

- The member of Undergraduate Council elected by the Faculty

Secretary (non-voting):

- ~~To be provided~~ Assigned by the Office of the Associate Dean (~~Academic~~ Undergraduate Studies) of the Faculty

(vi) Faculty Awards Committee

Functions:

To encourage, develop and promote applications for prestigious awards for Engineering faculty. Awards can be international, national or specific to the University. Such awards include, but are not limited to, the Killam Award, membership in the Royal Society of Canada, membership in the Canadian Academy of Engineers, the NSERC Steacie Award and the 3M Teaching awards. To encourage and develop applications for prestigious awards to alumni and friends of the Faculty. The Committee will work with the Faculty Advancement Officer to ensure that awards recipients are appropriately recognized within the Faculty.

Composition:

Chair:

- Associate Dean, Research, Innovation, ~~and Partnerships and External Relations~~

Ex Officio:

- President
- Provost
- Dean of the Faculty

Members:

Faculty of Engineering By-laws

- One faculty member from each academic Department

Secretary/Consultant:

- Advancement Officer of the Faculty of Engineering

(vii) Graduate Curriculum and Policy Committee

Functions:

To make recommendations to the Faculty on matters of graduate policy, on curriculum changes arising from consideration of Departmental proposals and from the curriculum policies adopted by the Faculty, and on new Programs and fields of study, arising from Departmental proposals; and to deal with matters referred to it by the Graduate Admissions and Study Committee.

Composition:

Chair:

- Associate Dean ~~of~~ Graduate Studies (Engineering)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Vice-Provost and Dean of Graduate Studies

Faculty:

- One member selected by and from each Department offering graduate work in the Faculty
- One member selected by and from each of the Schools offering graduate programs in the Faculty

Students:

- One Engineering graduate student from each department and school currently offering graduate work in the Faculty. Students currently sitting on the Engineering Graduate Society Council will represent their department or school

Faculty of Engineering By-laws

on the committee. If no representative is available from the Engineering Graduate Society Council, one will be appointed from the department or school by the Engineering Graduate Society Council in conjunction with the department or school's administration.

Consultants (non-voting):

- The three members of the Graduate Council elected by the Faculty

Secretary (non-voting):

- Secretary of the School of Graduate Studies or delegate.

(viii) Graduate Admissions and Study Committee

Functions:

To rule on the admissibility of applicants to Graduate Programs in the Faculty; to oversee the progress of students in course; to recommend to the Graduate Council, and to report to the Faculty, students to receive graduate degrees; to refer, before taking action, to the Graduate Curriculum and Policy Committee, any matter deemed by either the Associate Vice-President and Dean of Graduate Studies or the Committee to involve matters of precedent or policy; and to consider and make decisions on petitions from graduate students with respect to off-campus or part-time study, extension of time to complete degree requirements, etc.

Composition:

Chair:

- Associate Dean ~~of~~ Graduate Studies (Engineering)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Vice-Provost and Dean of Graduate Studies
- Senior Associate Registrar ~~(Graduate Studies)~~

Faculty:

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- One member selected by and from each Department offering graduate work in the Faculty
- One member appointed by the Graduate Council from Departments other than those of the Faculty
- One member selected by and from each of the Schools offering graduate work in the Faculty

Consultants (non-voting):

- Director, Finance and Administration
- Director, Alumni Advancement (or delegate)
- Manager, Strategic Recruitment & Enrolment
- Graduate Coordinator

Secretary (non-voting):

- Secretary of the School of Graduate Studies or delegate.

(ix) Faculty Committee on Scholarships

Functions:

To rank scholarship applicants in compliance with the eligibility criteria and selection instructions of the Tri-Council agencies (NSERC, CIHR and SSHRC) and Ontario Ministry of Training, Colleges and Universities.

Composition:

Chair:

- Associate Dean ~~of~~ Graduate Studies, Engineering

Ex Officio:

- President
- Provost
- Dean of the Faculty

Members:

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- Two faculty members per Department with one-year terms nominated by Departmental Chairs

(x) Student and Professional Affairs Committee

Functions:

To initiate short-term and long-term planning, and to recommend to the Faculty policies and actions regarding: relations engagement among the faculty, students and alumni; improving student engagement; student employment and career development; interactions with industry, governmental bodies, professional organizations, professional societies, and the general public; and professional development and continuing education.

Composition:

Co-Chairs:

- President, McMaster Engineering Society
- President, McMaster Engineering Graduate Society

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Associate Dean (Academic Undergraduate Studies)
- Associate Dean ~~of~~, Graduate Studies (Engineering)
- Director, Experiential Learning Office
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- co-Director (Engineering), Engineering and Management Program
- Director, Engineering and Society Program
- co-Director, School of Biomedical Engineering
- Director, Walter G. Booth School of Engineering Practice and Technology
- Director, Outreach and Engagement

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- Director, Finance and Administration

Faculty:

- Two members from the Faculty selected by the Dean

Students:

- Six undergraduate students chosen by the McMaster Engineering Society Executive, representing the leadership of student clubs and teams.
- Two graduate students, appointed by the Engineering Graduate Society from the students sitting on the Engineering Graduate Society Council.

Consultants (non-voting):

- Manager, Communications
- ~~Manager~~Associate Director, Engineering Co-Op and Career Services ~~and Internship Program~~
- Manager, Engineering Alumni Relations~~Office~~

Quorum:

A quorum shall consist of those present at the meeting, provided that meeting has been properly called and that regrets have not been received from more than one half of the membership of the Committee. However, for action on items not on the circulated agenda, a quorum shall consist of one half of the membership of the Committee.

(xi) Student Academic Accommodation Committee

Functions:

The committee constitutes the Faculty of Engineering's Academic Accommodation Team as described under the 2017 Senate Policy "[Academic Accommodation of Students with Disabilities](#)". The committee shall be an informal network of individuals within academic units in the Faculty who have the knowledge and expertise required to inform decisions related to Academic Accommodations. The committee complements the expertise residing centrally in Student Accessibility Services and support the Associate/Assistant Deans in the consideration of complex and/or retroactive Academic Accommodation decisions and appeals.

Composition:

Co-Chairs:

- Associate Dean (~~Academic~~Undergraduate Studies)
- Associate Dean ~~of~~ Graduate Studies (Engineering)

Ex Officio:

- Assistant Dean (Undergraduate Studies)
- Graduate Coordinator

Faculty:

- Three members from the Faculty, selected by the Dean

Consultants:

- Director, Student Accessibility Services
- Associate Vice-President, Equity and Inclusion
- Director, Human Rights and Dispute Resolution

Quorum:

A quorum shall consist of those present at the meeting, provided that the meeting was called with at least five days' notice and three voting members of the Committee are in attendance, with at least one of the attending members being a co-chair.

Meetings:

This Committee shall be called together only at certain times of year based on a need to consider complex and/or retroactive Academic Accommodation decisions and appeals. The agenda items are decided prior to the meeting by the Co-Chairs of the Committee, the Associate Dean (~~Academic~~Undergraduate Studies) and the Associate Dean ~~of~~ Graduate Studies (Engineering).

(xii) Microcredentials Committee

Functions:

To make recommendations to the Faculty on matters specifically concerning microcredentials, on the creation and delivery of associated learning activities, on

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changing approved learning activities, and on approval of co-curricular and external learning activities that will not be recorded on a student's transcript.

Composition:

Chair:

- To be appointed by the Dean of the Faculty in consultation with Dean's Council

Ex Officio:

- Dean of the Faculty
- Dean's representative

Faculty:

- One member selected by and from each participating department, school, or program in the Faculty

Staff:

- Director, Finance and Administration
- Designated Project Manager (Faculty of Engineering)

Consultants (non-voting):

- Associate Deans
- Director, Outreach and Engagement

Secretary (non-voting):

- To be provided by the Dean of the Faculty.

(xiii) Faculty Joint Health and Safety Committee

Functions:

For all buildings and areas under the control of the Faculty:

- to receive information on safety and hazards from the University and other sources, and disseminate it to faculty members, staff and students as needed;
- to provide advice to the Dean of the Faculty, Department Chairs, faculty members, staff or students, wherever appropriate, concerning potential hazards;

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- to assist in formulating policy relating to the safe conduct of undergraduate laboratories and research laboratories, in consultation with teaching assistants, graduate students, and research staff;
- to monitor compliance by McMaster University with the spirit and the letter of the Ontario [Occupational Health and Safety Act](#) and other relevant legislation, and to report to the Dean of the Faculty on any departure from the above, for action;
- to remind all employees, including teaching assistants, of their rights and responsibilities under the Ontario *Occupational Health and Safety Act* and other relevant legislation; and,
- to represent the Faculty of Engineering ~~legally~~ in all matters of health and safety designated under the *Occupational Health and Safety Act*.

Composition

Co-Chairs:

- One to be appointed by the Dean of the Faculty
- One to be selected by and from the elected Committee members

Ex Officio:

- President
- Provost
- Dean of the Faculty

Members:

- One employer-designated member from each Department/Unit
- One elected committee member from the Health and Safety Committee of each Department/Unit, selected by the elected members of the Department/Unit
- Additional members as may be appointed by the Co-Chairs, in consultation with the Dean, from other groups which use the facilities of the Faculty of Engineering, as long as the total number of elected members on the Committee comprises at least 50% of the Committee membership

Consultants (non-voting):

- Manager, Environmental and Occupational Health Support Services

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- Safety Specialist, Environmental and Occupational Health Support Services
- Additional resource persons appointed by the Co-Chairs as required by the legislation

Secretary (non-voting):

- Assigned by Dean's Office

Department/Unit Health and Safety Committees

Functions:

To provide advice to the Department Chair or Unit Director concerning health and safety matters having to do with the safe conduct of undergraduate laboratories and all research activities at the Department/Unit level and to report to the Department Chair or Unit Director on potential hazards; to conduct safety surveys within the Department/Unit in accordance with the Ontario Occupational Health and Safety Act; and to provide representation to the Faculty Joint Health and Safety Committee

Composition:

Co-Chairs:

- One person to be appointed by the Department Chair/Unit Director from among the faculty members in that Department/Unit
- One person to be selected by and from the non-supervisory employees

Ex Officio:

- President
- Provost
- Dean of the Faculty

Members:

- One or more non-supervisory employees to be elected by and from the non-supervisory employees of the Department/Unit, one of whom shall be a non-supervisory technician
- One graduate student to be elected by and from the graduate students in the Department/Unit

- One person to be appointed by the Department Chair or Unit Director from among the employed members of the Department.

(xiv) Tenure and Promotion Committee

Functions:

To receive from Chairs of Departments, and to consider, all recommendations for the granting or withholding of tenure or permanence. For each candidate, the Committee shall recommend to the Senate Committee on Appointments that (a) tenure or permanence be granted, or (b) no action be taken in regard to tenure or permanence, or (c) the Departmental recommendation for tenure or permanence be denied and the appointment be extended instead, or (d) the candidate's appointment be allowed to lapse, or (ee) the period of the appointment be extended promotion be granted, or (ef) no action be taken ~~on the case~~ in regard to promotion.

To receive from Chairs of Departments, and to consider, all recommendations for promotion, and to recommend to the Senate Committee on Appointments the granting or withholding of promotion.

Composition:

Chair:

- Dean of the Faculty

Faculty:

- Six tenured members of the full-time rank elected from those holding the rank of Professor or Associate Professor. Of these, at least three shall be Professors and at least one shall be an Associate Professor. They shall be elected for staggered three-year terms by the full-time members of the faculty.

Quorum:

- Faculty Dean and the rest of the Committee save one.

(xv) Engineering and Management Policy Committee

Functions:

To consider and make recommendations regarding the operation of the Engineering and Management Program; to recommend, to the appropriate Faculty committees, policy on admission numbers and major Program changes; and to consider proposals from the Director requiring policy decisions.

Composition:

Chair:

- Dean of the Faculty of Engineering and Dean of the Faculty of Business, alternately, for two-year terms

Ex Officio:

- President
- Provost
- Dean, ~~of the Faculty~~ Michael G. DeGroote School of Business, when not serving as Chair
- Dean, ~~of the~~ Faculty of Engineering, when not serving as Chair
- ~~co~~-Director (Engineering), Engineering and Management Program
- co-Director (Business), Michael G. DeGroote School of Business
- Associate Dean (Undergraduate Studies) ~~of (Business) (Academic)~~
- Associate Dean (Undergraduate Studies) ~~(Academic) of (Engineering)~~

Secretary (non-voting):

- ~~Administrative Coordinator~~ Manager, Engineering Five-Year Programs.

(xvi) Engineering and Society Policy Committee

Functions:

To consider and make recommendations regarding the operation of the Engineering and Society Program; to make recommendations, to the appropriate Faculty committees, on policy changes; and to consider proposals from the Director requiring policy decisions.

Composition:

Chair:

- Dean of the Faculty

Ex Officio:

- President
- Provost
- Director, Engineering and Society Program
- Associate Dean (~~Academic~~Undergraduate Studies)
- One member to be appointed by the Director

(xvii) Instructor Development and Evaluation Committee (IDEC)

Functions:

The Instructor Development and Evaluation Committee (IDEC) is responsible for carrying out the Formative Observation and Summative Reviews of teaching within the Faculty of Engineering, following the Faculty's Policy on Evaluation of Teaching, fostering a community of practice of educators, and training Reviewers to perform these tasks. The IDEC will provide a qualitative evaluation of effective teaching in line with SPS B1.

Composition:

Chair:

- To be appointed for a three-year term by the Dean of the Faculty in consultation with Dean's Council.

Co-Chair(s):

- Up to two appointed for a three-year term by the Dean of the Faculty in consultation with Dean's Council.

Ex Officio:

- President
- Provost
- Dean of the Faculty

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- Associate Dean (~~Academic~~Undergraduate Studies)
- Associate Dean ~~of~~ Graduate Studies (Engineering)
- Director, Experiential Learning Office

Faculty:

- The co-Chairs will identify an appropriate number of Reviewers needed for each academic year. The number of Reviewers appointed is proportional to the size and need of each department/school. Chairs/Directors will nominate Reviewers to the committee.

Consultants (non-voting):

Section V: Elections

- (i) Elections of Faculty of Engineering representatives to the Senate, the Graduate Council, and the Undergraduate Council, and to fill vacancies on the Faculty's Standing Committees, shall be held before the end of April each year. The Dean's Council shall prepare sufficient nominations to ensure an election for all such positions. The nominations shall be sent to all members of the electorate, at their McMaster email address, giving members the opportunity to nominate, within a designated period, additional candidates for any vacancy, any such nominations to be supported by three members of the electorate. The elections shall be conducted by the Secretary of the Senate by means of ballots emailed to the University address of each member of the electorate.
- (ii) The Dean's Council shall nominate a representative of the Faculty of Engineering, for a three-year renewable term, to each of the other Faculties in which the Faculty of Engineering has representation. Additional nominations may be made by members of the Faculty of Engineering within a designated period, any such nomination to be supported by three members of the Faculty of Engineering. If an election for any of these representatives be necessary, it shall be held concurrently with the election of members of Standing Committees.
- (iii) Appointments to all Standing Committees from Departments shall be forwarded by the Department Chairs to the Dean prior to July 1 of each year.
- (iv) The electorate shall consist of all faculty members holding the rank of Lecturer and above in Departments in the Faculty of Engineering, except insofar as the electorate for the Tenure and Promotion Committee is restricted by Senate to full-time faculty members.
- (v) All elections shall be conducted in accordance with the single transferable vote procedure.

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- (vi) In the election of faculty members from the Faculty of Engineering to the Senate, of the three allotted seats, at least one shall be filled by a professor and at least one by an associate or assistant professor.
- (vii) The conduct of the election of undergraduate students to the Faculty is the responsibility of the Dean of the Faculty, who will normally delegate the task to the McMaster Engineering Society, in consultation with the Associate Dean (~~Academic~~Undergraduate Studies).
- (viii) In the election of staff members to the Faculty, of the three allotted seats, one shall be filled for each of the following categories: professional/management, technical and clerical/secretarial. Elections shall be conducted by the Office of the Dean.
- (ix) If a position on a standing committee, except for the Tenure and Promotion Committee, becomes vacant, the Faculty Council may fill that position for the remainder of the term. In the case of the Tenure and Promotion Committee, a by-election shall be held to fill the position for the remainder of the term.
- (x) All committee memberships shall take effect from July 1.
- (xi) The terms of office of Standing Committee members and Chairs shall normally be two years, staggered, unless otherwise specified.
- (xii) Elections of the student members to the Graduate Council shall be held before the end of August. The Engineering Graduate Society Council shall provide the student members for the Graduate Council in accordance with the by-laws of the Engineering Graduate Society and the Senate.

Section VI: Amendments to the By-laws

- (i) Any amendment to these By-laws shall require the approval of the Senate.
- (ii) A recommendation to the Senate for any amendment to any By-law, or for any new By-law, shall be made only after the proposed change in the By-laws has been approved at a meeting of the Faculty. Notice of motion to request such amendment shall be given at a previous meeting of the Faculty, or in writing to all members of the Faculty at least four weeks before the Faculty meeting.

Section VII: Implementation

The date of effect for these By-laws, and any amendments thereto, shall be the date on which they receive the approval of the Senate.

Faculty of Engineering By-laws: Schedule A

Senate Approved Offices, Centres and Institutes in which the Faculty of Engineering is involved:

- Centre for Effective Design of Structures (CEDS)
- Centre for Emerging Device Technologies (CEDT)
- Centre of Excellence in Protective Equipment and Materials (CEPEM)
- Centre for Research in Micro-and-Nano-Systems
- General Motors Centre for Automotive Materials and Corrosion (CAMC)
- McMaster Centre for Software Certification (McSCert)
- McMaster Institute for Energy Studies (MIES)
- McMaster Manufacturing Research Institute (MMRI)
- McMaster Steel Research Centre

~~— Project Centre for Biomedical Engineering and Advanced Manufacturing (BEAM)~~

~~— McMaster Institute for Research on Aging (MIRA)~~

~~— McMaster Institute for Transportation and Logistics (MITL)~~

~~— McMaster Nuclear Reactor~~

~~Faculty Approved Research Centre~~

~~— McMaster Centre for Pulp and Paper~~

Reports to the VPR

~~— Institute for Multi-Hazard Systemic Risk Studies (Interface)~~

· Brockhouse Institute for Materials Research

· Canadian Centre for Electron Microscopy (CCEM)

· Project Centre for Biomedical Engineering and Advanced Manufacturing (BEAM)

· McMaster Institute for Research on Aging (MIRA)

· McMaster Institute for Transportation and Logistics (MITL)

Policy Title:

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Approved by:

Senate

Date of Most Recent Approval:

TBD Supersedes / Amends Policy Dated:

May 16, 1984; December 11, 1985; May 11, 1987; June 14, 1989; March 13, 1991; February 12, 1992; February 10, 1993; October 11, 1995; September 11, 1996; Editorial revision July 1, 1998 to reflect new Departmental structure, effective on that date, November 12, 2003; June 13, 2007; June 3, 2009; June 2, 2010; June 3, 2015; October 14, 2015; May 12, 2021; June 8, 2022; **TBD**

Date(s) of Original Approval:

June 9, 1982

Responsible Executive: **Dean of the Faculty of Engineering**

Policy-Specific Enquiries: [Dean's Office, Faculty of Engineering](#)

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

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

Section I: The Faculty of Engineering

(i) Membership

(a) Ex Officio:

- President
- Provost
- Vice-President (Research and Innovation)
- Vice-Provost and Dean of Graduate Studies
- Dean of the Faculty (Chair)
- Associate Deans of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office
- Co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences (iBEHS/iBioMed)
- co-Director (Engineering), Engineering and Management Program
- Director, Engineering and Society
- Director, Minor in Innovation
- Director, Finance and Administration
- Director, Outreach and Engagement

(b) Faculty:

- All faculty members holding appointment at the rank of Lecturer or higher in the Departments of Chemical Engineering, Civil Engineering, Computing and Software, Electrical and Computer Engineering, Engineering Physics, Materials Science and Engineering and Mechanical Engineering, as well as in the Walter G. Booth School of Engineering Practice and Technology and the School of Biomedical Engineering, and in such other Departments, schools and programs as may be added to the Faculty of Engineering by the Senate.
- One full-time faculty member from each of the other Faculties.

(c) Staff:

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- Three full-time staff members in the Faculty of Engineering, elected for two-year terms, one to be elected by and from each of the following groups: Management, Technical, and Administrative.

(d) Students:

- The President of the McMaster Engineering Society and four undergraduate students, elected annually by and from the full-time undergraduate students in the Faculty of Engineering
- The President of the Engineering Graduate Society and two graduate students selected annually by and from the students sitting on the Engineering Graduate Society Council.
- Students may be asked to withdraw when the cases of specific students are under consideration, but on other matters, they shall have full voting privileges.

(e) Secretary (non-voting):

- Secretary of the Senate or delegate.

(f) Affiliated Members (non-voting):

- Such other faculty members, holding full-time appointments, as shall from time to time be designated by the Faculty of Engineering to hold membership, for any period designated by the Faculty, by virtue of their responsibilities for, or interest in, the work and the students of the Faculty.

(ii) Regular Meetings

- (a) The Faculty shall meet at least five times during the period September to June, inclusive. A notice of meeting shall normally be circulated at least one week before a meeting, and an agenda shall be circulated not less than forty-eight hours before a meeting.
- (b) Meetings of the Faculty shall be conducted in accordance with the rules and procedures of the Senate with the provision that matters related to individual cases or records be dealt with in Closed Session.
- (c) A quorum shall consist of those present at the meeting, provided that the meeting has been properly called and that regrets have not been received by the Secretary from more than one half of the members of the Faculty. However, for action on

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items not on the circulated agenda, a quorum shall consist of one half of the members of the Faculty.

- (d) In the absence of the Dean of the Faculty, the Chair shall be one of the Associate Deans of the Faculty or, in their absence, a member of the Faculty designated by the Dean.

(iii) Special Meetings

- Special meetings may be called, under the same conditions of notice and agenda, at the request of the Dean of the Faculty or upon the submission of a written request to the Dean by ten or more voting members of the Faculty.

(iv) Authority of the Faculty

- (a) The Faculty shall, within its area of jurisdiction and subject to the constraints imposed by these By-laws, determine the various levels of responsibility within the Faculty and establish appropriate Standing and *Ad Hoc* Committees.
- (b) Under the authority of these By-laws, which are subject to approval and amendment by the Senate, the Faculty shall determine the functions and powers that may be delegated to subordinated bodies.

Section II: Dean's Council

Functions:

To deal with such matters as may be referred to it by the Dean of the Faculty or by the Faculty; to act on behalf of the Faculty in the period between the last regular Faculty meeting of one academic year and the first regular Faculty meeting of the succeeding academic year, submitting a written report to the Faculty at that latter meeting on all actions taken; to advise the Dean on matters of concern; to make recommendations to the Faculty on any appropriate matter.

To do short-term and long-term planning for the Faculty; to establish the objectives and priorities of the Faculty within the context of a comprehensive Faculty plan and in consultation with the individual Departments in the Faculty and its programs and schools; to be responsible for the planning of the Faculty's physical facilities and services.

To act as a nominating committee, as set out in Sections [V \(i\)](#) and [V \(ii\)](#) below.

Composition:

Chair:

- Dean of the Faculty

Ex Officio:

- President
- Provost
- Associate Deans of the Faculty
- Assistant Dean (Undergraduate Studies)
- Any Engineering faculty member(s) elected to the University Planning Committee
- Director, Experiential Learning Office
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program (iBEHS/iBioMed)
- co-Director (Engineering), Engineering and Management Program

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- Director, Engineering and Society Program
- Director, Minor in Innovation
- co-Director (Engineering), School of Biomedical Engineering
- Director, Walter G. Booth School of Engineering Practice and Technology
- Chairs of Departments in the Faculty
- Director, Finance and Administration
- Director, Outreach and Engagement

Secretary (non-voting):

- Secretary of the Senate or delegate.

Section III: Dean's Operating Committees

The Dean of the Faculty may appoint Dean's Operating Committees for assistance and advice in the operation of the Faculty, or as requested by the Faculty, and the Faculty shall be informed regarding the function and the composition of any such committees. Such committees shall report, at least annually, to the Faculty.

All such committees shall annually review and update their operating procedures and file a copy in the Office of the Dean.

(i) Engineering and Management Operating Committee

Functions:

To develop curriculum recommendations for the Engineering and Management program to the Undergraduate and Curriculum Policy of the Faculty of Engineering, and the Faculty of Business where appropriate.

To work closely with the Engineering and Management Industrial Advisory Council by seeking advice on the continuing development of the Engineering and Management program and career development component of the program.

Composition:

Chair:

- co-Director (Engineering), Engineering and Management Program
- co-Director (Business), Engineering and Management Program

Ex Officio:

- President
- Provost
- Dean, Faculty of Business
- Dean, Faculty of Engineering
- Associate Dean (Undergraduate Studies), Faculty of Business
- Associate Dean (Undergraduate Studies), Faculty of Engineering

Faculty:

- Seven faculty members from each of the Faculties of Business and Engineering, representing the different Departments and Areas, to be appointed by their respective Deans on the recommendations of their Department or Area Chairs, for staggered three-year terms.

Students:

- One undergraduate student, registered in the Engineering and Management program, to be appointed by both Deans on the recommendation of the executives of the McMaster Engineering and Management Society, for a one-year term.

Consultants (non-voting):

- Assistant Dean (Undergraduate Studies), Faculty of Engineering
- Manager, Academic Programs Office, at the Faculty of Business
- Resource Staff, as appropriate

Secretary (non-voting):

- Manager, Engineering Five-Year Programs.

(ii) Engineering and Society Operating Committee

Functions:

To consider and make recommendations regarding the operation of the Engineering and Society program. This includes developing curriculum recommendations for the Undergraduate and Curriculum Policy Committee of the Faculty of Engineering.

Composition:

Chair:

- Director, Engineering and Society Program

Ex Officio:

- President
- Provost

Faculty of Engineering By-laws

- Dean, Faculty of Engineering
- Associate Dean (Undergraduate Studies), Faculty of Engineering

Faculty:

- One faculty member representative from each department in the Faculty, appointed by the Dean in consultation with Dean's Council.

Students:

- One undergraduate student, registered in the Engineering and Society program, to be appointed by the Dean on the recommendation of the executives of the Engineering and Society Student Association, for a one-year term.

Consultants (non-voting):

- Assistant Dean (Undergraduate Studies), Faculty of Engineering

Secretary (non-voting):

- Manager, Engineering Five-Year Programs

(iii) Engineering I Operating Committee

Function:

To consider and make recommendations regarding the operation of Engineering I, including the Canadian Engineering Accreditation Board (CEAB) Accreditation, Graduate Attribute reporting, student success, students at risk of failure, and opportunities for change and improvement.

Composition:

Chair:

- Director, Experiential Learning Office

Ex Officio:

- President
- Provost
- Dean of the Faculty

Faculty of Engineering By-laws

- Associate Dean (Undergraduate Studies)
- Assistant Dean (Undergraduate Studies)

Faculty:

- One faculty member representative from each department in the Faculty, appointed by the Dean in consultation with Dean's Council.

Students:

- President, McMaster Engineering Society
- Vice-President, Academic, McMaster Engineering Society
- One Engineering I student appointed annually by the Director

Consultants (non-voting):

- Undergraduate Student Advisor
- Representative from other Faculties or groups appointed by the Chair, as required.

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies)

(iv) Engineering Co-op Operating Committee

Functions:

To consider and make recommendations regarding the operation of all Faculty of Engineering Co-op programs.

Composition:

Chair:

- Associate Dean (Undergraduate Studies)
- Associate Dean, Graduate Studies (Engineering)

Ex Officio:

- President
- Provost
- Dean of the Faculty

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- Manager, Engineering Co-op & Career Services
- President, McMaster Engineering Society
- President, Engineering Graduate Society

Members:

- One faculty member per Department with one-year terms nominated by Departmental Chairs
- Six undergraduate student representatives from the McMaster Engineering Society Executive Committee
- Three graduate student representatives from the Engineering Graduate Society Executive Committee

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies)

Section IV: Standing Committees

General

The President, the Provost, and the Dean of the Faculty are *ex officio* members of all Standing Committees, except that the President and Provost are not *ex officio* members of the Tenure and Promotion Committee.

The Standing Committees listed below, and such other committees as the Faculty or the Dean's Council may establish, shall meet at the call of the Chair. With respect to the Committees that hear certain student appeals, the Senate policies governing such hearings shall prevail. Student members of committees may be asked to withdraw when cases of specific students are under consideration.

Unless otherwise specified, a quorum shall consist of one half of the voting committee members.

Any of the Standing Committees may establish sub-committees. The Chairs of any such sub-committees shall be appointed by the Committee, normally from among its members.

All Standing Committees shall annually review and update their operating procedures and file a copy in the Office of the Dean.

All Standing Committees shall report to the Faculty at least annually.

(i) Undergraduate Recruiting and Admissions Committee

Functions:

To make recommendations for the Faculty on admission of applicants to Level I and to make recommendations to the Faculty on undergraduate admissions policy.

To plan, for approval by the Faculty, the secondary school student liaison and recruitment activities and assist in the organization of, and to attend, Faculty approved events (e.g. Experience Weekend, Discovery Days, design competitions, Open House, Science and Engineering Fairs, etc.) for recruiting of students.

Composition:

Chair:

- Associate Dean (Undergraduate Studies)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- co-Director (Engineering), Engineering and Management Program
- Director, Engineering and Society Program
- Manager, Engineering Co-Op and Career Services and Internship Program
- Registrar

Faculty:

- One member selected by and from each Department in the Faculty
- One member selected by and from the Walter G. Booth School of Engineering Practice and Technology

Students:

- President, McMaster Engineering Society (MES) (or delegate)
- One undergraduate student appointed annually by the Dean

Consultants (non-voting):

- Director, Finance and Administration
- Director, Alumni Advancement (or delegate)
- Manager, Strategic Recruitment & Enrolment
- Representatives of other Faculties and groups as required

Faculty of Engineering By-laws

- High School Teacher/Counsellor, appointed by the Dean of the Faculty (as required)

Secretary (non-voting):

- Assigned by the Associate Dean (Undergraduate Studies) of the Faculty

(ii) Undergraduate Reviewing Committee

Functions:

To review, at the end of an academic session, the grades of all students registered in undergraduate programs in the Faculty of Engineering; to make recommendations to the Faculty concerning the status of in-course students; and to recommend to the Faculty candidates for undergraduate degrees.

Composition:

Chair:

- Associate Dean (Undergraduate Studies)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- co-Director (Engineering), Engineering and Management Program
- Director, Engineering and Society Program
- Registrar

Faculty:

- One member selected by and from each Department in the Faculty

Faculty of Engineering By-laws

- One member selected by and from the Walter G. Booth School of Engineering Practice and Technology

Consultants (non-voting):

- Associate Registrar (Records and Registration)
- Faculty of Engineering Undergraduate Student Advisor

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies)

(iii) Undergraduate Curriculum and Policy Committee

Functions:

To make recommendations to the Faculty on all matters of curriculum policy, including consideration of the requirements of the Canadian Engineering Accreditation Board; to make recommendations on curriculum changes to the Faculty, arising from the consideration of Departmental proposals and from the curriculum policies adopted by the Faculty; to report to the Faculty on the curricula of programmes in the Faculty; to ensure that the undergraduate calendar contains up-to-date programme curricula; to consider and make recommendations to the Faculty concerning course evaluation procedures, and to review the effectiveness of such evaluations.

Composition:

Chair:

- Associate Dean (Undergraduate Studies)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office

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- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- Director, Engineering and Management Program
- Director, Engineering and Society Program

Faculty:

- One member selected by and from each Department in the Faculty, such member normally to be the Chair of the Departmental Undergraduate Curriculum Committee or equivalent
- Two members selected by and from the Walter G. Booth School of Engineering Practice and Technology, one to represent the four-year programs, one to represent the degree completion programs

Student:

- One undergraduate student appointed annually by the Dean of the Faculty

Consultants:

- The member of Undergraduate Council elected by the Faculty

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies) of the Faculty

(iv) Undergraduate Student Awards Committee

Functions:

To make recommendations to the Undergraduate Council for the award of prizes and scholarships restricted to undergraduate students in the Faculty of Engineering; to prepare information for the use of committees responsible for university-wide awards such as the Chancellor's Gold Medal and the Governor General's Medal; to make recommendations to the Undergraduate Council concerning the establishment of new awards and other related matters; to rank the applicants for other competitive awards; and to initiate and coordinate Faculty-sponsored events which recognize academic excellence.

Composition:

Chair:

- To be appointed by the Dean of the Faculty in consultation with Dean's Council

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Associate Dean (Undergraduate Studies)

Faculty:

- Three or more members, representing at least three Departments in the Faculty, appointed by the Dean in consultation with Dean's Council.

Consultants (non-voting):

- Director, Student Financial Aid and Scholarships
- Director, Finance and Administration
- The Committee shall have power to add additional members, including non-faculty members, where such are needed to meet the requirements attendant on making an award.

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies)

(v) Undergraduate Graduate Attributes Committee

Functions:

In accordance with the [Washington Accord](#), all engineering programs accredited by the Canadian Engineering Accreditation Board (CEAB) must demonstrate that the graduates of their programs possess the attributes designated by the CEAB.

The functions of this committee are:

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- To have oversight on the outcomes-based assessment and the resulting continuous improvement processes for all Faculty undergraduate engineering programs accredited by the Canadian Engineering Accreditation Board (CEAB);
- To develop, review and modify (as necessary) indicators for each of the graduate attributes specified by the CEAB;
- To review and approve curriculum maps and indicator measurement maps for all programs and options;
- To review stakeholder engagement reports from all departments;
- To review and approve regular reports from all programs on methods of indicator data collection, analyses and conclusions made from programs;
- To ensure continuous improvement in programs by making recommendations to the Departments on specific curricular or other program improvements, improvements in the achievement of graduate attributes, and/or improvements in the graduate attributes' assessment process itself.

Composition:

Chair:

- Associate Dean (Undergraduate Studies)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- co-Director (Engineering), Engineering and Management Program
- Director, Engineering and Society Program

Faculty:

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- One member selected by and from each Department in the Faculty which offers a Canadian Engineering Accreditation Board (CEAB) accredited engineering program.

Student:

- One undergraduate student appointed annually by the Dean of the Faculty

Consultants (non-voting):

- The member of Undergraduate Council elected by the Faculty

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies) of the Faculty

(vi) Faculty Awards Committee

Functions:

To encourage, develop and promote applications for prestigious awards for Engineering faculty. Awards can be international, national or specific to the University. Such awards include, but are not limited to, the Killam Award, membership in the Royal Society of Canada, membership in the Canadian Academy of Engineers, the NSERC Steacie Award and the 3M Teaching awards. To encourage and develop applications for prestigious awards to alumni and friends of the Faculty. The Committee will work with the Faculty Advancement Officer to ensure that awards recipients are appropriately recognized within the Faculty.

Composition:

Chair:

- Associate Dean, Research, Innovation, and Partnerships

Ex Officio:

- President
- Provost
- Dean of the Faculty

Members:

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- One faculty member from each academic Department

Secretary/Consultant:

- Advancement Officer of the Faculty of Engineering

(vii) Graduate Curriculum and Policy Committee

Functions:

To make recommendations to the Faculty on matters of graduate policy, on curriculum changes arising from consideration of Departmental proposals and from the curriculum policies adopted by the Faculty, and on new Programs and fields of study, arising from Departmental proposals; and to deal with matters referred to it by the Graduate Admissions and Study Committee.

Composition:

Chair:

- Associate Dean, Graduate Studies (Engineering)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Vice-Provost and Dean of Graduate Studies

Faculty:

- One member selected by and from each Department offering graduate work in the Faculty
- One member selected by and from each of the Schools offering graduate programs in the Faculty

Students:

- One Engineering graduate student from each department and school currently offering graduate work in the Faculty. Students currently sitting on the Engineering Graduate Society Council will represent their department or school

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on the committee. If no representative is available from the Engineering Graduate Society Council, one will be appointed from the department or school by the Engineering Graduate Society Council in conjunction with the department or school's administration.

Consultants (non-voting):

- The three members of the Graduate Council elected by the Faculty

Secretary (non-voting):

- Secretary of the School of Graduate Studies or delegate.

(viii) Graduate Admissions and Study Committee

Functions:

To rule on the admissibility of applicants to Graduate Programs in the Faculty; to oversee the progress of students in course; to recommend to the Graduate Council, and to report to the Faculty, students to receive graduate degrees; to refer, before taking action, to the Graduate Curriculum and Policy Committee, any matter deemed by either the Associate Vice-President and Dean of Graduate Studies or the Committee to involve matters of precedent or policy; and to consider and make decisions on petitions from graduate students with respect to off-campus or part-time study, extension of time to complete degree requirements, etc.

Composition:

Chair:

- Associate Dean, Graduate Studies (Engineering)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Vice-Provost and Dean of Graduate Studies
- Senior Associate Registrar, Graduate Studies

Faculty:

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- One member selected by and from each Department offering graduate work in the Faculty
- One member appointed by the Graduate Council from Departments other than those of the Faculty
- One member selected by and from each of the Schools offering graduate work in the Faculty

Consultants (non-voting):

- Director, Finance and Administration
- Director, Alumni Advancement (or delegate)
- Manager, Strategic Recruitment & Enrolment
- Graduate Coordinator

Secretary (non-voting):

- Secretary of the School of Graduate Studies or delegate.

(ix) Faculty Committee on Scholarships

Functions:

To rank scholarship applicants in compliance with the eligibility criteria and selection instructions of the Tri-Council agencies (NSERC, CIHR and SSHRC) and Ontario Ministry of Training, Colleges and Universities.

Composition:

Chair:

- Associate Dean, Graduate Studies, Engineering

Ex Officio:

- President
- Provost
- Dean of the Faculty

Members:

- Two faculty members per Department with one-year terms nominated by Departmental Chairs

(x) Student and Professional Affairs Committee

Functions:

To initiate short-term and long-term planning, and to recommend to the Faculty policies and actions regarding: engagement among the faculty, students and alumni; improving student engagement; student employment and career development; interactions with industry, governmental bodies, professional organizations, professional societies, and the general public; and professional development and continuing education.

Composition:

Co-Chairs:

- President, McMaster Engineering Society
- President, McMaster Engineering Graduate Society

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Associate Dean (Undergraduate Studies)
- Associate Dean, Graduate Studies (Engineering)
- Director, Experiential Learning Office
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- co-Director (Engineering), Engineering and Management Program
- Director, Engineering and Society Program
- co-Director, School of Biomedical Engineering
- Director, Walter G. Booth School of Engineering Practice and Technology
- Director, Outreach and Engagement

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- Director, Finance and Administration

Faculty:

- Two members from the Faculty selected by the Dean

Students:

- Six undergraduate students chosen by the McMaster Engineering Society Executive, representing the leadership of student clubs and teams.
- Two graduate students, appointed by the Engineering Graduate Society from the students sitting on the Engineering Graduate Society Council.

Consultants (non-voting):

- Manager, Communications
- Associate Director, Engineering Co-Op and Career Services
- Manager, Engineering Alumni Relations

Quorum:

A quorum shall consist of those present at the meeting, provided that meeting has been properly called and that regrets have not been received from more than one half of the membership of the Committee. However, for action on items not on the circulated agenda, a quorum shall consist of one half of the membership of the Committee.

(xi) Student Academic Accommodation Committee

Functions:

The committee constitutes the Faculty of Engineering's Academic Accommodation Team as described under the 2017 Senate Policy "[Academic Accommodation of Students with Disabilities](#)". The committee shall be an informal network of individuals within academic units in the Faculty who have the knowledge and expertise required to inform decisions related to Academic Accommodations. The committee complements the expertise residing centrally in Student Accessibility Services and support the Associate/Assistant Deans in the consideration of complex and/or retroactive Academic Accommodation decisions and appeals.

Composition:

Co-Chairs:

- Associate Dean (Undergraduate Studies)
- Associate Dean, Graduate Studies (Engineering)

Ex Officio:

- Assistant Dean (Undergraduate Studies)
- Graduate Coordinator

Faculty:

- Three members from the Faculty, selected by the Dean

Consultants:

- Director, Student Accessibility Services
- Associate Vice-President, Equity and Inclusion
- Director, Human Rights and Dispute Resolution

Quorum:

A quorum shall consist of those present at the meeting, provided that the meeting was called with at least five days' notice and three voting members of the Committee are in attendance, with at least one of the attending members being a co-chair.

Meetings:

This Committee shall be called together only at certain times of year based on a need to consider complex and/or retroactive Academic Accommodation decisions and appeals. The agenda items are decided prior to the meeting by the Co-Chairs of the Committee, the Associate Dean (Undergraduate Studies) and the Associate Dean, Graduate Studies (Engineering).

(xii) Microcredentials Committee

Functions:

To make recommendations to the Faculty on matters specifically concerning microcredentials, on the creation and delivery of associated learning activities, on

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changing approved learning activities, and on approval of co-curricular and external learning activities that will not be recorded on a student's transcript.

Composition:

Chair:

- To be appointed by the Dean of the Faculty in consultation with Dean's Council

Ex Officio:

- Dean of the Faculty
- Dean's representative

Faculty:

- One member selected by and from each participating department, school, or program in the Faculty

Staff:

- Director, Finance and Administration
- Designated Project Manager (Faculty of Engineering)

Consultants (non-voting):

- Associate Deans
- Director, Outreach and Engagement

Secretary (non-voting):

- To be provided by the Dean of the Faculty.

(xiii) Faculty Joint Health and Safety Committee

Functions:

For all buildings and areas under the control of the Faculty:

- to receive information on safety and hazards from the University and other sources, and disseminate it to faculty members, staff and students as needed;
- to provide advice to the Dean of the Faculty, Department Chairs, faculty members, staff or students, wherever appropriate, concerning potential hazards;

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- to assist in formulating policy relating to the safe conduct of undergraduate laboratories and research laboratories, in consultation with teaching assistants, graduate students, and research staff;
- to monitor compliance by McMaster University with the spirit and the letter of the Ontario [Occupational Health and Safety Act](#) and other relevant legislation, and to report to the Dean of the Faculty on any departure from the above, for action;
- to remind all employees, including teaching assistants, of their rights and responsibilities under the Ontario *Occupational Health and Safety Act* and other relevant legislation; and,
- to represent the Faculty of Engineering in all matters of health and safety designated under the *Occupational Health and Safety Act*.

Composition

Co-Chairs:

- One to be appointed by the Dean of the Faculty
- One to be selected by and from the elected Committee members

Ex Officio:

- President
- Provost
- Dean of the Faculty

Members:

- One employer-designated member from each Department/Unit
- One elected committee member from the Health and Safety Committee of each Department/Unit, selected by the elected members of the Department/Unit
- Additional members as may be appointed by the Co-Chairs, in consultation with the Dean, from other groups which use the facilities of the Faculty of Engineering, as long as the total number of elected members on the Committee comprises at least 50% of the Committee membership

Consultants (non-voting):

- Manager, Environmental and Occupational Health Support Services

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- Safety Specialist, Environmental and Occupational Health Support Services
- Additional resource persons appointed by the Co-Chairs as required by the legislation

Secretary (non-voting):

- Assigned by Dean's Office

Department/Unit Health and Safety Committees

Functions:

To provide advice to the Department Chair or Unit Director concerning health and safety matters having to do with the safe conduct of undergraduate laboratories and all research activities at the Department/Unit level and to report to the Department Chair or Unit Director on potential hazards; to conduct safety surveys within the Department/Unit in accordance with the Ontario Occupational Health and Safety Act; and to provide representation to the Faculty Joint Health and Safety Committee

Composition:

Co-Chairs:

- One person to be appointed by the Department Chair/Unit Director from among the faculty members in that Department/Unit
- One person to be selected by and from the non-supervisory employees

Ex Officio:

- President
- Provost
- Dean of the Faculty

Members:

- One or more non-supervisory employees to be elected by and from the non-supervisory employees of the Department/Unit, one of whom shall be a non-supervisory technician
- One graduate student to be elected by and from the graduate students in the Department/Unit

- One person to be appointed by the Department Chair or Unit Director from among the employed members of the Department.

(xiv) Tenure and Promotion Committee

Functions:

To receive from Chairs of Departments, and to consider, all recommendations for the granting or withholding of tenure or permanence. For each candidate, the Committee shall recommend to the Senate Committee on Appointments that (a) tenure or permanence be granted, or (b) no action be taken in regard to tenure or permanence, or (c) the Departmental recommendation for tenure or permanence be denied and the appointment be extended instead, or (d) the candidate's appointment be allowed to lapse, or (e) promotion be granted, or (f) no action be taken in regard to promotion.

To receive from Chairs of Departments, and to consider, all recommendations for promotion, and to recommend to the Senate Committee on Appointments the granting or withholding of promotion.

Composition:

Chair:

- Dean of the Faculty

Faculty:

- Six tenured members of the full-time rank elected from those holding the rank of Professor or Associate Professor. Of these, at least three shall be Professors and at least one shall be an Associate Professor. They shall be elected for staggered three-year terms by the full-time members of the faculty.

Quorum:

- Faculty Dean and the rest of the Committee save one.

(xv) Engineering and Management Policy Committee

Functions:

To consider and make recommendations regarding the operation of the Engineering and Management Program; to recommend, to the appropriate Faculty committees, policy on admission numbers and major Program changes; and to consider proposals from the Director requiring policy decisions.

Composition:

Chair:

- Dean of the Faculty of Engineering and Dean of the Faculty of Business, alternately, for two-year terms

Ex Officio:

- President
- Provost
- Dean, Michael G. DeGroote School of Business, when not serving as Chair
- Dean, Faculty of Engineering, when not serving as Chair
- co-Director (Engineering), Engineering and Management Program
- co-Director (Business), Michael G. DeGroote School of Business
- Associate Dean (Undergraduate Studies) (Business)
- Associate Dean (Undergraduate Studies) (Engineering)

Secretary (non-voting):

- Manager, Engineering Five-Year Programs.

(xvi) Engineering and Society Policy Committee

Functions:

To consider and make recommendations regarding the operation of the Engineering and Society Program; to make recommendations, to the appropriate Faculty committees, on policy changes; and to consider proposals from the Director requiring policy decisions.

Composition:

Chair:

- Dean of the Faculty

Ex Officio:

- President
- Provost
- Director, Engineering and Society Program
- Associate Dean (Undergraduate Studies)
- One member to be appointed by the Director

(xvii) Instructor Development and Evaluation Committee (IDEC)

Functions:

The Instructor Development and Evaluation Committee (IDEC) is responsible for carrying out the Formative Observation and Summative Reviews of teaching within the Faculty of Engineering, following the Faculty's Policy on Evaluation of Teaching, fostering a community of practice of educators, and training Reviewers to perform these tasks. The IDEC will provide a qualitative evaluation of effective teaching in line with SPS B1.

Composition:

Chair:

- To be appointed for a three-year term by the Dean of the Faculty in consultation with Dean's Council.

Co-Chair(s):

- Up to two appointed for a three-year term by the Dean of the Faculty in consultation with Dean's Council.

Ex Officio:

- President
- Provost
- Dean of the Faculty

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- Associate Dean (Undergraduate Studies)
- Associate Dean, Graduate Studies (Engineering)
- Director, Experiential Learning Office

Faculty:

- The co-Chairs will identify an appropriate number of Reviewers needed for each academic year. The number of Reviewers appointed is proportional to the size and need of each department/school. Chairs/Directors will nominate Reviewers to the committee.

Consultants (non-voting):

Section V: Elections

- (i) Elections of Faculty of Engineering representatives to the Senate, the Graduate Council, and the Undergraduate Council, and to fill vacancies on the Faculty's Standing Committees, shall be held before the end of April each year. The Dean's Council shall prepare sufficient nominations to ensure an election for all such positions. The nominations shall be sent to all members of the electorate, at their McMaster email address, giving members the opportunity to nominate, within a designated period, additional candidates for any vacancy, any such nominations to be supported by three members of the electorate. The elections shall be conducted by the Secretary of the Senate by means of ballots emailed to the University address of each member of the electorate.
- (ii) The Dean's Council shall nominate a representative of the Faculty of Engineering, for a three-year renewable term, to each of the other Faculties in which the Faculty of Engineering has representation. Additional nominations may be made by members of the Faculty of Engineering within a designated period, any such nomination to be supported by three members of the Faculty of Engineering. If an election for any of these representatives be necessary, it shall be held concurrently with the election of members of Standing Committees.
- (iii) Appointments to all Standing Committees from Departments shall be forwarded by the Department Chairs to the Dean prior to July 1 of each year.
- (iv) The electorate shall consist of all faculty members holding the rank of Lecturer and above in Departments in the Faculty of Engineering, except insofar as the electorate for the Tenure and Promotion Committee is restricted by Senate to full-time faculty members.
- (v) All elections shall be conducted in accordance with the single transferable vote procedure.

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- (vi)** In the election of faculty members from the Faculty of Engineering to the Senate, of the three allotted seats, at least one shall be filled by a professor and at least one by an associate or assistant professor.
- (vii)** The conduct of the election of undergraduate students to the Faculty is the responsibility of the Dean of the Faculty, who will normally delegate the task to the McMaster Engineering Society, in consultation with the Associate Dean (Undergraduate Studies).
- (viii)** In the election of staff members to the Faculty, of the three allotted seats, one shall be filled for each of the following categories: professional/management, technical and clerical/secretarial. Elections shall be conducted by the Office of the Dean.
- (ix)** If a position on a standing committee, except for the Tenure and Promotion Committee, becomes vacant, the Faculty Council may fill that position for the remainder of the term. In the case of the Tenure and Promotion Committee, a by-election shall be held to fill the position for the remainder of the term.
- (x)** All committee memberships shall take effect from July 1.
- (xi)** The terms of office of Standing Committee members and Chairs shall normally be two years, staggered, unless otherwise specified.
- (xii)** Elections of the student members to the Graduate Council shall be held before the end of August. The Engineering Graduate Society Council shall provide the student members for the Graduate Council in accordance with the by-laws of the Engineering Graduate Society and the Senate.

Section VI: Amendments to the By-laws

- (i) Any amendment to these By-laws shall require the approval of the Senate.
- (ii) A recommendation to the Senate for any amendment to any By-law, or for any new By-law, shall be made only after the proposed change in the By-laws has been approved at a meeting of the Faculty. Notice of motion to request such amendment shall be given at a previous meeting of the Faculty, or in writing to all members of the Faculty at least four weeks before the Faculty meeting.

Section VII: Implementation

The date of effect for these By-laws, and any amendments thereto, shall be the date on which they receive the approval of the Senate.

Faculty of Engineering By-laws: Schedule A

Senate Approved Offices, Centres and Institutes in which the Faculty of Engineering is involved:

- Centre for Effective Design of Structures (CEDS)
- Centre for Emerging Device Technologies (CEDT)
- Centre of Excellence in Protective Equipment and Materials (CEPEM)
- Centre for Research in Micro-and-Nano-Systems
- General Motors Centre for Automotive Materials and Corrosion (CAMC)
- McMaster Centre for Software Certification (McSCert)
- McMaster Institute for Energy Studies (MIES)
- McMaster Manufacturing Research Institute (MMRI)
- McMaster Steel Research Centre

Reports to the VPR

- Brockhouse Institute for Materials Research
- Canadian Centre for Electron Microscopy (CCEM)
- Project Centre for Biomedical Engineering and Advanced Manufacturing (BEAM)
- McMaster Institute for Research on Aging (MIRA)
- McMaster Institute for Transportation and Logistics (MITL)

THE COMMITTEE ON ACADEMIC INTEGRITY

132. The Committee on Academic Integrity shall consist of the following membership:

Ex Officio Members

Chancellor ~~(non-voting)~~

President

Deputy Provost

Deputy Vice-President (Research)

Vice-Provost and Dean of Graduate Studies

~~Vice-Provost (Teaching & Learning)~~

Membership

~~Four~~ Five ~~Four~~ faculty members of the Senate (one of whom shall be appointed Chair of the Committee)

~~One graduate student member of the Senate~~

~~One undergraduate student member of Senate~~

~~Three student members of Senate (at least one of whom shall be an undergraduate student and one of whom shall be a graduate student)~~

~~One graduate student member of the Senate~~

~~One undergraduate student member of the Senate~~

Consultants

Academic Integrity ~~Officer~~ Specialist

Director, Academic Integrity

University Registrar,

Senior Associate Registrar & Graduate Secretary

~~Six~~ Seven ~~Five~~ members of the Committee constitute a quorum.

133. The Committee shall, when deemed appropriate, make recommendations to the Senate on policy and procedures relating to issues of academic integrity, on measures designed to reduce instances of academic dishonesty, and on matters relating to research integrity.

134. The Committee shall review, prior to its presentation to the Senate, the annual Academic Integrity Report and the Research Integrity Report prepared by the Office of Academic Integrity.

THE COMMITTEE ON ACADEMIC INTEGRITY

132. The Committee on Academic Integrity shall consist of the following membership:

Ex Officio Members

Chancellor (non-voting)
President
Deputy Provost
Deputy Vice-President (Research)
Vice-Provost and Dean of Graduate Studies

Membership

Four faculty members of the Senate (one of whom shall be appointed Chair of the Committee)
One graduate student member of the Senate
One undergraduate student member of the Senate

Consultants

Academic Integrity Specialist
Director, Academic Integrity
University Registrar
Senior Associate Registrar & Graduate Secretary

Five members of the Committee constitute a quorum.

133. The Committee shall, when deemed appropriate, make recommendations to the Senate on policy and procedures relating to issues of academic integrity, on measures designed to reduce instances of academic dishonesty, and on matters relating to research integrity.

134. The Committee shall review, prior to its presentation to the Senate, the annual Academic Integrity Report and the Research Integrity Report prepared by the Office of Academic Integrity.