**McMaster University**

# Senate
**Wednesday, March 8, 2023 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.**

Page

*A. OPEN SESSION*

**OPENING REMARKS**

1. **APPROVAL OF AGENDA – OPEN SESSION**

*CONSENT*

2. **MINUTES OF PREVIOUS MEETING – FEBRUARY 8, 2023 (OPEN SESSION)**

*REGULAR*

3. **BUSINESS ARISING**

4. **ENQUIRIES**

5. **COMMUNICATIONS**

6. **REPORT FROM GRADUATE COUNCIL**

         i. Faculty of Social Sciences - Master of Public Policy Program

         *Information*
         ii. Task Force on Graduate Student Funding
         iii. Faculty of Business
         iv. Faculty of Health Sciences
         v. Faculty of Social Sciences
         vi. Sessional Dates
         vii. New Awards

7. **REPORT FROM UNDERGRADUATE COUNCIL**

         *Approval*
         i. Policy on Academic Program Development and Review
         ii. Addenda to Curriculum Revisions

**McMaster University** **School of Graduate Studies**   1280 Main Street West   Phone 905.525.9140
Hamilton, Ontario, Canada   Ext. 23679
L8S 4L8   Fax 905.521.0689
http://www.mcmaster.ca/graduate

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**REPORT TO SENATE**
*from the*
**GRADUATE COUNCIL**

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At its meeting on February 21st, 2023 and via e-ballot on February 27th, Graduate Council approved revisions to the Policy on Academic Program Development and Review. Please see the report from Undergraduate Council for details.

**For Approval**

**I.   Faculty of Social Sciences (attachments)**

At the same meeting Graduate Council approved the following:

- A change to the mode of delivery (from in person to virtual) for the Master of Public Policy Program.

It is now recommended,

**that Senate approve the revisions, for inclusion in the *2023-2024 Graduate Calendar*, as recommended by the Faculty of Social Sciences and set out in the attached.**

**For Information**

**I.   Task Force on Graduate Student Funding**

Via e-ballot on February 27th Graduate Council approved the terms of reference for a task force on graduate student funding.

**II.   Faculty of Business**

At its meeting on February 21st Graduate Council approved a change to the comprehensive examination format, spreading the two parts of the exam over the first two years of the program and adding a research paper proposal requirement, for the Finance area of the Ph.D. in Business Administration.

**III.   Faculty of Health Sciences**

At the same meeting Graduate Council approved an update to the calendar copy around admission requirements for the M.Sc. in Speech Language Pathology program to better clarify requirements, align with other programs in the School of Rehabilitation Sciences and to reflect the previously approved admissions equity streams for Black and Indigenous applicants.

**IV.   Faculty of Social Sciences**

At the same meeting Graduate Council approved the following changes:

- The addition of an optional scheduled break to the Critical Leadership stream of the M.S.W. program;

- The removal of the breadth requirement for the M.A. and Ph.D. in Religious Studies.
- A change to the comprehensive examination format, where students who chose this focus as their major area will complete a general knowledge exam and a specialist exam, for the Islamic Studies area of the Ph.D. in Religious Studies.

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## V.    Sessional Dates
At the same meeting Graduate Council approved the 2023-2024 Graduate Sessional Dates.

## VI.    New Awards
At the same meeting, Graduate Council approved the following new award:

**Name of Fund:** The Gaia Power's Dr. Ajay & Mamta Sharma Scholarship at McMaster
**Terms of Reference for Fund**:
Established in 2022 by Gaia Power Inc. founder Samit Sharma in honour & appreciation of its past board director Dr. Ajay Sharma & his wife. An outstanding leader, Dr. Sharma graduated from IIT-Roorkee in India, culminating with PhD (1969) in Electrical Engineering from University College London, retired with distinguished career as Rear Admiral from the Indian Navy, & pioneered establishing engineering colleges in North India. To be awarded by the School of Graduate Studies, at the recommendation of the Program Chair, to students on alternating years, who demonstrate outstanding academic achievement and research excellence. On odd years, to a graduate student enrolled in Electrical & Computer Engineering, and on even years, to a student enrolled in the MBA program who demonstrates an interest in intellectual property& knowledge management. Preference will be given to International Students.

**Name of Fund:** The John Whelen Family MBA Scholarship
**Terms of Reference for Fund**:
Established in 2022 by John Whelen, MBA (Class of '88) and his wife, Stormie Stewart, in celebration of the 60th Anniversary of the MBA program at the DeGroote School of Business. To be awarded to an incoming full time or co-op MBA student who demonstrates both outstanding academic achievement and significant extra-curricular and/or professional achievements.

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

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**McMaster University** | **SCHOOL OF GRADUATE STUDIES**

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

<table>
<tr>
<td colspan="2"><u>IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM</u>:</td>
</tr>
<tr>
<td colspan="2">1. This form must be completed for <b><u>ALL</u></b> changes involving degree program requirements/procedures. <b><u>All</u></b> sections of this form <b>must</b> be completed.</td>
</tr>
<tr>
<td colspan="2">2. An electronic version of this form (must be in MS WORD <b><u>not</u></b> PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</td>
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<tr>
<td colspan="2">3. A representative from the department is <b><u>required to attend</u></b> the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</td>
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<tr>
<td><b>DEPARTMENT</b></td>
<td colspan="3">Social Sciences</td>
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<tr>
<td><b>NAME OF PROGRAM and PLAN</b></td>
<td colspan="3">Master of Public Policy (MPP) in Digital Society ("PUBPOL" + "DIGISOC")</td>
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<tr>
<td><b>DEGREE</b></td>
<td colspan="3"><b>MPP</b></td>
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<tr>
<td colspan="4" align="center"><b>NATURE OF RECOMMENDATION <i>(PLEASE CHECK APPROPRIATE BOX)</i></b></td>
</tr>
<tr>
<td colspan="4"><b>Is this change a result of an IQAP review? ☐ Yes ☒ No</b></td>
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<tr>
<td colspan="4"><b>CREATION OF NEW MILESTONE ☐</b></td>
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<tr>
<td><b>CHANGE IN ADMISSION REQUIREMENTS</b></td>
<td><b>CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE</b></td>
<td colspan="2"><b>CHANGE IN COURSE REQUIREMENTS</b></td>
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<tr>
<td><b>CHANGE IN THE DESCRIPTION OF A <u>SECTION</u> IN THE GRADUATE CALENDAR</b></td>
<td colspan="3"><b>EXPLAIN:</b></td>
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<tr>
<td><b>OTHER CHANGES</b></td>
<td>X</td>
<td colspan="2"><b>EXPLAIN:</b><br><br>The MPP in Digital Society is seeking approval for a modification in the delivery mode of the program, confirming that the program will be delivered primarily online now and in the future.</td>
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**DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:**

The program was initiated in the pandemic (2021-2022) was the inaugural cohort) and thus the initial delivery model was online by default. This delivery model continued for the second cohort (2022-2023) and now we are seeking to formally establish this as the delivery mode on a go-forward basis.

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

The recommended change affirms the delivery mode that was adopted during the pandemic due to the mostly remote nature of learning in 2020 and 2021. Given that the standard Ontario lease is for a period of 12 months, and that the MPP program takes place over a period of 12 months, the MPP program did not compel students to campus mid-way through YR 1 or YR 2 of the program as campus re-opened. At the time of recruitment, it was unclear what the severity of the pandemic would be, so we continued to advertise an online-first model.

**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 change is complementary to the MPP's policy focus on a digital context, and mirrors the flexible delivery mode of many workplaces post-pandemic which provides the opportunity to develop skills and competencies for communicating effectively in a distributed environment.

This change also enshrines accessibility into the program through the online delivery model. We have found that the online delivery mode is an accessible option for many students who seek to continue their learning into graduate studies. In-person learning can be barrier to entry to graduate scholarship as it introduces additional expenses in the form of rent and living costs. The MPP has been successful in recruiting from historically marginalized communities and have had two classes that are quite diverse as a result.

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

2023-2024 academic year (with a spring/summer term start, as the MPP is an off-cycle program).

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

Additional benefits of the digital delivery model relate to the practitioner voices that we are able to access and infuse into the classroom. It is not likely that we would be able to engage these voices otherwise given McMaster's geography.

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**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):**

No text is required to be changed in the Graduate Calendar.

**CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:**

Name:  Vass Bednar          Email:  vass.bednar@mcmaster.ca  Extension:  647.801.5856  Date submitted: <mark>December, 2022</mark>

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

SGS/2013

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UNIVERSITY SECRETARIAT    Gilmour Hall, Room 210    905.525.9140, ext. 24337
• Board of Governors    1280 Main Street West    univsec@mcmaster.ca
• Senate    Hamilton ON  L8S 4L8    secretariat.mcmaster.ca

**REPORT TO SENATE**
from the
**UNDERGRADUATE COUNCIL**

**FOR APPROVAL**

**I.**     **Policy on Academic Program Development and Review**

At its meeting on January 24, 2023, the Undergraduate Council approved, for recommendation to Senate, revisions to the Policy on Academic Program Development and Review. Further details are contained in the circulated materials.

It is now recommended,

**that Senate approve the proposed revisions to the Policy on Academic Program Development and Review, effective March 8, 2023, as circulated.**

**II.**     **Addenda to Curriculum Revisions**

At its meeting on February 28, 2023, Undergraduate Council approved, for recommendation to Senate, the Biochemistry Exit (B.H.Sc.) degree as recommended by the Faculty of Health Sciences. Further details are contained in the circulated materials.

It is now recommended,

**that Senate approve revisions to the Faculty of Health Sciences General Academic Regulations to introduce the Biochemistry Exit (B.H.Sc.) as an exit degree, as set out in the attached.**

**FOR INFORMATION**

**III.**     **Terms of Award**

At the same meeting on February 28th, the Undergraduate Council approved one new award, changes to one academic grant term, and twelve awards to be removed from the Undergraduate Calendar.

     **a. New Awards**
     The Ronald Logan Cooper Memorial Scholarship

    **b. Changes to Award Terms**
      The Dubeck Academic Grant

    **c. Awards Removed from the Undergraduate Calendar**
      The Chingcuanco Academic Grant
      The David Feather Family Scholarship
      The Hatch Entrance Scholarship
      The Terrence James Kennett Academic Grant
      The Austin Noronha Bursary
      The Philip Scheiding Bursary
      The Shoukri Engineering and Society Bursary
      The Soroptimist Hamilton Bursary
      The Stankovic Bursary
      The Brent & Diane Thomson Bursary
      The Walker Wood Foundation Academic Grant
      The Marjorie & Briggs Williams Bursary

**IV.**     **Curriculum Revisions and Addenda for Inclusion in the 2023-2024 Undergraduate Calendar**

At the same meeting, the Undergraduate Council received, for approval, minor curriculum revisions from the list of programs below. From Health Sciences, this included a correction in the minutes that the Biomedical Discovery and Commercialization Exit (B.H.Sc.) not be included in the Undergraduate Calendar, as well as calendar changes resulting from the dissolution of the memorandum of understanding governing the Nursing Consortium. McMaster and Mohawk College will replace the current Consortium, and Conestoga College will proceed with its own program. This also included the Minor in Leadership and Civic Studies, as recommended by the Faculties of Humanities and Social Sciences.

a) Faculty of Engineering
b) Faculty of Humanities
c) Faculty of Health Sciences
d) Faculty of Social Sciences

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

**Senate: FOR APPROVAL/INFORMATION**
**March 8, 2023**

**TO:** **Kim Dej,**
Vice-Provost (Teaching & Learning)

**FROM: Lori Goff**
Director, Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching

**RE:** **Institutional Quality Assurance Process (IQAP) – Ontario Universities Council on Quality Assurance Ratification**

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In 2020 the Ontario Universities Council on Quality Assurance (Quality Council) announced a change to the Quality Assurance Framework (QAF) that required all Ontario universities to revise their institutional quality assurance process policies to comply with the QAF. Revised institutional policies were required to be approved internally and then submitted to Quality Council for ratification.

- McMaster revised its IQAP policy over 2020-21 and McMaster's Senate approved the revised policy in January 2022.
- McMaster submitted this revised policy to Quality Council in January 2022 for consideration and feedback.
- Quality Council responded with feedback in April 2022 that required further conversation and minor revisions.
- Over the summer and fall of 2022 McMaster and Quality Council worked to finalize the revisions to the IQAP policy.
- On December 21, 2022, Quality Council ratified (approved) McMaster's revised IQAP policy approving its compliance with the Quality Assurance Framework.

With the IQAP policy now ratified and with minor changes made throughout the revision process with Quality Council, the 2022 IQAP policy is presented here again for McMaster governance approval; one copy is included with revisions indicated, and also one clean copy.

Questions may be directed to the Vice-Provost, Teaching and Learning Kim Dej or to staff at the Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching who led the effort to update and ratify the policy.

**BRIGHTER WORLD**

MACPHERSON INSTITUTE | McMaster University

## McMaster University

## Policies, Procedures and Guidelines

| | |
|---|---|
| **Complete Policy Title** | **Policy Number (if applicable)** |
| Policy on Academic Program Development and Review | |

| | |
|---|---|
| **Approved by** | **Date of Most Recent Approval** |
| Senate | TBA |

| | |
|---|---|
| **Date of Original Approval(s)** | **Supersedes/Amends Policy dated** |
| May 11, 2011 *(effective July 1, 2011)* | ▪ January 12, 2022<br>▪ December 9, 2020<br>▪ May 17, 2017<br>▪ February 13, 2013 *(effective July 1, 2013)*<br>▪ May 11, 2011 *(effective July 1, 2011)* Procedures for Undergraduate Program Reviews, 2004,<br>▪ New and Revised Undergraduate Programs Policy, 2009<br>▪ Policy on Steps for Creation of New Graduate Programs or New Fields in Existing Doctoral Programs, 2009 |

| | |
|---|---|
| **Responsible Executive** | **Policy Specific Enquiries** |
| Vice-Provost, Teaching and Learning | MacPherson Institute |
| | |
| | **General Policy Enquiries** |
| | Policy (University Secretariat) |

**DISCLAIMER:**      *If there is a discrepancy between this electronic policy and the written copy held by the policy owner, the written copy prevails.*

## McMaster University

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# SECTION I: INTRODUCTION

## DEFINITIONS

McMaster University uses the term "program goals" to mean clear and concise statements of the goals of the program. "Program goals" are therefore synonymous with what the Quality Assurance Framework refers to as "program objectives."

## PREAMBLE

1. McMaster University is widely recognized for innovation in teaching and learning and for the quality of its programs. Nevertheless, knowledge of our disciplines and the scholarship of teaching and learning are constantly evolving. Our reputation can only be maintained and improved if we, as academics and educators, critically review what we do in our programs and seek opinions and advice from colleagues at McMaster and at other institutions.

2. Although the primary objective for these reviews is the improvement of our academic programs, the processes that we adopt is also designed to meet our responsibility to the government on quality assurance. Every publicly assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of all of its programs of study, including modes of delivering programs and those academic and student services that affect the quality of the respective programs under review, whether or not the program is eligible for government funding.

3. The process by which institutions meet this accountability to the government is outlined in the Quality Assurance Framework (QAF), developed by the Ontario Council of Academic Vice- Presidents (OCAV), and approved by Executive Heads. 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 (COU).

4. As part of the Quality Assurance Framework, McMaster was required to develop an Institutional Quality Assurance Process (IQAP), which is contained within this Policy. In addition to the 15 guiding principles contained within the QAF, McMaster determined the following internal principles to guide the development of the IQAP Policy:

   a) curriculum development and improvement is an ongoing, iterative process that is initiated, developed and controlled at the departmental level;

   b) McMaster's IQAP incorporates input from all principal stakeholders; and

   c) McMaster's IQAP is designed primarily to help improve programs and shape them to have characteristics that are most valued at our University, while also meeting the responsibility for quality assurance.

5. Thus, 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 at McMaster will emerge in the IQAP self-study.

6.  The IQAP is subject to approval by the Quality Council when it is initiated and thereafter, when it is revised. The Quality Council will audit the University on an 8-year cycle under the terms outlined in the Quality Assurance Framework.

Cyclical Audit

7.  One-year prior to the scheduled Cyclical Audit, McMaster's key contact to the Quality Council (or their delegate) will participate in a half-day briefing by the Quality Council Secretariat and an Audit Team member.

8.  In advance of the cyclical audit, the Vice-Provost, Teaching and Learning and Vice-Provost and Dean of Graduate Studies, or their delegates, will prepare a self-study of McMaster's Institutional Quality Assurance Process, highlighting its strengths as well as areas for improvement and enhancement. The self-study will also identify the institutional response to any issues identified in the previous audit. To prepare this self-study, consultation with Faculty representatives as well as key stakeholders from central university supports, such as the Registrar's Office, the MacPherson Institute, Institutional Research and Analysis and the Library will take place, as appropriate. The self-study will be submitted to the Quality Council's Secretariat as part of the Cyclical Audit process.

9.  The Cyclical Audit provides accountability to the principal stakeholders of Ontario's university education system. The purpose of the Cyclical Audit is to evaluate the alignment of past and current practice with policy as well as the university's approach to continuous improvement. Cyclical Program Reviews that were undertaken within the period since the previous Cyclical Audit are eligible for selection for the university's next Cyclical Audit. Any new undergraduate and graduate programs that have been approved since the previous Cyclical Audit are eligible for selection in the next university's cyclical audit. Graduate Diplomas that were approved through the expedited approvals process as well as major modifications to existing academic programs are not normally subjected to the institution's cyclical audit.

10. Excluding any confidential information, the Audit Report and any follow up response report will be posted on McMaster's Quality Assurance webpage. If an area of concern is identified during the Cyclical Audit, the Quality Council may determine that a focused audit of a specific process is necessary. Reports related to a Focused Audit will be posted on McMaster's Quality Assurance webpage.

CONTACT

11. The authority responsible for the IQAP is the Vice-Provost, Teaching and Learning. The authorities responsible for its application will be the Vice-Provost, Teaching and Learning for undergraduate programs and the Vice-Provost and Dean of Graduate Studies for graduate programs. When undergraduate and graduate programs are reviewed concurrently, the Vice-Provost, Teaching and Learning and the Vice-Provost and Dean of Graduate Studies will be jointly responsible for its application.

12.   The person responsible for all contact between the University and the Quality Council is the Vice-Provost, Teaching and Learning.

13.   Throughout this Policy, the Chair refers to the head of the academic unit (usually a Department, sometimes a School or an interdisciplinary group) that is proposing a new program or is responsible for an existing program, although we recognize that the official title of such person varies across programs and Faculties. Similarly, the Dean refers to the head of the Faculty or equivalent individual responsible for the program, again recognizing that official titles vary.

14.   In the case of joint academic programs (e.g., a combined honours program or a collaborative program with another educational institution), the relevant Chair and Dean shall be those at McMaster University who have the administrative responsibility for the program.

## PURPOSE

15.   This Policy on Academic Program Development and Review guides the development of new undergraduate and graduate programs (including for-credit graduate diploma programs) and aids in the ongoing improvement of existing programs. It has also been designed to meet the University's responsibility of ensuring the quality of such programs. It applies to all undergraduate and graduate programs offered at McMaster University, as well as programs offered in collaboration with other institutions that lead to McMaster University degrees or graduate diplomas.

## DEFINITION OF NEW PROGRAMS

16.   A new program is considered to be any new degree or degree program that has not been previously offered at McMaster University. In contrast to the normal evolution of academic programs, a new program will generally involve some combination of new courses, new learning outcomes, and new or re-allocated resources, and will be meant to provide students with an academic path that was previously not available to them.

17.   Although not new, a program that has been offered at McMaster University without funding from the Ministry of Colleges and Universities and for which a request for funding is to be made, will follow the procedures for new programs that are outlined in § II.

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## SECTION II: NEW GRADUATE AND UNDERGRADUATE PROGRAMS

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The steps required for the approval of any new program include:

**BEGINNING A NEW PROGRAM PROPOSAL**

18. Proponents of a new program may begin by preparing a Statement of Intent and acquiring endorsement from the relevant Dean(s) and Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies.

**BROAD CONSULTATION**

19. The Chair, in consultation with the Dean, is responsible for ensuring that there is broad consultation. Broad consultation is required as part of the proposal process. It will also be essential to have appropriate discussions with other institutions when the proposed programs are to be offered in collaboration with those institutions.

20. Whenever faculty members from several departments will be involved in a proposed program, these proponents must have the opportunity to discuss the proposal with their respective Dean(s) and Chair(s). Similarly, if there is a proposal to cross-list a course, or to recommend or require students in the new program to take existing courses, the teaching Department(s) must be consulted and agreement obtained, in writing, from the appropriate Chair/Dean. Approvals of the relevant Curriculum Committees are required.

21. Discussions are to be held with central support units such as, but not limited to, the Library, the Registrar, the MacPherson Institute, and other relevant units, to assess the impact of the introduction of the new program. Input also should be sought from relevant groups of students for whom there is a potential impact of the proposal and consideration given to the demographics of the student market for the program.

22. Broad consultation is especially important when proposing interdisciplinary programs, particularly when the initiators of the proposed plan are unfamiliar with all disciplines involved in the proposed program or individual faculty members who might potentially be interested or have expertise. A proposal for a new interdisciplinary program must be presented to any related Faculty/Program to ensure that there is widespread awareness of the program and of its potential impact. If a new interdisciplinary program utilizes or cross-lists one or several new courses from other Departments, the Department(s) offering the course(s), rather than the new interdisciplinary group, must submit those courses for approval. Prior written agreement also must be obtained from Chairs of participating Departments for teaching, graduate supervision and other resources required for interdisciplinary programs. Departments must be given adequate time to consider these requests. The program proponents, in consultation with the appropriate Dean(s), or their delegate(s), will consult and obtain proposed administrative and governance structures from the Faculties involved in interdisciplinary program proposals for inclusion in the new program proposal.

**NEW PROGRAM PROPOSAL**

23. The Chair is responsible, in collaboration with relevant groups and/or individuals, for the preparation of a New Program Proposal. Both the Chair and the Dean, or Dean's delegate, ensure that the proposal has met all of the New Program Proposal criteria outlined below and both will sign off on the completeness of the proposal. For an interdisciplinary program, all affiliated program Chairs and appropriate Deans, or the Deans' delegates, sign off on the completeness of the proposal.

**NEW PROGRAM PROPOSAL: EVALUATION CRITERIA**

24. Program proponents are to complete McMaster's New Program Proposal template and address the evaluation criteria for the New Program Proposal as outlined below.

Program Overview

a) Description of the extent and method of the consultation process undertaken during the development of the proposal, including the diversity of groups and /or individuals who were engaged in and informed the preparation of the proposal;

b) Consistency of the program's goals with the University's tripartite research, teaching, and service excellence mission, its values and purpose, and its academic priorities and plans;

c) Ways in which the program addresses the institution's current Strategic Mandate Agreement;

d) Ways in which the program addresses the institution's current strategies, frameworks and/or principles regarding equity, diversity and inclusion, and how the program advances EDI-related academic goals (e.g., Indigenous perspectives, international relevance, interdisciplinarity, intercultural competencies, social and environmental equity and sustainability); and

e) Clarity and appropriateness of the program's requirements and the Program Learning Outcomes in meeting the University's Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs), as outlined in Appendix A;

f) Appropriateness of degree nomenclature and program's goals.

Admission Requirements

a) Appropriateness of the program's admission requirements for meeting its goals and the Program Learning Outcomes established for completion of the program;

b) Alternative requirements, if any, for admission into the program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience; and

c) Consideration of accessible and equitable admissions processes and practices.

Structure

a) Appropriateness of the administrative, governance, and communication processes proposed in support of the program;

b) Appropriateness of the program's structure and requirements to meet specified Program Learning Outcomes;

c) Appropriateness of the program's structure and requirements to meet Degree Level Expectations; and

d) For graduate programs, a clear rationale for program length, which ensures that the program requirements can be reasonably completed within the proposed time period.

## Program Content, Curriculum, and Teaching

a) Ways in which the curriculum addresses the current state of the discipline or area of study, and extent to which a comparative review of the state of the discipline informs the curriculum;

b) Identification of any unique curriculum or program innovations or creative components with attention to experiential and community-engaged pedagogy;

c) Appropriateness of the proposed mode(s) of delivery to meet the intended Program Learning Outcomes and Degree Level Expectations and availability of the necessary physical resources including infrastructure and technologies for accessible education;

d) Ways in which the program addresses current institutional, faculty, or departmental priorities (e.g., experiential learning, diversity and inclusion, accessibility, community engagement, entrepreneurship, et cetera);

e) Ways in which the program addresses the current Strategic Mandate Agreement;

f) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion; and

g) For graduate programs, verification that the courses included meet university requirements in terms of the minimum number of courses required, the level of courses required, and the appropriate inclusion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams). At least two thirds of the course requirements must be at the 700-level.

## Assessment of Teaching and Learning

a) Plans to monitor and assess the overall quality of the program and whether the program is achieving its proposed goals, ensuring evaluation methods are accessible and inclusive and audiences are diverse;

b) Appropriateness of the proposed methods for the instruction and assessment of student achievement of the intended Program Learning Outcomes. The Program Learning Outcomes must meet the Degree Level Expectations;

c) Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the Degree Level Expectations; and

d) Description of how the resulting information from level of student performance will be documented and used to inform continuous program improvement.

## Resources

25.  For all programs:

a) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources including any implications for the impact on other existing programs at the University and any institutional commitment to supplement those resources to support the program;

b) Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program in order to achieve the goals of the program and foster the appropriate academic environment;

c) Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students, as well as graduate students' scholarship and research activities, including library support, information technology support, and laboratory access;

d) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience;

e) If applicable, provision of supervision of experiential learning opportunities; and

f) If applicable, additional institutional resource commitments to support the program in step with its ongoing implementation.

26. For undergraduate programs:

a) Evidence of plans for adequate numbers of faculty and staff to achieve the goals of the program;

b) Evidence of plans to provide the necessary resources in step with the implementation of the program;

c) Planned/anticipated class sizes; and

d) Provision of supervision of experiential learning opportunities, if applicable.

27. For graduate programs:

a) Evidence that full-time tenured/tenure-track/CAWAR faculty have the recent research and/or professional/clinical expertise needed to sustain the program, promote innovation, foster an appropriate intellectual climate, and provide excellent supervision of students in academic and research components of the program;

b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students;

c) For programs with a research component, evidence that faculty research supervisors have current and ongoing research programs and funding, and space and relevant research infrastructure appropriate to support students' research in the program;

d) Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision; and

e) Evidence of prior experience in graduate teaching and research supervision for faculty participating in the program.

<u>Quality and Other Indicators</u>

28. Specify how program quality and other metrics will be measured, particularly:

a) Definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program);

b) Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience;

c) If applicable, any other evidence that the program and faculty will ensure the intellectual quality of the student experience;

**EXTERNAL EVALUATION: REVIEW TEAM**

29. The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean will select a diverse team of reviewers to assess the proposal. The Review Team will consist of two external reviewers and one internal reviewer. Additional members may be added to the team, if appropriate, for instance when evaluating professional programs or interdisciplinary programs.

30. External reviews of new undergraduate, Master's and PhD program proposals must incorporate a site visit. Site visits are conducted on-site. All PhD programs must have an on-site visit. Only professional or fully online Master's programs may be allowed an exception to an on-site visit; all other Master's programs must have an on-site visit. Exceptions to on-site visits for new undergraduate program reviews are determined by the Vice-Provost, Teaching and Learning or, in the case of new professional and fully online Master's programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the appropriate Dean or Dean's delegate and agreed to by the Review Team prior to the commencement of the review. The Vice-Provost, Teaching and Learning or, in the case of new graduate programs, the Vice-Provost and Dean of Graduate Studies, will provide clear justification for the decision for an exception to an on-site visit.

31. If it is determined that a site visit can take place virtually, the virtual site visit will require all elements of the Review Team's site visit using videoconferencing software and/or other suitable platforms. A virtual site visit will still include elements such as virtual meetings with students, faculty, and other stakeholders. It may also include remote attendance at performances or events, and virtual facilities tours.

32. As appropriate, the Review Team shall meet with the following:

a) Chair or Director;

b) Full-time faculty members (a broad cross section, in groups);

c) Part-time faculty members (a broad cross section, in groups);

d) Program students (a broad cross section of students is to be invited by the program to participate in a meeting with the review team);

e) Departmental/Program support staff;

f) Associate Dean;

g) Dean;

h) For graduate programs, the Vice-Provost and Dean of Graduate Studies;

i) For undergraduate programs, the Vice-Provost, Teaching and Learning; and

j) Provost and Vice-President (Academic), if available.

33.  External members of the Review Team will be individuals who are in the same discipline as the program under review (or across disciplines for interdisciplinary programs) and who are distinguished senior academics of broad experience, with an established commitment to higher education. External reviewers will not be faculty members from McMaster University. Internal reviewers are faculty members from McMaster but from outside of the discipline (or interdisciplinary group) engaged in the proposed program. Non-academics with relevant expertise and experience are permitted to serve as reviewers in addition to the two academic reviewers when it would enhance the diversity of relevant disciplinary or interdisciplinary perspectives, or in community-engaged or professional programs. Reviewers must have an impartial, arm's-length relationship to the program. For example, reviewers should not have been a research supervisor or student of members of the proposed program; and should not have collaborated with members of the proposed program within the past six years or have made plans to collaborate with those individuals in the immediate future. There also should be no other potential conflicts of interest (e.g., personal or financial). Wherever possible the review team will represent broad institutional categories and/or geographic regions.

34.  External reviewers will be selected from a list of at least six suggested individuals compiled by the Department and endorsed by the Dean. An internal reviewer will be selected from a list of at least three suggested individuals compiled by the Department and endorsed by the Dean.

35.  The lists shall include, for each proposed external reviewer:

     a)  Name;
     b)  Rank and position;
     c)  Institution or company and current address, telephone, e-mail address, and URL if available;
     d)  Professional (including administrative) experience or expertise relevant to the Program under review;
     e)  Details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and
     f)  For graduate programs, a description of research expertise, and a partial listing of recent scholarly publications.

36.  The New Program Proposal, all relevant faculty CVs, the McMaster's Review Team Guidelines and other materials specific to the review will be provided to all members of the review team no less than two weeks prior to their visit.

**REVIEWERS' REPORT**

37.  Excepting when contrary circumstances apply, the Review Team will submit a co-authored report, including an Executive Summary, for the program(s) under review within four weeks of the visit to the Vice-Provost, Teaching and Learning, or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies. The report will be written primarily by the external reviewer(s), and then sent to the internal reviewer for their review and comment. The report will appraise the standards and quality of the proposed program, and address the criteria set out in § III. 24-28 above, including the associated faculty and the

adequacy of existing physical, human, and financial resources. Reviewers also will be invited to acknowledge any clearly innovative aspects of the proposed program, together with recommendations on any essential or otherwise desirable modifications to the program. The report may include a confidential section (e.g., where personnel issues can be addressed). The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the reviewers' report for completeness. If satisfactory, the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will approve the reviewers' report and disseminate it to the Chair. If there are concerns with the completeness of the report, the Review Team will be asked to provide more clarity.

## INTERNAL RESPONSE

38. Separate responses to the reviewers' report from both the Chair and the Dean, or their delegates, should be prepared, as per the New Program Response template, and attached to the reviewers' report. Any substantive revisions (e.g., revisions to Program Learning Outcomes; modes of delivery; curriculum and/or assessment practices) to the New Program Proposal required by the Reviewers' Report and agreed to by the Chair and Dean must be made to the proposal prior to submission for approval at Undergraduate Council or Graduate Council.

## INSTITUTIONAL APPROVAL

39. In addition to the completion of the external review, approval of new program proposals by the following University bodies, in the order listed below, is required:

   a) The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the New Program Proposal to ensure that the program is consistent with McMaster's principles and priorities and existing strengths of the University, the program is of high academic quality; there is convincing evidence of student demand and societal need for the program; and, sufficient financial support, infrastructure, and human resources can be made available to initiate and support the program either within the Faculty budget or based on the program being a full revenue generating program;

   b) The Faculty Curriculum Committee(s), representing a diversity of faculty members and equipped to consider EDI principles, reviews the New Program Proposal to ensure that the new program adds sufficient value to the programs already offered in the Faculty;

   c) the Faculty(ies) reviews the New Program Proposal to ensure that the program is consistent with the Faculty's strategic plans and that the necessary resources are available if these are to be provided from within the Faculty's envelope;

   d) the Executive Director of Finance and Planning reviews the Resource Implications and Financial Viability document to ensure that all potential University resource requirements are captured, and the program is properly costed. In addition, for interdisciplinary or partnership programs, ensures that an MOU is properly completed;

   e) for Undergraduate programs, the Undergraduate Curriculum and Admissions Committee reviews the New Program Proposal to assess the impact of the new program on students enrolled in other Faculties;

f)  the University Student Fees Committee reviews the proposed Resource Implications and Financial Viability document and ensures that Ministry and University fee policies are adhered to, are reasonable relative to market and that fee collection can be properly administered within existing systems;

g)  Undergraduate Council or Graduate Council reviews the New Program Proposal to provide a venue for a broad discussion on the new program by elected faculty and student members with specific knowledge of and expertise in undergraduate or graduate programming, and ensure that the program is consistent with University-wide goals and criteria specifically related to undergraduate or graduate programming;

h)  University Planning Committee reviews the New Program Proposal and the Resource Implications and Financial Viability documents to understand the financial implications of the new program, evaluate the impact University-wide, and assess value-for-money for the intended student; and

i)  Senate reviews the New Program Proposal and Resource Implications and Financial Viability documents to ensure that the program is consistent with the University's general strategic plans with respect to academic programs.

These bodies should consider the criteria outlined in § III. 24-28 above when evaluating the proposal.

40.  The site visit with external reviewers will be held after the Faculty Curriculum Committee(s) and prior to approval at Undergraduate Council or Graduate Council and Senate.

41.  Special considerations, such as collaboration agreements or non-standard distribution and full revenue generating programs are to refer to the *Academic Revenue Generating Activity Policy for Revenue Generating Certificate and Diploma Programs Administered through a Faculty* and other relevant University policies, as applicable.

## QUALITY COUNCIL SECRETARIAT

42.  Once all approvals outlined in § III. 39 above are obtained, the institution will submit the New Program Proposal, together with the Reviewers' Report, the internal response to the Report, and a brief commentary on the two external reviewers selected to review the proposed program in regard to their qualifications, to the Quality Council Secretariat. The submission template will require information on whether or not the proposed program will be a cost-recovery program. The same standards and protocols apply regardless of the source of funding.

43.  The Quality Council Appraisal's Committee will review the new program proposal submission and determine if additional information is required. If sufficient, the Quality Council will review the new program proposal submission and will make one of the following decisions:

a)  Approved to commence.

b)  Approved to commence, with report.

c)  Deferred for up to one year during which time the university may address identified issues and report back.

d)  Not approved.

e)  Or such other action as the Quality Council considers reasonable and appropriate in the circumstances.

Within 30 days of being notified, the university may appeal Quality Council's decision.

## ANNOUNCEMENT OF NEW PROGRAMS

44. Following its submission to the Quality Council, the University may announce, per guidelines within the New Program Proposal Guidebook, its intention to offer the program, provided that clear indication is given that approval by the Quality Council is pending, and that no offers of admission will be made until the program has been approved by the Quality Council. Ministry approval may also be required. When such announcements are made at this stage, they must contain the following statement: "Prospective students are advised that the program is still subject to formal approval."

## APPROVED NEW PROGRAMS

45. After a new program is submitted to the Quality Council, the University may seek Provincial funding for the program. Once Quality Council has approved the new program, the program must begin within thirty-six months of the date of approval; otherwise, the approval will lapse. If program approval lapses, the program must begin the new program proposal process again.

46. Between eighteen and twenty-four months after onset of the program, the Chair will provide the Dean and Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice- Provost and Dean of Graduate studies, with a brief progress report on the program, that assesses the program's success in realizing its goals; addresses any concerns from the program reviewers' report and notes from the Appraisal Committee; and highlights any unanticipated changes in curriculum, resources, enrollment, funding mechanisms, or governance structure. If, after consultation with the Dean, the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, it is deemed appropriate, an informal internal assessment of the program may be undertaken, including interviews with current faculty, students, and staff, to determine if a more complete, early cyclical review is warranted.

47. The first cyclical review for any new program must be conducted no more than eight years after the date of the program's initial enrolment. Outcomes identified in the program progress report, described above, must be included in the programs first cyclical review.

48. New undergraduate and graduate programs that have been approved are eligible for selection in the university's next cyclical audit.

## SECTION III: EXPEDITED APPROVALS

49.  The Protocol for Expedited Approvals applies when one or more of the following applies:

a)  an institution requests endorsement of the Quality Council to declare a new Field or to revise Fields in a graduate program (note: there is no requirement to declare fields in either master's or doctoral programs);

b)  there are proposals for new for-credit graduate diplomas; including new graduate diplomas (Type 2) offered in conjunction with a Master's or Doctoral degree program and usually represent an additional interdisciplinary qualification; and

c)  new graduate diplomas (Type 3) as a stand-alone, direct-entry program, generally developed by a unit already offering a related master's or doctoral degree

d)  situations where although the changes to the program meet the definition of a major modification, the changes are of such significance that a more immediate review is desirable. In such cases, the Department, the Faculty, Undergraduate Council or Graduate Council may, if it deems it advisable after consultation with the relevant Dean(s) and Vice-Provost, Teaching and Learning and/or Vice-Provost and Dean of Graduate Studies, initiate an expedited program review and request that the Quality Council review the Expedited Proposal.

50.  The Expedited Proposal will describe the new graduate field or graduate diploma (including, as appropriate, reference to Program Learning Outcomes, Degree Level Expectations, faculty and resource implications), or provide a brief account of the rationale for the changes, addressing the evaluation criteria where they apply (e.g., program goals, program requirements, assessment of teaching and learning, admission requirements, resources, quality and other indicators) for the program.

51.  The Expedited Approvals process requires all the approvals listed in § III. 39 above and the submission to the Quality Council of an Expedited Proposal. Expedited approvals do not require external reviewers be involved in the approval process and provides for a faster turn-around on decisions by the Quality Council. Common decisions by Quality Council are: a) approved to commence b) approved to commence, with a report or c) not approved.

52.  Type 3 graduate diplomas are included in the schedule for cyclical reviews and will be subject to external review during the cyclical program review process. Graduate Diplomas not associated with a parent program are reviewed by desk audit. A desk audit is conducted independently of the university (i.e., does not typically include interviews or in-person or virtual site visits). Graduate Diplomas that were approved through the expedited approvals process as well as major modifications to existing academic programs are not normally subjected to the institution's cyclical audit.

## SECTION IV: CYCLICAL PROGRAM REVIEWS

53. All academic programs are scheduled to be reviewed on a seven-year cycle and must be reviewed no more than eight years from the previous review. New programs must be reviewed no more than eight years after the date of the program's first enrolment. The steps taken to address any issues that have been identified in monitoring reports of the new program or in follow up by Quality Council are to be identified in first cyclical review self-study.

54. The primary purpose for cyclical program reviews is continuous improvement of existing academic programs. An academic program is defined as a complete set and sequence of courses, combinations of courses and/or other units of study, research and practice as outlined by the university for the fulfillment of the requirements for either undergraduate or graduate degrees. Combined programs do not require review if their constituting programs are reviewed separately. Undergraduate diplomas, Emphases, Options and Minors are not required to undergo the cyclical program review process outlined in this policy; however, Chairs are to consult with the Vice-Provost, Teaching and Learning to determine if other review processes are required. The list of programs that require review including those that are joint/inter-institutional, multi-disciplinary, interdisciplinary, and at multiple sites, as well as the schedule of such reviews, will be maintained by the Vice-Provost, Teaching and Learning in consultation with the Vice-Provost and Dean of Graduate Studies. Programs that are closed or that have suspended admissions are not subject to cyclical program review. Program Chairs will be notified of a scheduled review by the Vice-Provost, Teaching and Learning or their delegate. Each of the specific programs to be reviewed will be listed in the notification.

55. Departments can choose to review undergraduate and graduate programs jointly or separately. If the reviews are done jointly, the evaluation criteria and quality indicators described below must be applied to each program included in the self-study and there must be sections within the report to address different situations that apply to each program. Program reviews may also be done jointly with accreditation reviews, at the discretion of the Chair, in consultation with the Dean (see § IV. 86-89 below). Where programs seek to combine previously separate undergraduate and graduate reviews, they shall adopt the timeline of the earliest scheduled program review. For academic programs delivered in partnership with other educational institutions, the Chair must ensure that representatives from all educational institutions in the partnership are consulted during all key stages of the cyclical review process, including self-study, site visit, implementation, and monitoring. For professional programs, the Chair must ensure the views of employers and professional associations are solicited and included in the self-study and site visit.

56. The key outcome of a cyclical program review is the Final Assessment Report and its associated Implementation Plan which become the basis of a continuous improvement process through monitoring of key performance indicators. It is the primary responsibility of the program Chair to ensure that the implementation plan is achieved and to provide clear timelines and communication requirements throughout the process.

57. The review consists of the following steps, outlined below.

**SELF-STUDY: INTERNAL PROGRAM PERSPECTIVE**

58. The Chair is responsible, in collaboration with relevant groups and/or individuals such as faculty, students and staff, for preparing a self-study document that is broad-based, reflective, forward-looking, and inclusive of critical analysis. The self-study must address and document the consistency of the program's learning outcomes with the University's mission and Degree Level Expectations, and how its graduates achieve those outcomes. Both the Chair and the Dean, or the Dean's delegates, ensure that the self-study has met all of the self-study criteria and sign off on the completeness of the self-study. For interdisciplinary programs, all affiliated program Chairs and appropriate Deans, or the Deans' delegates, sign off on the completeness of the self-study.

59. The self-study criteria and quality indicators are as follows:

**Program Description and Overview**

a) Program goals are consistent with the University's tripartite research, teaching, and service excellence mission, its values and purpose, and its academic priorities and plans;

b) Ways in which the program addresses the institution's current strategies, frameworks and/or principles regarding equity, diversity and inclusion, and how the program advances EDI-related academic goals (e.g., Indigenous perspectives, international relevance, interdisciplinarity, intercultural competencies, social and environmental equity and sustainability, etc.);

c) Program structure and requirements are appropriate to meet the program's goals and Program Learning Outcomes; and

d) Program Learning Outcomes are clear, appropriate and align with the Degree Level Expectations.

**Admission Requirements**

a) Admission requirements are appropriately aligned with the program's goals and the Program Learning Outcomes established for completion of the program;

b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience; and

c) Consideration of the demographics of the student market for the program, and accessible and equitable admissions processes and practices.

**Curriculum**

a) How the curriculum reflects the current state of the discipline or area of study, and extent to which a comparative review of the state of the discipline informs the curriculum;

b) Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs, with attention to experiential and community-engaged pedagogy;

c) How the mode(s) of delivery are appropriate and effective at meeting the Program Learning Outcomes, including infrastructure and technologies for accessible education; and

d) Ways in which the program addresses current institutional, faculty, or departmental priorities (e.g., experiential learning, equity, diversity and inclusion, accessibility, community engagement, entrepreneurship) and the current Strategic Mandate Agreement.

Teaching and Assessment

a) Methods for assessing the overall effectiveness of the program quality are appropriate and effective, ensuring evaluation methods are accessible and inclusive, and audiences are diverse;

b) Methods for assessing student achievement of the defined Program Learning Outcomes and Degree Level Expectations are appropriate and effective;

c) Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the Program Learning Outcomes and the Degree Level Expectations and the program's goals; and

d) Appropriateness and effectiveness of the plans to monitor and assess the overall quality of the program; achievement of the program's goals and a description of how the information will be documented and used to inform continuous program improvement.

Resources

a) Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering and maintaining the quality of its program(s), in relation to the University's priorities for and constraints on funding, space, and faculty allocation;

b) Given the program's class sizes and cohorts, as well as its program level learning outcomes, describe the participation of a sufficient number of qualified core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;

c) If applicable, discuss the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience; and

d) If applicable, outline the supervision of experiential learning opportunities.

GRADUATE PROGRAMS ONLY

a) Given the program's class sizes and cohorts as well as its program-level learning outcomes, provide evidence that faculty have the recent research or professional/clinical expertise needed to foster an appropriate intellectual climate, sustain the program, and promote innovation;

b) Evidence of how supervisory loads are distributed, in light of qualifications and appointment status of the faculty; and

c) If appropriate, evidence that financial assistance for students is sufficient to ensure adequate quality and numbers of students.

Quality Indicators

60. Information on the quality of the program under review. Standard quality indicators, outlined in the McMaster's Self-Study Guidebook, are available to Chairs from the Office of Institutional Research and Analysis, the Office of the Registrar, the School of Graduate Studies, or from the departments themselves.

Chairs will be expected to provide context and commentary on the data. When possible and appropriate, Chairs will also refer to applicable professional standards.

61.   Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring).

62.   For students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills, and times-to-completion and retention rates.

63.   Any other evidence that the program and faculty ensure the intellectual quality of the student experience.

64.   Additional graduate program criteria:

   a)   Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements;

   b)   Quality and availability of graduate supervision;

   c)   Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses;

   d)   For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion;

   e)   Definition and application of indicators that provide evidence of faculty, student and program quality, for example:

      (i)   Faculty: funding, honours and awards, and commitment to student mentoring;

      (ii)   Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards;

      (iii)   Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience, and commitment to development of professional and transferable skills; evidence of sufficient and regular graduate level course offerings to ensure that students will be able to meet university requirements in terms of the minimum number of courses required, the level of courses required, and the timely completion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams).

**Quality Enhancement**

65.   Concerns and recommendations raised in previous reviews especially those detailed in the Final Assessment Report, Implementation Plan, and subsequent monitoring reports from the previous Cyclical Review of the program and how concerns and recommendations raised in the previous reviews have been addressed.

66.   Initiatives that have been undertaken to enhance the teaching, learning and/or research environments thus far, the quality of the program, and how these will be sustained.

67.    Areas identified through the conduct of the self-study as requiring improvement.

68.    Areas that hold promise for continued enhancement.

### System of governance

69.    Evidence that a consultative and inclusive system of governance has been used on an ongoing basis to assess the program and implement changes as appropriate.

### Academic Services

70.    Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.

### Self-Study Participation

71.    Describe participation of program faculty, staff, and students in the self-study and provide commentary on how their views were obtained and taken into account. A description of how the self-study was developed and written will also be included. For professional programs, the Chair must ensure the views of employers and professional associations are solicited and included in the self-study and site visit.

### External Participation

72.    The input of others deemed by the Chair to be relevant and useful, such as graduates of the program, representatives of industry, the professions, practical training programs, and employers is to be included in the self-study.

## EXTERNAL EVALUATION: REVIEW TEAM AND REPORT

73.    The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate), will select a diverse team of reviewers to evaluate the program. The Review Team shall consist of two external reviewers. If appropriate, additional members are to be added to the review team, such as when evaluating professional programs or interdisciplinary programs. The team will also include one internal reviewer from outside the discipline selected by the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate).

74.    External members of the Review Team shall be individuals in the same discipline as the Program under review (or across disciplines for interdisciplinary programs) who are distinguished senior academics of the rank of associate or full professor of broad experience, with an established commitment to higher education. Where it would enhance the diversity of relevant disciplinary or interdisciplinary perspectives, or in community-engaged or professional programs, non-academics with relevant expertise and experience are permitted to serve as reviewers in addition to the two academic reviewers with the approval of the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies. Reviewers must have an impartial, arm's-length relationship to the Program (as defined in § III. 29-36, above). Wherever possible the Review Team shall represent broad institutional categories and/or geographic regions.

75. External reviewers will be selected from a list of at least six suggested individuals compiled by the Program/Department under review and endorsed by the Dean. An internal reviewer will be selected from a list of at least three suggested individuals compiled by the Department Chair and endorsed by the Dean. The lists shall include, for each proposed reviewer:

    a) Name;

    b) rank and position;

    c) institution or company and current address, telephone, and e-mail address, and URL if available;

    d) professional (including administrative) experience or expertise relevant to the Program under review;

    e) details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and

    f) for graduate program or combined reviews, a description of research expertise, and a partial listing of recent scholarly publications.

76. Cyclical Program Reviews must incorporate a site visit. Site visits are conducted on-site. All PhD programs must have an on-site visit. Only professional or fully online Master's programs may be allowed an exception to an on-site visit; all other Master's programs must have an on-site visit. Exceptions to on-site visits for undergraduate program reviews are determined by the Vice-Provost, Teaching and Learning or, for professional Master's or fully online graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean or Dean's delegate prior to the commencement of the review and agreed to by the Review Team prior to the commencement of the review. The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will provide clear justification for the decision for an exception to an on-site visit.

77. If it is determined that a site visit can take place virtually, the virtual site visit requires all elements of the external reviewers' site visit using videoconferencing software and/or other suitable platforms. A virtual site visit will still include elements such as virtual meetings with students, faculty, and other stakeholders. It may also include remote attendance at performances or events, and virtual facilities tours.

78. The Self-Study, the Guidelines for Review Team, and other materials specific to the current review will be provided to all members of the Review Team no less than two weeks prior to their visit. If applicable, the results of the previous accreditation review also will be made available to the Review Team to provide them with the views of the relevant professional association(s). The Guidelines for Review Team describes the review process and the roles and obligations of the Review Team, which include:

    a) to identify and comment on the program's notably strong and creative attributes;

    b) to describe the program's respective strengths, areas for improvement, and opportunities for enhancement;

    c) to recommend specific steps to be taken to improve the program, distinguishing between those the program can itself take with existing resources and those that require external action;

    d) to recognize the University's autonomy to determine priorities for funding, space, and faculty allocation; and

    e) to respect the confidentiality required for all aspects of the review process.

79. As appropriate, the Review Team shall meet with the following:

    a) Chair or Director;

    b) Full-time faculty members (a broad cross section, in groups);

    c) Part-time faculty members (a broad cross section, in groups);

    d) Program students (a broad cross section of students is to be invited by the program to participate in a meeting with the review team);

    e) Departmental/Program support staff;

    f) Associate Dean;

    g) Dean;

    h) for graduate programs, the Vice-Provost and Dean of Graduate Studies;

    i) for undergraduate programs, the Vice-Provost, Teaching and Learning; and

    j) Provost and Vice-President (Academic), if available.

80. The Review Team will submit a co-authored report, including an Executive Summary, for the program(s) under review within four weeks of the visit to the Vice-Provost, Teaching and Learning, or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies. The report will be written primarily by the external reviewer(s), and then sent to the internal reviewer for their review and comment. The Review Team's report is to describe the program's respective strengths, areas for improvement, and opportunities for enhancement, as well as address the substance of both the self-study report and the evaluation criteria set out in § IV. 58-72 above. The report should comment on the adequacy of existing physical, human and financial resources; and the report should acknowledge any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it. The report may include a confidential section (e.g., where personnel issues can be addressed). In the case that the self-study addresses more than one program, for example when a self-study describes both an undergraduate and graduate program or multiple undergraduate programs, reviewers in their report must make specific reference to each program described in the self-study. The intent of these reports is to be formative and constructive. Reviewers are required to make at least three recommendations for specific steps to be taken that will lead to the continuous improvement of the program, distinguishing between those the program can itself take and those that require external action. Any commentary on issues such as faculty complement and/or space requirements made by the reviewers must be directly tied to issues of program quality and/or sustainability. The reports are intended to provide counsel rather than prescriptive courses of action. The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the Review Team's report for completeness. If satisfactory, the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-

Provost and Dean of Graduate Studies, will approve the reviewers' report and disseminate it to the Chair. If there are concerns with the completeness of the report, the Review Team will be asked to provide more clarity.

81. Separate responses to the reviewers' report from both the Chair and the Dean, or the Dean's delegate, are prepared, as per the Program Response template, and attached to the reviewers' report.

## INSTITUTIONAL PERSPECTIVE AND FINAL ASSESSMENT REPORT

82. The self-study, reviewers' report excluding the confidential section, and responses from the Chair and Dean, will be submitted as a package to McMaster's Quality Assurance Committee, a joint committee of Undergraduate and Graduate Councils. The Quality Assurance Committee will assess the review and will submit a Final Assessment Report (FAR) ~~including the associated Implementation Plan~~ to Undergraduate Council or Graduate Council that:

> **Commented [CB2]:** Deleted text

   a) provides an Executive Summary;

   b) identifies significant strengths of the program;

   c) addresses the appropriateness of resources for the success of the program;

   d) identifies opportunities for program improvement and enhancement with a view to continuous improvement;

   e) lists all recommendations of the external reviewers and the associated separate internal responses and assessments from the unit and from the Dean(s);

   f) includes any additional recommendations that the unit, the Dean(s), and/or the university may have identified as requiring action as a result of the program review;

   g) includes an Implementation Plan that: prioritizes recommendations that will be implemented; identifies who is responsible for acting on each recommendation; includes specific timelines related to each recommendation; and, as necessary, identifies the unit or individual responsible for providing resources needed to address each recommendation. If any of the external reviewers' recommendations are not selected for further action in the Implementation Plan, there must be a clear explanation for why the recommendations have not been selected. The Implementation Plan may include additional recommendations or comments from the unit, the Dean(s), and/or the University, with commentary as to why these additional recommendations have been made. ~~to the Provost and Vice-President (Academic). Recommendations could include, for example, requiring a detailed update report that will describe progress towards addressing major concerns or scheduling an additional cyclical review sooner than specified by the normal 8-year cycle~~

> **Commented [CB3]:** Deleted text

   h) ~~The Final Assessment Report (FAR)~~ may include a confidential section.

83. The Final Assessment Report from the Quality Assurance Committee along with any recommendations or comments is sent to the Chair and presented to Undergraduate Council or Graduate Council for approval, as appropriate, and then to Senate for information. These governing bodies will consider if additional recommendations or comments are necessary. If so, these recommendations or comments will be presented to the Provost and Vice-President (Academic). These will be communicated to the Chair, the

Dean and the Vice-Provost, Teaching and Learning or, in the case of graduate programs, to the Vice-Provost and Dean of Graduate Studies. Any such additional recommendations or comments from the governing bodies are above and beyond those included in the FAR and are included for comment and information.  Once approved, the FAR including an Executive Summary and the associated Implementation Plan is posted on the institution's Quality Assurance webpage. Programs are strongly encouraged to post their FAR and Implementation Plans on their program's webpage as well. As the Final Assessment Report is the synthesis of the cyclical review process and as such is an important tool for a program's continuous improvement it is posted to the institution's Quality Assurance webpage; the information made available for the self-study, the self-study report, the reviewer's report and program and Dean's responses are not made publicly available.

84.  Eighteen months after receiving the report from Undergraduate Council or Graduate Council, the Chair will submit a progress report on the program to the Dean. The Dean will provide commentary and response to the progress report and submit the progress report along with their commentary to the Quality Assurance Committee summarizing the status of any actions taken or being taken. The Quality Assurance Committee, in some circumstances, will request follow up reporting on specific components if not satisfactorily addressed in the 18-month report. These reports are posted on the institution's Quality Assurance webpage as an addendum to the program's FAR and Implementation Plan. The Quality Assurance Committee will present progress reports to Undergraduate Council or Graduate Council, if deemed necessary by the Chairs of the Quality Assurance Committee.

## REPORTING REQUIREMENTS

85.  The Final Assessment Reports, which include the Implementation Plans, and subsequent Progress Reports are posted on the Provost and Vice-President (Academic) section of the University's website. The Vice-Provost, Teaching and Learning provides an annual report to Quality Council that lists the past year's completed Final Assessment Reports and attests that all IQAP-required Cyclical Program Review processes have been followed. This report will also provide the link to the institution's Quality Assurance webpage which houses the completed Final Assessment Reports and Implementation Plans completed during the past year. The annual report of Final Assessment Reports and their related Cyclical Program Review processes will occasionally be reviewed for compliance by the Quality Council and that if issues are found, the Quality Council may decide to initiate a Focused Audit.

## USE OF ACCREDITATION AND OTHER EXTERNAL REVIEWS IN THE INSTITUTIONAL QUALITY ASSURANCE PROCESS

86.  Programs that periodically undergo accreditation reviews are permitted to request that the associated accreditation documentation serve to meet some of the elements required of the IQAP cyclical review self-study when these elements are fully consistent with the requirements outlined within this policy. The program chair will submit a request form that has been endorsed by the Dean (or the Dean's delegate) and all required supporting documentation to the Vice-Provost, Teaching and Learning for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for graduate programs.

87.  If permitted by the accreditation authorities, the site visit by the Review Team is permitted to be performed at the same time as the accreditation review, however there must be at least two external reviewers and one internal reviewer dedicated to the Cyclical Program Review.

88.  The Vice-Provost, Teaching and Learning for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for graduate programs will review the request and decide if an accreditation review can be substituted in part for a cyclical review. The program will be notified in writing of the decision. A record of substitutions or additions, and the grounds on which they were made, will be eligible for audit by the Quality Council.

89.  Approval for substitution is only applicable for the cyclical review year related to the request. The remaining steps in the cyclical review will then take place. Programs must participate in all reporting related to the cyclical review. If desired by the program, a request to substitute some accreditation documentation in order to meet partial requirements of their program's Quality Assurance review must be submitted for every subsequent cyclical review.

## SECTION V: INSTITUTIONAL IDENTIFICATION OF MAJOR MODIFICATIONS TO EXISTING PROGRAMS

90.  As part of the continuous improvement of McMaster's academic programs, existing programs are expected to routinely undergo revisions with the aim of improving student experience and quality enhancement. Such revisions and subsequent monitoring provide an opportunity for ensuring the student experience is engaging, rigorous and reflective of the current discipline of study.

91.  The revisions must be submitted through the university's curriculum approval process. This is the same approval process as outlined for New Program Proposals in § III. 39 above (excluding the University Planning Committee and University Fees, unless there are significant resource implications).

92.  Once per year, the MacPherson Institute and School of Graduate Studies consults with the Registrar's Office and prepares a report of major modifications to existing programs including program closures and submits the report to the Quality Council.

93.  In situations where it is unclear or where disagreement exists on whether a planned change constitutes a minor modification, a major modification, or a new program, the determination will be made by the Vice-Provost, Teaching and Learning for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for graduate programs, in consultation with McMaster's Quality Assurance Committee, where appropriate. Quality Council has the final authority to decide if a major modification constitutes a new program and, therefore, must follow the Protocol for New Program Approvals. A record of any decision will be kept with McMaster's Quality Assurance Committee.

94.  Minor modifications include: changes to course titles or codes; the addition or deletion of a single course; weighting of courses; creating or closing a minor; and creating or closing an undergraduate certificate.

95.  Major modifications are defined as significant changes that have program-wide impact through either change to curriculum and/or program requirements. Such change must last more than one academic year and differ from what was outlined in the last cyclical program review or, if a program review has not taken place yet, from the new program proposal.

96.  Major modifications include the following program changes:

a)  Requirements that differ significantly from those existing at the time of the previous cyclical program review or, if a program review has not taken place yet, from the new program proposal. For undergraduate programs, it would be considered a major modification when more than 30% of the program requirements are being changed from one academic year to the next. For graduate programs, it would be considered a major modification when more than 50% of the program requirements (including requirements such as courses, major exams, and research) are being changed from one year to the next.

b)  Changes to the faculty engaged in delivering the program and/or to the essential physical resources, for example, where there have been changes to the existing mode(s) of delivery (such as different campus, online delivery and inter-institutional collaboration)

c) Significant changes to the Program Learning Outcomes that are made outside of the cyclical program review process. Significant changes to Program Learning Outcomes are defined as: changes to the majority of the Program Learning Outcomes such that they differ from those existing at the time of the previous cyclical program review (or, if a program review has not taken place yet, from the new program proposal) but do not, however, meet the threshold of a new program

d) Change in program name and/or degree nomenclature, when this results in a change in program learning outcomes

e) Program closure

f) The inclusion of a new program of specialization where another with the same degree designation already exists

g) The addition of a single new field to an existing graduate program. The creation of more than one field at one time or over consecutive years may be required to complete the Expedited Approvals process. This process is outlined in § III.

h) A new collaborative specialization, or the addition of a new unit to an existing collaborative specialization

97. Chairs are responsible for ensuring any major modifications align with the Program Learning Outcomes and that the impact of the modification on students has been assessed, where appropriate.

98. Changes to an existing Emphasis, Option, or Minor Program; the creation of a new micro-credential(s); undergraduate certificate(s); and laddering, stacking or similar options, or comparable elements do not require Quality Council appraisal or approval. Micro-credentials are approved using the same internal approval process outlined in § III. 39 above. This approval process is subject to change and proponents of micro-credentials are encouraged to consult with the Vice-Provost, Teaching and Learning or the Vice-Provost and Dean of Graduate Studies prior to seeking institutional approval for a micro-credential.

99. There may be situations where although the changes to the program meet the definition of a major modification, the changes are of such significance that a more immediate review is desirable. This situation may occur, for example, when the fundamental goals of the program change; or there are significant changes to the faculty engaged in delivering the program and/or to the essential physical resources. In such cases, the Department, the Faculty, Undergraduate Council or Graduate Council may, if it deems it advisable after consultation with the relevant Dean(s) and Vice-Provost, Teaching and Learning and/or Vice-Provost and Dean of Graduate Studies, initiate a program review and request that the Quality Council review the proposal. The proposal must include: a description and rationale for the proposed changes and how they will improve the student experience, and inclusion of a selection of criteria most relevant to the Proposal from the following list, taken from Section 2.1.2 of the Quality Assurance Framework, as approved by the Vice-Provost, Teaching and Learning, or in the case of graduate programs, Vice-Provost and Dean of Graduate Studies: program goals, program requirements, assessment of teaching and learning, admission requirements, resources, quality and other indicators. The proposal will include input from current students and recent graduates of the program.

100. Major modifications to existing academic programs are not normally subjected to the institution's cyclical audit.

## APPENDIX A: MCMASTER UNIVERSITY'S STATEMENT ON DEGREE LEVEL EXPECTATIONS

1. A McMaster education enables students to develop sets of life and learning skills that promote a continuing ability and desire to learn, and a set of technical and professional skills that permit a range of career choices. Degree level expectations elaborate the intellectual and creative development of students and the acquisition of relevant skills that are usually widely, yet implicitly, understood.

2. McMaster University has adopted the following Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs) that were developed by the Ontario Council of Academic Vice-Presidents and endorsed by the Council of Ontario Universities in December 2005. These degree level expectations are to be viewed as a minimum threshold for all degree programs at McMaster.

### UNDERGRADUATE

| | Baccalaureate / Bachelor's Degree<br>This degree is awarded to students who have demonstrated the following: | Baccalaureate / Bachelor's Degree: Honours<br>This degree is awarded to students who have demonstrated the following: |
|---|---|---|
| 1. Depth and breadth of knowledge | a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline<br><br>b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines<br><br>c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline<br><br>d) Some detailed knowledge in an area of the discipline<br><br>e) Critical thinking and analytical skills inside and outside the discipline<br><br>f) Ability to apply learning from one or more areas outside the discipline | a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline<br><br>b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines<br><br>c) Developed ability to:<br>  (i) gather, review, evaluate and interpret information; and<br>  (ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline<br><br>d) Developed, detailed knowledge of and experience in research in an area of the discipline<br><br>e) Developed critical thinking and analytical skills inside and outside the discipline |

| | | f) Ability to apply learning from one or more areas outside the discipline |
|---|---|---|
| 2. Knowledge of methodologies | An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:<br>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and<br>b) devise and sustain arguments or solve problems using these methods. | An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:<br>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;<br>b) devise and sustain arguments or solve problems using these methods; and<br>c) describe and comment upon particular aspects of current research or equivalent advanced scholarship. |
| 3. Application of knowledge | The ability to review, present, and interpret quantitative and qualitative information to:<br>a) develop lines of argument;<br>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and<br>The ability to use a basic range of established techniques to:<br>a) analyze information;<br>b) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;<br>c) propose solutions; and<br>d) make use of scholarly reviews and primary sources. | The ability to review, present and critically evaluate qualitative and quantitative information to:<br>a) develop lines of argument;<br>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;<br>c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;<br>d) where appropriate use this knowledge in the creative process; and<br>The ability to use a range of established techniques to:<br>a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;<br>b) propose solutions;<br>c) frame appropriate questions for the purpose of solving a problem;<br>d) solve a problem or create a new work; and<br>e) to make critical use of scholarly reviews and primary sources. |
| 4.Communication skills | The ability to communicate accurately and reliably, orally and in writing to a range of audiences. | The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences. |

| 5. Awareness of limits of knowledge | An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations. | An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. |
|---|---|---|
| 6. Autonomy and professional capacity | Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:<br>a) the exercise of personal responsibility and decision- making;<br>b) working effectively with others;<br>c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and<br>d) behaviour consistent with academic integrity and social responsibility. | Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:<br>a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;<br>b) working effectively with others;<br>c) decision-making in complex contexts;<br>d) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;<br>e) and behaviour consistent with academic integrity and social responsibility. |

**GRADUATE**

|  | Master's Degree<br>This degree is awarded to students who have demonstrated the following: | Doctoral Degree<br>This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following: |
|---|---|---|
| 1. Depth and breadth of knowledge | A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice. | A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline. |

| 2. Research and scholarship | A conceptual understanding and methodological competence that:<br>a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;<br>b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and<br>c) Enables a treatment of complex issues and judgments based on established principles and techniques; and,<br><br>On the basis of that competence, has shown at least one of the following:<br>a) The development and support of a sustained argument in written form; or<br>b) Originality in the application of knowledge. | a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;<br>b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and<br>c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication. |
|---|---|---|
| 3. Level of application of knowledge | Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting. | The capacity to:<br>a) Undertake pure and/or applied research at an advanced level; and<br>b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials. |
| 4. Professional capacity/autonomy | a) The qualities and transferable skills necessary for employment requiring:<br>  (i) The exercise of initiative and of personal responsibility and accountability; and<br>  (ii) Decision-making in complex situations;<br>b) The intellectual independence required for continuing professional development; | a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;<br>b) The intellectual independence to be academically and professionally engaged and current;<br>c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines |

| | c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and<br><br>d) The ability to appreciate the broader implications of applying knowledge to particular contexts. | and procedures for responsible conduct of research; and<br><br>d) The ability to evaluate the broader implications of applying knowledge to particular contexts. |
|---|---|---|
| 5. Level of communications skills | The ability to communicate ideas, issues and conclusions clearly, orally and in writing, to a range of audiences. | The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively, orally and in writing, to a range of audiences. |
| 6. Awareness of limits of knowledge | Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines. | An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. |

# Policies, Procedures and Guidelines

| Complete Policy Title | Policy Number (if applicable) |
|---|---|
| **Policy on Academic Program Development and Review** | |

| Approved by | Date of Most Recent Approval |
|---|---|
| **Senate** | **TBA** |

| Date of Original Approval(s) | Supersedes/Amends Policy dated |
|---|---|
| May 11, 2011 *(effective July 1, 2011)* | <ul><li>January 12, 2022</li><li>December 9, 2020</li><li>May 17, 2017</li><li>February 13, 2013 *(effective July 1, 2013)*</li><li>May 11, 2011 *(effective July 1, 2011)* Procedures for Undergraduate Program Reviews, 2004,</li><li>New and Revised Undergraduate Programs Policy, 2009</li><li>Policy on Steps for Creation of New Graduate Programs or New Fields in Existing Doctoral Programs, 2009</li></ul> |

| Responsible Executive | Policy Specific Enquiries |
|---|---|
| **Vice-Provost, Teaching and Learning** | **MacPherson Institute** |
| | General Policy Enquiries |
| | Policy (University Secretariat) |

| | |
|---|---|
| *DISCLAIMER:* | *If there is a discrepancy between this electronic policy and the written copy held by the policy owner, the written copy prevails.* |
| *FORMAT:* | *If you require this document in an accessible format, please email policy@mcmaster.ca.* |

McMaster University

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# SECTION I: INTRODUCTION

**DEFINITIONS**

McMaster University uses the term "program goals" to mean clear and concise statements of the goals of the program. "Program goals" are therefore synonymous with what the Quality Assurance Framework refers to as "program objectives."

**PREAMBLE**

1.  McMaster University is widely recognized for innovation in teaching and learning and for the quality of its programs. Nevertheless, knowledge of our disciplines and the scholarship of teaching and learning are constantly evolving. Our reputation can only be maintained and improved if we, as academics and educators, critically review what we do in our programs and seek opinions and advice from colleagues at McMaster and at other institutions.

2.  Although the primary objective for these reviews is the improvement of our academic programs, the processes that we adopt is also designed to meet our responsibility to the government on quality assurance. Every publicly assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of all of its programs of study, including modes of delivering programs and those academic and student services that affect the quality of the respective programs under review, whether or not the program is eligible for government funding.

3.  The process by which institutions meet this accountability to the government is outlined in the Quality Assurance Framework (QAF), developed by the Ontario Council of Academic Vice- Presidents (OCAV), and approved by Executive Heads. 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 (COU).

4.  As part of the Quality Assurance Framework, McMaster was required to develop an Institutional Quality Assurance Process (IQAP), which is contained within this Policy. In addition to the 15 guiding principles contained within the QAF, McMaster determined the following internal principles to guide the development of the IQAP Policy:

    a)  curriculum development and improvement is an ongoing, iterative process that is initiated, developed and controlled at the departmental level;

    b)  McMaster's IQAP incorporates input from all principal stakeholders; and

    c)  McMaster's IQAP is designed primarily to help improve programs and shape them to have characteristics that are most valued at our University, while also meeting the responsibility for quality assurance.

5.  Thus, 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 at McMaster will emerge in the IQAP self-study.

6.  The IQAP is subject to approval by the Quality Council when it is initiated and thereafter, when it is revised. The Quality Council will audit the University on an 8-year cycle under the terms outlined in the Quality Assurance Framework.

### Cyclical Audit

7.  One-year prior to the scheduled Cyclical Audit, McMaster's key contact to the Quality Council (or their delegate) will participate in a half-day briefing by the Quality Council Secretariat and an Audit Team member.

8.  In advance of the cyclical audit, the Vice-Provost, Teaching and Learning and Vice-Provost and Dean of Graduate Studies, or their delegates, will prepare a self-study of McMaster's Institutional Quality Assurance Process, highlighting its strengths as well as areas for improvement and enhancement. The self-study will also identify the institutional response to any issues identified in the previous audit. To prepare this self-study, consultation with Faculty representatives as well as key stakeholders from central university supports, such as the Registrar's Office, the MacPherson Institute, Institutional Research and Analysis and the Library will take place, as appropriate. The self-study will be submitted to the Quality Council's Secretariat as part of the Cyclical Audit process.

9.  The Cyclical Audit provides accountability to the principal stakeholders of Ontario's university education system. The purpose of the Cyclical Audit is to evaluate the alignment of past and current practice with policy as well as the university's approach to continuous improvement. Cyclical Program Reviews that were undertaken within the period since the previous Cyclical Audit are eligible for selection for the university's next Cyclical Audit. Any new undergraduate and graduate programs that have been approved since the previous Cyclical Audit are eligible for selection in the next university's cyclical audit. Graduate Diplomas that were approved through the expedited approvals process as well as major modifications to existing academic programs are not normally subjected to the institution's cyclical audit.

10. Excluding any confidential information, the Audit Report and any follow up response report will be posted on McMaster's Quality Assurance webpage. If an area of concern is identified during the Cyclical Audit, the Quality Council may determine that a focused audit of a specific process is necessary. Reports related to a Focused Audit will be posted on McMaster's Quality Assurance webpage.

## CONTACT

11. The authority responsible for the IQAP is the Vice-Provost, Teaching and Learning. The authorities responsible for its application will be the Vice-Provost, Teaching and Learning for undergraduate programs and the Vice-Provost and Dean of Graduate Studies for graduate programs. When undergraduate and graduate programs are reviewed concurrently, the Vice-Provost, Teaching and Learning and the Vice-Provost and Dean of Graduate Studies will be jointly responsible for its application.

12.   The person responsible for all contact between the University and the Quality Council is the Vice-Provost, Teaching and Learning.

13.   Throughout this Policy, the Chair refers to the head of the academic unit (usually a Department, sometimes a School or an interdisciplinary group) that is proposing a new program or is responsible for an existing program, although we recognize that the official title of such person varies across programs and Faculties. Similarly, the Dean refers to the head of the Faculty or equivalent individual responsible for the program, again recognizing that official titles vary.

14.   In the case of joint academic programs (e.g., a combined honours program or a collaborative program with another educational institution), the relevant Chair and Dean shall be those at McMaster University who have the administrative responsibility for the program.

## PURPOSE

15.   This Policy on Academic Program Development and Review guides the development of new undergraduate and graduate programs (including for-credit graduate diploma programs) and aids in the ongoing improvement of existing programs. It has also been designed to meet the University's responsibility of ensuring the quality of such programs. It applies to all undergraduate and graduate programs offered at McMaster University, as well as programs offered in collaboration with other institutions that lead to McMaster University degrees or graduate diplomas.

## DEFINITION OF NEW PROGRAMS

16.   A new program is considered to be any new degree or degree program that has not been previously offered at McMaster University. In contrast to the normal evolution of academic programs, a new program will generally involve some combination of new courses, new learning outcomes, and new or re-allocated resources, and will be meant to provide students with an academic path that was previously not available to them.

17.   Although not new, a program that has been offered at McMaster University without funding from the Ministry of Colleges and Universities and for which a request for funding is to be made, will follow the procedures for new programs that are outlined in § II.

# SECTION II: NEW GRADUATE AND UNDERGRADUATE PROGRAMS

The steps required for the approval of any new program include:

## BEGINNING A NEW PROGRAM PROPOSAL

18. Proponents of a new program may begin by preparing a Statement of Intent and acquiring endorsement from the relevant Dean(s) and Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies.

## BROAD CONSULTATION

19. The Chair, in consultation with the Dean, is responsible for ensuring that there is broad consultation. Broad consultation is required as part of the proposal process. It will also be essential to have appropriate discussions with other institutions when the proposed programs are to be offered in collaboration with those institutions.

20. Whenever faculty members from several departments will be involved in a proposed program, these proponents must have the opportunity to discuss the proposal with their respective Dean(s) and Chair(s). Similarly, if there is a proposal to cross-list a course, or to recommend or require students in the new program to take existing courses, the teaching Department(s) must be consulted and agreement obtained, in writing, from the appropriate Chair/Dean. Approvals of the relevant Curriculum Committees are required.

21. Discussions are to be held with central support units such as, but not limited to, the Library, the Registrar, the MacPherson Institute, and other relevant units, to assess the impact of the introduction of the new program. Input also should be sought from relevant groups of students for whom there is a potential impact of the proposal and consideration given to the demographics of the student market for the program.

22. Broad consultation is especially important when proposing interdisciplinary programs, particularly when the initiators of the proposed plan are unfamiliar with all disciplines involved in the proposed program or individual faculty members who might potentially be interested or have expertise. A proposal for a new interdisciplinary program must be presented to any related Faculty/Program to ensure that there is widespread awareness of the program and of its potential impact. If a new interdisciplinary program utilizes or cross-lists one or several new courses from other Departments, the Department(s) offering the course(s), rather than the new interdisciplinary group, must submit those courses for approval. Prior written agreement also must be obtained from Chairs of participating Departments for teaching, graduate supervision and other resources required for interdisciplinary programs. Departments must be given adequate time to consider these requests. The program proponents, in consultation with the appropriate Dean(s), or their delegate(s), will consult and obtain proposed administrative and governance structures from the Faculties involved in interdisciplinary program proposals for inclusion in the new program proposal.

NEW PROGRAM PROPOSAL

23.  The Chair is responsible, in collaboration with relevant groups and/or individuals, for the preparation of a New Program Proposal. Both the Chair and the Dean, or Dean's delegate, ensure that the proposal has met all of the New Program Proposal criteria outlined below and both will sign off on the completeness of the proposal. For an interdisciplinary program, all affiliated program Chairs and appropriate Deans, or the Deans' delegates, sign off on the completeness of the proposal.

NEW PROGRAM PROPOSAL: EVALUATION CRITERIA

24.  Program proponents are to complete McMaster's New Program Proposal template and address the evaluation criteria for the New Program Proposal as outlined below.

Program Overview
a)  Description of the extent and method of the consultation process undertaken during the development of the proposal, including the diversity of groups and /or individuals who were engaged in and informed the preparation of the proposal;

b)  Consistency of the program's goals with the University's tripartite research, teaching, and service excellence mission, its values and purpose, and its academic priorities and plans;

c)  Ways in which the program addresses the institution's current Strategic Mandate Agreement;

d)  Ways in which the program addresses the institution's current strategies, frameworks and/or principles regarding equity, diversity and inclusion, and how the program advances EDI-related academic goals (e.g., Indigenous perspectives, international relevance, interdisciplinarity, intercultural competencies, social and environmental equity and sustainability); and

e)  Clarity and appropriateness of the program's requirements and the Program Learning Outcomes in meeting the University's Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs), as outlined in Appendix A;

f)  Appropriateness of degree nomenclature and program's goals.

Admission Requirements
a)  Appropriateness of the program's admission requirements for meeting its goals and the Program Learning Outcomes established for completion of the program;

b)  Alternative requirements, if any, for admission into the program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience; and

c)  Consideration of accessible and equitable admissions processes and practices.

Structure
a)  Appropriateness of the administrative, governance, and communication processes proposed in support of the program;

b)  Appropriateness of the program's structure and requirements to meet specified Program Learning Outcomes;

c) Appropriateness of the program's structure and requirements to meet Degree Level Expectations; and

d) For graduate programs, a clear rationale for program length, which ensures that the program requirements can be reasonably completed within the proposed time period.

## Program Content, Curriculum, and Teaching

a) Ways in which the curriculum addresses the current state of the discipline or area of study, and extent to which a comparative review of the state of the discipline informs the curriculum;

b) Identification of any unique curriculum or program innovations or creative components with attention to experiential and community-engaged pedagogy;

c) Appropriateness of the proposed mode(s) of delivery to meet the intended Program Learning Outcomes and Degree Level Expectations and availability of the necessary physical resources including infrastructure and technologies for accessible education;

d) Ways in which the program addresses current institutional, faculty, or departmental priorities (e.g., experiential learning, diversity and inclusion, accessibility, community engagement, entrepreneurship, et cetera);

e) Ways in which the program addresses the current Strategic Mandate Agreement;

f) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion; and

g) For graduate programs, verification that the courses included meet university requirements in terms of the minimum number of courses required, the level of courses required, and the appropriate inclusion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams). At least two thirds of the course requirements must be at the 700-level.

## Assessment of Teaching and Learning

a) Plans to monitor and assess the overall quality of the program and whether the program is achieving its proposed goals, ensuring evaluation methods are accessible and inclusive and audiences are diverse;

b) Appropriateness of the proposed methods for the instruction and assessment of student achievement of the intended Program Learning Outcomes. The Program Learning Outcomes must meet the Degree Level Expectations;

c) Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the Degree Level Expectations; and

d) Description of how the resulting information from level of student performance will be documented and used to inform continuous program improvement.

## Resources

25. For all programs:

a) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources including any implications for the impact on other existing programs at the University and any institutional commitment to supplement those resources to support the program;

b) Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program in order to achieve the goals of the program and foster the appropriate academic environment;

c) Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students, as well as graduate students' scholarship and research activities, including library support, information technology support, and laboratory access;

d) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience;

e) If applicable, provision of supervision of experiential learning opportunities; and

f) If applicable, additional institutional resource commitments to support the program in step with its ongoing implementation.

26.   For undergraduate programs:

a) Evidence of plans for adequate numbers of faculty and staff to achieve the goals of the program;

b) Evidence of plans to provide the necessary resources in step with the implementation of the program;

c) Planned/anticipated class sizes; and

d) Provision of supervision of experiential learning opportunities, if applicable.

27.   For graduate programs:

a) Evidence that full-time tenured/tenure-track/CAWAR faculty have the recent research and/or professional/clinical expertise needed to sustain the program, promote innovation, foster an appropriate intellectual climate, and provide excellent supervision of students in academic and research components of the program;

b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students;

c) For programs with a research component, evidence that faculty research supervisors have current and ongoing research programs and funding, and space and relevant research infrastructure appropriate to support students' research in the program;

d) Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision; and

e) Evidence of prior experience in graduate teaching and research supervision for faculty participating in the program.

### Quality and Other Indicators

28.   Specify how program quality and other metrics will be measured, particularly:

a) Definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program);

b) Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience;

c) If applicable, any other evidence that the program and faculty will ensure the intellectual quality of the student experience;

## EXTERNAL EVALUATION: REVIEW TEAM

29. The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean will select a diverse team of reviewers to assess the proposal. The Review Team will consist of two external reviewers and one internal reviewer. Additional members may be added to the team, if appropriate, for instance when evaluating professional programs or interdisciplinary programs.

30. External reviews of new undergraduate, Master's and PhD program proposals must incorporate a site visit. Site visits are conducted on-site. All PhD programs must have an on-site visit. Only professional or fully online Master's programs may be allowed an exception to an on-site visit; all other Master's programs must have an on-site visit. Exceptions to on-site visits for new undergraduate program reviews are determined by the Vice-Provost, Teaching and Learning or, in the case of new professional and fully online Master's programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the appropriate Dean or Dean's delegate and agreed to by the Review Team prior to the commencement of the review. The Vice-Provost, Teaching and Learning or, in the case of new graduate programs, the Vice-Provost and Dean of Graduate Studies, will provide clear justification for the decision for an exception to an on-site visit.

31. If it is determined that a site visit can take place virtually, the virtual site visit will require all elements of the Review Team's site visit using videoconferencing software and/or other suitable platforms. A virtual site visit will still include elements such as virtual meetings with students, faculty, and other stakeholders. It may also include remote attendance at performances or events, and virtual facilities tours.

32. As appropriate, the Review Team shall meet with the following:

a) Chair or Director;
b) Full-time faculty members (a broad cross section, in groups);
c) Part-time faculty members (a broad cross section, in groups);
d) Program students (a broad cross section of students is to be invited by the program to participate in a meeting with the review team);
e) Departmental/Program support staff;
f) Associate Dean;
g) Dean;
h) For graduate programs, the Vice-Provost and Dean of Graduate Studies;
i) For undergraduate programs, the Vice-Provost, Teaching and Learning; and
j) Provost and Vice-President (Academic), if available.

33.  External members of the Review Team will be individuals who are in the same discipline as the program under review (or across disciplines for interdisciplinary programs) and who are distinguished senior academics of broad experience, with an established commitment to higher education. External reviewers will not be faculty members from McMaster University. Internal reviewers are faculty members from McMaster but from outside of the discipline (or interdisciplinary group) engaged in the proposed program. Non-academics with relevant expertise and experience are permitted to serve as reviewers in addition to the two academic reviewers when it would enhance the diversity of relevant disciplinary or interdisciplinary perspectives, or in community-engaged or professional programs. Reviewers must have an impartial, arm's-length relationship to the program. For example, reviewers should not have been a research supervisor or student of members of the proposed program; and should not have collaborated with members of the proposed program within the past six years or have made plans to collaborate with those individuals in the immediate future. There also should be no other potential conflicts of interest (e.g., personal or financial). Wherever possible the review team will represent broad institutional categories and/or geographic regions.

34.  External reviewers will be selected from a list of at least six suggested individuals compiled by the Department and endorsed by the Dean. An internal reviewer will be selected from a list of at least three suggested individuals compiled by the Department and endorsed by the Dean.

35.  The lists shall include, for each proposed external reviewer:

   a)  Name;

   b)  Rank and position;

   c)  Institution or company and current address, telephone, e-mail address, and URL if available;

   d)  Professional (including administrative) experience or expertise relevant to the Program under review;

   e)  Details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and

   f)  For graduate programs, a description of research expertise, and a partial listing of recent scholarly publications.

36.  The New Program Proposal, all relevant faculty CVs, the McMaster's Review Team Guidelines and other materials specific to the review will be provided to all members of the review team no less than two weeks prior to their visit.

## REVIEWERS' REPORT

37.  Excepting when contrary circumstances apply, the Review Team will submit a co-authored report, including an Executive Summary, for the program(s) under review within four weeks of the visit to the Vice-Provost, Teaching and Learning, or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies. The report will be written primarily by the external reviewer(s), and then sent to the internal reviewer for their review and comment. The report will appraise the standards and quality of the proposed program, and address the criteria set out in § III. 24-28 above, including the associated faculty and the

adequacy of existing physical, human, and financial resources. Reviewers also will be invited to acknowledge any clearly innovative aspects of the proposed program, together with recommendations on any essential or otherwise desirable modifications to the program.  The report may include a confidential section (e.g., where personnel issues can be addressed). The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the reviewers' report for completeness. If satisfactory, the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will approve the reviewers' report and disseminate it to the Chair. If there are concerns with the completeness of the report, the Review Team will be asked to provide more clarity.

## INTERNAL RESPONSE

38.    Separate responses to the reviewers' report from both the Chair and the Dean, or their delegates, should be prepared, as per the New Program Response template, and attached to the reviewers' report. Any substantive revisions (e.g., revisions to Program Learning Outcomes; modes of delivery; curriculum and/or assessment practices) to the New Program Proposal required by the Reviewers' Report and agreed to by the Chair and Dean must be made to the proposal prior to submission for approval at Undergraduate Council or Graduate Council.

## INSTITUTIONAL APPROVAL

39.    In addition to the completion of the external review, approval of new program proposals by the following University bodies, in the order listed below, is required:

a)    The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the New Program Proposal to ensure that the program is consistent with McMaster's principles and priorities and existing strengths of the University, the program is of high academic quality; there is convincing evidence of student demand and societal need for the program; and, sufficient financial support, infrastructure, and human resources can be made available to initiate and support the program either within the Faculty budget or based on the program being a full revenue generating program;

b)    The Faculty Curriculum Committee(s), representing a diversity of faculty members and equipped to consider EDI principles, reviews the New Program Proposal to ensure that the new program adds sufficient value to the programs already offered in the Faculty;

c)    the Faculty(ies) reviews the New Program Proposal to ensure that the program is consistent with the Faculty's strategic plans and that the necessary resources are available if these are to be provided from within the Faculty's envelope;

d)    the Executive Director of Finance and Planning reviews the Resource Implications and Financial Viability document to ensure that all potential University resource requirements are captured, and the program is properly costed. In addition, for interdisciplinary or partnership programs, ensures that an MOU is properly completed;

e)    for Undergraduate programs, the Undergraduate Curriculum and Admissions Committee reviews the New Program Proposal to assess the impact of the new program on students enrolled in other Faculties;

f) the University Student Fees Committee reviews the proposed Resource Implications and Financial Viability document and ensures that Ministry and University fee policies are adhered to, are reasonable relative to market and that fee collection can be properly administered within existing systems;

g) Undergraduate Council or Graduate Council reviews the New Program Proposal to provide a venue for a broad discussion on the new program by elected faculty and student members with specific knowledge of and expertise in undergraduate or graduate programming, and ensure that the program is consistent with University-wide goals and criteria specifically related to undergraduate or graduate programming;

h) University Planning Committee reviews the New Program Proposal and the Resource Implications and Financial Viability documents to understand the financial implications of the new program, evaluate the impact University-wide, and assess value-for-money for the intended student; and

i) Senate reviews the New Program Proposal and Resource Implications and Financial Viability documents to ensure that the program is consistent with the University's general strategic plans with respect to academic programs.

These bodies should consider the criteria outlined in § III. 24-28 above when evaluating the proposal.

40. The site visit with external reviewers will be held after the Faculty Curriculum Committee(s) and prior to approval at Undergraduate Council or Graduate Council and Senate.

41. Special considerations, such as collaboration agreements or non-standard distribution and full revenue generating programs are to refer to the *Academic Revenue Generating Activity Policy for Revenue Generating Certificate and Diploma Programs Administered through a Faculty* and other relevant University policies, as applicable.

## QUALITY COUNCIL SECRETARIAT

42. Once all approvals outlined in § III. 39 above are obtained, the institution will submit the New Program Proposal, together with the Reviewers' Report, the internal response to the Report, and a brief commentary on the two external reviewers selected to review the proposed program in regard to their qualifications, to the Quality Council Secretariat. The submission template will require information on whether or not the proposed program will be a cost-recovery program. The same standards and protocols apply regardless of the source of funding.

43. The Quality Council Appraisal's Committee will review the new program proposal submission and determine if additional information is required. If sufficient, the Quality Council will review the new program proposal submission and will make one of the following decisions:

a) Approved to commence.

b) Approved to commence, with report.

c) Deferred for up to one year during which time the university may address identified issues and report back.

d) Not approved.

e) Or such other action as the Quality Council considers reasonable and appropriate in the circumstances.

Within 30 days of being notified, the university may appeal Quality Council's decision.

## ANNOUNCEMENT OF NEW PROGRAMS

44.    Following its submission to the Quality Council, the University may announce, per guidelines within the New Program Proposal Guidebook, its intention to offer the program, provided that clear indication is given that approval by the Quality Council is pending, and that no offers of admission will be made until the program has been approved by the Quality Council. Ministry approval may also be required. When such announcements are made at this stage, they must contain the following statement: "Prospective students are advised that the program is still subject to formal approval."

## APPROVED NEW PROGRAMS

45.    After a new program is submitted to the Quality Council, the University may seek Provincial funding for the program. Once Quality Council has approved the new program, the program must begin within thirty-six months of the date of approval; otherwise, the approval will lapse. If program approval lapses, the program must begin the new program proposal process again.

46.    Between eighteen and twenty-four months after onset of the program, the Chair will provide the Dean and Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice- Provost and Dean of Graduate studies, with a brief progress report on the program, that assesses the program's success in realizing its goals; addresses any concerns from the program reviewers' report and notes from the Appraisal Committee; and highlights any unanticipated changes in curriculum, resources, enrollment, funding mechanisms, or governance structure. If, after consultation with the Dean, the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, it is deemed appropriate, an informal internal assessment of the program may be undertaken, including interviews with current faculty, students, and staff, to determine if a more complete, early cyclical review is warranted.

47.    The first cyclical review for any new program must be conducted no more than eight years after the date of the program's initial enrolment. Outcomes identified in the program progress report, described above, must be included in the programs first cyclical review.

48.    New undergraduate and graduate programs that have been approved are eligible for selection in the university's next cyclical audit.

# SECTION III: EXPEDITED APPROVALS

49. The Protocol for Expedited Approvals applies when one or more of the following applies:

   a) an institution requests endorsement of the Quality Council to declare a new Field or to revise Fields in a graduate program (note: there is no requirement to declare fields in either master's or doctoral programs);

   b) there are proposals for new for-credit graduate diplomas; including new graduate diplomas (Type 2) offered in conjunction with a Master's or Doctoral degree program and usually represent an additional interdisciplinary qualification; and

   c) new graduate diplomas (Type 3) as a stand-alone, direct-entry program, generally developed by a unit already offering a related master's or doctoral degree

   d) situations where although the changes to the program meet the definition of a major modification, the changes are of such significance that a more immediate review is desirable. In such cases, the Department, the Faculty, Undergraduate Council or Graduate Council may, if it deems it advisable after consultation with the relevant Dean(s) and Vice-Provost, Teaching and Learning and/or Vice-Provost and Dean of Graduate Studies, initiate an expedited program review and request that the Quality Council review the Expedited Proposal.

50. The Expedited Proposal will describe the new graduate field or graduate diploma (including, as appropriate, reference to Program Learning Outcomes, Degree Level Expectations, faculty and resource implications), or provide a brief account of the rationale for the changes, addressing the evaluation criteria where they apply (e.g., program goals, program requirements, assessment of teaching and learning, admission requirements, resources, quality and other indicators) for the program.

51. The Expedited Approvals process requires all the approvals listed in § III. 39 above and the submission to the Quality Council of an Expedited Proposal. Expedited approvals do not require external reviewers be involved in the approval process and provides for a faster turn-around on decisions by the Quality Council. Common decisions by Quality Council are: a) approved to commence b) approved to commence, with a report or c) not approved.

52. Type 3 graduate diplomas are included in the schedule for cyclical reviews and will be subject to external review during the cyclical program review process. Graduate Diplomas not associated with a parent program are reviewed by desk audit. A desk audit is conducted independently of the university (i.e., does not typically include interviews or in-person or virtual site visits). Graduate Diplomas that were approved through the expedited approvals process as well as major modifications to existing academic programs are not normally subjected to the institution's cyclical audit.

## SECTION IV: CYCLICAL PROGRAM REVIEWS

53.  All academic programs are scheduled to be reviewed on a seven-year cycle and must be reviewed no more than eight years from the previous review. New programs must be reviewed no more than eight years after the date of the program's first enrolment. The steps taken to address any issues that have been identified in monitoring reports of the new program or in follow up by Quality Council are to be identified in first cyclical review self-study.

54.  The primary purpose for cyclical program reviews is continuous improvement of existing academic programs. An academic program is defined as a complete set and sequence of courses, combinations of courses and/or other units of study, research and practice as outlined by the university for the fulfillment of the requirements for either undergraduate or graduate degrees. Combined programs do not require review if their constituting programs are reviewed separately. Undergraduate diplomas, Emphases, Options and Minors are not required to undergo the cyclical program review process outlined in this policy; however, Chairs are to consult with the Vice-Provost, Teaching and Learning to determine if other review processes are required. The list of programs that require review including those that are joint/inter-institutional, multi-disciplinary, interdisciplinary, and at multiple sites, as well as the schedule of such reviews, will be maintained by the Vice-Provost, Teaching and Learning in consultation with the Vice-Provost and Dean of Graduate Studies. Programs that are closed or that have suspended admissions are not subject to cyclical program review. Program Chairs will be notified of a scheduled review by the Vice-Provost, Teaching and Learning or their delegate. Each of the specific programs to be reviewed will be listed in the notification.

55.  Departments can choose to review undergraduate and graduate programs jointly or separately. If the reviews are done jointly, the evaluation criteria and quality indicators described below must be applied to each program included in the self-study and there must be sections within the report to address different situations that apply to each program. Program reviews may also be done jointly with accreditation reviews, at the discretion of the Chair, in consultation with the Dean (see § IV. 86-89 below). Where programs seek to combine previously separate undergraduate and graduate reviews, they shall adopt the timeline of the earliest scheduled program review. For academic programs delivered in partnership with other educational institutions, the Chair must ensure that representatives from all educational institutions in the partnership are consulted during all key stages of the cyclical review process, including self-study, site visit, implementation, and monitoring. For professional programs, the Chair must ensure the views of employers and professional associations are solicited and included in the self-study and site visit.

56.  The key outcome of a cyclical program review is the Final Assessment Report and its associated Implementation Plan which become the basis of a continuous improvement process through monitoring of key performance indicators. It is the primary responsibility of the program Chair to ensure that the implementation plan is achieved and to provide clear timelines and communication requirements throughout the process.

57.  The review consists of the following steps, outlined below.

## SELF-STUDY: INTERNAL PROGRAM PERSPECTIVE

58. The Chair is responsible, in collaboration with relevant groups and/or individuals such as faculty, students and staff, for preparing a self-study document that is broad-based, reflective, forward-looking, and inclusive of critical analysis. The self-study must address and document the consistency of the program's learning outcomes with the University's mission and Degree Level Expectations, and how its graduates achieve those outcomes. Both the Chair and the Dean, or the Dean's delegates, ensure that the self-study has met all of the self-study criteria and sign off on the completeness of the self-study. For interdisciplinary programs, all affiliated program Chairs and appropriate Deans, or the Deans' delegates, sign off on the completeness of the self-study.

59. The self-study criteria and quality indicators are as follows:

### Program Description and Overview
   a) Program goals are consistent with the University's tripartite research, teaching, and service excellence mission, its values and purpose, and its academic priorities and plans;

   b) Ways in which the program addresses the institution's current strategies, frameworks and/or principles regarding equity, diversity and inclusion, and how the program advances EDI-related academic goals (e.g., Indigenous perspectives, international relevance, interdisciplinarity, intercultural competencies, social and environmental equity and sustainability, etc.);

   c) Program structure and requirements are appropriate to meet the program's goals and Program Learning Outcomes; and

   d) Program Learning Outcomes are clear, appropriate and align with the Degree Level Expectations.

### Admission Requirements
   a) Admission requirements are appropriately aligned with the program's goals and the Program Learning Outcomes established for completion of the program;

   b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience; and

   c) Consideration of the demographics of the student market for the program, and accessible and equitable admissions processes and practices.

### Curriculum
   a) How the curriculum reflects the current state of the discipline or area of study, and extent to which a comparative review of the state of the discipline informs the curriculum;

   b) Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs, with attention to experiential and community-engaged pedagogy;

   c) How the mode(s) of delivery are appropriate and effective at meeting the Program Learning Outcomes, including infrastructure and technologies for accessible education; and

d) Ways in which the program addresses current institutional, faculty, or departmental priorities (e.g., experiential learning, equity, diversity and inclusion, accessibility, community engagement, entrepreneurship) and the current Strategic Mandate Agreement.

## Teaching and Assessment

a) Methods for assessing the overall effectiveness of the program quality are appropriate and effective, ensuring evaluation methods are accessible and inclusive, and audiences are diverse;

b) Methods for assessing student achievement of the defined Program Learning Outcomes and Degree Level Expectations are appropriate and effective;

c) Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the Program Learning Outcomes and the Degree Level Expectations and the program's goals; and

d) Appropriateness and effectiveness of the plans to monitor and assess the overall quality of the program; achievement of the program's goals and a description of how the information will be documented and used to inform continuous program improvement.

## Resources

a) Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering and maintaining the quality of its program(s), in relation to the University's priorities for and constraints on funding, space, and faculty allocation;

b) Given the program's class sizes and cohorts, as well as its program level learning outcomes, describe the participation of a sufficient number of qualified core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;

c) If applicable, discuss the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience; and

d) If applicable, outline the supervision of experiential learning opportunities.

### GRADUATE PROGRAMS ONLY

a) Given the program's class sizes and cohorts as well as its program-level learning outcomes, provide evidence that faculty have the recent research or professional/clinical expertise needed to foster an appropriate intellectual climate, sustain the program, and promote innovation;

b) Evidence of how supervisory loads are distributed, in light of qualifications and appointment status of the faculty; and

c) If appropriate, evidence that financial assistance for students is sufficient to ensure adequate quality and numbers of students.

## Quality Indicators

60. Information on the quality of the program under review. Standard quality indicators, outlined in the McMaster's Self-Study Guidebook, are available to Chairs from the Office of Institutional Research and Analysis, the Office of the Registrar, the School of Graduate Studies, or from the departments themselves.

Chairs will be expected to provide context and commentary on the data. When possible and appropriate, Chairs will also refer to applicable professional standards.

61.   Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring).

62.   For students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills, and times-to-completion and retention rates.

63.   Any other evidence that the program and faculty ensure the intellectual quality of the student experience.

64.   Additional graduate program criteria:

   a)   Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements;

   b)   Quality and availability of graduate supervision;

   c)   Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses;

   d)   For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion;

   e)   Definition and application of indicators that provide evidence of faculty, student and program quality, for example:

      (i)   Faculty: funding, honours and awards, and commitment to student mentoring;

      (ii)   Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards;

      (iii)   Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience, and commitment to development of professional and transferable skills; evidence of sufficient and regular graduate level course offerings to ensure that students will be able to meet university requirements in terms of the minimum number of courses required, the level of courses required, and the timely completion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams).

<u>Quality Enhancement</u>

65.   Concerns and recommendations raised in previous reviews especially those detailed in the Final Assessment Report, Implementation Plan, and subsequent monitoring reports from the previous Cyclical Review of the program and how concerns and recommendations raised in the previous reviews have been addressed.

66.   Initiatives that have been undertaken to enhance the teaching, learning and/or research environments thus far, the quality of the program, and how these will be sustained.

67.    Areas identified through the conduct of the self-study as requiring improvement.

68.    Areas that hold promise for continued enhancement.

### System of governance

69.    Evidence that a consultative and inclusive system of governance has been used on an ongoing basis to assess the program and implement changes as appropriate.

### Academic Services

70.    Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.

### Self-Study Participation

71.    Describe participation of program faculty, staff, and students in the self-study and provide commentary on how their views were obtained and taken into account. A description of how the self-study was developed and written will also be included. For professional programs, the Chair must ensure the views of employers and professional associations are solicited and included in the self-study and site visit.

### External Participation

72.    The input of others deemed by the Chair to be relevant and useful, such as graduates of the program, representatives of industry, the professions, practical training programs, and employers is to be included in the self-study.

## EXTERNAL EVALUATION: REVIEW TEAM AND REPORT

73.    The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate), will select a diverse team of reviewers to evaluate the program. The Review Team shall consist of two external reviewers. If appropriate, additional members are to be added to the review team, such as when evaluating professional programs or interdisciplinary programs. The team will also include one internal reviewer from outside the discipline selected by the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean (or the Dean's designate).

74.    External members of the Review Team shall be individuals in the same discipline as the Program under review (or across disciplines for interdisciplinary programs) who are distinguished senior academics of the rank of associate or full professor of broad experience, with an established commitment to higher education. Where it would enhance the diversity of relevant disciplinary or interdisciplinary perspectives, or in community-engaged or professional programs, non-academics with relevant expertise and experience are permitted to serve as reviewers in addition to the two academic reviewers with the approval of the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies. Reviewers must have an impartial, arm's-length relationship to the Program (as defined in § III. 29-36, above). Wherever possible the Review Team shall represent broad institutional categories and/or geographic regions.

75. External reviewers will be selected from a list of at least six suggested individuals compiled by the Program/Department under review and endorsed by the Dean. An internal reviewer will be selected from a list of at least three suggested individuals compiled by the Department Chair and endorsed by the Dean. The lists shall include, for each proposed reviewer:

    a) Name;

    b) rank and position;

    c) institution or company and current address, telephone, and e-mail address, and URL if available;

    d) professional (including administrative) experience or expertise relevant to the Program under review;

    e) details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and

    f) for graduate program or combined reviews, a description of research expertise, and a partial listing of recent scholarly publications.

76. Cyclical Program Reviews must incorporate a site visit. Site visits are conducted on-site. All PhD programs must have an on-site visit. Only professional or fully online Master's programs may be allowed an exception to an on-site visit; all other Master's programs must have an on-site visit. Exceptions to on-site visits for undergraduate program reviews are determined by the Vice-Provost, Teaching and Learning or, for professional Master's or fully online graduate programs, the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean or Dean's delegate prior to the commencement of the review and agreed to by the Review Team prior to the commencement of the review. The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will provide clear justification for the decision for an exception to an on-site visit.

77. If it is determined that a site visit can take place virtually, the virtual site visit requires all elements of the external reviewers' site visit using videoconferencing software and/or other suitable platforms. A virtual site visit will still include elements such as virtual meetings with students, faculty, and other stakeholders. It may also include remote attendance at performances or events, and virtual facilities tours.

78. The Self-Study, the Guidelines for Review Team, and other materials specific to the current review will be provided to all members of the Review Team no less than two weeks prior to their visit. If applicable, the results of the previous accreditation review also will be made available to the Review Team to provide them with the views of the relevant professional association(s). The Guidelines for Review Team describes the review process and the roles and obligations of the Review Team, which include:

    a) to identify and comment on the program's notably strong and creative attributes;

    b) to describe the program's respective strengths, areas for improvement, and opportunities for enhancement;

    c) to recommend specific steps to be taken to improve the program, distinguishing between those the program can itself take with existing resources and those that require external action;

d)   to recognize the University's autonomy to determine priorities for funding, space, and faculty allocation; and

e)   to respect the confidentiality required for all aspects of the review process.

79.   As appropriate, the Review Team shall meet with the following:

a)   Chair or Director;

b)   Full-time faculty members (a broad cross section, in groups);

c)   Part-time faculty members (a broad cross section, in groups);

d)   Program students (a broad cross section of students is to be invited by the program to participate in a meeting with the review team);

e)   Departmental/Program support staff;

f)   Associate Dean;

g)   Dean;

h)   for graduate programs, the Vice-Provost and Dean of Graduate Studies;

i)   for undergraduate programs, the Vice-Provost, Teaching and Learning; and

j)   Provost and Vice-President (Academic), if available.

80.   The Review Team will submit a co-authored report, including an Executive Summary, for the program(s) under review within four weeks of the visit to the Vice-Provost, Teaching and Learning, or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies. The report will be written primarily by the external reviewer(s), and then sent to the internal reviewer for their review and comment. The Review Team's report is to describe the program's respective strengths, areas for improvement, and opportunities for enhancement, as well as address the substance of both the self-study report and the evaluation criteria set out in § IV. 58-72 above. The report should comment on the adequacy of existing physical, human and financial resources; and the report should acknowledge any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it. The report may include a confidential section (e.g., where personnel issues can be addressed). In the case that the self-study addresses more than one program, for example when a self-study describes both an undergraduate and graduate program or multiple undergraduate programs, reviewers in their report must make specific reference to each program described in the self-study. The intent of these reports is to be formative and constructive. Reviewers are required to make at least three recommendations for specific steps to be taken that will lead to the continuous improvement of the program, distinguishing between those the program can itself take and those that require external action. Any commentary on issues such as faculty complement and/or space requirements made by the reviewers must be directly tied to issues of program quality and/or sustainability. The reports are intended to provide counsel rather than prescriptive courses of action. The Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-Provost and Dean of Graduate Studies, will review the Review Team's report for completeness. If satisfactory, the Vice-Provost, Teaching and Learning or, in the case of graduate programs, the Vice-

Provost and Dean of Graduate Studies, will approve the reviewers' report and disseminate it to the Chair. If there are concerns with the completeness of the report, the Review Team will be asked to provide more clarity.

81.    Separate responses to the reviewers' report from both the Chair and the Dean, or the Dean's delegate, are prepared, as per the Program Response template, and attached to the reviewers' report.

## INSTITUTIONAL PERSPECTIVE AND FINAL ASSESSMENT REPORT

82.    The self-study, reviewers' report excluding the confidential section, and responses from the Chair and Dean, will be submitted as a package to McMaster's Quality Assurance Committee, a joint committee of Undergraduate and Graduate Councils. The Quality Assurance Committee will assess the review and will submit a Final Assessment Report (FAR) to Undergraduate Council or Graduate Council that:

a)    provides an Executive Summary;

b)    identifies significant strengths of the program;

c)    addresses the appropriateness of resources for the success of the program;

d)    identifies opportunities for program improvement and enhancement with a view to continuous improvement;

e)    lists all recommendations of the external reviewers and the associated separate internal responses and assessments from the unit and from the Dean(s);

f)    includes any additional recommendations that the unit, the Dean(s), and/or the university may have identified as requiring action as a result of the program review;

g)    includes an Implementation Plan that: prioritizes recommendations that will be implemented; identifies who is responsible for acting on each recommendation; includes specific timelines related to each recommendation; and, as necessary, identifies the unit or individual responsible for providing resources needed to address each recommendation. If any of the external reviewers' recommendations are not selected for further action in the Implementation Plan, there must be a clear explanation for why the recommendations have not been selected. The Implementation Plan may include additional recommendations or comments from the unit, the Dean(s), and/or the University, with commentary as to why these additional recommendations have been made.

h)    may include a confidential section.

83.    The Final Assessment Report from the Quality Assurance Committee along with any recommendations or comments is sent to the Chair and presented to Undergraduate Council or Graduate Council for approval, as appropriate, and then to Senate for information. These governing bodies will consider if additional recommendations or comments are necessary. If so, these recommendations or comments will be presented to the Provost and Vice-President (Academic). These will be communicated to the Chair, the Dean and the Vice-Provost, Teaching and Learning or, in the case of graduate programs, to the Vice-Provost and Dean of Graduate Studies. Any such additional recommendations or comments from the governing bodies are above and beyond those included in the FAR and are included for comment and

information.  Once approved, the FAR including an Executive Summary and the associated Implementation Plan is posted on the institution's Quality Assurance webpage. Programs are strongly encouraged to post their FAR and Implementation Plans on their program's webpage as well. As the Final Assessment Report is the synthesis of the cyclical review process and as such is an important tool for a program's continuous improvement it is posted to the institution's Quality Assurance webpage; the information made available for the self-study, the self-study report, the reviewer's report and program and Dean's responses are not made publicly available.

84.  Eighteen months after receiving the report from Undergraduate Council or Graduate Council, the Chair will submit a progress report on the program to the Dean. The Dean will provide commentary and response to the progress report and submit the progress report along with their commentary to the Quality Assurance Committee summarizing the status of any actions taken or being taken. The Quality Assurance Committee, in some circumstances, will request follow up reporting on specific components if not satisfactorily addressed in the 18-month report. These reports are posted on the institution's Quality Assurance webpage as an addendum to the program's FAR and Implementation Plan. The Quality Assurance Committee will present progress reports to Undergraduate Council or Graduate Council, if deemed necessary by the Chairs of the Quality Assurance Committee.

## REPORTING REQUIREMENTS

85.  The Final Assessment Reports, which include the Implementation Plans, and subsequent Progress Reports are posted on the Provost and Vice-President (Academic) section of the University's website. The Vice-Provost, Teaching and Learning provides an annual report to Quality Council that lists the past year's completed Final Assessment Reports and attests that all IQAP-required Cyclical Program Review processes have been followed. This report will also provide the link to the institution's Quality Assurance webpage which houses the completed Final Assessment Reports and Implementation Plans completed during the past year. The annual report of Final Assessment Reports and their related Cyclical Program Review processes will occasionally be reviewed for compliance by the Quality Council and that if issues are found, the Quality Council may decide to initiate a Focused Audit.

## USE OF ACCREDITATION AND OTHER EXTERNAL REVIEWS IN THE INSTITUTIONAL QUALITY ASSURANCE PROCESS

86.  Programs that periodically undergo accreditation reviews are permitted to request that the associated accreditation documentation serve to meet some of the elements required of the IQAP cyclical review self-study when these elements are fully consistent with the requirements outlined within this policy. The program chair will submit a request form that has been endorsed by the Dean (or the Dean's delegate) and all required supporting documentation to the Vice-Provost, Teaching and Learning for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for graduate programs.

87.  If permitted by the accreditation authorities, the site visit by the Review Team is permitted to be performed at the same time as the accreditation review, however there must be at least two external reviewers and one internal reviewer dedicated to the Cyclical Program Review.

88.  The Vice-Provost, Teaching and Learning for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for graduate programs will review the request and decide if an accreditation review can be substituted in part for a cyclical review. The program will be notified in writing of the decision. A record of substitutions or additions, and the grounds on which they were made, will be eligible for audit by the Quality Council.

89.  Approval for substitution is only applicable for the cyclical review year related to the request. The remaining steps in the cyclical review will then take place. Programs must participate in all reporting related to the cyclical review. If desired by the program, a request to substitute some accreditation documentation in order to meet partial requirements of their program's Quality Assurance review must be submitted for every subsequent cyclical review.

# SECTION V: INSTITUTIONAL IDENTIFICATION OF MAJOR MODIFICATIONS TO EXISTING PROGRAMS

90. As part of the continuous improvement of McMaster's academic programs, existing programs are expected to routinely undergo revisions with the aim of improving student experience and quality enhancement. Such revisions and subsequent monitoring provide an opportunity for ensuring the student experience is engaging, rigorous and reflective of the current discipline of study.

91. The revisions must be submitted through the university's curriculum approval process. This is the same approval process as outlined for New Program Proposals in § III. 39 above (excluding the University Planning Committee and University Fees, unless there are significant resource implications).

92. Once per year, the MacPherson Institute and School of Graduate Studies consults with the Registrar's Office and prepares a report of major modifications to existing programs including program closures and submits the report to the Quality Council.

93. In situations where it is unclear or where disagreement exists on whether a planned change constitutes a minor modification, a major modification, or a new program, the determination will be made by the Vice-Provost, Teaching and Learning for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for graduate programs, in consultation with McMaster's Quality Assurance Committee, where appropriate. Quality Council has the final authority to decide if a major modification constitutes a new program and, therefore, must follow the Protocol for New Program Approvals. A record of any decision will be kept with McMaster's Quality Assurance Committee.

94. Minor modifications include: changes to course titles or codes; the addition or deletion of a single course; weighting of courses; creating or closing a minor; and creating or closing an undergraduate certificate.

95. Major modifications are defined as significant changes that have program-wide impact through either change to curriculum and/or program requirements. Such change must last more than one academic year and differ from what was outlined in the last cyclical program review or, if a program review has not taken place yet, from the new program proposal.

96. Major modifications include the following program changes:

    a) Requirements that differ significantly from those existing at the time of the previous cyclical program review or, if a program review has not taken place yet, from the new program proposal. For undergraduate programs, it would be considered a major modification when more than 30% of the program requirements are being changed from one academic year to the next. For graduate programs, it would be considered a major modification when more than 50% of the program requirements (including requirements such as courses, major exams, and research) are being changed from one year to the next.

    b) Changes to the faculty engaged in delivering the program and/or to the essential physical resources, for example, where there have been changes to the existing mode(s) of delivery (such as different campus, online delivery and inter-institutional collaboration)

   c) Significant changes to the Program Learning Outcomes that are made outside of the cyclical program review process. Significant changes to Program Learning Outcomes are defined as: changes to the majority of the Program Learning Outcomes such that they differ from those existing at the time of the previous cyclical program review (or, if a program review has not taken place yet, from the new program proposal) but do not, however, meet the threshold of a new program

   d) Change in program name and/or degree nomenclature, when this results in a change in program learning outcomes

   e) Program closure

   f) The inclusion of a new program of specialization where another with the same degree designation already exists

   g) The addition of a single new field to an existing graduate program. The creation of more than one field at one time or over consecutive years may be required to complete the Expedited Approvals process. This process is outlined in § III.

   h) A new collaborative specialization, or the addition of a new unit to an existing collaborative specialization

97. Chairs are responsible for ensuring any major modifications align with the Program Learning Outcomes and that the impact of the modification on students has been assessed, where appropriate.

98. Changes to an existing Emphasis, Option, or Minor Program; the creation of a new micro-credential(s); undergraduate certificate(s); and laddering, stacking or similar options, or comparable elements do not require Quality Council appraisal or approval. Micro-credentials are approved using the same internal approval process outlined in § III. 39 above. This approval process is subject to change and proponents of micro-credentials are encouraged to consult with the Vice-Provost, Teaching and Learning or the Vice-Provost and Dean of Graduate Studies prior to seeking institutional approval for a micro-credential.

99. There may be situations where although the changes to the program meet the definition of a major modification, the changes are of such significance that a more immediate review is desirable. This situation may occur, for example, when the fundamental goals of the program change; or there are significant changes to the faculty engaged in delivering the program and/or to the essential physical resources. In such cases, the Department, the Faculty, Undergraduate Council or Graduate Council may, if it deems it advisable after consultation with the relevant Dean(s) and Vice-Provost, Teaching and Learning and/or Vice-Provost and Dean of Graduate Studies, initiate a program review and request that the Quality Council review the proposal. The proposal must include: a description and rationale for the proposed changes and how they will improve the student experience, and inclusion of a selection of criteria most relevant to the Proposal from the following list, taken from Section 2.1.2 of the Quality Assurance Framework, as approved by the Vice-Provost, Teaching and Learning, or in the case of graduate programs, Vice-Provost and Dean of Graduate Studies: program goals, program requirements, assessment of teaching and learning, admission requirements, resources, quality and other indicators. The proposal will include input from current students and recent graduates of the program.

100. Major modifications to existing academic programs are not normally subjected to the institution's cyclical audit.

# APPENDIX A: MCMASTER UNIVERSITY'S STATEMENT ON DEGREE LEVEL EXPECTATIONS

1. A McMaster education enables students to develop sets of life and learning skills that promote a continuing ability and desire to learn, and a set of technical and professional skills that permit a range of career choices. Degree level expectations elaborate the intellectual and creative development of students and the acquisition of relevant skills that are usually widely, yet implicitly, understood.

2. McMaster University has adopted the following Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs) that were developed by the Ontario Council of Academic Vice-Presidents and endorsed by the Council of Ontario Universities in December 2005. These degree level expectations are to be viewed as a minimum threshold for all degree programs at McMaster.

## UNDERGRADUATE

| | Baccalaureate / Bachelor's Degree<br>This degree is awarded to students who have demonstrated the following: | Baccalaureate / Bachelor's Degree: Honours<br>This degree is awarded to students who have demonstrated the following: |
|---|---|---|
| 1. Depth and breadth of knowledge | a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline<br><br>b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines<br><br>c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline<br><br>d) Some detailed knowledge in an area of the discipline<br><br>e) Critical thinking and analytical skills inside and outside the discipline<br><br>f) Ability to apply learning from one or more areas outside the discipline | a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline<br><br>b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines<br><br>c) Developed ability to:<br>  (i) gather, review, evaluate and interpret information; and<br>  (ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline<br><br>d) Developed, detailed knowledge of and experience in research in an area of the discipline<br><br>e) Developed critical thinking and analytical skills inside and outside the discipline |

| | | f) Ability to apply learning from one or more areas outside the discipline |
|---|---|---|
| 2. Knowledge of methodologies | An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:<br>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and<br>b) devise and sustain arguments or solve problems using these methods. | An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:<br>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;<br>b) devise and sustain arguments or solve problems using these methods; and<br>c) describe and comment upon particular aspects of current research or equivalent advanced scholarship. |
| 3. Application of knowledge | The ability to review, present, and interpret quantitative and qualitative information to:<br>a) develop lines of argument;<br>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and<br><br>The ability to use a basic range of established techniques to:<br>a) analyze information;<br>b) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;<br>c) propose solutions; and<br>d) make use of scholarly reviews and primary sources. | The ability to review, present and critically evaluate qualitative and quantitative information to:<br>a) develop lines of argument;<br>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;<br>c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;<br>d) where appropriate use this knowledge in the creative process; and<br><br>The ability to use a range of established techniques to:<br>a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;<br>b) propose solutions;<br>c) frame appropriate questions for the purpose of solving a problem;<br>d) solve a problem or create a new work; and<br>e) to make critical use of scholarly reviews and primary sources. |
| 4. Communication skills | The ability to communicate accurately and reliably, orally and in writing to a range of audiences. | The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences. |

| 5. Awareness of limits of knowledge | An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations. | An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. |
|---|---|---|
| 6. Autonomy and professional capacity | Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:<br>a) the exercise of personal responsibility and decision- making;<br>b) working effectively with others;<br>c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and<br>d) behaviour consistent with academic integrity and social responsibility. | Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:<br>a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;<br>b) working effectively with others;<br>c) decision-making in complex contexts;<br>d) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;<br>e) and behaviour consistent with academic integrity and social responsibility. |

### GRADUATE

| | Master's Degree<br>This degree is awarded to students who have demonstrated the following: | Doctoral Degree<br>This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following: |
|---|---|---|
| 1. Depth and breadth of knowledge | A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice. | A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline. |

| 2. Research and scholarship | A conceptual understanding and methodological competence that:<br>a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;<br>b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and<br>c) Enables a treatment of complex issues and judgments based on established principles and techniques; and,<br><br>On the basis of that competence, has shown at least one of the following:<br>a) The development and support of a sustained argument in written form; or<br>b) Originality in the application of knowledge. | a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;<br>b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and<br>c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication. |
|---|---|---|
| 3. Level of application of knowledge | Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting. | The capacity to:<br>a) Undertake pure and/or applied research at an advanced level; and<br>b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials. |
| 4. Professional capacity/autonomy | a) The qualities and transferable skills necessary for employment requiring:<br>(i) The exercise of initiative and of personal responsibility and accountability; and<br>(ii) Decision-making in complex situations;<br>b) The intellectual independence required for continuing professional development; | a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;<br>b) The intellectual independence to be academically and professionally engaged and current;<br>c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines |

| | | |
|---|---|---|
| | c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and<br><br>d) The ability to appreciate the broader implications of applying knowledge to particular contexts. | and procedures for responsible conduct of research; and<br><br>d) The ability to evaluate the broader implications of applying knowledge to particular contexts. |
| 5. Level of communications skills | The ability to communicate ideas, issues and conclusions clearly, orally and in writing, to a range of audiences. | The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively, orally and in writing, to a range of audiences. |
| 6. Awareness of limits of knowledge | Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines. | An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. |

# FACULTY OF HEALTH SCIENCES

# UNDERGRADUATE CURRICULUM REPORT

# TO UNDERGRADUATE COUNCIL
# CURRICULUM AND ADMISSIONS COMMITTEE

# FOR THE 2023-2024 CALENDAR

## Monday, February 13, 2023

## HSEC approval pending

## Faculty Executive Council pending

## <u>REPORT TO SENATE</u>

**FACULTY OF HEALTH SCIENCES**
**SUMMARY OF CURRICULUM CHANGES FOR 2023-2024**

This report highlights substantive changes being proposed.  For a complete review of all changes, please refer to the Faculty of Health Sciences Curriculum Report for changes to the 2023-2024 Undergraduate Calendar, found at: https://mcmasteru365-my.sharepoint.com/:b:/g/personal/mcarthj_mcmaster_ca/ESqclRRov8NJppUXB3fW8EsBs4GSZ Ans4upF_424TlexWQ?e=UYGpNB

<u>NEW PROGRAMS:</u>
**NONE**

<u>PROGRAM CLOSURES</u>
**NONE**

<u>MAJOR REVISIONS</u>
***Biochemistry Exit (B.H.Sc.)***
Biochemistry Course List
• ANTHROP 2U03 - Plagues and People
• ANTHROP 3BD3 - The Black Death
• BIOCHEM 3AB3 – Antibiotics are the Cornerstone of Medicine
• BIOCHEM 3BP3 - Practical Bioinformatics in the Genomics Era
• BIOCHEM 3CB3 - Emerging Discovery in Cell Biology
• BIOCHEM 3H03 - Clinical Biochemistry
• BIOCHEM 3MI3 - Microbial Interactions
• BIOCHEM 3R03 - Clinical Research Project
• BIOCHEM 3Z03 - Structural Determination and Analysis of Macromolecules
• BIOCHEM 4E03 - Gene Regulation in Stem Cells and Development
• BIOCHEM 4H03 - Biotechnology and Drug Discovery
• BIOCHEM 4J03 - Immunological Principles in Practice
• BIOCHEM 4M03 - Cellular and Integrated Metabolism
• BIOCHEM 4N03 - Molecular Membrane Biology
• BIOCHEM 4Q03 - Biochemical Pharmacology
• BIOCHEM 4S03 - Introduction to Molecular Biophysics
• BIOLOGY 2B03 - Cell Biology
• BIOLOGY 2EE3 - Introduction to Microbiology and Biotechnology
• BIOMEDDC 2C03 - Exploring Careers in Biomedical Sciences
• BIOMEDDC 2W03 - Write Right for Your Science: Scientific Writing for the Biomedical Sciences
• CHEM 2A03 - Quantitative Chemical Analysis
• CHEM 2P03 - Applications of Physical Chemistry
• CHEMBIO 2A03 - Introduction to Bio-Analytical Chemistry
• CHEMBIO 2P03 - Physical Chemistry Tools for Chemical Biology

- CHEMBIO 3OA3 - Organic Mechanistic Tools for Chemical Biology
- HTHSCI 3I03 - Introductory Immunology
- HTHSCI 3K03 - Principles of Virology
- MOLBIOL 3O03 - Microbial Genetics

**Requirements**
*90 units total (Levels I to III), of which no more than 42 units may be Level I*
*Maximum 9 units of project/thesis courses*
6 units
- BIOLOGY 1A03 - Cellular and Molecular Biology
- BIOLOGY 1M03 - Biodiversity, Evolution and Humanity

6 units
- CHEM 1A03 - Introductory Chemistry I
- CHEM 1AA3 - Introductory Chemistry II

3 units from
- MATH 1A03 - Calculus For Science I
- MATH 1LS3 - Calculus for the Life Sciences I

3 units from
- PHYSICS 1A03 - Introductory Physics
- PHYSICS 1C03 - Physics for the Chemical and Physical Sciences

6 units from
- Science I Course List

12 units
- BIOCHEM 2B03 - Nucleic Acid Structure and Function
- BIOCHEM 2BB3 - Protein Structure and Enzyme Function
- BIOCHEM 2L06 A/B - Inquiry in Biochemical Techniques

3 units
- BIOLOGY 2C03 - Genetics

12 units from
- *Biochemistry Course List* (See *Program Note 2* above.)

6 units
- CHEM 2OA3 - Organic Chemistry I
- CHEM 2OB3 - Organic Chemistry II

3 units
- BIOCHEM 3D03 - Metabolism and Regulation

3 units

• BIOMEDDC 3WR3 - Biochemistry and Biomedical Scientific Writing: Right your Write

3 units
• STATS 2B03 - Statistical Methods for Science

24 units
• Electives

*RATIONALE: Following the transition of Honours Biochemistry programs into the Faculty of Health Sciences, it became necessary to offer a 3-year non-honours exit option to students. The requirements above are in alignment with three full, completed years of Honours Biochemistry*

**McMaster University**

To:        Senate Committee on Appointments

From:      Jeremiah Hurley, Dean, Faculty of Social Sciences

Date:       February 17, 2023

Re:        Revised Bylaws for the Faculty of Social Sciences

We are submitting our revised bylaws for approval. The bylaws were revised to incorporate the new Indigenous Studies Department and changes to the Faculty's Associate Dean positions and titles. The bylaws were submitted to the Social Sciences faculty Council for approval and were approved on February 14th, 2023.

# Faculty of Social Sciences By-laws

**GENERAL**

In this document Faculty means the Faculty of Social Sciences; any reference to Departments shall also apply to the Schools and the Programs within the Faculty, and any reference to Chairs of Departments shall also include the Directors of Schools and Programs.

## I   THE GENERAL FACULTY

(i)   Membership:

Ex Officio:   President and Vice-Chancellor
Provost and Vice-President (Academic)
Vice-President (Research)
Associate Vice-President (Academic)
Vice-Provost and Dean (Graduate Studies)
Dean of the Faculty (Chair)
Associate Dean (~~Academic~~Undergraduate Studies) of the Faculty
Associate Dean (Graduate Studies ~~and Research~~) of the Faculty
Associate Dean (Research) of the Faculty
Assistant Dean (Undergraduate Studies) ~~(Academic)~~ of the Faculty
Director of the McMaster Continuing Education
University Librarian
Registrar

Faculty:   All full-time, part-time and associate members at the rank of lecturer or higher, of the Departments of Anthropology; Economics; Health, Aging and Society; Indigenous Studies ~~Program~~; Institute on Globalization and the Human Condition; Political Science; Religious Studies; and Sociology; the School of Social Work; the School of Labour Studies; the Department of Psychology, Neuroscience and Behaviour; and the School of Earth, Environment & Society; including those who hold joint appointments in one or more of these Departments, Schools and Programs, and including those members of the Faculty without departmental affiliation.[1]

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[1] Members of the School of Earth, Environment & Society, the Department of Psychology, Neuroscience and Behaviour, the ~~Indigenous Studies~~Social Psychology Program and/or the Institute on Globalization and Human Condition who are not also members of a Department in the Faculty of Social Sciences are not eligible to participate in the Faculty Tenure and Promotion Committee, or in Faculty elections outlined in H (i), (ii), and (iii).

One member from each of the other Faculties of the University.

Two part-time instructors, elected by and from the Social Sciences members of CUPE, Local #3906, Unit #2 for one-year terms.

Students: One undergraduate student, to be selected by and from the undergraduate students in each of the aforementioned Departments, Schools and Programs; and (where applicable) one graduate student to be selected by and from the graduate students in each of the aforementioned Departments and Schools; and two students selected by the Dean from the students in Level I Social Sciences.

Staff: Three members, elected by and from the regular full-time, non-teaching staff of the Faculty, for staggered two-year renewable terms.

Secretary: Secretary of the Senate or delegate (non-voting)

(ii) Functions:

The General Faculty shall hold regular meetings twice a year, at which the rules of procedure of the Senate shall apply. A quorum for a regular meeting 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 fifty per cent of the members. In the absence of the Dean of the Faculty, the Chair shall be an Associate Dean, or in their absence, a member of the Faculty designated by the Dean.

The General Faculty may, within its area of jurisdiction and subject to the constraints imposed by its By-laws, determine the various levels of responsibility within the Faculty and establish appropriate standing and *ad hoc* committees of the Faculty. Under the authority of its By-laws, the General Faculty may determine the functions and powers that may be delegated to subordinate bodies.

The General Faculty delegates to the Faculty Council responsibility for the conduct of regular Faculty business subject to the following conditions and constraints.

a) The agenda and minutes of the Faculty Council, as well as summaries of minutes of the Faculty Council and of the standing committees of Faculty (excluding the Tenure and Promotion Committee) shall be available to all members of the General Faculty.

b) Meetings of the Faculty Council shall be open to all members of the General Faculty as observers.

McMaster University

    c) At the request of the Dean of the Faculty, or of the General Faculty, or of the Faculty Council, or of any ten members of the General Faculty, an issue can be reserved for action at a special meeting of the General Faculty, for which the quorum shall be fifty members.

    d) A special meeting of the General Faculty with power to override either the Faculty Council, or any Committee of the Faculty (with the exception of the Tenure and Promotion Committee, and the Budget and Planning Advisory Committee), shall be called at the written request of ten members of the General Faculty. The quorum for such a special meeting shall be fifty members.

    e) A notice of a General Faculty meeting and an agenda shall normally be circulated to all members at least one week prior to the meeting. Any substantive change in the agenda shall be brought to the attention of members at least forty-eight hours prior to the meeting.

## II   FACULTY COUNCIL

(i)   Membership:

| | |
|---|---|
| Ex Officio: | President and Vice-Chancellor |
| | Provost and Vice-President (Academic) |
| | Dean of the Faculty (Chair) |
| | Associate Dean (AcademicUndergraduate Studies) |
| | Associate Dean (Graduate Studies and Research) |
| | Associate Dean (Research) |
| | Assistant Dean (Undergraduate StudiesAcademic) |
| | Vice-Provost and Dean (Graduate Studies), or delegate |
| | Chair, or delegate, from each of the Departments of Anthropology; Economics; Health, Aging, and Society; Indigenous Studies; Political Science; Psychology, Neuroscience and Behaviour; Religious Studies; and Sociology |
| | Director of the School of Earth, Environment & Society, or delegate |
| | Director of the Indigenous Studies Program, or delegate |
| | Director of the Institute on Globalization and the Human Condition, or delegate |
| | Director of the School of Social Work, or delegate |
| | Director of the School of Labour Studies, or delegate |
| | Members of the Senate elected by the Faculty |
| | Chairs of Standing Committees of the Faculty |
| Faculty: | At least one, and no more than two, representatives, elected annually by and from each of the Departments, Schools and Programs (see definition on p.1) that report to the Dean of the Faculty on matters administrative. |

Students:    Five students elected annually by and from the student members of the General Faculty.  Student members shall withdraw from meetings when the cases of specific students are under consideration.

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University

Staff:        One non-teaching staff member from the General Faculty elected by the non-teaching staff members of the General Faculty

Secretary:    Secretary of the Senate or delegate (non-voting)

(ii)    Functions:

To conduct the business of the Faculty subject to the conditions and constraints specified in Section I (ii).

(iii)    Procedures:

In the absence of the Dean of the Faculty, the Chair shall be an Associate Dean or, in their absence, a member of the Faculty designated by the Dean.

A quorum shall consist of one third of the members.

## III    DEAN'S AD HOC OPERATING COMMITTEES

The Dean of the Faculty may appoint Dean's Ad Hoc 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 composition of any such committee.  Such committees shall report, at least annually, to the Faculty.

## IV    STANDING COMMITTEES

### General

a)    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 or the IT Governance Committee and the Associate Dean (Graduate Studies and Research), rather than the Dean, is an *ex officio* member of the Graduate Curriculum and Policy Committee.

b)    The Committees listed below, and such other committees as the General Faculty or Faculty Council, shall meet at the call of the Chair unless otherwise specified in these By-laws, three voting faculty members, in addition to the Chair, and not including the President, the Provost, or the Dean of the Faculty, shall constitute a quorum.

c)    Student members of committees shall withdraw from meetings when the cases of specific students are under consideration.

d) The Committees listed below shall report at least annually to the General Faculty.

e) Where the Chair of a Standing Committee is to be elected from among the members, the Dean or delegate shall call the first meeting and preside until a Chair has been elected.

## A. Undergraduate Academic Planning and Policy Committee

(i) Membership:

Chair: Associate Dean (Undergraduate Studies~~Academic~~)

Ex Officio: President and Vice-Chancellor
Provost and Vice-President (Academic)
Dean of Faculty
Assistant Dean (~~Academic~~Undergraduate Studies)

Faculty: Undergraduate Chairs of each Department, School, and Program (see definition in Section I) offering programs in which there are students counselled by the Associate Dean (Undergraduate Studies~~Academic~~)

Students: One undergraduate student from each Department, School, and Program (see definition in Section I) offering programs in which there are students counselled by the Associate Dean (Undergraduate Studies~~Academic~~)

Consultants: Manager of Careers and Experiential Education (non-voting); Others as required (non-voting)

(ii) Functions:

To advise the Associate Dean (Undergraduate Studies~~Academic~~) on policy related to undergraduate academic planning, enrolment management, and student awards. Responsible for matters related to undergraduate curriculum and admissions.

## B. Undergraduate Reviewing Committee

    (i)    Membership:

| | |
|---|---|
| Chair: | Associate Dean (~~Academic~~Undergraduate Studies) |
| Ex Officio: | President and Vice-Chancellor<br>Provost and Vice-President (Academic)<br>Dean of the Faculty<br>Associate Dean ~~and/or Assistant Dean~~ (~~Academic~~Undergraduate Studies) |
| Faculty: | One member appointed by and from each Department, School and Program (see definition in Section I) offering programs in which there are students who are counselled by the Associate Dean (~~Academic~~Undergraduate Studies), for staggered two-year terms |
| Consultants: | Assistant Dean (~~Academic~~Undergraduate Studies) (non-voting) |

    (ii)    Functions:

To review and adjudicate, when necessary, petitions for special consideration including applications for reinstatement, retroactive accommodations, and requests for deferred examinations, and to adjudicate the results of formal re-readings in accordance with Section 15 of the *Student Appeal Procedures*.

## C. Graduate Curriculum and Policy Committee

    (i)    Membership:

| | |
|---|---|
| Chair: | Associate Dean (Graduate Studies ~~and Research~~) |
| Ex-Officio: | President and Vice-Chancellor<br>Provost and Vice-President (Academic)<br>Vice-Provost and Dean (Graduate Studies)<br>Associate Dean (~~Academic~~Undergraduate Studies) |
| Faculty: | One representative from each Department, School and Program offering Social Sciences graduate work (normally, the graduate chair or other faculty member responsible for graduate matters in the Department, School or Program). Each of these representatives has one vote. |

| | |
|---|---|
| Students: | Two full-time graduate students, one Ph.D. student and one master's student, elected annually by and from the Ph.D. and master's students respectively. Each student representative has one vote. |
| Consultants: | Faculty representatives to Graduate Council (non-voting) |
| Secretary: | Graduate Registrar and Secretary of the School of Graduate Studies or delegate (non-voting). |

(ii)     Functions:

To make recommendations to the Faculty/Faculty Council 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 fields of study arising from departmental proposals; and to deal with matters referred to it by the Committee on Graduate Admissions and Study. To report to both Faculty Council and Graduate Council at least annually. To review and update regularly its operating procedures, and file a copy with the Dean's Office and with the School of Graduate Studies.

(iii)    Procedures:

Quorum shall be two (2) voting faculty members in addition to the Chair, and not including the President, Provost or Faculty Deans

**D.  Tenure and Promotion Committee**

(i)     Membership:

| | |
|---|---|
| Chair: | Dean of the Faculty |
| Faculty: | Seven tenured members of the full-time faculty who are also members of the Departments and Schools which report to the Dean of the Faculty on matters administrative, 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. |
| Quorum: | Quorum shall be All members but one |

(ii)   Functions:

To consider all recommendations regarding the granting or withholding of tenure or permanence received from Chairs of Departments, Directors of Schools, and, where appropriate, the Directors for Educational Programs.

To consider all recommendations regarding promotion received from Department Chairs, the Directors of Schools, and, where appropriate, the Directors of Educational Programs.

In carrying out these functions, the work of the Committee will comply with all relevant elements of the *McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion*.

E.   **SS IT Governance Committee**

(i)   Membership:

| | |
|---|---|
| Ex Officio: | Dean of Faculty |
| Co-Chairs: | Faculty Co-Chair (appointed by the Dean)<br>Staff Co-Chair (appointed by the Dean) |
| Faculty: | Four faculty members from the Faculty of Social Sciences to include a mixture of ranks and appointment types (tenure-stream, teaching-stream), and research approaches, and to represent, as much as is feasible with a limited number of members, diverse IT needs of faculty in fulfilling their research, educational and service responsibilities. |
| Staff: | Four staff members from the Faculty of Social Sciences to include a mixture of non-teaching (administrative staff, research staff) and teaching staff and to represent, as much as is feasible with a limited number of members, diverse IT needs of staff in supporting the research, educational and service mission of the Faculty. |
| Students: | Two students, one undergraduate and one graduate, enrolled full-time in programs offered by the Faculty of Social Sciences. |
| Quorum: | Quorum is 50 percent of membership, including at minimum two faculty, two staff and one student. |

Membership terms are for three years for faculty and staff and two years for students and are consecutively renewable once.

(ii)     Functions:

The overall function of the Faculty of Social Sciences IT Governance Committee is to set IT-related goals for the Faculty of Social Sciences that support our research, teaching and administrative functions, and to make recommendations to the Dean and the Director of Finance and Administration regarding resources, best practices, and policies to achieve these goals.

(iii)    Meetings:

The Committee will normally meet at least three times per year but may meet more frequently as appropriate.

(iv)    Procedures:

Meetings will be led by the Co-chairs and will provide a forum for contributions by all Committee members.  Decisions will be taken by consensus (meaning balance of views, not unanimity) or, where appropriate, by a vote of the members.

## F.   Dean's Advisory Council

(i)     Membership:

| | |
|---|---|
| Ex Officio: | President and Vice-Chancellor |
| | Provost and Vice-President (Academic) |
| | Dean of the Faculty |
| | Associate Dean (~~Academic~~Undergraduate Studies) |
| | Associate Dean (Graduate Studies ~~and Research~~) |
| | Associate Dean (Research) |
| Chair: | Dean of the Faculty (Chair) |
| Faculty: | Chairs of Departments, Directors of Schools, and Directors of Educational Programs that report to the Dean of the Faculty on matters administrative. |

(ii)    Functions:

a)   To advise the Dean on academic and administrative policies, procedures for the Faculty, and on short- and long-term planning for the Faculty.

b)   To make nominations sufficient to ensure an election for representatives of the Faculty on the Graduate Council, the Undergraduate Council, and the Senate, and for members of the Tenure and Promotion Committee; to make nominations to Faculty Standing Committees, and to nominate Social Sciences faculty members to other Faculties in which the Faculty has representation, as required.

c) To select members of the Undergraduate Hearings Committee, the Research Funding and Priorities Committee and the Teaching and Learning Committee.

## G. Recognition, Awards, and Ranking Committee

(i)    Membership:

| | |
|---|---|
| Ex Officio: | President and Vice-Chancellor<br>Provost and Vice-President (Academic)<br>Dean of Faculty |
| Chair: | To be appointed by the Dean, in consultation with the Dean's Advisory Council |
| Faculty: | One member nominated from each Department and School |
| Secretary: | Provided by the Office of the Dean (non-voting) |

(ii)   Functions:

To review and nominate *faculty members* for University wide, national, and international awards related to academic or teaching excellence, research *and*/or scholarship. *to make* recommendations to the Dean *for* honorary degree nominations.

## V    ELECTIONS

(i)    Elections shall be held before the end of April each year to fill vacancies on Faculty Standing Committees, as required, and on the Faculty Tenure and Promotion Committee. nominations for these positions shall be emailed to the eligible voters, at their University email address giving them the opportunity to nominate, within a designated period, additional candidates for any vacancy, any such nomination to have the consent of the nominee and to be supported by three eligible voters.  The elections shall be conducted by the Secretary of the Senate by means of ballots circulated electronically to the University email address of each eligible voter.  The electorate for the Tenure and Promotion Committee shall consist of all full-time members of the Faculty (see definition I(i)).

(ii)   The Dean's Advisory Council shall nominate a representative of the Faculty of Social Sciences, for a three-year renewable term, to each of the other Faculties in which the Faculty of Social Sciences has representation.  Additional nominations may be made by members of the Faculty of Social Sciences, within a designated period, any such nomination to be supported by three members of the Faculty of Social Sciences.  If an election for any of these representatives should be necessary, it shall be held concurrently with the elections alluded to above.

(iii)  Elections shall be held before the end of April each year to fill Faculty vacancies on the Graduate Council, the Undergraduate Council and the Senate. nominations for these positions shall be provided to the eligible voters, giving them the opportunity to nominate, within a designated period, additional candidates for any vacancy, any such nomination to have the consent of the nominee and to be supported by three eligible voters. The elections shall be conducted by the Secretary of the Senate by means of ballots provided to each eligible voter. The electorate shall consist of all part-time and full-time members, at the rank of lecturer or higher of each Department, Program and School that reports to the Dean of the Faculty on matters administrative (see definition I (i)).

(iv)  All elections (unless otherwise specified) shall be conducted in accordance with the single transferable vote procedure.

(v)  If any of the elected positions referred to in the above paragraphs, except a position on the Tenure and Promotion Committee, becomes vacant, the Faculty Council shall have the power to fill this position for the remainder of the session.

(vi)  In the election of members to the Faculty Tenure and Promotion Committee and the Senate, eligible voters shall be provided with a modified *curriculum vitae* of each candidate, which should not exceed one page, and should include degrees, dates and ranks of appointments, lists of representative publications or other scholarly works, and relevant experience.

(vii)  Retiring members of all Standing Committees shall be replaced by newly-elected or appointed members on July 1 of each year.

(viii)  The conduct of the election of the regular full-time, non-teaching staff members of the Faculty to the Standing Committees shall be carried out by the Office of the Dean. Any member of the non-teaching staff who is eligible to vote may be nominated as a candidate for election, provided written consent has been filed with the Office of the Dean and the nomination paper has been signed by two members of the non-teaching staff eligible to vote. The election, if necessary, shall be conducted by means of ballots emailed to the University address of each regular full-time, non-teaching staff member of the Faculty.

## H.  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 the By-laws or for any new By-law, shall be made only after the proposed change in the By-laws has been approved at a Faculty meeting. 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.

(iii)  By-Laws shall be reviewed and updated, at a minimum, every three years.

## I.  IMPLEMENTATION

The date of effect of the By-laws shall be the date on which they receive Senate approval.

Revised:

| | | | |
|---|---|---|---|
| February 9, 1983 | May 8, 1989 | June 13, 1990 | June 12, 1991 |
| February 8, 1995 | November 5, 1997 | September 9, 1998 | October 10, 2002 |
| November 12, 2003 | June 15, 2005 | June 14, 2006 | June 3, 2009 |
| June 2, 2010 | June 6, 2012 | June 25, 2014 | October 14, 2015 |
| June 9, 2021 | | | |

### REPORT TO SENATE

### FROM THE

### UNIVERSITY PLANNING COMMITTEE

**Open Session (Regular Agenda)**

At its meeting on February 8, 2023, the University Planning Committee approved the following recommendations and now recommends them to Senate for approval:

<u>**Approval**</u>

i.   **Global NEXUS School for Pandemic Prevention and Response Proposal**

The School's core principles are a commitment to interdisciplinarity and community engagement. While the School is a direct response to the COVID-19 pandemic, the research, education and training, and infrastructure that comprise the School can be deployed to address any infectious disease threat. It will contribute to other initiatives at McMaster and beyond, addressing large-scale societal challenges ranging from climate change to civil discourse. Operating through a One Health lens, the Global Nexus School is positioned to become a world leading, evidenced-based, community-engaged, and solutions-driven innovation hub dedicated to ensuring that the world is better prepared for the arrival of future pandemics and biological threats.

The University Planning Committee now recommends,

**that Senate approve, for recommendation to the Board of Governors, the creation of the Global Nexus School for Pandemic Prevention and Response, effective July 1, 2023.**

ii.   **Name Change – Department of Radiology**

The proposed name, Department of Medical Imaging, more accurately reflects the expanded academic discipline and aligns the department with similar departments in medical schools across the country.

The University Planning Committee now recommends,

**that Senate approve the proposed name change for the Department of Radiology to the Department of Medical Imaging, effective July 1, 2023.**

<u>**Information**</u>

iii.   **Report from Undergraduate Council**

a.   New Certificate of Completion Program
b.   Curriculum Revisions for Inclusion in the 2023-2024 Undergraduate Calendar

This report was approved by the University Planning Committee on February 8, 2023. It was reported and approved by Senate on February 8, 2023, through Undergraduate Council. Due to timing issues, the material is now coming to Senate from the University Planning Committee for information.

**SENATE: FOR APPROVAL/INFORMATION**
**March 8, 2023**

Dean & Vice President
HSC-2E1
1280 Main Street West
Hamilton, ON  L8S 4K1

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🖨 (905) 546-0800
✉ deanfhs@mcmaster.ca
🌐 healthsci.mcmaster.ca

January 30, 2023

University Planning Committee
Gilmour Hall, Room 210

Dear Members,

**Approval of the Global Nexus School for Pandemic Prevention and Response**

The Faculty of Health Sciences, Faculty Executive Committee has approved the attached proposal regarding the creation of the Global Nexus School For Pandemic Prevention And Response effective July 1, 2023.

Prior to approval at the Executive Committee, consultation occurred to determine the placement and scope of the School within the Faculty.  The School has grown out of the 2021 Presidential Initiative - Canada's Global Nexus for Pandemics and Biological Threats.  By positioning this initiative as a School, we are positioning it as a world-leading, evidenced-based, community-engaged, and solutions-driven innovation hub dedicated to ensuring that the world is better prepared for the arrival of future pandemics and biological threats.  As a School, the Nexus will bring together scholars from across the University and broader community to work on a number of projects.

Similar to the School of BI&E created in 2022, this School will function as a hub and will provide a home base for newly created educational programs.  The School will serve an important purpose within the Faculty and the broader university by providing visibility, access, coordination and awareness to for pandemic prevention and response, which in turn will benefit learners in a number of programs.

The School will be led by a Director as indicated in the attached proposal, and terms of reference for the position will be created once this recommendation is approved.  The role will be managed at the Faculty level and will follow all university policies regarding appointments to leadership roles.

We are excited to have the opportunity to create this ground-breaking school which we fully expect will benefit McMaster and the broader community.

Thank you for considering this recommendation. If you need further information, please do not hesitate to contact me.

Yours sincerely,

Paul M. O'Byrne, MB, FRCPC, FRSC
Dean and Vice President

POB/rc

PROPOSAL TO ESTABLISH THE GLOBAL NEXUS SCHOOL FOR
PANDEMIC PREVENTION AND RESPONSE AT
McMASTER UNIVERSITY

November 23, 2022

1

Global Nexus School for Pandemic Prevention and Response

Executive Summary

Pandemic awareness has increased worldwide since the emergence of COVID-19 in 2020, heightening the need for rapid responses to emerging infections, exposing the inequities in many communities, highlighting inadequate biomanufacturing capacity, and revealing the detrimental impact that infectious diseases can have on the global economy. Launched in 2021 as a Presidential initiative and building on decades of investment in infection and immunity research and training at McMaster, Canada's Global Nexus for Pandemics and Biological Threats has emerged as a leader in the collective response to COVID-19 and other infectious diseases. In this short time, our researchers have engaged in critical research resulting in the isolation of SARS-CoV-2 and the sequencing of variants in collaboration with Public Health authorities. Our researchers have also developed innovative technologies to improve and manufacture masks and other PPE, conducted Canada's largest clinical trial on convalescent plasma treatment, produced new and practical tests to detect the virus in asymptomatic carriers, and pioneered made-at-McMaster inhaled pan-COVID vaccines.

Building on the success and momentum of this initiative, we propose the establishment of the **Global Nexus School for Pandemic Prevention and Response**. The School's core principles are a commitment to interdisciplinarity and community engagement. While the School is a direct response to the COVID-19 pandemic, the research, education and training, and infrastructure that comprise the School can be deployed to address any infectious disease threat. It will contribute to other initiatives at McMaster and beyond, addressing large-scale societal challenges ranging from climate change to civil discourse.

Operating through a One Health lens, the Global Nexus School is positioned to become a world-leading, evidenced-based, community-engaged, and solutions-driven innovation hub dedicated to ensuring that the world is better prepared for the arrival of future pandemics and biological threats. This original approach to responsiveness, resilience, and readiness will foster interdisciplinary, intersectoral, and transnational collaboration with the potential for global impact. The Global Nexus School will embrace the complexity of infectious disease-related challenges by bringing together diverse communities, Indigenous scholars, and experts from all relevant disciplines and sectors — from clinicians, biochemists, and behavioral scientists to engineers, economists, and policymakers. Such a diversity of expertise coalescing around shared problems will lead to the generation and dissemination of impactful knowledge vital to future preparedness. The central tenets of the Global Nexus are to address challenges with **agility**, **collaboration**, and to have **impact** beyond the traditional measures of success in the Academy.

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The Global Nexus School operates by the following mission and pillars (Figure 1):

**MISSION:** Building a world-leading innovation hub for pandemic prevention and response by training the next generation of interdisciplinary scholars, conducting world-class research, and translating knowledge to benefit individuals and communities.

**PILLARS**

**EDUCATION & TRAINING**: Supporting the emerging demands for infection and pandemic preparedness through innovative academic and training programs.

**RESEARCH AND INNOVATION**: Enabling rapid and effective evidence-based responses that strengthen individual and community resilience through knowledge of biological and societal systems.

**PARTNERSHIPS**: Cross-sector partnerships and collaborative training to support the delivery of solutions that maximize our readiness for pandemics.

**COMMUNITIES:** Work with Indigenous peoples and members of diverse communities on scholarship and knowledge for inclusive solutions and policies that foster health and prosperity.

**IMPACT**: Commitment to support the translation and commercialization of research and training to benefit society.

Guided by the mission and pillars, the Global Nexus School will:

- Speak with clarity, based on evidence, to bridge gaps, solve problems, and inspire collaboration across communities, networks, partnerships, and countries to prevent and prepare for future pandemics.
- Share the various elements of our program with communities, policymakers, educators, and all stakeholders with evidence-based, effective, and concise communications.
- Forge research partnerships with Indigenous scholars and peoples and integrate Indigenous knowledge and pedagogy into our education and training programs.
- Create a world-class, purpose-built, one-of-a-kind facility that encourages interdisciplinary investigation and community outreach and attracts the best and the brightest from across the university, the country, and the world.
- Invest and support biomanufacturing infrastructure that is responsive to current and future needs.
- Build upon a foundation of scientific excellence that will focus on the biology of infectious diseases and their broader social, cultural, and economic implications. Our interdisciplinary teams will provide the data critical to understanding how to mitigate risk and how to best rebound when systems are overwhelmed and when tragedy strikes.
- Establish education and training programming unique to the Global Nexus that will offer, for example, micro-credentials, professional/executive programming, graduate and undergraduate programs, and summer training opportunities.

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The Global Nexus is an innovation hub where research, education, community, and our partners work together in new ways (Figure 1). It's a model where trainees and scholars apply their talents and resources to respond to real-world problems. Our partnerships ensure access to the best global talent across many areas of expertise, allowing us to work with community members, especially those from marginalized communities, leading to solutions that build trust. The School is committed to accessibility, equity, diversity, and inclusion that better integrate the biomedical, economic, ethical, social, and political realities of the complex world of infectious diseases.
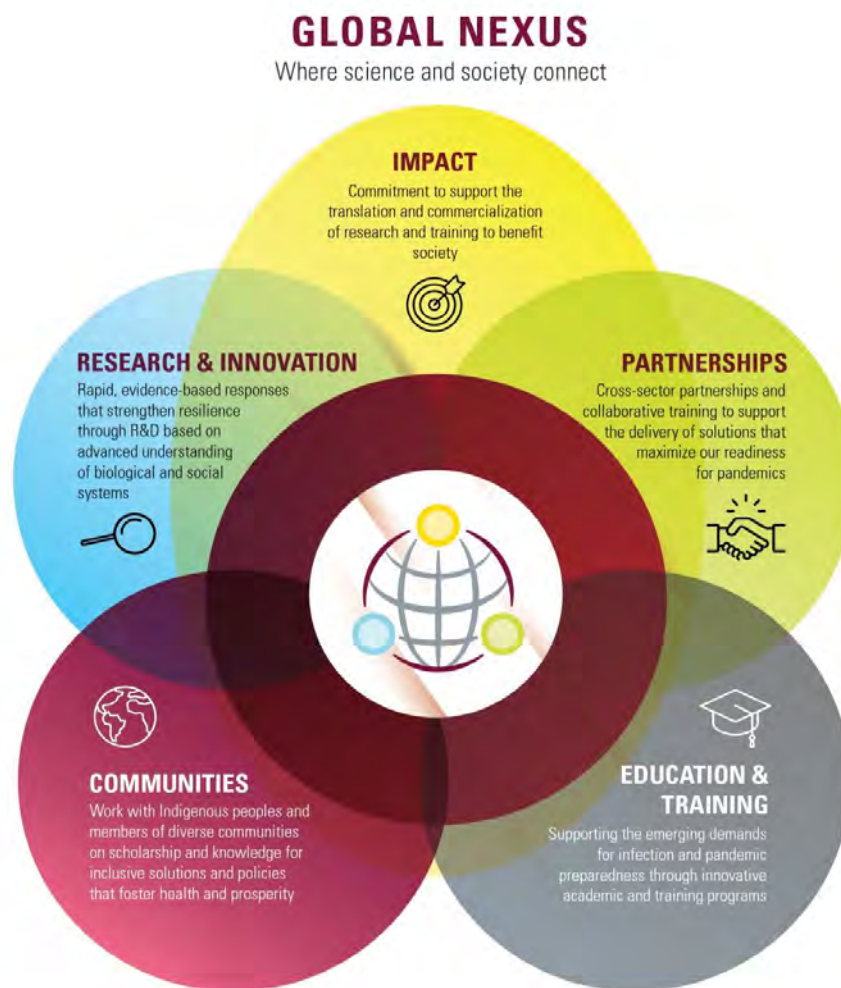


*Figure 1. The Global Nexus School is based on Five interdependent Pillars that provide a framework for governance and activities.*

4

## 1. Rationale for the Global Nexus School

Currently, the Global Nexus initiative offers McMaster and its partnering communities a unique approach to pandemic preparedness driven by cutting-edge research and innovation. Repositioned as a School within the University framework, the Global Nexus can leverage its diverse experts, their teams, and their research expertise to train the next generation of scientists and scholars, ensuring a responsive, resilient, and ready future. At the Global Nexus, social scientists, mathematicians, biochemists, ethicists, economists, clinicians, and humanists will join in preparing students and trainees for future threats, and co-developing solutions to the most intractable of challenges.

## 2. Comparators

A thorough environmental scan revealed two Canadian programs with related goals and structure to the Global Nexus. These programs are the McGill Interdisciplinary Initiative in Infectious Immunity (I4), and the Emerging & Pandemic Infectious Consortium (EPIC) at the University of Toronto. Like the Global Nexus, MI4 is organized around a small set of core research themes. MI4 also has a programmatic interest in antimicrobial resistance (AMR.)

Internationally, the Pandemic Sciences Centre at the University of Oxford includes core institutes with a mission to create global, equitable, and science-driven solutions for pandemic preparedness. The Australian Institute for Infectious Disease (AIID) aims to prepare for pandemics at a new facility where closer ties to industry, interdisciplinary research, and improved training will result in better solutions.

The major differentiating factors are the Global Nexus' integration of engineering, social science, and humanities research, as well as its biomanufacturing capabilities and educational mandate. EPIC was launched during the pandemic to capitalize on the interest in infectious disease. Like MI4, EPIC is primarily centered around Health Sciences research and has no undergraduate programming.

The One Health initiatives at the veterinary schools at the Universities of PEI, Guelph, and Saskatchewan also share some common goals with the Global Nexus. Through the Global Nexus, McMaster can provide mentorship and research opportunities outside of veterinary science to develop solutions to problems through our ethos of interdisciplinary collaboration.

In short, while there are other academic institutions in Canada and elsewhere working toward the goal of preventing the next pandemic through interdisciplinary research, the Global Nexus differentiates itself through its emphasis on the importance of Engineering, Humanities, and Social Sciences research, educational and training potential, and translation and commercialization of technologies for real-world impact.

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### 3. Fit within the McMaster Framework

With interdisciplinary academic programming, an established collaborative research arm, and a wide range of institutional and external partnerships, the Global Nexus is uniquely positioned within the McMaster landscape. Indeed, because our students, faculty, and staff hail from every corner of the McMaster community — and because our mandates are built upon interdisciplinarity — the Global Nexus School will be woven into the fabric of all of McMaster's Faculties, Departments, Schools, Programs, Institutes, and Centres (Figure 2).

We are positioned to engage the best and brightest McMaster offers and expand the University's excellence in infectious disease innovation by engaging scholars beyond the biomedical realm — social scientists, economists, humanists, engineers, Indigenous scholars, and many others will be central to our success. We look forward to working with these colleagues as we develop the Global Nexus as a collaborative School within the McMaster framework.
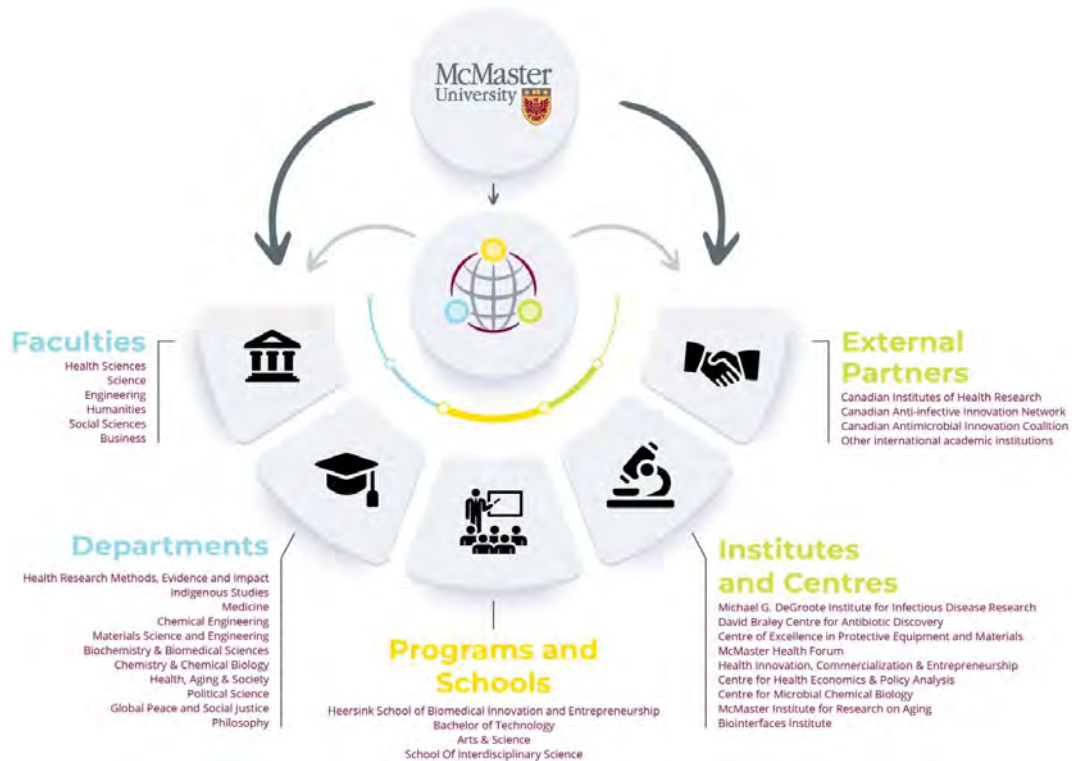


*Figure 2. The Global Nexus School builds upon excellence and activities within and beyond McMaster's walls.*

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## 4. Foundational pillars of the Global Nexus School

### 4.1 Education & Training

A fundamental principle of Global Nexus, interdisciplinary collaboration is core to the educational offerings currently under development. This initiative will unite colleagues across disciplines and Faculties to develop innovative training programs. A strategic academic plan for Global Nexus is now under development and will identify opportunities for collaborative educational offerings within McMaster University and beyond.

### *Undergraduate programs*
### *Interdisciplinary minor (in preparation)*
An interdisciplinary minor on *the Impact of Infectious Disease on Individuals and Society* is planned for Fall 2023. The minor's goal is to provide students with a comprehensive view of the scientific, social, political, and economic factors that are key to fighting infectious diseases and preventing pandemics. The minor includes courses from across McMaster's Faculties and provides sufficient course selection to interest students from many disciplines. Two core courses offered through the Global Nexus, NEXUS 2A03 and NEXUS 4A06, will provide a multi-disciplinary foundation for the minor. NEXUS 2A03 will be taught collaboratively by members of Global Nexus and will introduce all aspects of disease management and community response. NEXUS 4A06, the capstone project for the minor, will challenge students to use a multi-disciplinary approach to manage a hypothetical pandemic. Over the next 3-5 years, we will develop additional NEXUS courses that can be taken for credit toward the minor. This will allow us to build capacity toward a stand-alone Global Nexus undergraduate program.

### *Graduate Programs*
In collaboration with the Department of Biochemistry & Biomedical Sciences, the Global Nexus is working on a joint-PhD program with Lund University in Sweden. Graduates will receive a joint degree from Lund and McMaster after taking classes and completing research at both universities. We are in discussion with additional potential partners to develop further collaborative graduate research programs. These partnerships would allow students to perform collaborative research with internationally recognized institutions and potentially with government partners.

### *Post-PhD and Post-MD training opportunities*
One of the broader goals of Nexus is to provide a comprehensive training environment. We will develop training opportunities that prepare clinician-scientists and post-doctoral fellows for the next phase of their careers. For example, we will explore writing clinics, practice teaching, and organize mock academic interviews. We will develop programming for trainees aspiring to establish an independent research program or

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work in a variety of leadership capacities. These programs would focus on management and training, financial planning, health and safety management, grant preparation, and incorporation of equity, diversity, and inclusion principles.

**Expansion of training programs**
As the strategic academic plan for Global Nexus is developed, we see opportunities for creating additional offerings such as certificate and micro-credential programs, summer schools, etc. An education and training advisory committee will work to expand training programs and ensure the development and maintenance of innovative, high-quality programs.

A Global Nexus undergraduate program is a natural progression from the interdisciplinary minor. We will work with the Provost and Deans to explore the development of an independent undergraduate program. We anticipate an enrolment target of approximately 60-80 students and see an opportunity for a follow-on professional master's program.

**Collaborative learning**
In addition to formal education programs, one of the goals of Global Nexus is to offer learning opportunities. In Fall 2022, the Global Nexus team will share information advances on inhaled vaccines with Public Health Ontario. This will be the first in a series of learning initiatives that members of the Global Nexus team will be leading for Public Health Ontario. As part of the strategic academic plan, Global Nexus will proactively seek training opportunities for internal McMaster University faculty, staff, and students, external executives, researchers, students, health care professionals, etc.

## 4.2 Research & Innovation

Globally competitive research is one of the central pillars of the School. Our objective is to build on McMaster's reputation for interdisciplinary collaboration across all Faculties and Schools to address real-world pandemic and infection-related issues. The Research & Innovation pillar will be organized around research themes and engage in different activities, including annual seed funding competitions, support for trainees, and knowledge mobilization activities, including symposia, webinars, TED-like talks, media, and informative print and digital material for stakeholders, including government, community, donors, internal networks, and partners.

Core research themes include:

1. Infectious disease impacts across the lifespan
2. The disparate effects of infectious diseases on vulnerable populations
3. Information, context, and behaviors in responses to infectious diseases
4. New diagnostics, therapies, and vaccines to address emerging pathogens and antimicrobial resistance

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Currently, our research teams are engaged in many knowledge mobilization activities, including:

1. *Global Nexus Conversations*: a recurring panel discussion with thought leaders and experts in various disciplines, mobilizing information that can be used to build on existing models of action for a better world
2. Editorials in response to issues of the day as they relate to pandemics
3. Symposia and other fora geared at informing and energizing researchers at McMaster about new areas of research and discovery. In October this year, Global Nexus hosted the "Antimicrobial Resistance at the Nexus of Science, Society, Commercialization, and Policy" symposium. The one-day meeting and workshop aimed to energize and inspire the McMaster community around important antimicrobial resistance themes beyond clinical and biomedical fields.

**4.3 Partnerships**

Partnerships are being established with the Ontario Veterinary College at the University of Guelph to incorporate the concept of One Health into future research and solutions and with Public Health Ontario on joint public health initiatives. With the establishment of the Global Nexus School, the research pillar will actively form interdisciplinary teams to address emerging issues. Specifically, students from the program may interact with the different research groups, depending on their areas of interest. Additionally, faculty members may be invited to discuss their research in the program as guest lecturers. This kind of student and faculty engagement will continue to build on McMaster's legacy of collaboration and cement its place as a highly ranked, research-intensive institution. Already, Global Nexus partners with several internal and external institutes, centers, and organizations (Figure 3).



*Figure 3. Current Global Nexus partnership agreements.*

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**4.4 Communities**

Mutual learning and trust among diverse groups offer our best hope to prevent and respond to pandemics and other crises. The Global Nexus School will foster scholarship and knowledge mobilization that address the inequities that exist in society and impede progress. The School will seek out the participation of members of various communities impacted by infectious disease threats in programming and work to create solutions that reflect a commitment to reconciliation, accessibility, equity, diversity, inclusion, and anti-racism.

**4.5 Impact**

Critical objectives of the Global Nexus School are to support the development of new vaccines, diagnostics, and drug candidates; inform evidence-based policies; and rapidly work with partners to develop these products and knowledge. To realize these goals, the Global Nexus and its partners are working to enhance our enabling infrastructure that supports knowledge translation, including investment in biomanufacturing facilities. By increasing Canada's biomanufacturing capacity, the Global Nexus will serve as a hub for innovation where commercializing fundamental research outcomes is encouraged and supported.

Recognizing that mentorship and education are essential to success in knowledge translation, Global Nexus is partnering with the Heersink School of Biomedical Innovation and Entrepreneurship to ensure training for faculty, students, staff, and fellows in the commercialization of their discoveries. The School is committed to moving research, evidence, knowledge, and products along the development path to have an impact beyond the Academy.

**1. Structure and Governance**

**5.1 Governance**

To address the need for reliable governance and agility in the face of disease outbreaks, Global Nexus will establish a core administrative team with guidance from a board of directors and an external scientific board of advisors. In addition, it will coordinate with several related research institutes, centers, industry liaisons, and academic units essential to fulfilling its mandate. The diagram ahead (Figure 4) illustrates *at a high level* how the Global Nexus will operate.

**5.2 Administration Mandates**

- Foster and coordinate with partners, networks, and resources to ensure that available supports are integrated, aligned with needs, strategically enhanced, and accessible
- Provide public-facing information regarding the Global Nexus, pandemics, and other infectious threats
- Convene stakeholders from across the world

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- Measure and monitor progress and report on impact to the Office of the President
- Set and deploy training opportunities for members of the Global Nexus and partner organizations
- Manage the Nexus' business operations and finance to deliver on goals

## 5.3 Strategy and Execution

### Research
Global Nexus priority research areas are supported by three faculty co-leads who play a critical role in identifying opportunities to develop and support new collaborative projects that have the potential to achieve significant impacts. The research theme co-leads will:

- identify and convene a group of McMaster experts who can help to achieve the purpose of Global Nexus research priorities
- convene regular meetings with these experts to track progress and identify next steps
- liaise with Global Nexus senior leadership to discuss how to best use infrastructure and support new collaborative projects

### Education
The education strategy is supported by a faculty lead and a committee representing education innovators across McMaster. They identify and design training opportunities across the career path, including undergraduate and graduate programs, micro-credentialing, and professional designations.

### Communication
Working with Faculty and University communications teams, Global Nexus Communicators will actively provide ongoing information to internal and external stakeholders and support knowledge translation and fundraising efforts. The communications team will:

- Develop and lead a comprehensive, proactive, creative, and integrated strategic communications plan customized to best serve Global Nexus goals by aligning communications with the strategic objectives of the School and the University
- Build awareness among McMaster University's faculty, students, staff, and alumni
- Create innovative opportunities to maximize reach to key external audiences

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## GOVERNANCE

McMASTER BOARD OF DIRECTORS

SENATE

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DEAN & VP, HEALTH SCIENCES

VICE-PRESIDENT, RESEARCH

## LEGEND

- OVERSIGHT & SUPPORT
- ACTIVE ADMIN & OPERATIONS
- POTENTIAL NEW ROLES
- FUTURE OUTLOOK

## ADMINISTRATION

NEXUS DIRECTOR

EXECUTIVE ASSISTANT

DIRECTOR OF OPERATIONS

RESEARCH PROJECT MANAGER

PROJECT COORDINATOR

## STRATEGY & EXECUTION

ASSOCIATE DIRECTOR INDIGENOUS RESEARCH & TRAINING

ASSOCIATE DIRECTOR EDUCATION

ASSOCIATE DIRECTOR COMMUNICATIONS

ASSOCIATE DIRECTOR RESEARCH

PROGRAM ADMINISTRATOR

EDUCATION MANAGER

COMMUNICATIONS OFFICER

LABS AND PIs

## PROGRAMMING & SERVICES

- Interdisciplinary Minor
- Undergraduate Program
- Graduate Program(s)
- Post-doctoral Training
- Microcredentials
- Collaborative Training
- Research and Scholarly Programs
  - Infectious disease impacts across the lifespan
  - The disparate effects of infectious diseases on vulnerable populations
  - Information, context, and behaviors in responses to infectious diseases
  - New diagnostics, therapies, and vaccines to address AMR and emerging pathogens
  - The socio-economic effects of infections
- Industry Partnerships
- Stakeholder Engagement
- Community Outreach

- Liaison with McMaster Faculty and Staff
- Science Communications
- Policy and Advocacy
- Events and Symposia
- Equipment and Infrastructure
  - Drug & Vaccine Manufacturing
  - Biomanufacturing
  - Core Wet & Dry Labs
  - Biocontainment Labs
  - High-Throughput Drug Screening
  - Medicinal Chemistry Labs
  - Microbiology Labs
  - Genomics Labs
  - Research Team Labs
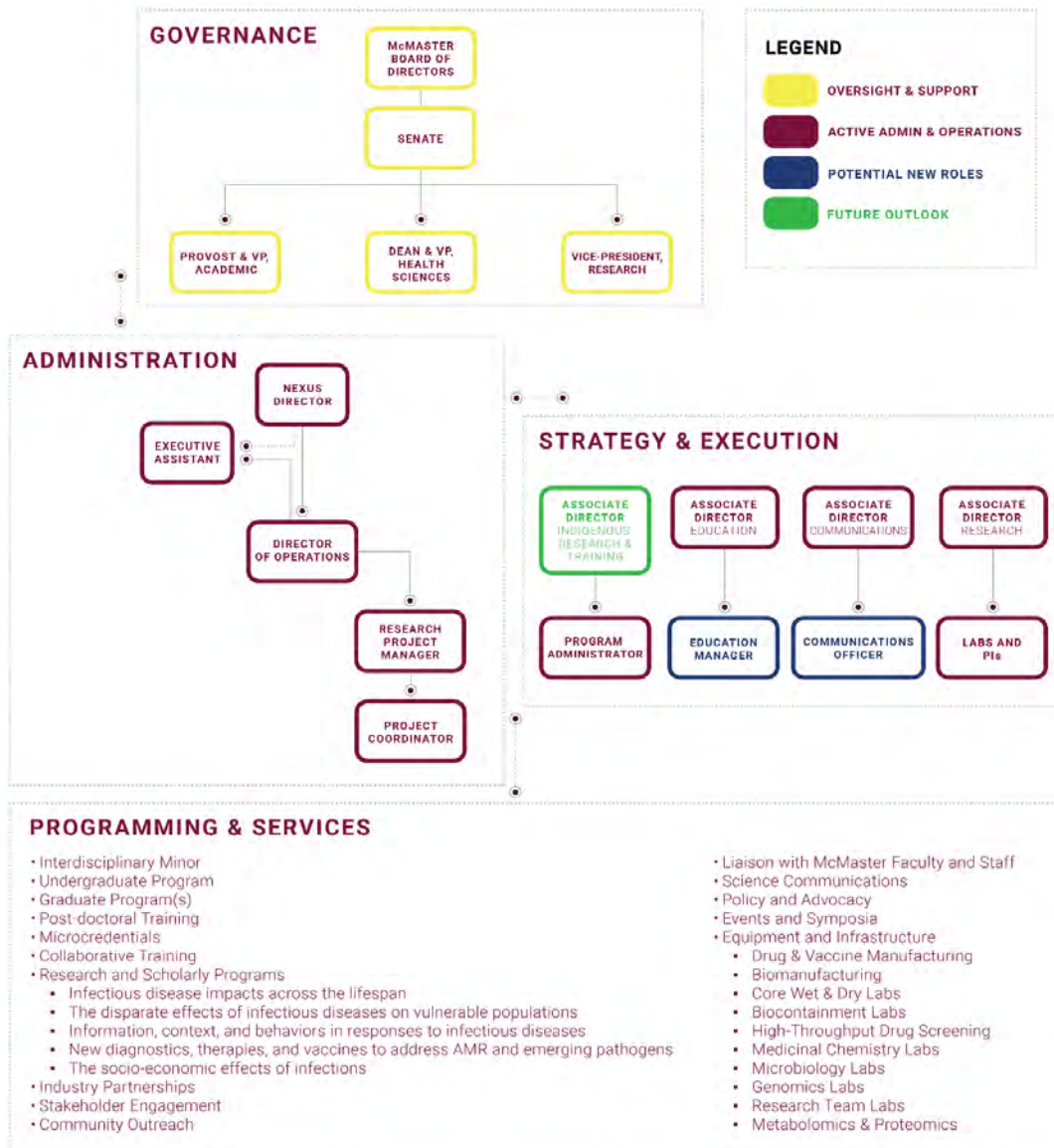  - Metabolomics & Proteomics

*Figure 4. High-level organizational structure as well as key programs and services facilitated by said structure.*

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**5.4 Resources and Infrastructure**

**Space**

The Global Nexus School for Pandemic Prevention and Response will eventually be based in a new facility purposely designed to foster the broad collaboration that is foundational to the School. The proposed location for this state-of-the-art facility is the McMaster Innovation Park (MIP), just two kilometers from the University's main campus. Here, the Global Nexus School will be part of a growing ecosystem of impact-focused groups ranging from start-up companies to manufacturers that will contribute significantly to the program's success, in turn allowing the program to contribute to broad economic growth through new jobs and infrastructure. The facility will be home to an array of connected experts from across the scientific, medical, social, economic, and political dimensions necessary to addressing crises like COVID-19. It will also include space for visiting researchers from across sectors, Canada, and the world.

At MIP, the Global Nexus will be established at the 'Glass Warehouse' (Figure 5), a former industrial site that will be sustainably rebuilt and feature:
- 220,000 sq. ft. of research space
    - Drug & Vaccine Manufacturing
    - Biomanufacturing Space
    - Core Wet & Dry Labs
    - Biocontainment Labs
    - High-Throughput Drug Screening
    - Medicinal Chemistry Labs
    - Microbiology Labs
    - Genomics Labs
    - Research Team Labs
    - Metabolomics & Proteomics
    - Partner laboratories, including government
- Academic and convening space
    - Purpose-designed space to foster interdisciplinary collaboration
    - Meeting rooms
    - Lecture halls
    - Administrative space
    - Trainee stations

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*Figure 5. Rendering of the Glass warehouse at MIP and its redesign as the new home of the Global Nexus School for Pandemic Prevention and Response.*

**Financial Considerations**
Global Nexus will incur both capital and annual operating expenses.

**Capital Considerations**
The major capital expenditure will be the associated construction of the building at McMaster Innovation Park.

### 6. Operating and Sustainability

**Annual Operating Costs**
Operating costs include faculty, programming, and administrative costs. Operating costs will be funded from Global Nexus revenues acquired from grants, government and philanthropic donors, education, licensing of intellectual property, and McMaster contributions.

**Government Support**
Over the past three years, McMaster has advocated for a direct investment of $80 million from the federal government to be used as capital to develop and build the physical infrastructure to house Global Nexus. An additional $20 million is being requested from the provincial government.

**Philanthropic Support**
The McMaster strategic plan and the Research for a Brighter World initiative are prioritizing Global Nexus. This support offers an avenue to generate philanthropic funding for the School. These funds can be deployed to support faculty (Chairs), trainees (scholarships), and programming and infrastructure (endowed or draw-down funds). Furthermore, there is an opportunity to direct funds to the construction of the building at MIP, thus minimizing the magnitude of capital financed through a developer base lease arrangement.
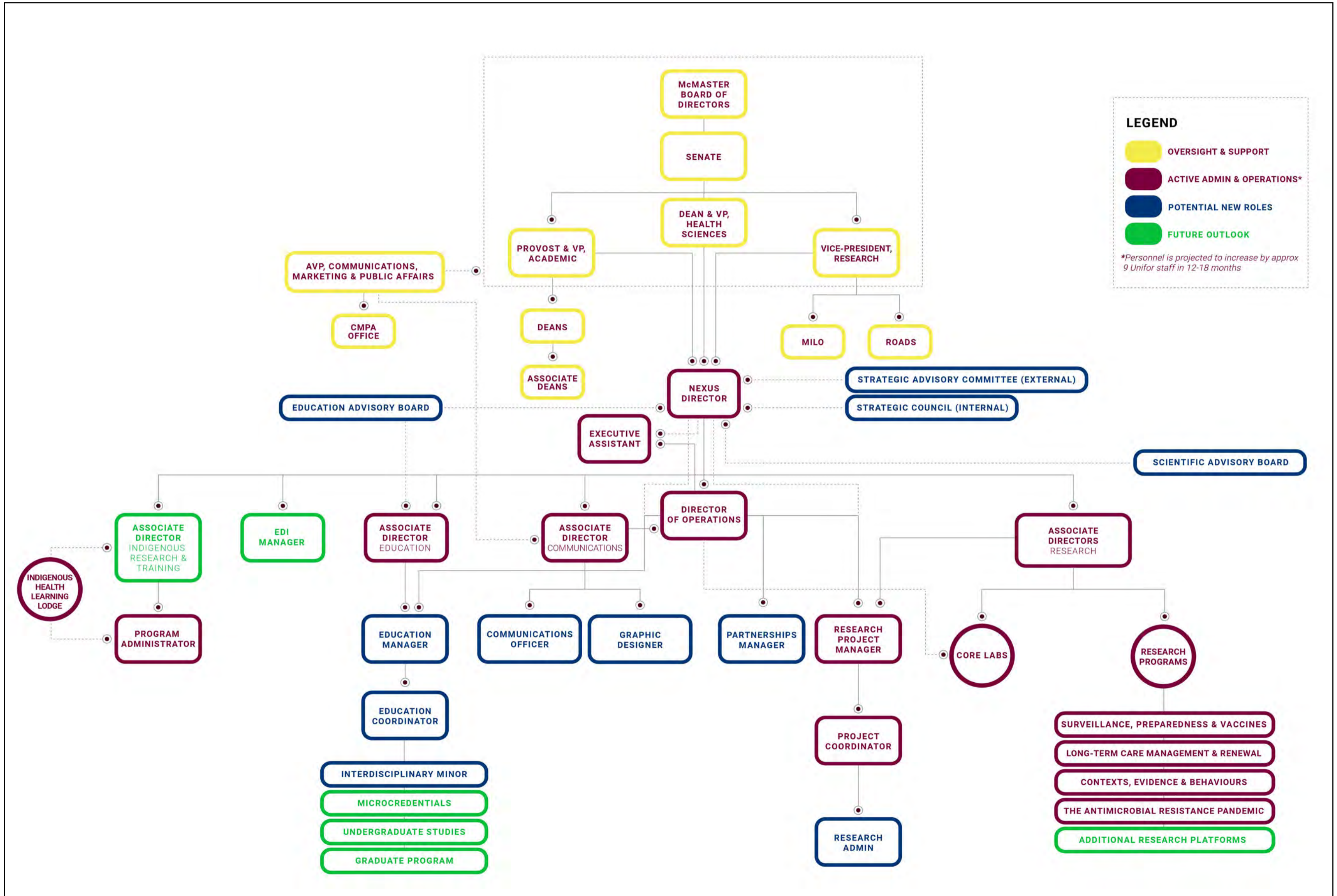
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**Plan for Sustainability**

Global Nexus will become self-sustaining, focusing on securing resources through existing research competitions and opportunities available provincially, nationally, and globally. Furthermore, contract research with our industrial partners, as well as protecting intellectual property and its commercialization, will be paramount. Global Nexus will continue to pursue philanthropic and institutional avenues to support its ongoing success.

To date, there has been a collective effort to secure funding. During this past year alone, applications have been submitted for CFI-IF for $24,687,702; Canada First Research Fund (CFREF) for $178M; and the Biosciences Research Infrastructure Fund (BRIF) — $8.6 million in **BRIF funding has recently been awarded; an additional request of $4,997,044 to the Ontario government is pending approval.** The BRIF funding will allow the Global Nexus to expand a Containment Level 3/2+ laboratory to support an internationally renowned team of experts researching new treatments, vaccines, and diagnostics. These applications represent a potential $217,200,879 in support for infrastructure and operations.

The Global Nexus will also create a pipeline of skilled personnel, ensuring access to technology, assisting with the commercialization and licensing of intellectual property, and fostering partnerships. As the development of the education program continues, anticipated revenue from this stream is currently unknown, but has the potential to provide an ongoing source of funds. Consultations with senior management are ongoing.

With its global reputation for innovation, McMaster University is ideally positioned to lead a paradigm shift in research, learning, and community engagement through the Global Nexus School. The University's history of creating both problem-based learning, which transformed education in universities around the world, and evidence-based medicine, which is regarded as one of the most important innovations to shape modern medicine – demonstrates that McMaster can challenge convention and make a global impact. The viral vector COVID-19 vaccines that saved millions of lives worldwide were built upon vaccine technology invented at McMaster University 50 years ago. The Global Nexus School is an opportunity to build on this legacy and serve humanity for decades to come.

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**INDIGENOUS HEALTH LEARNING LODGE**

**PROGRAM ADMINISTRATOR**

**EDUCATION MANAGER**

**COMMUNICATIONS OFFICER**

**GRAPHIC DESIGNER**

**PARTNERSHIPS MANAGER**

**RESEARCH PROJECT MANAGER**

**CORE LABS**

**RESEARCH PROGRAMS**

**EDUCATION COORDINATOR**

**PROJECT COORDINATOR**

**SURVEILLANCE, PREPAREDNESS & VACCINES**

**LONG-TERM CARE MANAGEMENT & RENEWAL**

**INTERDISCIPLINARY MINOR**

**CONTEXTS, EVIDENCE & BEHAVIOURS**

**MICROCREDENTIALS**

**THE ANTIMICROBIAL RESISTANCE PANDEMIC**

**UNDERGRADUATE STUDIES**

**RESEARCH ADMIN**

**ADDITIONAL RESEARCH PLATFORMS**

**GRADUATE PROGRAM**

**LEGEND**

- OVERSIGHT & SUPPORT
- ACTIVE ADMIN & OPERATIONS*
- POTENTIAL NEW ROLES
- FUTURE OUTLOOK

*Personnel is projected to increase by approx 9 Unifor staff in 12-18 months*

**McMaster University** | **HEALTH SCIENCES**
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January 30, 2023

University Planning Committee
Gilmour Hall, Room 210

Dear Members,

Re:      Departmental Name Change

The Faculty of Health Sciences, Faculty Executive Committee has approved a request from the Department of Radiology to change the name of the department to the Department of Medical Imaging effective July 1, 2023.

The department has consulted widely with its members and has received almost unanimous (96%) support regarding the renaming.  In a presentation to Faculty Executive Council, it was noted that the proposed name more accurately reflects the expanded academic discipline and aligns the department with similar departments in medical schools across the country.  The Faculty Executive is in full support of this change.

Thank you for considering this recommendation. If you need further information, please do not hesitate to contact me.

Yours sincerely,

Paul M. O'Byrne, MB, FRCPC, FRSC
Dean and Vice President

POB/rc

UNIVERSITY SECRETARIAT
• Board of Governors
• Senate

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**REPORT TO UNIVERSITY PLANNING COMMITTEE**
from the
**UNDERGRADUATE COUNCIL**

**FOR APPROVAL**

**I.      New Certificate of Completion Program**

At its meeting held on January 24, 2023**,** the Undergraduate Council approved, for recommendation to University Planning Committee, the proposal for the McMaster STEP Certificate Program. Details of the program are contained within the circulated materials.

Approval of this item is subject to approval by the University Student Fees Committee on February 7, 2023.

**a.      McMaster STEP Certificate Program**

It is now recommended,

**that the University Planning Committee approve, for recommendation to Senate, the McMaster STEP Certificate Program, as set out in the attached.**

**II.     Curriculum Revisions for Inclusion in the 2023-2024 Undergraduate Calendar**

At its meeting on December 13, 2022, Undergraduate Council approved, for recommendation to the University Planning Committee, one new program and major program revisions from the Arts & Science Program and the Faculty of Social Sciences, for inclusion in the 2023-2024 Undergraduate Calendar.

Approval of these items are subject to approval at the University Student Fees Committee on February 7, 2023.

**i.      Arts & Science Program**
Combined Honours Program, Arts & Science and iArts (Integrated Arts)

**ii.     Faculty of Social Sciences**
Honours Bachelor of Arts (B.A.) in Economics Co-op
Honours Bachelor of Arts (B.A.) in Work and Labour Studies Co-op
Honours Bachelor of Arts (B.A.) in Political Science Co-op

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It is now recommended,

**that the University Planning Committee approve, for recommendation to Senate, the establishment of the *Combined Honours Program, Arts & Science and iArts (Integrated Arts)* for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

It is now recommended,

**that University Planning Committee approve, for recommendation to Senate, revisions to include the *Honours Bachelor of Arts (B.A.) in Economics Co-op* program, the *Honours Bachelor of Arts (B.A.) in Work and Labour Studies Co-op program, the Honours Bachelor of Arts (B.A.) in Political Science Co-op* program, for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

**University Planning Committee: FOR APPROVAL**
**February 8, 2023**

## Certificate of Completion Program Proposal for Approval

| Department & Program Information | |
|---|---|
| Program: | McMaster STEP Certificate Program |
| Course Name: | |
| Credential: | Certificate of Completion |
| Name of Representative: | Anna Moro/ Jackie Osterman in collaboration with the Faculty of Humanities |
| Effective Date: | July 2023 |
| Date of Submission: | January 2023 |
| **Program Information:** | |
| Program Overview | STEP is an intensive six-week (6.5 weeks including additional days for final testing) academic English bridging program designed for English Language Learners (ELLs) who wish to pursue their undergraduate studies at McMaster University and almost meet the university's proficiency requirements. The program is a full-time integrated skills program focused on developing academic language skills to help students transition into first-year undergraduate courses. STEP incorporates university preparatory skills and a variety of discipline-specific genres and tasks. While paying particular attention to aural comprehension and oral production skills, the program integrates the development of reading, writing and associated skills (e.g., vocabulary development). |
| Learning Objectives | The STEP program aims to prepare students to function autonomously and effectively in an English-medium university environment. By engaging with the STEP program, students will:<br><br>1. strengthen critical and analytical skills through readings, inquiry-based approaches, and reflective practice;<br><br>2. enhance skills for developing general, academic, and discipline-specific vocabulary; |

| | |
|---|---|
| | 3. deepen their understanding of English structure and grammar in academic contexts; |
| | 4. implement the conventions of various academic modes of communication, such as discussions, papers, and presentations; |
| | 5. reinforce their information literacy skills and learn to apply principles of academic integrity when summarizing, paraphrasing, and synthesizing; |
| | 6. heighten academic survival skills – e.g., notetaking, time management, group work, test-taking, academic interactions, and understanding assignments; |
| | 7. convey ideas effectively in various social and academic settings. |
| Meeting Learning Objectives | The delivery formats and teaching methods are structured to have a maximum effect on achievement of the learning objectives. The STEP program includes over 200 hours of language training across 6 weeks, containing advanced training in all four language components. A variety of approaches will be used to support learning and meet objectives. |
| Program Admission Requirements | Prospective students must meet language proficiency thresholds to be admitted to the STEP program. These language proficiency thresholds are articulated in terms of the International English Language Testing System (IELTS).<br><br>To receive a conditional offer to the STEP program, students must achieve a minimum overall IELTS score of 6.5 and a minimum score of 6.0 on the Reading and Writing Subtests, and must score a minimum of 5.5 on one or both of the Speaking and Listening subtests. |
| Program Pre-requisites | To be admitted to this program, students must complete the IELTS and achieve the above-mentioned scores in each section of the IELTS outlined in the program admission requirements section. |
| Program Completion Requirements | Over the six weeks of the program, students will have 35 contact (i.e. classroom) hours per week, and some additional work outside of class (at least 3 hours). It is anticipated that full attendance will ensure roughly 38 hours of language learning weekly, for a total of |

| | over 220 hours across the program. The minimum required attendance is 90%, which ensures over 200 hours of language learning. After the six-week program, students will be tested for 2-3 days to ensure minimum thresholds in each language category are achieved. |
|---|---|
| Program Delivery Format | The program will be delivered in-person. |
| Student Evaluations (Grading Process) | Students will receive a Pass/Fail grade based on completed program activities and attendance. |
| Program Evaluation | Students will complete an evaluation to assess content, delivery, materials, method of evaluation, and instruction. |
| Program Instruction | Selection of program facilitators will be based on academic qualifications, previous teaching experience, demonstrated teaching excellence, and a Teachers of English as a Second Language (TESL) Ontario Certification. |

**Course Details:**

N/A

**ARTS & SCIENCE PROGRAM**

**UNDERGRADUATE CURRICULUM REPORT TO**

**UNDERGRADUATE COUNCIL**

**FOR THE 2023-2024**

**UNDERGRADUATE CALENDAR**

**17 November 2022**

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# REPORT TO SENATE

**ARTS & SCIENCE PROGRAM**
**SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2023-2024**

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the November 2022 Arts & Science Program Report to Undergraduate Council for changes to the 2023-2024 Undergraduate Calendar, found at https://artsci.mcmaster.ca/app/uploads/2022/11/2023-24-Arts-Science-Undergraduate-Curriculum-Report-FINAL-17-Nov.-2022.pdf.

**NEW PROGRAMS:**

**COMBINED HONOURS PROGRAM, ARTS & SCIENCE AND IARTS (INTEGRATED ARTS)**

*Rationale: This new combined honours option, developed jointly with the School of the Arts (Faculty of Humanities), has been added to the list of Arts & Science combined honours programs. It aligns with the School of the Arts' roll out of the iArts (Integrated Arts) program.*

**Honours Arts & Science and iArts (Integrated Arts)**
**ADMISSION**
Completion of Arts & Science I with a grade point average of at least 6.0. Completion of IARTS 1PA3 or IARTS 1PB3 and a minimum grade of C in one course from the following list: IARTS 1HA3, IARTS 1CR3, IARTS 1T03, IARTS 1BD3, IARTS 1SS3.

**NOTES:**
1. Six units from the following list are required: ARTSSCI 3B03, 3BB3, one of 3RL3/3S03. Students who choose to take ARTSSCI 3RL3 or 3S03 may only use one of those courses towards satisfying 3 units of the requirement. Students are encouraged, however, to take additional units from this list as an elective.
2. Twelve units of Upper-Level Inquiry beyond Level I are required. Of these 12 units, only 3 units can come from Level III Inquiry courses (ARTSSCI 3C03, 3CL3, 3CU3, 3EH3, 3GJ3, 3TR3); at least 9 units of Level IV Inquiry courses (ARTSSCI 4CB3, 4CD3, 4CF3, 4CI3, 4CP3, 4CT3, 4DS3, 4EP3, 4HS3, 4LI3, 4LT3, 4ST3, 4VC3) are required. Additional units of Upper-Level Inquiry may be included as an elective with the permission of the Director.
3. One of ARTSSCI 4A06 or 4C06 may be taken as an elective.

**COURSE LIST 1**
BIOLOGY 1A03, 1M03; CHEM 1A03, 1AA3; EARTHSC 1G03; ENVIRSC 1C03; PSYCH 1XX3

**COURSE LIST 2**
IARTS 2AD3, 2AS3, 2CC3, 2CD3, 2DE6, 2DP3, 2EP3, 2ER3, 2FA3, 2ME3, 2MP3, 2OP3, 2PP3, 2SP3, 2US3

**COURSE LIST 3**
IARTS 3AD3, 3BA3, 3CE3, 3CH3, 3CP3, 3CW3, 3DA3, 3EC3, 3FI3, 3FO3, 3GE3, 3IA3, 3ID3, 3IM3, 3IN3, 3IP3, 3LC3

**REQUIREMENTS**

2

*120 units total (Levels I-IV), of which 48 units may be Level I*

24 units ARTSSCI 1A03, 1AA3, 1B03, 1BB3, 1C06, 1D06
 3 units from IARTS 1PA3 or 1PB3
 3 units from IARTS 1HA3, 1CR3, 1T03, 1BD3, 1SS3
 6 units from Course List 1 (requirement must be completed by the end of Level II)
18 units ARTSSCI 2A06, 2D06, 2E03, 2R03
 6 units from ARTSSCI 3B03, 3BB3, one of 3RL3/3S03 (See Note 1)
 3 units Level III or IV ARTSSCI Inquiry (see Note 2)
 9 units Level IV ARTSSCI Inquiry (see Note 2)
 3 units IARTS 2PC3 or 2PD3
 9 units from Course List 2
 3 units IARTS 3PE3
12 units from Course List 3
 3 units IARTS 4PF3
 6 units Level IV IARTS Investigations Courses or IARTS 4C06
12 units Electives

## PROGRAM CLOSURES:

**Honours Arts & Science and Art History**

*Rationale: The School of the Arts is phasing out the Honours Art History degree as it implements the Honours degree in iArts. As such, Arts & Science will no longer offer the Combined Honours in Arts & Science and Art History.*

**Honours Arts & Science and Theatre & Film Studies**

*Rationale: The School of the Arts is phasing out the Honours Theatre & Film Studies degree as it implements the Honours degree in iArts. As such, Arts & Science will no longer offer the Combined Honours in Arts & Science and Theatre & Film Studies.*

## MAJOR REVISIONS:
N/A. Minor updates and revisions to established combined honours programs will be determined with the relevant programs and posted on the Arts & Science website (http://artsci.mcmaster.ca).

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# Faculty of Social Sciences

Undergraduate Curriculum Report to

Undergraduate Council

FOR THE 2023-2024 UNDERGRADUATE
CALENDAR

Approved
by
The Faculty of Social Sciences
Faculty Council

November 17, 2022

**REPORT TO SENATE**

**FACULTY OF SOCIAL SCIENCES**

**SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2023-2024**

Below is the summary of substantive curriculum changes being proposed by the Faculty of Social Sciences. For complete review of all of the changes, please refer to the November 2022 Faculty of Social Sciences Report to Undergraduate Council for changes to the 2023-2024 Undergraduate Calendar, found on SharePoint: Faculty of Social Sciences Undergraduate Curriculum Report for 2023_2024_Nov2022.docx

**1.0    NEW PROGRAMS: N/A**

**2.0    PROGRAM CLOSURES: N/A**

**3.0    MAJOR REVISIONS:**

**3.1**    Introduction of a new Co-op Option for the Honours Economics (B.A.) by the Department of Economics as follows:

**Honours Economics Co-op (B.A.)**
**Admission**
**Enrollment in this program option is limited.** Admission is by selection and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement and an interview but requires, as a minimum, completion of any Level I program with a Grade Point Average of at least 5.0 including an average of at least 5.0 in ECON 1B03 (or 1BX3) and 1BB3 (or 1BA3) and completion of one of ECON 1ME3, MATH 1MM3, 1A03, 1LS3. For continuation in program, see the section on *Minimum Requirement for Entering and Continuing in a Program Beyond Level I.*

Admission Notes

1. Students who intend to apply for this program option must follow the application instructions as found on the Social Sciences Co-op web site. Students who are unable to access this web site must consult the Social Sciences Co-op team in the Office of the Associate Dean Academic prior to the application deadline.
2. All applications for admission to the Co-op program option are considered annually and must be made directly to the Social Sciences Co-op team by March 1 for the Fall/Winter term.
3. Applications that are submitted after the March 1 deadline will not be considered.

1

4. Offers of acceptance cannot be deferred.
5. Students who have not completed ECON 1ME3 are recommended to complete one of Grade 12 Mathematics of Data Management, STATS 1LL3, STATS 1L03, or COMMERCE 1DA3.

Program Notes
1. The standard duration of this program option is five (5) years. For information, see the Social Sciences Co-op website.
2. Co-op program options in the Faculty of Social Sciences follow an alternating sequence of work terms and academic terms. Students are required to enroll in at least one full-time academic term consisting of at least 9 units between any two work terms. Each student's sequence of work and academic terms must end with a final academic term. For information on permitted and recommended work term sequences compatible with scheduled course offerings in this program option, see the Social Sciences Co-op website.
3. Co-op work terms are components of the program involving full-time, paid work-integrated learning opportunities, typically secured through a job search process. Students on work term are enrolled in a zero-unit course (i.e. SOCSCI 2WT0, 3WT0, 4WT0) and are considered enrolled at the university.
4. Students may take a maximum of 3 units during a work term, with the written permission of the work term supervisor.
5. Completion of SOCSCI 2EL0 in Fall Term of Level II or in Spring/Summer Term following Level I is strongly recommended in order for students to meet the requirements of Social Sciences 2JS1 and eligibility for job search access.
6. COMMERCE 2FA3 may be substituted for ECON 2I03 and COMMERCE 2QA3 may be substituted for ECON 2B03.Students with prior credit in a statistics course recognized as an alternative to ECON 2B03 are exempt from this requirement. Those students can take ECON 3EE3 (formerly 3U03) only if they achieved a grade of at least B+ in an alternative statistics course. There is no such grade requirement for ECON 3E03 (formerly 3WW3). See ECON 3EE3 (formerly 3U03) in the *Course Listings* section of this Calendar for a list of recognized alternative statistics courses.
7. Students interested in an M.A. in Economics should take ECON 3EE3 (formerly 3U03) and consider the Specialist Option.
8. MATH 1MM3 (or 1M03) is required for any student planning to transfer into Commerce and strongly recommended for any student with a Minor in Business or Finance.

Requirements
120 units total (Levels I to IV), of which 48 units may be Level I

30 units

2

from

- the Level I program completed prior to admission to the program. (See *Admission* above.)

6 units
- ECON 2Z03 - Intermediate Microeconomics I
- ECON 2ZZ3 - Intermediate Microeconomics II

1 course
- SOCSCI 2EL0 - Career Preparation in the Social Sciences.

12 units
- ECON 2B03 - Analysis of Economic Data
- ECON 2H03 - Intermediate Macroeconomics I
- ECON 2HH3 - Intermediate Macroeconomics II
- ECON 4A03 - Honours Economic Analysis
  (See *Notes 2* and *3* above)

24 units
Levels II, III, IV Economics with no more than six units from the following courses

- ECON 2A03 - Economics of Labour-Market Issues
- ECON 2C03
- ECON 2D03 - Economic Issues
- ECON 2E03
- ECON 2F03
- ECON 2I03 - Financial Economics
- ECON 2J03 - Environmental Economics
- ECON 2N03 - Public Policy Toward Business
- ECON 2P03 - Economics of Professional Sports
- ECON 2Q03 - Economics of Bad Behaviour
- ECON 2T03 - Economics of Trade Unionism and Labour
  (See *Note 2* above.)

3 units
from

- ECON 3EE3 - Econometrics I
- ECON 3E03 - Applied Econometrics
  (See *Notes 3* and *4* above.)

3 units
from

1. ECON 4F03 - Methods of Inquiry in Economics
2. ECON 4FF3 - Research Methods in Economics

3 units

- SOCSCI 2JS1 -Co-op Job Search I
- SOCSCI 3JS1 -Co-op Job Search II
- SOCSCI 4JS1 - Co-op Job Search III

Work Terms
- SOCSCI 2WT0 - Social Sciences Co-Op Work Term

3

- SOCSCI 3WT0 - Social Sciences Co-Op Work Term
- SOCSCI 4WT0 - Social Sciences Co-Op Work Term

39 units
- Electives. Note: The number of units of Economics courses above Level I (excluding ECON 2B03, 3E03 and 3EE3) must not exceed 60

**3.2** Introduction of a new Co-op Option for the Honours Work and Labour Studies (B.A.) by the Department of Labour Studies as follows:

**Honours Work and Labour Studies Co-op (B.A.)**
**Admission**
**Enrollment in this program option is limited.** Admission is by selection and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement and an interview but requires, as a minimum, completion of any Level I program with a Grade Point Average of at least 5.0 including a grade of at least C in one of WORKLABR 1A03, 1D03, 1E03 (or LABRST 1D03, 1E03, 1A03 or 1C03; see *Note 2* below). For continuation in the program, see *Minimum Requirements for Entering and Continuing in a Program Beyond Level I* in the Faculty of Social Sciences Academic Regulations.

Notes

1. Students who intend to apply for this program option must follow the application instructions as found on the Social Sciences Co-op web site. Students who are unable to access this web site must consult the Social Sciences Co-op team in the Office of the Associate Dean Academic prior to the application deadline.
2. All applications for admission to the Co-op program option are considered annually and must be made directly to the Social Sciences Co-op team by March 1 for the Fall/Winter term.
3. Applications that are submitted after the March 1 deadline will not be considered.
4. Offers of acceptance cannot be deferred.
5. Students who have who have completed only 3 units of Level I Work and Labour Studies (or Labour Studies) will be required to complete 3 more units of Level I Work and Labour Studies during their Level II year.
6. Students may not transfer to another Work and Labour Studies program except by the normal application process.

Program Notes

1. The standard duration of this program option is five (5) years. For information, see the Social Sciences Co-op website.

4

2. Co-op program options in the Faculty of Social Sciences follow an alternating sequence of work terms and academic terms. Students are required to enroll in at least one full-time academic term consisting of at least 9 units between any two work terms. Each student's sequence of work and academic terms must end with a final academic term. For information on permitted and recommended work term sequences compatible with scheduled course offerings in this program option, see the Social Sciences Co-op website.
3. Co-op work terms are components of the program involving full-time, paid work-integrated learning opportunities, typically secured through a job search process. Students on work term are enrolled in a zero-unit course (i.e. SOCSCI 3WT0, 4WT0, 5WT0) and are considered enrolled at the university.
4. Students may take a maximum of 3 units during a work term, with the written permission of the work term supervisor.
5. Completion of SOCSCI 2EL0 in Fall Term of Level II or in Spring/Summer Term following Level I is strongly recommended in order for students to meet the requirements of Social Sciences 2JS1 and eligibility for job search access.
6. Students who complete a six-unit Research Methods/Statistics course will reduce their elective component by three units.
7. Students who have completed LABRST 4D03 need not complete WORKLABR 4C03 or LABRST 4E03.
8. Students are encouraged to consult the School of Labour Studies website at: http://www.labourstudies.mcmaster.ca.

Course List 1
- COMMERCE 1BA3 - Organizational Behaviour (or 2BA3)
- COMMERCE 4BC3 - Collective Bargaining
- LABRST 2H03
- LABRST 2M03
- LABRST 3A03
- LABRST 3B03
- LABRST 3C03
- LABRST 3D03
- LABRST 3E03
- LABRST 3K03
- LABRST 3L03
- LABRST 3P03
- LABRST 3T03
- LABRST 4J03
- SOCWORK 2BB3 - Anti-Oppressive Social Work or
  any 3rd or 4th level Social & Political Context of Social Work courses offered by the School of Social Work. Eligible to count for Level II or above.
- SOCWORK 2CC3 - Introduction to Community Practice

5

Note: While student can use this course to fulfill Work and Labour Studies requirements, and while the content is salient to Work and Labour Studies students, this course has a social work focus.

- WOMENST 2A03
- WORKLABR 2A03 - Unions in Action
- WORKLABR 2G03 - Labour and Globalization
- WORKLABR 2H03 - Sports, Work and Labour
- WORKLABR 2J03 - Work and Racism
- WORKLABR 2M03 - Pop Culture, Media and Work
- WORKLABR 2W03 - Human Rights and Social Justice
- WORKLABR 3A03 - Economics of Labour Market Issues
- WORKLABR 3B03 - Economics of Trade Unionism and Labour
- WORKLABR 3C03 - Labour and Employment Law
- WORKLABR 3D03 - Work: Dangerous to your Health?
- WORKLABR 3E03 - Gender, Sexuality and Work
- WORKLABR 3K03 - On the Move: Workers in a Global World
- WORKLABR 3L03 - Labour Policy and Advocacy
- WORKLABR 3M03 - Theoretical Approaches to Work and Labour Studies
- WORKLABR 3P03 - Workers' Resistance - Past and Present
- WORKLABR 3Q03 - Community Engaged Research
- WORKLABR 4J03 - Independent Study

Course List 2

- COMMERCE 2BC3 - Human Resource Management and Labour Relations
- ECON 2F03
- ECON 2K03 - Economic History of Canada
- ECON 2N03 - Public Policy Toward Business
- HLTH AGE 3J03
- HISTORY 3W03 - Women in Canada and the U.S. to 1920
- HISTORY 3WW3 - Women in Canada and the U.S. from 1920
- POLSCI 3D03
- POLSCI 3E03
- POLSCI 3EE3 - International Relations: North-South
- POLSCI 3F03
- SOCIOL 2E06 A/B
- SOCIOL 2I03
- SOCIOL 2Q06 A/B
- SOCIOL 2R03 - Perspectives on Social Inequality
- SOCIOL 2RR3 - Case Studies of Social Inequality
- SOCIOL 2V06 A/B

Social and Political Context of Social Work Course List

- SOCWORK 3B03
- SOCWORK 3C03 - Social Aspects of Health and Illness
- SOCWORK 3H03
- SOCWORK 3I03 - Social Work and Indigenous Peoples
- SOCWORK 3O03 - Social Work and Sexualities

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- SOCWORK 3Q03
- SOCWORK 3S03 - Social Work, Disability and Dis/Ableism
- SOCWORK 3T03 - Poverty and Homelessness
- SOCWORK 4B03
- SOCWORK 4C03 - Critical Perspectives on Race, Racialization, Racism and Colonialism in Canadian Society
- SOCWORK 4G03 - Selected Topics
- SOCWORK 4I03
- SOCWORK 4L03
- SOCWORK 4QQ3 - Indigenizing Social Work Practice Approaches
- SOCWORK 4R03 - Feminist Approaches to Social Work and Social Justice
- SOCWORK 4SA3 - Critical Child Welfare: From Theory to Practice*
- SOCWORK 4SB3*
- SOCWORK 4U03 - Immigration, Settlement and Social Work
- SOCWORK 4W03 - Child Welfare
- SOCWORK 4Y03 - Critical Issues in Mental Health & Addiction: Mad & Critical Disability Studies Perspectives for SW

*only open to those students in a Social Work program*

Requirements
*120 units total (Levels I to IV), of which 48 units may be Level I*

30 units
from

- the Level I program completed prior to admission to the program (*See Admission above*.)

1 course
- SOCSCI 2EL0 - Career Preparation in the Social Sciences.

9 units
from

- LABRST 2A03
- LABRST 2G03
- LABRST 2J03
- LABRST 3M03
- LABRST 3Q03
- WORKLABR 2A03 - Unions in Action
- WORKLABR 2G03 - Labour and Globalization
- WORKLABR 2J03 - Work and Racism
- WORKLABR 3M03 - Theoretical Approaches to Work and Labour Studies
- WORKLABR 3Q03 - Community Engaged Research

21 units
from

- *Course List 1*, where at least nine units must be selected from Levels III or IV courses

7

3-6 units
from

- *Course List 2*

3 units
from

- SOCSCI 2J03 - Introduction to Statistics or
- an equivalent Research Methods/Statistics course as prescribed by the other Social Sciences Programs. (See *Note 4* above.)

3 units

- SOCSCI 2JS1 -Co-op Job Search I
- SOCSCI 3JS1 -Co-op Job Search II
- SOCSCI 4JS1 - Co-op Job Search III

Work Terms
- SOCSCI 2WT0 - Social Sciences Co-Op Work Term
- SOCSCI 3WT0 - Social Sciences Co-Op Work Term
- SOCSCI 4WT0 - Social Sciences Co-Op Work Term

9 units
from

- ENVSOCTY 4LE3 - Geographies of the North American Political Economy
- LABRST 4C03
- LABRST 4F03
- LABRST 4G03
- LABRST 4H03
- WORKLABR 4C03 - Public Sector Collective Bargaining
- WORKLABR 4F03 - Work and the Environment
- WORKLABR 4G03 - Advanced Topics in Work and Labour Studies
- WORKLABR 4H03 - Working Precariously: Labour Strategies, Labour Renewal
  (See *Note 5* above.)

0-3 units
from

- LABRST 1C03
- LABRST 1D03
- LABRST 1E03
- WORKLABR 1A03 - An Introduction to Work and Labour in Canada
- WORKLABR 1D03 - Technology and the Future of Work
- WORKLABR 1E03 - Navigating the World of Work
  (See *Notes 2* & *6* above.)

39-42 units
- Electives, of which at least six units must be taken from outside of Work and Labour Studies

8

**3.3** Introduction of a new Co-op Option for the Honours Political Science (B.A.) by the Department of Political Science as follows:

**Honours Political Science Co-Op (B.A.)**
Admission
Enrollment in this program option is limited. Admission is by selection and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement and an interview but requires, as a minimum, completion of any Level I program with a Grade Point average of at least a 5.0 including a grade of C or greater in one of POLSCI 1AA3 or 1AB3 (or 1G06 A/B). Students are strongly encouraged to complete POLSCI 1AB3 in Level I (See Admission Note 5 below). For continuation in the program, see Minimum Requirements for Entering and Continuing in a Program Beyond Level I.

Information about this program and about co-op policies and procedures can be obtained from the Social Sciences Co-op team in the Office of the Associate Dean Academic.

**Admission Notes**
1. Students who intend to apply for this program option must follow the application instructions as found on the Social Sciences Co-op web site. Students who are unable to access this web site must consult the Social Sciences Co-op team in the Office of the Associate Dean Academic prior to the application deadline.
2. All applications for admission to the Co-op program option are considered annually and must be made directly to the Social Sciences Co-op team by March 1 for the Fall/Winter term.
   3. Applications that are submitted after the March 1 deadline will not be considered.
   4. Offers of acceptance cannot be deferred.
   5. Completion of POLSCI 1AB3 by the end of Level I is strongly recommended in order for students to meet the prerequisite for POLSCI 2NN3.

**Program Notes**
1. The standard duration of this program option is five (5) years. For information, see the Social Sciences Co-op website.
2. Co-op program options in the Faculty of Social Sciences follow an alternating sequence of work terms and academic terms. Students are required to enroll in at least one full-time academic term consisting of at least 9 units between any two work terms. Each student's sequence of work and academic terms must end with a final academic term. For information on permitted and recommended work term sequences compatible with scheduled course offerings in this program option, see the Social Sciences Co-op website.

9

3. Co-op work terms are components of the program involving full-time, paid work-integrated learning opportunities, typically secured through a job search process. Students on work term are enrolled in a zero-unit course (i.e. SOCSCI 3WT0, 4WT0, 5WT0) and are considered enrolled at the university.
4. Students may take a maximum of 3 units during a work term, with the written permission of the work term supervisor.
5. Completion of SOCSCI 2EL0 in Fall Term of Level II or in Spring/Summer Term following Level I is strongly recommended in order for students to meet the requirements of Social Sciences 2JS1 and eligibility for job search access.
6. Students should be alerted to those Levels II and III courses that are required to qualify for a number of Level IV courses. Students who wish to enter courses but who lack the necessary prerequisites must obtain the permission of the instructor.
7. POLSCI 2NN3, 3NN3 and POLSCI 2O06 A/B are required for students enrolled in Honours Political Science programs, including the Co-op option, and they are recommended for students in the B.A. program.
8. Students may take a maximum of 12 units of Level IV Political Science and will be removed from any excess units of Level IV Political Science unless permission is granted by the Department. Additional units of Level IV Political Science may not be used as electives.

Requirements
120 units total (Levels I to IV), of which 48 units may be Level I

| | |
|---|---|
| 30 units from | • The Level I program completed prior to admission to the program (See Admission above.) |
| 1 course | • Social Sciences 2EL0: Career Preparation in the Social Sciences. |
| 6 units | • POLSCI 2O06 A/B - Political Theory |
| 24 units | • Levels II, III Political Science of which a maximum of 15 units may be Level II; including at least one course from the Canadian Politics Field of Study |
| 12 units | • Level IV Political Science (See Program Note 8 above.) |
| 6 units | • POLSCI 2NN3 - Politics by Design and<br>• POLSCI 3NN3 - Statistical Analysis of Primary Data |
| 0-3 units | • POLSCI 1AA3 - Government, Politics, and Power<br>• POLSCI 1AB3 - Politics and Power in a Globalizing World<br>If not completed in Level 1 (See Admission Note 5) |
| 3 units | |

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- Social Sciences 2JS1: Co-op Job Search I
- Social Sciences 3JS1: Co-op Job Search II
- Social Sciences 4JS1: Co-op Job Search III

Work Terms

- Social Sciences 3WT0: Social Sciences Co-Op Work Term
- Social Sciences 4WT0: Social Sciences Co-Op Work Term
- Social Sciences 5WT0: Social Sciences Co-Op Work Term

36-39 units

- Electives, of which no more than 18 units may be from Political Science (the maximum Political Science courses to be taken is 66 units)

***Justification for 3.1-3.3:*** *Co-op programs are highly effective at assisting a student's transition to the workforce and enhancing overall career success. Co-op program options are identified as a priority in the Faculty of Social Sciences Strategic Plan, will contribute to the President's Institutional Priorities and Strategic Framework, and meet the institution's SMA3 metrics. A co-op program option will help students develop a greater understanding of their career options, enable them to articulate their skills and experiences to potential employers, and give them experience in the workplace that will ultimately enhance job placement rates for our graduates.  Further, co-op program options will positively impact the quality of applicants to the Faculty of Social Sciences (e.g., higher entrance average) and further enhance the quality and reputation of our degree programs. At university recruitment events, representatives of the FSS are regularly asked if we have a co-op option for our programs, so both prospective students and their parents recognize the value of co-op programs in undergraduate education.  The co-op program options also complement investments the Faculty of Social Sciences is making in career services for our students.*

*Our co-op offerings will start with three departments/schools in the FSS (Economics, Political Science, and Labour Studies) that have indicated interest in a co-op program option.  This will enable us to develop core program infrastructure and processes with a manageable set of departments and establish the resources needed for a program before scaling it up to include other departments/programs in the Faculty.*

*The course requirements for these new Honours B.A. Co-op program options remain the same as the Honours B.A. versions of the programs.  Additional courses (SOCSCI 2EL0, 2JS1, 3JS1, 4JS1) have been added to each co-op option to support co-op students in preparing for the workforce and managing the co-op job search process during an academic term.*

**3.4**    Introduction of a new Specialist Option for the Honours Social Psychology (B.A.) by the Honours Social Psychology Program as follows:

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**Honours Social Psychology (Research Specialist Option) (B.A.)**
Admission
**Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission.** Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a Grade Point Average of at least 5.0 including a grade of at least C in SOCPSY 1Z03 and successful completion of one of PSYCH 1F03, PSYCH 1X03, or SOCIOL 1Z03. Completion of SOCIOL 1Z03 and one of PSYCH 1F03, PSYCH 1X03 is required by the end of the first term in Level II.  Completion of both requirements in Level I is strongly recommended. For continuation in the program, see the section on *Minimum Requirements for Entering and Continuing in a Program Beyond Level I* in the Faculty of Social Sciences Academic Regulations.

Notes
1.  Honours Social Psychology (Research Specialist Option) is intended for students who are considering research-based graduate programs.
2.  Students in the Research Specialist Option B.A. will have priority enrolment in SOCPSY 3L03.
3.  Students must have completed both an introductory Psychology course (either PSYCH 1F03 or PSYCH 1X03) and an introductory Sociology course (SOCIOL 1Z03) by the end of the first term in Level II.
4.  Students interested in the Research Specialist Option may wish to take SOCSCI 1RM3 prior to entry.
5.  Students are responsible for ensuring that they meet the prerequisites for any course they wish to take from the course lists.
6.  Students considering a graduate program should consult a departmental advisor to plan a program of study that meets admission requirements for such programs. Additional courses may be required.
7.  Students may take a maximum of 12 units of Level IV courses.
8.  Social Psychology at McMaster encompasses a broad area. The program is flexible in that students are able to select from a wide range of courses those that interest them most. However, for those students who wish to give their studies a tighter focus, there are several thematic areas to consider in making course selections.
9.  Students interested in a concentration in Psychology may complete the Minor in Psychology provided they do not have more than 6 units of Psychology courses above Level 1 overlapping with the Honours Social Psychology degree requirements.
10. Students interested in a concentration in Sociology may complete the Minor in Sociology provided they do not have more than 6 units of Sociology courses above Level 1 overlapping with the Honours Social Psychology degree requirements.

12

Requirements
*120 units total (Levels I to IV), of which 48 units may be Level I*

30 units
from

- the Level I program completed prior to admission to the program.
  (See *Admission* above.)

0-3 units
from

- PSYCH 1F03 - Survey of Psychology
- PSYCH 1X03 - Introduction to Psychology, Neuroscience & Behaviour

0-3 units
from

- SOCIOL 1Z03 - An Introduction to Sociology

6 units

- SOCPSY 2K03 - Research Methods in Social Psychology
- SOCPSY 2YY3 - Theories in Social Psychology

3 units

- SOCSCI 2J03 - Introduction to Statistics

3 units
from

- SOCPSY 2B03 - Psychology of Well-Being
- SOCPSY 2D03 - Making and Breaking Rules

3 units
from

- SOCPSY 2E03 - Psychology of Intergroup Relations
- SOCPSY 2F03 - Psychology of Close Relationships

3 units

- SOCPSY 3Y03 - Social Psychology in Action

6 ~~9~~ units
from

- SOCPSY 3A03 - Mental Health
- SOCPSY 3B03 - Understanding Lived Experiences
- SOCPSY 3C03 - Regimes of Social Control
- SOCPSY 3E03 - Big Ideas/Great Thinkers in Social Psychology
- SOCPSY 3F03 - Who Am I? Self and Identity
- SOCPSY 3M03 - Counselling & Psychotherapy
- SOCPSY 3RR3 - Imprisonment
- SOCPSY 3ZZ3 - Small Worlds: Children and Childhood

3 units

- SOCPSY 3L03 - Advanced Research Methods

3 units

13

- SOCPSY 3K03 - Research Experience
- SOCPSY 4A03 – Advanced Research Experience

6 units

- SOCPSY 4ZZ6 A/B - Social Psychology Research Project

3 units from

- SOCPSY 4B03 - Special Topics in Social Psychology
- SOCPSY 4E03 - Special Topics in Social Psychology
- SOCPSY 4F03 - Social Psychology of Crime and the Media
- SOCPSY 4D03 - Contemporary Social Issues
- SOCPSY 4G03 - Child Clinical Psychology
- SOCPSY 4MM3 - Public Social Psychology

3 units

- from the Level 4 Course List

9 units

- Psychology from the Psychology - Sociology Course List

9 units

- Sociology from the Psychology - Sociology Course List

30 units

- Electives

*Justification: We are introducing the Honours Social Psychology (Research Specialist Option) B.A. to draw attention to existing research-focused courses to prepare students interested in research-based graduate programs in the social sciences. Students who wish to pursue more applied or professional graduate programs will be encouraged to take the "regular" Honours B.A. in Social Psychology. There will only be 6 units that differentiate the Research Specialist Option B.A. from the "regular" B.A. (i.e., the requirement that Research Specialists take SOCPSY 3L03 and 3K03 or 4A03), accompanied by a 3-unit decrease in Level 3 social psychology requirements and a 3-unit decrease in electives. Enrolment in the Research Specialist Option will be capped at 7 given the small number of faculty who are able to provide research supervision for SOCPSY 3K03 and 4A03. No additional resources will be required to support the Research Specialist Option.*

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**REPORT TO THE SENATE**

**FROM THE**

**COMMITTEE ON APPOINTMENTS**

**Open Session (Regular)**

<u>**Approval**</u>

On February 13, 2023, the Committee on Appointments approved the following recommendations and now recommends them to Senate for approval:

i.   **Terms of Reference**

   a.  **Title Change – Associate Dean (Academic)**

   The Associate Deans deal with undergraduate students and all five Deans agreed that Associate Dean, Undergraduate Studies is more reflective of the position. The Faculty of Health Sciences will continue to use 'Vice-Dean, Education', reflecting different accountabilities and organizational structures with respect to the professional programs it oversees.

   It is now recommended,

   **that Senate approve changing the title of Associate Dean (Academic) to Associate Dean, Undergraduate Studies, effective July 1, 2023.**

   b.  **Revised Terms of Reference – Director, David Braley Centre for Antibiotic Discovery (DBCAD)**

   The original terms of reference for the Directorship were outlined in the proposal for the establishment of the Centre. A separate Terms of Reference document has now been created and the terms updated to officially align the position with the role of Director, Michael G. DeGroote Institute for Infectious Disease Research.

   It is now recommended,

   **that Senate approve the revised terms of reference for the Director of the David Braley Centre for Antibiotic Discovery (DBCAD), as circulated.**

   <u>**Information**</u>

ii.   **SPS B13 – Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic**

SPS B13 is coming forward for information as there is a requirement that the SPS is reviewed annually. There were no changes to the policy this year and the review date was added to show the requirement was met.

**SENATE: FOR APPROVAL/INFORMATION**
**March 8, 2023**

**McMaster University**

**Office of the Provost and Vice-President (Academic)**

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# MEMORANDUM

February 2, 2023

TO:      Senate Committee on Appointments

FROM:    Dr. Susan Tighe, Provost and Vice-President (Academic)
            Dr. Khaled Hassanein, Dean, DeGroote School of Business
            Dr. Jeremiah Hurley, Dean, Faculty of Social Sciences
            Dr. Maureen MacDonald, Faculty of Science
            Dr. Heather Sheardown, Dean, Faculty of Engineering
            Dr. Pamela Swett, Dean, Faculty of Humanities

RE:       **Recommendation to retitle Associate Dean (Academic) to Associate Dean, Undergraduate Studies**

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The Associate Dean (Academic), is a senior academic leader within a Faculty that is responsible for leadership and coordination of undergraduate academic programs, activities and other duties as delegated by the Dean. As all Associate Deans are academic by nature, changing the title from Associate Dean (Academic) to Associate Dean, Undergraduate Studies would be more informative and would clearly distinguish between the various Associate Dean roles.

The Provost and Vice-President (Academic) and Faculty Deans from Business, Engineering, Humanities, Science, and Social Sciences, request that Senate Committee on Appointments approve the title change to **"Associate Dean, Undergraduate Studies"**, effective July 1st, 2023.

Enclosed please find the retitled terms of reference for the Associate Dean, Undergraduate Studies roles for Business, Engineering, Science, and Social Sciences. The Faculty of Humanities uses the generic 2002 Terms of Reference for Associate Deans (enclosed for reference), but will be adopting the Associate Dean, Undergraduate Studies title.

The Faculty of Health Sciences continues to use 'Vice-Dean, Education' for the comparable portfolio, reflecting different accountabilities and organizational structures with respect to the professional programs it oversees.

Attachments (5)
    I.    Faculty of Business Terms of Reference – Associate Dean, Undergraduate Studies
   II.   Faculty of Engineering Terms of Reference – Associate Dean, Undergraduate Studies
 III.   Faculty of Social Sciences Terms of Reference – Associate Dean, Undergraduate Studies
 IV.   Faculty of Science Terms of Reference – Associate Dean, Undergraduate Studies
  V.   Terms of Reference – Associate Deans

**McMaster University**

Policies, Procedures and Guidelines

| | |
|---|---|
| Complete Policy Title:<br>**Terms of Reference – Associate Dean,**<br>**(Academic) Undergraduate Studies,**<br>**Faculty of Business** | Policy Number (if applicable): |
| Approved by:<br>**Senate**<br><br>**Board of Governors** | Date of Most Recent Approval:<br>**April 11, 2012***(editorial revisions )*<br>**June 8, 2011**<br>**June 9, 2011** |
| Date of Original Approval(s):<br>**March 13, 2002** | Supersedes/Amends Policy dated:<br>**June 8, 2011** |
| Responsible Executive:<br>**Provost and Vice-President (Academic)** | Enquiries:<br>University Secretariat |

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

**Terms of Reference**

1. Responsible for the following aspects of the Faculty's undergraduate BComm Program:

   student recruitment;
   admissions;
   student academic counseling;
   enrolment management;
   student appeal matters;
   scholarships and prizes;
   curriculum development/revisions;
   course management policy matters such as course outlines;
   access to final examinations;
   retention of student records and student material.

2. Represents the Faculty of Business on Undergraduate Council.

3. Responsible for ensuring that administrative matters in connection with the Faculty's undergraduate education programs are carried out, that the Faculty and University deadlines for the submission of examination copy and curricula revisions and for evaluations of students are met and that all relevant teaching policies of the Faculty and the University are implemented, etc.

4. Responsible for leadership and coordination of appropriate academic programs, activities and other duties as delegated by the Dean, including the maintenance and development of extra-curricular student activities to promote personal, professional and academic growth, and the development of relationships with the business community.

5. In consultation with the Associate Dean (Faculty Affairs and Accreditation) and the Area Chairs, responsible for:

  (a) determining which faculty members will teach the undergraduate courses and give the tutorials offered by the Faculty.

**<u>Chair:</u>**
Undergraduate Recruiting, Admissions and Student Affairs Committee Undergraduate Curriculum and Policy Committee
Co-Chair – Student Awards Committee [with Associate Dean (Graduate Studies and Research)]

**<u>Member:</u>**
Faculty
Dean's Advisory Council
Engineering and Management Policy Committee Faculty Research and Awards Committee School of Business Committee of Instruction

McMaster
University

**II. Faculty of Engineering Terms of Reference – Associate Dean, Undergraduate Studies**

**TERMS OF REFERENCE**
**ASSOCIATE DEAN, ~~ACADEMIC~~ Undergraduate Studies**

**FUNCTIONS:**

The Associate Dean, ~~Academic~~ Undergraduate Studies, is a senior academic leader in the Faculty of Engineering that provides strategic academic leadership to support development and achievement of the Faculty's undergraduate academic goals and objectives.

This includes the following core responsibilities:
- **Academic Leadership** – provide strategic leadership and support for academic programs offered by the Faculty, including academic program and strategic planning, and curriculum development, implementation, evaluation, and continuous improvement.
- **Academic Operations** – provide leadership for and coordination of the operational function of the academic mission of the Faculty.
- **Faculty Development**- collaborate with the Dean to support faculty development to promote excellence in teaching and learning.
- **Faculty Representation** – represent the Faculty on University-level committees, University policy development, University strategic planning, University/community events.
- **Accreditation:** Oversee and lead accreditation by the Canadian Engineering Accreditation Board (CEAB)

**ACCOUNTABILITIES:**

- Lead, along with Chairs and Directors, the development and implementation of the academic program plans of the Faculty.
- Provide leadership to academic units in the Faculty to support curriculum development, innovation, evaluation, Institutional Quality Assurance Processes (IQAP), and continuous improvement.
- Oversee resource / space allocation to support academic programing and innovation.
- Develop, promote, and maintain relationships, and work collaboratively, with internal and external stakeholders (i.e., Other Faculties, Vice Provost Teaching and Learning, Office of the Registrar, AVP Students & Learning and Dean of Students).
- Oversee the operations of the Office of the Associate Dean, ~~Academic~~ Undergraduate Studies – direct a team of professional and administrative support personnel responsible for student liaison, admission, registration, academic counseling, enrolment management, student records, academic program development, degree audit and review, curriculum and calendar matters, among other responsibilities.
- Collaborate with the Dean and Director, Finance & Administration to determine the Faculty's annual domestic and international enrolment targets.
- Collaborate with the Faculty of Engineering Outreach and Recruitment Unit to ensure recruitment targets are met and promote excellence in co-curricular experiences.
- Oversee the Experiential Learning Office for the development and implementation of innovative approaches to experiential leaning, and to expand these experiences across our programs.
- Oversee interdisciplinary programs, including Engineering and Management, Engineering and Society, Integrated Biomedical Engineering & Health Sciences, and Minor in Innovation.
- Oversee the Academic Sustainability Programs Office.
- Over various student groups in the Faculty of Engineering whose missions involve undergraduate matters, outreach, and education.

**CRITERIA:**

Associate or Full Professor with tenure or permanence, with P.Eng. status

## Terms of Reference, Associate Dean, ~~Academic~~ Undergraduate Studies (Social Sciences) | November 2022

The Associate Dean, ~~Academic~~ Undergraduate Studies (Social Sciences) has the primary responsibility within the Faculty of Social Sciences for furthering McMaster's goals regarding undergraduate education and provides leadership and coordination of all activities related to those goals.

The Associate Dean, ~~Academic~~ Undergraduate Studies reports to the Dean of the Faculty of Social Sciences, works in a coordinated way with other Associate Deans of the Faculty of Social Sciences, the Vice- Provost Teaching and Learning, the Deputy Provost, and other Associate Deans Academic to ensure that both Faculty-specific and University-wide goals are addressed.

Responsibilities include, but are not limited to:
1. Provide leadership in defining, promoting, implementing, sustaining and evaluating undergraduate educational activities in the Faculty of Social Sciences consistent with the strategic priorities of the Faculty and the University.
2. Provide leadership in educational program development and implementation, including cross-departmental and cross-Faculty multidisciplinary initiatives.
3. Oversee the operations of the Office of the Associate Dean, ~~(Academic)~~ Undergraduate Studies, including:
    a. direct a team of professional and administrative support personnel
    b. student recruitment/liaison, in consultation with the recruitment/marketing manager
    c. enrolment management, admissions, and registration
    d. academic advising
    e. academic program development
    f. career and experiential education, including the co-op program
    g. student records and student awards
    h. annual curriculum and calendar revisions
    i. degree audit and review, curriculum and calendar matters
    j. administrative liaison with the MacPherson Institute, Student Success Centre, and other offices on campus (e.g., SAS, SSCM)
4. Manage of the Office of the Associate Dean Academic operating and grant budgets.
5. Liaise with the Vice-Provost Teaching and Learning and Associate Deans Academic from other Faculties on undergraduate education matters.
6. Liaise with the McMaster Social Science Society (MSSS) and Welcome Week Planners in the Faculty of Social Sciences, and approval of FSS student group events.
7. Chair, as requested by the Dean, review committees and other Faculty committees from time to time, as needed.
8. Discharge other such duties as may from time to time be assigned by the Dean, including acting as the Dean's delegate at the request of the Dean.
9. The term of the office of the Associate Dean, ~~(Academic)~~ Undergraduate Studies, is normally five years, with the possibility of re-appointment.

**Membership on Faculty of Social Science Committees**
- Dean's Advisory Committee
- Faculty Council
- General Faculty
- Undergraduate Academic Planning and Policy Committee (Chair)
- Ad hoc committees that bear on undergraduate education as appropriate

**Membership on University Committees**
- Undergraduate Council and relevant subcommittees
- Enrolment Management Team
- Associate Deans' Academic Group

Terms of Reference Associate Dean, ~~Academic~~ Undergraduate Studies, Faculty of Science

The Associate Dean, ~~Academic~~ Undergraduate Studies, Faculty of Science is responsible for the Faculty's undergraduate academic and educational programs.  S/he will:

1. Provide leadership in defining, promoting, implementing, sustaining and evaluating teaching activity in the Faculty of Science that is consistent with the strategic priorities of the Faculty and the University.

2. Provide leadership in educational program development and implementation, including cross- departmental and cross-Faculty multidisciplinary initiatives.

3. Provide leadership in other academic matters and opportunities consistent with the strategic priorities of the Faculty and University.

4. Oversee the operations of the Office of the Associate Dean ~~(Academic)~~, Undergraduate Studies; direct a team of professional and administrative support personnel responsible for student recruitment/liaison, admission, registration, academic counseling, enrolment management, student records, academic program development, degree audit and review, curriculum and calendar matters, Science Career and Cooperative Education, among other responsibilities.

5. Work in conjunction with Departmental, Faculty, and University outreach and recruitment offices to raise the profile of the undergraduate programs in the Faculty of Science, and to recruit the best students to the Faculty.

6. Develop educational policies and priorities and recommend these to the Dean and Faculty Council.

7. Liaise with the Office of the Associate Vice-President (Academic) and representatives of other Faculties on undergraduate-related matters.

8. Manage the budget of the Office of the Associate Dean ~~(Academic)~~, Undergraduate Studies.

9. Maintain liaison between undergraduate, graduate and research programs to ensure coherence and to promote integration.

10. Establish and maintain performance indicators to ensure benchmarking of educational performance. Work closely with Departments to review and evaluate existing programs.

11. Advise the Dean on resource needs, Faculty recruitment and mentoring.

12. Oversee various student groups in the Faculty of Science whose missions involve undergraduate matters, outreach, and education.

13. Communicate with students about individual situations related to academic matters (appeals, reinstatements, etc.) if necessary to clarify decisions made by the Office of the Associate Dean ~~(Academic)~~, Undergraduate Studies.

14. Chair, as requested by the Dean, review committees and other Faculty committees from time to time, as needed.

15. Discharge other such duties as may from time to time be assigned by the Dean.

16. On occasion, act as the Dean's delegate—specifically, in the absence of the Dean, the Associate Dean will represent the Dean on the various bodies, committees, or councils on which the Dean serves ex- officio; this representation will be assigned by the Dean as the occasion warrants.

Normally, the term of the office of the Associate Dean, ~~Academic~~ Undergraduate Studies will be five years.

### Membership on Faculty Standing Committees and Ad Hoc Committees

☐ Faculty Council
☐ Undergraduate Academic Planning and Policy Committee (Chair)
☐ Dean's Advisory Group
☐ Ad hoc committees on education, outreach, and other areas important for the Faculty

### Membership on University Committees

☐ Undergraduate Council
☐ Enrolment Management Team
☐ Associate Deans' Group

**Accountability:**  Dean, Faculty of Science

*Note: The title and office of Associate Dean (Studies) changed to Associate Dean (Academic) effective July 1, 2012.*

**McMaster University**

Policies, Procedures and Guidelines

| | |
|---|---|
| Complete Policy Title: | Policy Number (if applicable): |
| **Terms of Reference for Associate Deans** | |
| Approved by: | Date of Most Recent Approval: |
| **Senate** | **March 13, 2002** |
| **Board of Governors** | **March 27, 2002** |
| Date of Original Approval(s): | Supersedes/Amends Policy dated: |
| Responsible Executive : | Enquiries: |
| **Dean of Relevant Faculty or Graduate Studies** | **University Secretariat** |

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

An Associate Dean:

- works with the Dean on behalf of the Faculty or School of Graduate Studies as appropriate, and is accountable to the Dean

- will provide leadership and coordination of appropriate academic programs, activities and other duties[1] as delegated by the Dean

- on occasions acts as the Dean's delegate - specifically, in the absence of the Dean, the Associate Dean will represent the Dean on the various bodies, committees, or councils on which the Dean serves ex officio; should there be more than one Associate Dean then this representation will be assigned by the Dean as the occasion warrants

- will discharge such other duties as may from time to time be assigned by the Dean

Normally, the term of office for an Associate Dean will be five years.

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[1] A representative, but not exhaustive, list of possible duties would include alumni affairs, budgeting, enrolment management, fostering and management of research, fundraising, public relations, and strategic planning.

**McMaster University**

Vice-President
(Research)

Gilmour Hall, Room 208
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Fax 905.521-1993
Email: vprsrch@mcmaster.ca
www.mcmaster.ca/research

MEMO

TO:        Senate Committee on Appointments

FROM:    Karen Mossman, Vice-President, Research

RE:        **Director Terms of Reference for David Braley Centre for Antibiotic Discovery (DBCAD)**

DATE:    February 1, 2023

---

On behalf of Dr. Paul O'Byrne, Dean and Vice-President, Health Sciences and Chair of the Governing Board for the David Braley Centre for Antibiotic Discovery (DBCAD), I would like to submit for approval a revised Terms of Reference for the Director.

Please find attached supporting documentation from the Faculty of Health Sciences.

Thank you.
Encl.

McMaster University | HEALTH SCIENCES
Office of the Dean

Dean & Vice President
HSC-2E1
1280 Main Street West
Hamilton, ON  L8S 4K1

📞 (905) 525-9140 x 22100
🖨 (905) 546-0800
✉ deanfhs@mcmaster.ca
🌐 healthsci.mcmaster.ca

January 27, 2023

Dr. Karen Mossman, PhD
Vice-President Research
Gilmour Hall, Room 208

**Re:      Revised Terms of Reference for the Director of the David Braley Centre for Antibiotic Discovery**
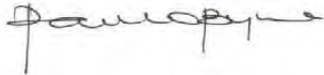
On behalf of the Faculty of Health Sciences, I would like to recommend for approval revisions to the terms of reference for the Director of the David Braley Centre for Antibiotic Discovery (DBCAD).

The DBCAD was established in 2018 via the support of a philanthropic gift from Mr. David Braley.

The original terms of reference for the Directorship were outlined in the proposal for the establishment of the Centre. A separate Terms of Reference document has now been created and the terms updated to officially align the position with the role of Director, Michael G. DeGroote Institute for Infectious Disease Research. Some additional revisions have also been made to reflect our current template for terms of reference.

Thank you for considering this recommendation. Enclosed please find a copy of the relevant excerpts from the proposal for the establishment of the DBCAD and the revised terms of reference for the Directorship.

Yours sincerely,

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

Encl.
PO/sm

**8.1 Director**
The Director will set the research and academic direction of the David Braley Antibiotic Discovery Centre in consultation with the Governing Board and Advisory Committee. The Director will articulate the leadership of the Centre, set milestones and provide the business plan. The Director will report annually to the Governing Board.

The Director will be appointed for a 5-year renewable term.

Pending approval by the University's governing bodies, Dr. Gerry Wright is to be put forward for appointment as the inaugural holder of this position.

**8.2 Governing Board**
The Governing Board (GB) will oversee the status, progress, and financial viability of the David Braley Antibiotic Discovery Centre. According to the University's *Guidelines for the Governance and Review of Research Institutes, Centres and Groups*, the GB will be comprised at a minimum to include the Dean and Vice-President, Faculty of Health Sciences, the Vice-Dean Research, Faculty of Health Sciences, and chair of Biochemistry and Biomedical Sciences.

The David Braley Antibiotic Discovery Centre Director will report to the GB on an annual basis.

**8.3 Management Advisory Committee (MAC)**
The Management Advisory Committee (MAC) will provide advice to the Director with regard to operational priorities and the direction for the Centre. In addition to the MAC members by the Director, members will also include a member external to the university with experience in project management, and a representative of Mr. Braley. The MAC is consulted at least every two years, or more frequently at the discretion of the Director.

**8.4 External Scientific Advisory Board (ESAB)**
The ESAB will be comprised of international experts and provide scientific and intellectual leadership for the guidance and development of DRI research projects. Will make recommendations on project directions and progress toward milestones.

Proposed members of the ESAB include: Frank Plummer, MD (ex-Director of National Microbiology Lab, Canada); John Rex, MD (ex-head of antibiotic discovery at Astra Zeneca), Patricia Bradford, PhD (ex-Director, Applied Sciences for Infectious Disease, Novartis), Laura Piddock, PhD (Professor U Birmingham, Head of Scientific Affairs, Global Antibiotic Research & Development Partnership). This Board will meet annually and through teleconference as required.

4

**TERMS OF REFERENCE**

**Director, David Braley Centre for Antibiotic Discovery (DBCAD)**

**Details and Duties**

The Director will:

- Hold a full-time academic appointment in a relevant department in the Faculty of Health Sciences at McMaster University;

- Set the research and academic direction of the DBCAD in consultation with the Governing Board and Management Advisory Committee;

- Articulate the scientific leadership of the Centre, set milestones, and create and operationalize the Centre's business plan;

- Be responsible for establishing collaborations with other McMaster research institutes, centres, etc. for mutual benefit;

- Report annually to the Governing Board, comprised of the Dean and Vice President, Faculty of Health Sciences, the Vice-Dean, Research, Faculty of Health Sciences, and the Chair of the Department of Biochemistry and Biomedical Sciences;

- Have a strong research and publication record;

- Have proven management skills, as evidenced by developing successful research teams and/or programs and demonstrating a commitment to collaboration across research disciplines following equity, diversity and inclusion (EDI) principles.

**Selection Process**

The Directorship may be directly associated with, and its tenure run concurrent with, an appointment to the position of Director, Michael G. DeGroote Institute for Infectious Disease Research at McMaster University.

The Dean and Vice-President, Faculty of Health Sciences, will forward the Directorship recommendation to the Senate Committee on Appointments.

**Term**

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

January 2023

**McMaster University**

**DATE:** **February 16, 2023**

**TO:** **Senate Committee on Appointments**

**CC:** **Andrea Thyret-Kidd, University Secretary**

**RE:** **SPS B13 - Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic**

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At the February 15th, 2023 Joint Committee meeting the following motion was passed to read:

> **"The Joint Committee has reviewed SPS B13 - Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic and agrees that no change to policy is necessary. The version approved on March 3, 2022 will remain in effect."**

Sincerely,

Katherine Cuff
MUFA President

Susan Tighe
Provost and Vice-President (Academic)

# Policies, Procedures and Guidelines

| Complete Policy Title | Policy Number (if applicable): |
|---|---|
| **Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic** | **SPS B13** |

| Approved by | Date of Most Recent Approval |
|---|---|
| **Senate /**<br>**Board of Governors** | **February 9, 2022 /**<br>**March 3, 2022** |

| Date of Original Approval(s) | Supersedes/Amends Policy dated |
|---|---|
| **April 29, 2020**<br>**June 4, 2020** | February 10, 2021 /<br>March 4, 2021 |

| Responsible Executive | Policy Specific Enquiries |
|---|---|
| **Provost and Vice-President (Academic)** | **Provost and Vice-President (Academic)** |

| Reviewed | General Policy Enquiries |
|---|---|
| January 10, 2023 | Policy (University Secretariat) |

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

**PREAMBLE**

1. McMaster University recognizes the exceptional circumstances that have resulted from the COVID-19 pandemic and the effect it has had on the career progression of its faculty members. COVID-19 has resulted in an unprecedented situation that has required faculty to rapidly adapt to new and/or alternate methods for teaching and course delivery for classes. This has affected their ability to engage in normal scholarly activities, University service, and has impeded faculty in their ability to undertake research and clinical scholarly activities.

2. The purpose of this Policy is to outline the details of how the academic assessment extension will be applied and administered in conjunction with the *Tenure and Promotion Policy* and *SPS (Supplementary Policy Statement) documents*.

3. For the purpose of interpreting this Policy:

    a) words in the singular may include the plural and words in the plural may include the singular;

    b) **One-Year Extension** means the one-year extension of a tenure-track appointment beyond the normal six-year limit and includes delaying the timing of their academic assessments by one year;

    c) **SPS** means the Supplementary Policy Statements;

    d) *Tenure and Promotion Policy* means the *McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion (2012)*; and

    e) **Tenure-Track** means:

    (i)  tenure-track appointments;

    (ii)  teaching-track appointments; and

    (iii)  special appointments.

4. Normally the total duration of a faculty member's initial Tenure-Track appointment may not exceed six years from the date of their first appointment (Section II, clause 6 of the *Tenure and Promotion Policy*). However, the *Tenure & Promotion Policy* does envision specific situations where these time limits may be extended (Section II, clause 7).

5. In keeping with the principles of the *Tenure and Promotion Policy* the University has deemed it appropriate that all Tenure-Track faculty have their appointment extended by one year, which will in turn affect the timing of their academic assessments for re-appointment, tenure/permanence, and promotion.

## ELIGIBILITY

6. All faculty members holding a Tenure-Track appointment as of **June 30, 2022**, shall have their appointment extended by one year and the timing of their academic assessments may be delayed by one year.

7. Section II, clause 4 (c) of the *Tenure and Promotion Policy* will continue to apply to those in special appointments. Although this Policy outlines a one-year extension for all eligible Tenure-Track faculty, individuals do have the ability to proceed on the normal timing, as outlined in the *Tenure and Promotion Policy*.

## EXTENSION GUIDELINES

### Responsibilities of Department Chairs

8. It is the responsibility of the Chair of each Department to inform all members of the Department of the University's tenure and promotion provisions related to the COVID-19 pandemic.

9. The *Tenure and Promotion Policy* (Section III, clause 37a) sets out the expectation that Department Chairs should meet at least once each academic year with all Tenure-Track candidates. Results of these discussions must be recorded in writing and agreed to by both parties. When a faculty member is eligible for the One-Year Extension the extended date must be clearly documented in the written summary of these discussions.

### Faculty Member Decision to Proceed on the Normal Timing

10. The One-Year Extension for eligible faculty is **automatically granted**, normally applying to the next assessment. Faculty members in years 1, 2, or 3 have the option to proceed with normal timing for their 3 year assessment and use the extension later. The total tenure clock will be a maximum of 7 years.

11. Although this Policy outlines a One-Year Extension for all eligible Tenure-Track faculty, individuals do have the ability to proceed on the normal timing, as outlined in the *Tenure and Promotion Policy.*

12. Faculty members will inform their Chair in writing of their decision to go forward for re-appointment, tenure/permanence/CAWAR on the normal timing. In such cases, faculty should refer to the *Tenure and Promotion Policy* for guidance on timing and requirements.

### Other Time Limit Extensions

13. The One-Year Extension is in addition to any other time limit extensions that have been made in compliance with Section II, clause 7 of the *Tenure & Promotion Policy* (e.g. special leave, medical leave, or a pregnancy/parental leave).

Dossiers

14. All eligible faculty members' dossiers (prepared in compliance with *SPS B12 Preparation of Dossiers for Re-Appointment, Tenure/Permanence and/or Promotion*) shall include a copy of this Policy under section #8 identified in the Table of Contents (listed below):

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**TENURE, PERMANENCE AND/OR PROMOTION DOSSIER: Dr. E. Z. Rider**
**Table of Contents**

1. Written Recommendation of the Departmental Tenure and Promotion Committee based on an examination of the following elements of the dossier:
2. Curriculum Vitae
3. Candidate's Statement
4. Departmental Teaching Evaluation Report
5. Candidate's Response to Departmental Teaching Evaluation Report
6. List and Biographical Sketch of Potential Referees
7. Referee Letters
8. Sample Copy of Chair's or Dean's Letter Sent to Referees, and the Relevant Policy for Referees

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15. Chairs and Directors are encouraged to include in their statement to the Faculty Tenure and Promotion Committee a description of the effect the COVID-19 pandemic had on the candidate's research, clinical, and/or teaching activities.

16. Eligible faculty members may elect to include an additional 1-page statement on how the COVID-19 pandemic has affected their research, teaching and/or University service within section 3 of their dossier (Candidate's Statement).

REVIEW

17. This Policy will be reviewed by MUFA and the Senate Committee on Appointments in December 2022 to determine if conditions require an extension of the application of this Policy and/or if revisions are necessary.

McMaster
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**REPORT TO SENATE**

**FROM**

**THE COMMITTEE ON STUDENT AFFAIRS**

**Open Session (Regular Agenda)**

**Information**

i. **Student Affairs Report**

At its meeting on February 15, 2023, the Committee on Student Affairs received a report on the overview of Student Affairs which outlined services, funding and achievements.

**SENATE:  INFORMATION**
**March 8, 2023**

# Student Affairs Overview

**Senate Committee on Student Affairs Update**

**Sean Van Koughnett**
Associate Vice-President
(Students & Learning) and
Dean of Students

# Leadership Team

**Sean Van Koughnett**

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

**Kevin Beatty**

Director, Housing & Conference Services

**Shawn Burt**

Director, Athletics & Recreation

**Tim Cameron**

Acting Director, Student Case Management

**Allison Drew-Hassling**

Director, Student Accessibility Services & Student Case Management (On Leave)

**Shylo Elmayan**

Director, Indigenous Student Services

**Arlene Fajutrao Dosen**

Director, Student Success

**Jacqueline Hampshire**

Director, Marketing, Communications and Community Engagement

**Rosanne Kent**

Director, Student Wellness Centre

**Andrijana Olaizola**

Director, Student Affairs Finance & Administration Acting Director, Student Accessibility Services

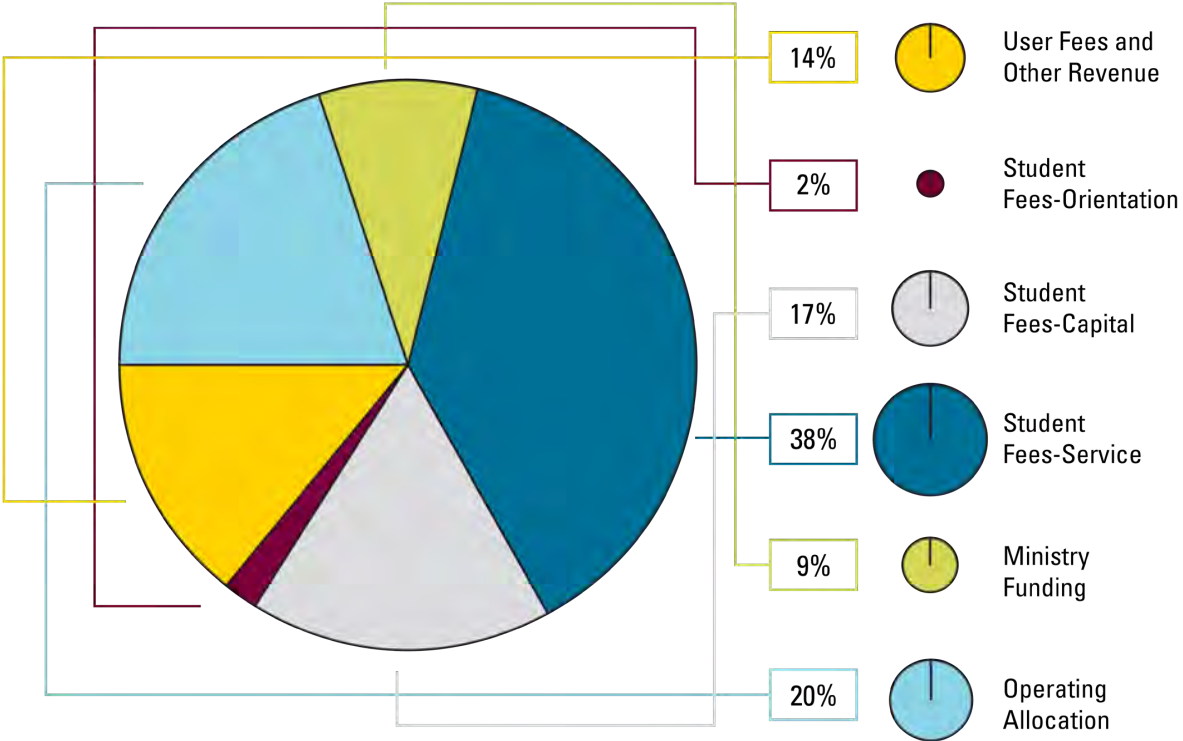**Dr. Clare Warner**

Senior Advisor, Equity, Inclusion and Anti-Racism

![McMaster University | Student Affairs logo]

# Students as Collaborators

- Partner with the McMaster Students Union (MSU), the Graduate Students Association (GSA), and McMaster Association of Part-Time Studies (MAPS).

- Student advisory roles within Steering Committees and Advisory Councils within the Student Affairs and Department governance structures

- Proactively seek feedback and engagement through student surveys, focus groups and stakeholder sessions

# University Partnerships

- Integration among Student Affairs units to support a holistic student experience

- Colleagues in the Faculty and Program offices are key partners and collaborators; we value communication, coordination and co-creation of programs and services

- Consultation with campus partners across the University enables us to be proactive, nimble and responsive to the evolving needs of our students

STUDENT AFFAIRS | McMaster University

How do we create a transformative experience for every student at McMaster?
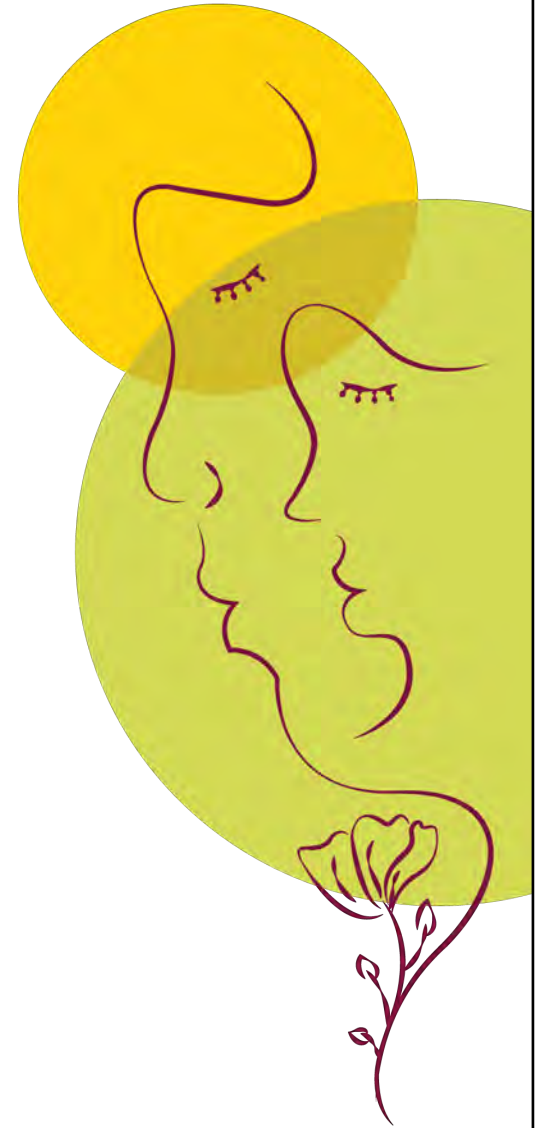
# Athletics & Recreation (A&R)

**Shawn Burt**
**Director, Athletics & Recreation**

## Vision
Striving for excellence in all that we do.

## Mission
Cultivate human potential and enrich wellness through recreation and sport.

## Overview
- Top employer of students on campus; about $3.5M reinvested to serve students through employment opportunities within Athletics & Recreation.
- Supports more than 1,231 student-athletes annually across 49 teams, offering recreational programming and opportunities for all students at McMaster University.
- 8,661 intramural participants (5,078 unique) in 2021–2022.
- 4,226 participants in summer camps and clinics in 2021–2022.
- Brings the McMaster brand into the community locally, provincially, nationally and globally through sport and recreation.
- Implemented staff and athlete recruiting strategies to ensure broader outreach, expand candidate pools and increase opportunities for Black, Indigenous and People of Colour (BIPOC) communities.
- Focused work on the student-athlete experience, with ongoing work in equity, diversity and inclusion (EDI) in sport.
- Offered clinical services to 6,690 students, faculty, staff and community members. Services included support from physicians, surgeons, physiotherapists, massage therapists, chiropractors, orthotic specialists, dietitians and bracing specialists.
- Goals to align with the university more broadly, including reorganization to better position the department for the long term.

## Strategies
- Athletics & Recreation has traditionally been 100% operationally focused, but the pandemic exposed challenges associated with this separation from the university. The department instituted changes based on learnings from the pandemic to prepare for the future. Central to this work are recruitment and equitable hiring, establishing and enforcing behavioural and performance standards, committing to individual and shared accountability, and being more efficient in how we work.
- Another future goal is stronger integration into campus, where the department can consistently add value to the broader academic and respective goals of the University and Faculty partners.

## Priorities
- Implement organizational changes to balance the department and enable efficient performance. The goal is to be proactive instead of reactive.
- Simplify departmental finances to manage decision-making and transparency to central finance effectively. Three values will guide this work: accountability, inclusive excellence and integrity.
- Establish behavioural and performance standards and enforce them in the pursuit of moving to a high-performance culture.
- Collaborate and build relationships with campus partners to grow our community. Create a strong internal foundation first to support reaching beyond McMaster University.

**BRIGHTER WORLD**

- Reframe Athletics and Recreation in the context of groundbreaking, world-class research, experiential learning, and transformative student and student-athlete experiences that enhance McMaster University's global reputation.
- Reimagine strategic visioning within the department by enabling senior management to "think and do" strategically vs. operationally.
- Have the highest student-athlete GPAs, retention rates and graduation rates in all of Canada while also being nationally relevant on the field of play.
- Garner the "most active campus in Canada" designation by leveraging Athletics & Recreation people, programs, projects and facilities to inspire all students, Faculty and staff to be active and lead the way in our commitment to the Okanagan Charter.

# Black Student Success Centre (BSSC)

**Dr. Clare Warner**
**Senior Advisor, Equity, Inclusion and Anti-Racism**

## Vision

Supporting and championing the holistic (academic, personal and professional) success and overall well-being of Black/African descent students and fostering a positive Black student and athlete experience. The Centre is a safe space where students can meet, share, socialize and access specialized support and services.

## Mission

Connect Black students to the programs, people and resources that will nurture their academic and personal growth. Our culturally situated programs and services focus on building a sense of belonging and safety among McMaster's Black students. The department's work is guided by Ubuntu, an ancient South African philosophy. Translated from the Xhosa language, Ubuntu means "I am because you Are." Ubuntu emphasizes the importance of connection, community and collective empowerment and success.

## Overview

- Launched virtually in September 2021. After completing renovations in the Peter George Centre for Living and Learning (PGCLL), room M07, the Centre physically opened its doors to students and community members in February 2022.
- The Centre proudly displays an exhibition of Black student artwork curated by alumni Angelo Grant.
- Core programming consists of one-on-one advising and programming related to well-being and financial support and literacy, delivered in partnership with departments across Student Affairs.
- Hosted several successful events focused on community building, including the In Conversation Series, which features fireside-style chats with notable Black alumni, staff and students.
- A key partner in Black History Month celebrations across campus and this year's Day of Giving Event.
- Staffed by a full time manager, administrative assistant and 2 work study students.

## Strategies

- Delivered in partnership with African-Caribbean Faculty Association of McMaster University (ACFAM), the Black Student Mentoring Program connects undergraduate and graduate Black students to a Black student or faculty mentor, which plays a crucial role in mitigating social isolation on campus. Enrolment continues to grow, with 150 people currently engaged in the project.
- The inaugural Black graduation ceremony was held in June 2022 bringing together students, family, friends, faculty and community partners to celebrate and honour the achievements of Black graduating students.
- In September 2022, Empowered, a new program focused on the wellbeing of Black male students is launching.

## Priorities

Our priorities are to focus on the entire student journey from pre-entry (high school) to post-graduation to ensure Black students are well supported throughout their educational journey. In particular, the Centre is focused on working with campus and community partners to:

- Increase the number of Black students enrolling at McMaster.
- Enhance Black students' university experience and improve student engagement, academic progression and retention.
- Increase the numbers of Black students progressing to and making accelerated progress within the industry, further education or self-employment.
- Create a pipeline of Black talent for McMaster University.

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# Equity, Inclusion and Anti-Racism

**Dr. Clare Warner**
**Senior Advisor, Equity, Inclusion and Anti-Racism**

## Overview

- In January 2021, McMaster appointed a senior advisor of equity, inclusion and anti-racism. This position is responsible for providing direction and guidance on equity-related matters for Student Affairs, including implementing the action plan that resulted from the Black Student-Athlete Experience Systemic Review and providing strategic leadership in response to incidents of racism. This position also provides direction to the Black Student Success Centre and the manager, Black Student Success.
- Key initiatives since January 2021:
    - Appointed a manager of Black Student Success and launch of the Black Student Success Centre.
    - Facilitated mandatory training on understanding anti-Black racism for 180 coaches and staff in Athletics & Recreation.
    - Distributed Athletic Financial Awards (AFAs) for Black student-athletes.
    - Hired three Black graduate interns as part of an annual program.
    - Formed a new Black Student-Athletes Council, an advocacy body for Black student-athletes.
    - Created two new part-time roles focused on equity, diversity and inclusion in the Athletics & Recreation department.
    - Anti-Racism symposium in June 2022 held to engage student-athletes, coaches, staff and administrators from across Ontario University Athletics (OUA) and U Sports institutions in ongoing discussions about anti-racism.
    - Climate survey completed in Athletics and Rec to gauge engagement with and impact of work to date.
    - Co-authored module on Black student experiences in higher education for Archway mentors

## Strategies

Five-Point Action Plan from Actioning Equity, Diversity Inclusion (EDI) in Athletics and Recreation
1. Increasing representation
2. A culture of accountability
3. Targeted supports and scholarships
4. Advocacy roles and mechanisms
5. Training and education

## Priorities

An EDI strategic planning day took place on June 23 for all Student Affairs directors. The focus was on exploring how the five themes in the Athletics & Recreation strategic plan can be actioned across the department, with a particular focus on increasing representation, aligning with broader departmental commitments and prioritizing well-being and belonging in the student experience.

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# Indigenous Student Services (ISS)

**Shylo Elmayan**
**Director, Indigenous Student Services**

## Mission

Indigenous Student Services provides and connects Indigenous learners to the support they need to achieve their academic goals. We work to promote a safe place for Indigenous learners by removing barriers and providing holistic support.

## Overview

- The department supports the student experience and success of our Indigenous learners, focusing on every stage of the Indigenous student life cycle: Outreach and Recruitment, Transition, Retention and Support, and Transition and Completion.
- Indigenous learners at McMaster make up 1.7% of the total student population — approximately 500 students on average. This is a steady trend over last seven years, but it continues to fall below the growth of Indigenous learners in Canada. The Indspire report (2021) indicates that 130,000 indigenous people aged 17–51 will be eligible to attend post-secondary institutions by 2023, making this a priority focus.
- In the era of reconciliation, ISS encourages Indigenous learners to know they can continue post-secondary and reconnect and access Indigenous knowledge at the same time. For many, knowledge has been lost in families and communities because of residential schools and other government policies.
- Participates in province-wide Indigenous post-secondary recruitment and focuses on learners in Six Nations, Mississaugas of the Credit First Nation, Brant and Golden Horseshoe Key programs. Supports include wellness counselling, Elders in Residence, cultural workshops, academic success, navigation and advocacy.
- Throughout the pandemic, ISS has undertaken several tactics to support our learners who experience internet connectivity barriers.

## Strategies

- ISS connects Indigenous students to culture and creates a community away from home. Programs and services are culturally based and create a safe space for Indigenous students to seek help and advocacy when needed. The connection to Indigenous Studies is an important relationship. ISS also collaborates with other Indigenous offices on campus, including Indigenous Health Learning Lodge and McMaster Indigenous Research Institute.
- The 2021 Indigenous Strategic Directions report frames the Indigenous Student Experience as a key pillar and identifies strategic actions to improve the student experience. ISS will need to work with campus partners and student groups to implement many of these actions. This includes amplifying Indigenous student admissions and expanding cultural supports, student housing and a fulsome process for self-identification.

## Priorities

- Complete two pilot projects: Pop-Up Study Halls in Six Nations of the Grand River (October 2021–April 2022) and the Gaǫdadǫihwahni:ya:s Summer Transition Program (July 2022).
- Holistic well-being through wellness services and increased Elders in Residence programming
- Collaborate with Indigenous and campus partners to develop and apply Indigenous self-identification and ancestry verification practices for student financial aid, awards and special admissions.
- Increase the visibility of ISS across campus to have a better connection with Indigenous learners in all programs.
- Promote greater enrolment and success of Indigenous learners through equitable admission processes.
- Develop strategies to help Indigenous learners access the financial supports available to fund their post-secondary studies.
- Reconvene discussions and strategies around housing and transportation needs for Indigenous learners.
- Identify ways to engage Indigenous students on strategic matters facing Indigenous education at McMaster.

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# Student Accessibility Services (SAS)

**Andrijana Olaizola**
**Acting Director, Student Accessibility Services**

## Vision
Assisting students with disabilities to reach their full potential with a service that aims for students to experience full participation, independence, empowerment and equality.

## Mission
We provide compassionate, individualized, student accessibility services for students with disabilities with an integrated support structure, including facilitating academic accommodations, programming and support services.

## Overview
- Provides academic accommodation for students with permanent disabilities, as well as interim/temporary disabilities.
- Offers a Testing Centre (Tim Nolan Testing Centre), newly opened in 2022, to support students' testing accommodation needs.
- Offers student support services, including:
  - o Transition support for students with disabilities.
  - o Peer support, including co-designing courses with students about non-academic topics such as self-advocacy skills.
  - o Assistive technology and learning strategies, with a focus on the individualized, functional limitations and abilities of the student.
- Has a cross-departmental partnership with MacPherson Institute with the new Assistive Technology Consultant.
- This past year, the number of students registered for SAS increased by 40%. SAS has already outgrown the new Tim Nolan Testing Centre, with more than 6,000 tests offered during the Winter 2022 term.
- Additional trends:
  - o 121% increase in students identified as having a principal disability over the past six fiscal years.
  - o 123% increase between 2015–2022 in students identified with a mental health disability.
  - o 124% increase in test and exam accommodations through SAS before COVID-19 closure since 2013.

## Strategies
Transforming the SAS experience through exemplary service and support. Focused on four pillars:
1. Collaborate: To collaborate more internally as a department and across departments within the University.
2. Educate: To increase opportunities for professional development and training across the department.
3. Simplify: To simplify our processes, seeking opportunities to reduce redundancies and increase efficiencies, such as moving from a paper-based service to a fully digital program.
4. Improve access: Creating accessible branding; undergoing an updated website that will be fully accessible beyond AODA standards; establishing the new Tim Nolan Testing Centre, which is accessible beyond AODA standards; hiring an accessible media designer to support SAS and SSC.

## Priorities
- Support the Tim Nolan Testing Centre with workflow processes and improvements to our technological platforms to support the increasing demands of services.
- Bolster the resources to offer a fulsome response to the changing landscape of academic accommodations and implement for virtual learning and invigilation.

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- Prioritization of equity, diversity, inclusion and accessibility (EDIA), with ongoing professional development across the department and intentional, collaborative consultation with stakeholders to engage in our ongoing commitment to review and refine services. The new Student Advisory Council for SAS will provide feedback and ideas to further engage students.
- Embed Psychological Health and Safety Standards to each department.
- Expand the transition-based programming to meet the incoming priorities that will be coming from the Ministry regarding students' transition to McMaster and transitioning to graduate school or work.
- Improve data access points and research to enhance our understanding of how accommodations are supporting students with disabilities, including graduation rates, retention, part-time vs. full-time studies, honours enrolment and so on.

## Student Case Management (SCM)

**Tim Cameron**
**Acting Director, Student Case Management**

### Overview

- Two primary areas of focus:
    1. Administering the Code of Student Rights and Responsibilities (the Code).
    2. Providing support to students through case management services.
- Provides a one-stop service that aims to support the whole student. By caring for students who are in distress, or experiencing difficulty, in a holistic way, SCM recognizes that students' well-being is a function of their diverse individual identities and experiences in relation to their social environment and situation. While promoting student rights and responsibilities and seeking to fairly administer the Code when students' behaviours and actions violate community members' rights, the SCM emphasizes student learning and personal growth.
- Aims to create an open and respectful experience by encouraging and modelling honesty, integrity and accountability. Uses relational, participatory and empowerment approaches where possible to build on existing strengths and resilience to determine the best solutions for students in need.
- Each year, the demand for our services increases. The department is currently responding to an increase of cases that have much more risk and complexity, requiring high degrees of consultation, coordination, expertise and time from the team.

### Strategies

- Bring together a diverse team of campus and community care providers to consult and collaborate in providing culturally relevant and inclusive support services.
- Ensure a caring, compassionate, consistent and coordinated approach to address and respond to students' complex and intersectional health issues and needs.
- Continuously improve through critical reflection and review of policies, processes and practices to remove unintended barriers to equity and inclusion in providing support services and case management.

### Priorities

- Bolster the outreach support for students with urgent mental health needs with the Student Urgent Response Team (SURT) program launch.
- Continue to build collaborations with key internal/external stakeholders to ensure a seamless transition to and from services to support our students.
- Build an advisory council comprised of students, student mental health service users and equity-deserving community members, including McMaster stakeholders and external stakeholders (COAST and Youth Wellness Centre), to provide feedback and ideas about how SURT and SCM services can further meet community needs.
- Prioritization of equity, diversity, inclusion and accessibility (EDIA), with ongoing professional development across the department and intentional, collaborative consultation with stakeholders to engage in our ongoing commitment to review and refine services. We will have a new Student Advisory Council for SAS focused on providing feedback and ideas to further engage our student community.
- Embed a database to support the growing caseload.
- Embed Psychological Health and Safety Standards.

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- To collect and analyze an increasingly extensive array of data related to our overall process. This, in combination with ongoing evaluation of our services, will allow the SCM to address emerging issues and trends on campus and enhance our response to changing student needs.
- Ensure services are responsive and representative of McMaster's diverse community.
- When reviewing the Code and Accommodations policy, include a mental health lens (as per the Post-Secondary Psychological Standard) and a plain-language approach.

# Student Success Centre (SSC)

**Arlene Fajutrao Dosen**
**Director, Student Success**

## Vision
For all students and alumni to thrive and succeed.

## Mission
As a community of Student Affairs professionals, we engage students and alumni in diverse learning opportunities that support their academic, personal and professional growth.

## Overview
- The SSC undertakes a central role in the development of a holistic student experience model which supports students from the point at which they consider applying to McMaster, throughout their university journey, and up to 10 years following graduation. Services and programs take an individualized approach for all students and alumni to thrive and succeed during their time at McMaster and beyond.
- Student Success Centre support areas include:
  - o Access Strategy (student outreach, transition, retention and success) and oversight of the Ontario Postsecondary Access and Inclusion Program (OPAIP) funding for McMaster University
  - o First-Year Transition and Student Experience (orientation, Mac101, Welcome Week and Archway)
  - o International Student Services (immigration advising, health insurance/UHIP, transition, academic skills and career coaching)
  - o Experiential Learning (co-curricular and extra-curricular opportunities)
  - o Career Counselling and Employment Services (including the Career Access Professional Services program)
  - o The Forge, including opportunities for students to develop an entrepreneurial and innovative mindset
  - o Spiritual Care and Learning Centre (SCLC)
  - o Academic Skills Development and Writing Centre
  - o Wilson Leadership Scholar Award (WLSA) and Leadership Skills Development
  - o Global Experience Office (International Exchange Program and Work Abroad)
  - o Alumni Career Services in partnership with Alumni Advancement, University Advancement
  - o Marketing, Communications and Events

## Strategies
### Integration
- Champion a holistic student support model that respects the positionality and intersectionality of our students, that leverages their unique strengths, and that customizes the type and intensity of support offered to best enable their development and learning.
- Build and foster community, strategic purpose and cohesion within the SSC team to support a holistic, transformational and personalized student experience for all students at McMaster University.
- Strategically partner with the McMaster Students Union (MSU), Graduate Students Association (GSA), Student Affairs colleagues and Faculty/Program stakeholders (Faculty Experiential Learning/Career Services offices; Offices of the Associate Dean) to co-create, with each student, a foundational career action plan to support their success throughout their McMaster journey.

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### Inclusivity
- Support the recruitment and retention of historically underrepresented students through targeted initiatives such as the McMaster Access Strategy and Career Access Professional Services (CAPS) program. Leverage the expertise and lived experience of SSC staff and colleagues in Student Affairs and the Equity and Inclusion Office.
- Identify structural barriers, particularly those faced by equity-deserving students. Eliminate barriers by investing in equity-minded policies, practices and behaviours that support student success through the intentional review and design of programs and services.

### Impact
- Explore expanded ways to support students as they prepare to transition to careers and post-graduate studies, ensuring that they are equipped with the skills and competencies to succeed.
- Work collaboratively with Student Affairs partners and with Faculty stakeholders (Faculty Experiential Learning/Career Services offices; and Offices of the Associate Dean) to co-create a personalized 'career and life action plan' with students to best support their learning, growth and development.
- Leverage SSC infrastructure to enable students to develop and foster the following competencies:
  - Intercultural competency
  - Social consciousness/social perceptiveness/civic engagement competency
  - Leadership competency
  - Innovation mindset/entrepreneurship competency
- Support students in their personal and professional development beyond the classroom through an increased number of co-op and internship opportunities, including on-campus and international work opportunities; greater opportunities to lead and participate in clubs, teams and societies; opportunities to launch their own ventures and develop an innovative mindset; and opportunities to volunteer within the community.

## Priorities
- Strategic Alignment Fund proposal: Integrating and Scaling McMaster's Capacity for Experiential and Interdisciplinary (ExCELINT) Learning: collaborate with representatives from the Provost's Office, the Office of Community Engagement and the MacPherson Institute, with key Faculty stakeholders, to develop a Student Journey Map that outlines curricular and co-curricular options available for experiential and interdisciplinary learning.
- Strategic Alignment Fund proposal – Financial Education and Empowerment: formalize and scale the operations of Mac's Money Centre to support financial literacy education for McMaster students in collaboration with the Registrar's Office (Aid and Awards) and Financial Affairs (Student Accounts).
- Strategic Alignment Fund proposal – Graduate Student Career Navigation Program: Collaborate with the School of Graduate Studies, Faculty stakeholders and representatives of the Graduate Students Association (GSA) to develop a sustainable model to provide career counselling support for graduate students.
- Strategic Alignment Fund proposal – Graduate Student Writing Support: Collaborate with the School of Graduate Studies, Faculty stakeholders and representatives of the Graduate Students Association (GSA) to develop a sustainable model for the provision of specialized graduate student writing support and leveraging on the newly-renovated, dedicated space in Mills Memorial Library (Learning Commons).
- Global Mobility Software Project: Collaborate with the Office of International Affairs, Faculty stakeholders and University Technology Services to advance the selection and implementation of mobility software to facilitate the expansion of global opportunities for students, the mapping of global engagement activities and international partnerships, and global travel risk management.

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# Student Wellness Centre (SWC)

**Rosanne Kent**
**Director, Student Wellness Centre**

## Vision and Mission
We provide health care and support to enhance the emotional, physical, and personal well-being of McMaster students. Our services support the achievement of their academic and personal success.

## Overview
The work that is done within the Student Wellness Centre:
- Counselling – individual counselling, workshops, group psychotherapy.
- Medical care – medical and naturopathic services.
- Wellness – health promotion, education and training.
- Overall numbers for the 2021–2022 fiscal year:
    o Total visits: 42,023
    o Total unique clients: 8,279

SWC's team works to cultivate health and wellness by:
- Modelling a student-centred, collaborative and integrated approach.
- Supporting a positive McMaster experience.
- Creating opportunities for students to realize their potential and find meaning in their university experience.
- Providing tools and resources that empower students to manage their health and wellness.
- Promoting continuous learning to achieve team and individual success.
- Hiring, developing and retaining a high-performance team committed to building a diverse, collaborative and inclusive culture that leverages employee strengths.

## Strategies
- As seen over the past two years, SWC played a pivotal role in supporting McMaster students through the COVID-19 pandemic, delivering counselling, medical care and wellness support.
- The SWC implemented a social media campaign to support students with their mental and physical health. Through social media, SWC educated, engaged students and promoted available services. The SWC's digital presence increased awareness of the extensive hybrid programming that was designed to provide a holistic approach to well-being during a challenging time.
- In September, the SWC will focus resources on the increasing Mental Health needs of our students. These needs will continue to evolve from the COVID-19 pandemic, requiring the community to focus on health and well-being. SWC will continue to address the new demands of McMaster students by collaborating with stakeholders and Student Affairs colleagues.

## Priorities
- Evaluate programs with data to support uptake and continued delivery. Will involve reviewing the relevance and effectiveness of the program in addressing diverse student needs.
- Develop a personalized service to address the student's mental health needs within a short-term model of care.
- Specialized assessment in the initial consultation by a mental health Nurse to direct students in the Step Care Model.

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- Increase access to mental health care for our McMaster students by decreasing the waiting times for all appointments by delivering a solution-focused approach to mental health.
- Actively address the issues brought forth from the mental health audit.
- Implement stronger educational programs designed to address Anxiety and Disruptive Mood Dysregulation Disorder, as we know prevention is the key to minimizing crisis events.
- Actively seek out technology to improve resources for well-being.

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# Student Affairs Business Office - Finance and Technology Team

**Andrijana Olaizola**
**Director, Student Affairs Finance & Administration**

## Vision
Partners in change and the first point of contact for our Student Affairs (SA) departments.

## Mission
To provide seamless and exemplary support to SA departments, enabling staff to deliver the best possible service to McMaster's student community while also driving continuous improvement initiatives and providing change leadership.

## Overview
Student Affairs Tech Team (SATT) provides a full suite of technical services to all Student Affairs units, including:
- Website full service (design, maintenance, hosting, support and bespoke custom applications)
- Technology and application support
- Infrastructure maintenance and support
- Project management and systems integration
- Privacy and security

Student Affairs Finance Office (SAFO) provides centralized support services to SA units including:
- Human resource management and support (including health and safety training tracking for departments)
- Strategic planning and forecasting
- Ministry/grant and financial reporting
- Financial analysis and ad-hoc reporting
- Accounts payable and accounts receivable (including medical billings)

## Strategies
- Work collaboratively and as partners with central units, such as Financial Affairs, Human Resources, and University Technology Services in supporting vision, mission and strategic goals
- Streamline support through process improvement (departmental), cohesion and integration, service standards, and centralized service approach (technical, administrative and financial)
- Support areas in the digital transformation of processes and platform support for the areas

## Priorities
- Asset management and strategy for replacement (lifecycle management)
- Delivery of AODA (Accessibility for Ontarians with Disabilities Act) website compliance across Student Affairs sites
- Continued investigation and expansion of cloud-based service usage within Student Affairs
- Implementation of technical and application support model and management procedures incorporating mission-critical applications
- Establish digital/technology strategy by exploring business processes and platforms that best support student experience
- Continued process improvements and efficiencies, such as integrating processes with HR digitalization strategy, departmental process automation (platforms) and data integration (Mosaic)
- Continued work on the data governance project

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# Building and Reconfiguring Space for Student-Centred Experiences

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# Peter George Centre for Living and Learning (PGCLL)

# Athletics & Recreation
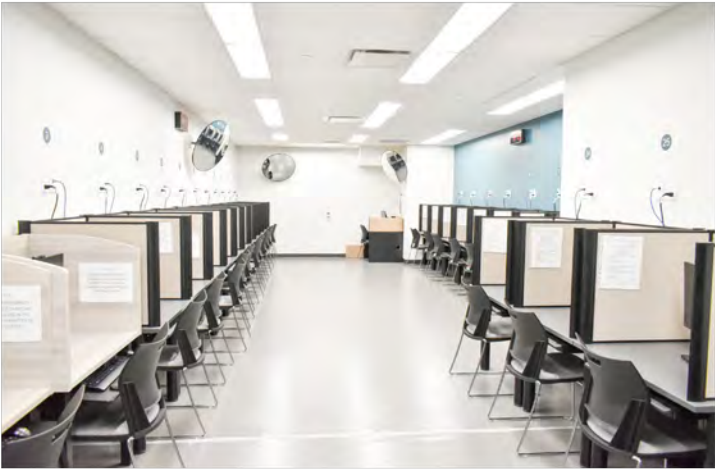
**(David Braley Athletic Centre, Ivor Wynne Centre)**

# Black Student Success Centre

# Student Accessibility Services

# Tim Nolan Testing Centre

# Student Success Centre

**(International Student Services Hub, Spiritual Care and Learning Centre, Writing and Academic Skills Hub)**

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