

SENATE
Wednesday, December 13, 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.

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- 2. Minutes of Previous Meeting – November 8, 2023 (Open Session)**

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Andy Knights

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Equity and Inclusion Office Annual Report

SEPTEMBER 1, 2022 – AUGUST 31, 2023

BRIGHTER WORLD

Equity and
Inclusion Office



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Relevant Links

[Equity & Inclusion Office Website](#)

[Equity & Inclusion Facebook Page](#)

[Accessibility Hub Website](#)

[Sexual Violence Prevention and Response Office Website](#)

[Blue Folder: Discrimination and Harassment Guide](#)

[Gold Folder: Sexual Violence Prevention Response Guide](#)

<https://equity.mcmaster.ca/app/uploads/2021/03/Blue-Folder-McMasters-Discrimination-Harassment-Policy.pdf>

<https://svpro.mcmaster.ca/app/uploads/2020/11/Gold-Folder.pdf>

Mandates & Highlights

Equity and Inclusion Office Mandate

The **Equity and Inclusion Office (EIO)** has a broad three-pronged mandate:

- to provide leadership to advance institutional equity, diversity, and inclusion (EDI) priorities and inclusive excellence goals;
- to provide education, training, and resources related to accessibility, inclusion & anti-racism, human rights, and sexual violence;
- to provide harassment, discrimination, and sexual violence prevention and response services.

The EIO is a key partner and leader in advancing McMaster's commitment to establishing accessible, equitable, and inclusive learning, living and working environments that are barrier-free and free from harassment, discrimination, and gender-based violence, per the university's [Accessibility Policy](#), [Discrimination and Harassment Policy](#), and [Sexual Violence Policy](#).

Equity and Inclusion Office Team 2022/2023

Dr. Barrington Walker, Vice Provost, Equity & Inclusion

Joan Johnson, Executive Assistant

Lenore Lukasik Foss, Director, Sexual Violence Prevention & Response Office

Patricia Suleiman, Director, Human Rights & Accessibility

Craig Foye, Senior Human Rights Advisor

Sacha Ally, Senior Human Rights Advisor

Fareeda Adam, Senior Human Rights Advisor

Paula Hearn, Manager, Accessibility Program

Nusrat Mir, Project Coordinator, Accessibility Program

Wil Prakash Fularczuk, Manager, Sexual Violence Prevention Education

Natalie Lafluer, Sexual Violence Response Case Manager

Renata Hall, Manager, Inclusion and Anti-Racism Program

Nirosha Balakumar, Manager, EDI and Anti-Racism, Department of Family Medicine

Eve Nyambiya, Coordinator, Anti-Black Racism Education and Programming

This academic year we said farewell to EIO staff and wish them a great journey:

Chelsea Gibson, Senior Human Rights Advisor

Marla Brown, Senior Human Rights Advisor

Kathryn Brown, Manager, Accessibility Program

Deep thanks to the EIO team for your continued commitment to advancing inclusive excellence.

Institutional EDI Framework & Strategy Update:

The 2022/2023 was a transitional year for the EIO, which was under interim leadership and an external review while a search was underway for a new Vice Provost. During that time, the EDI Strategic Plan (2019-2022) expired. Nonetheless, the important foundational work that was initiated under the plan became further established and successfully completed in 2022/2023. Principles of Inclusive Excellence continued to be operationalized across the university. Senior Leadership training, resources for inclusive teaching and research, accessibility accommodations and employment equity.

The process for a new renewed strategic plan is now underway. In collaboration with EAB, the plan will coordinate centrally identified EDI priority areas and faculty/unit-specific EDI plans led by faculty/unit EDI leads. The Senate will receive regular progress updates from the Vice Provost Equity and Inclusion.

Annual Report Mandate

Under sections 52 of the [*Discrimination and Harassment Policy*](#) and section 53 of the [*Sexual Violence Policy*](#), the EIO is responsible for collecting and reporting annual anonymized, aggregate data on complaints, investigations, sanctions and outcomes, consultations, disclosures, and voluntary/dispute resolution to the Senate and the Board of Governors.

Annual Report Parameters

Unless stated otherwise, this report covers data collected from September 1, 2022, to August 31, 2023.

The EIO collects and maintains data for the annual report and includes information from the Sexual Violence Prevention and Response Office, the Human Rights and Dispute Resolution Program, Employee & Labour Relations, the Student Case Management Office, and the Faculty of Health Sciences Professionalism Office.

In addition to highlighting policy-mandated, consolidated statistical data, the report provides narrative information and data on the activities of the four EIO portfolios: AccessMac Accessibility Program; Inclusion & Anti-Racism Education Program; Sexual Violence Prevention and Response Office (SVPRO); and Human Rights & Dispute Resolution Program (HRDR).



2022/2023 EIO Office Highlights

Training initiatives

- EIO staff team offered over 340 education-oriented sessions and events, to 29, 053 students, staff, and faculty on a host of EDI-related topics.

Staff changes

- Three individuals left the office during the reporting year, and six joined. In December 2022, the office announced the addition of Patricia Suleiman, inaugural Director, Human Rights & Accessibility. In May 2023, the EIO announced the addition of Dr. Barrington Walker, Vice-Provost, Equity & Inclusion and Professor of History, Sacha Ally, Senior Human Rights Advisor and Nusrat Mir, Accessibility Program Coordinator. In July 2023, the office announced the addition of Fareeda Adam, Senior Human Rights Advisor and Paula Hearn, Accessibility Program Manager.

Office review

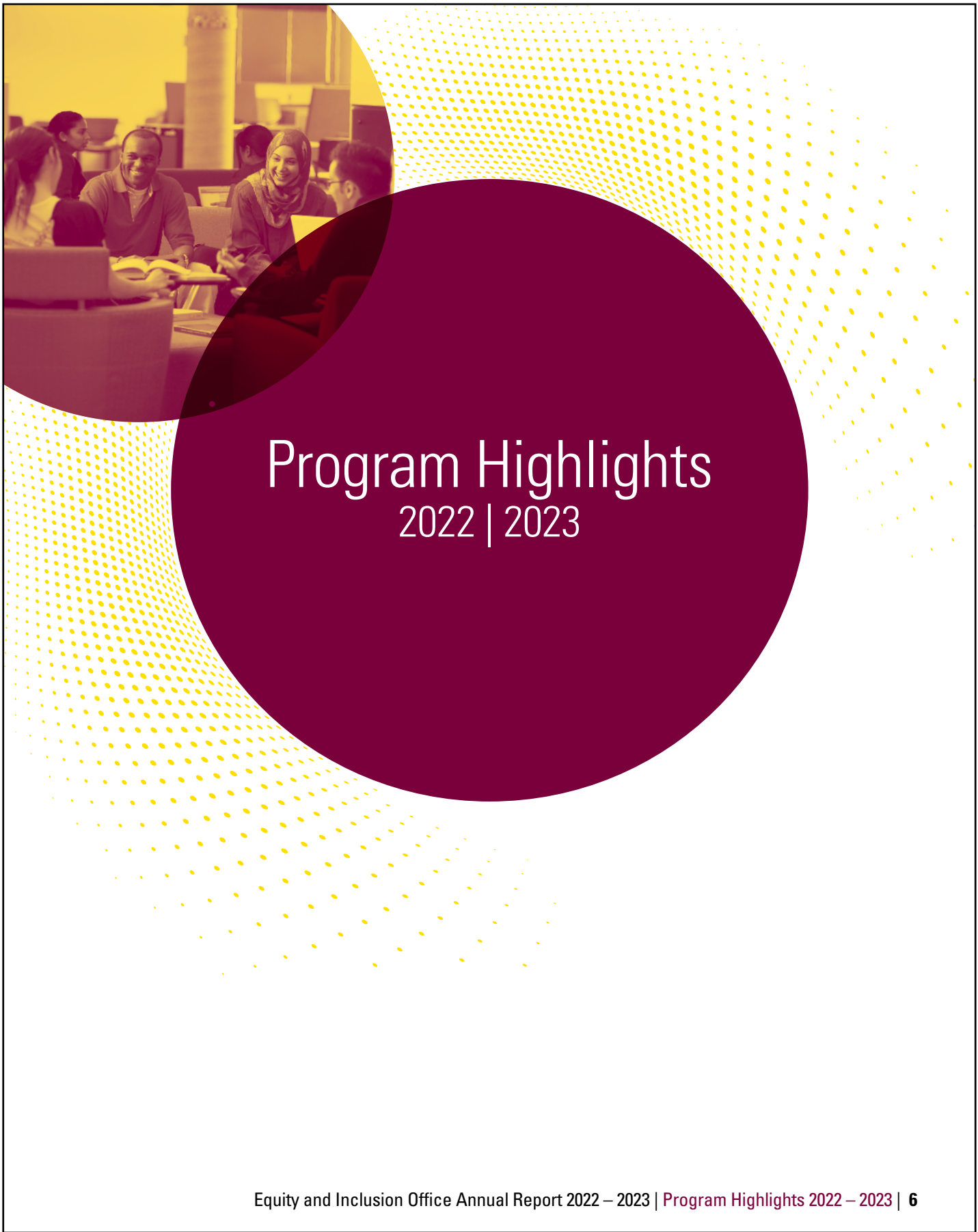
- In the spirit of continuous improvement, in September 2022, the Provost initiated a review of the Equity & Inclusion Office.
- The review team was comprised of internal and external experts. The scope of the review included the activities of the EIO and the various units across the University that are supported and/or collaborate with the EIO to foster a culture of respect and inclusivity, oversee the development of equity initiatives, raise awareness of historically marginalized groups, and incorporate an anti-oppressive framework.
- Outcomes and recommendations were completed and made publicly available to the McMaster community in February 2023.
- The EIO will present the update on the implementation of the recommendations in the Fall 2024.

Policy work

- Representatives from the Office have been actively involved in various policy review and update processes, including, the Faculty Code of Conduct, the University Accessibility Policy, the Sexual Violence Policy, and the Discrimination & Harassment Policy.

Data collection and reporting

- We continue to enhance systems to effectively collect and report data for all EIO portfolios. In December 2022, the EIO procured CaseIQ software and went live on the platform in July 2023.



Program Highlights

2022 | 2023



AccessMac Accessibility Program



Highlights of Notable Successes and Opportunities

Institutional Accessibility Consultations and Projects

- **Updating McMaster's Accessibility Policy:** During this period Accessibility Program staff and the McMaster Accessibility Advisory Council Chair continued to update the DRAFT University Accessibility Policy, including hosting a public consultation period with faculty, staff and students. Additionally, a university-wide survey was released, which resulted in the collection of 2467 responses (82 qualitative) from students, faculty and staff. The survey results provided significant feedback on how the policy can be strengthened. Final adjustments and incorporations of community feedback to the Accessibility Policy are currently underway, with final feedback opportunities to be completed by fall 2023.
- **Biennial AODA Accessibility Environmental Scan completed:** As 2023 is a reporting year for McMaster on AODA compliance, a data collection process was rolled out in Spring-Summer 2023 with members of the McMaster Accessibility Advisory Council and coordinated by the AccessMac Program. These Environmental Scans were completed by all concerted departments on campus, providing status updates on implementing and compliance with current AODA regulations. The data will be used to complete the AODA reporting template to the Ministry of Seniors and Accessibility by December 2023.
- **Expansion of the Accessibility Program team:** With the growing demand for the AccessMac Program, the EIO has invested in AccessMac by creating a full-time Accessibility Project Coordinator position. This one-year role will provide critical support to ensure there is a capacity to deliver and meet the growing demand for AccessMac's training, consultation, and community engagement offerings. As stated above this position was filled by Nusrat Mir in May 2023.

Institutional Accessibility Training Development

- **Web Accessibility Compliance:** In early 2023, McMaster was flagged by the Ministry for Seniors and Accessibility for being non-compliant with the Web Accessibility Standard Reg. 191/11 s. 14 (4) under the AODA, which McMaster transparently reported during the 2021 AODA reporting process. A Web Accessibility Compliance Workplan was created by members of the MAAC, coordinated by the EIO and AVP and CTO Office and University Technology Services (UTS), to guide the work towards compliance in 2023 and 2024. Efforts to come into compliance, currently being undertaken by UTS Web Accessibility Specialist, Clark Cipryk in partnership with the EIO and other MAAC members, include manual testing audits and remediation to the MacSites template, education across campus, sharing knowledge on current web management processes and reviewing where improvements can be made campus wide. A driving force behind these changes has been the work of [McMaster's growing AODA Web Accessibility Roadmap Team](#), and the continued roll out of McMaster's Web Accessibility Roadmap.
- **Accessible formats for emergency evacuations:** In winter 2023, EIO's Accessibility Program begun coordinating with University Health and Safety (processes and communications) to provide emergency evacuation plans in alternate and accessible formats. Additionally, a partnership with Library Accessibility Services was formed to respond to complex requests for alternative formats for emergency evacuation information.
- **Accessible Digital Content Training:** In this period, the Faculty of Science and the Equity and Inclusion office have continued their partnership and development of the Accessible Digital Content Training Pressbook through the addition of Web Content Accessibility 101, authored by EIO Accessibility Projects Coordinator, Nusrat Mir. This training has been tailored to McMaster website environments, such as MacSites, and is intended to make accessibility accessible for all forms of web content managers.

Publications (Community)

- Fifth annual publication of the *Accessibility and Disability Inclusion Update, 2021-2022* during National Accessibility Week 2023

Accessibility and Disability Support-Related Consultations

AccessMac Accessibility Consultation: A consultation takes place when an individual or group seeks advice and/or guidance on a matter related to accessibility and disability inclusion as per the Accessibility for Ontarians with Disabilities Act (AODA), 2005 or best practice.

Type of Consultation	Number of Consultations
Accessibility and/or Disability Inclusion Consultations: Broad McMaster campus community	293
Accessibility and/ or Disability Inclusion Consultations: Provincial accessibility communities (other ON universities and / or municipalities)	14
Disclosure / Support-Related Consultations: Persons with lived experience of disability(ies)	88
Total Consultations	381

Accessibility Program Consultations 2018 to 2023

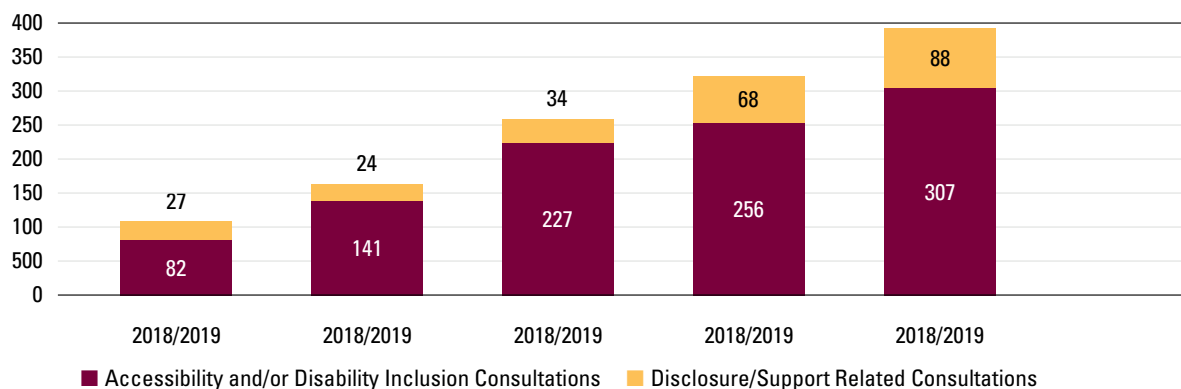


Chart: expressing per year consultations divided by disclosure consultations and general accessibility consultations

Category	2018/19	2019/20	2020/21	2021/22	2022/23
Disclosure / Support-Related Consultations	27	24	34	68	88
Accessibility and / or Disability Inclusion Consultations	82	141	227	256	293
Totals	109	165	361	324	381

Top Themes for AccessMac Accessibility Program Consultations:

- Digital Accessibility
- Student Accessibility/ Accommodation Support and Referrals
- Built Environment
- Employee Accessibility/ Accommodation Support and Referrals
- Teaching and Learning Accessibility
- Parking Accessibility

Asynchronous (online, self-paced) training	
AODA and Human Rights	Employees: 1515 completed Students: 2302 completed Total: 3817
FLEX Forward	Employees: 367 Completed Students: 525 Completed Total: 892
TA Training - Accessibility and Disability Inclusion	392
Student Leadership - Archway Program	200
MSU Executives and Volunteer Training	275
Accessible Digital Content Training Pressbook	Visitors: 2143 Page views: 5376 <i>(not included in total below)</i>
Sub-Total Persons Trained	5576
Total	7719

*Not inclusive of page views / visits for the asynchronous [*Accessible Digital Content Training Pressbook*](#): Total Visits: 2841, Total Page Views: 6015

Most Popular Educational Sessions Themes

- AODA and Human Rights Code
- Accessible Education / Accessibility in Teaching and Learning
- Digital and Web Accessibility
- Accessibility in Teaching and Learning STEER/R Overview and Community Engagement sessions

AccessMac Community Development and Engagement

Type of Community Engagement	Engagement Highlights	Engagement Numbers
<u>Employee Accessibility Network</u>	<p>Hosted four (4) sessions by and for employees with disabilities:</p> <ol style="list-style-type: none"> 1. Employment Equity Census Info Session 2. Governance of Group - Continued Discussion with EIO / MAAC 3. Consultation with Employment Equity RE: Disaggregated Data Census 4. Peer Support 	<p>Across the four sessions there was: 73 participants (23 participants for Employment Equity Census Info Session; 16 participants for Governance of Group; 16 participants for Consultation with Employment Equity RE: Disaggregated Data Census; 18 participants for peer support)</p>
<u>International Day of Persons with Disabilities Commemorative Events (December 3, 2021)</u>	<p>Events held across two (2) weeks:</p> <p>1. Week One (1) of Events (November 29th to December 2nd):</p> <ul style="list-style-type: none"> • Hosted two (2) workshops on digital accessibility and social media accessibility; • Held an Employee Accessibility Network meeting celebrating and debriefing events, as well as; • A panel discussion on assistive technologies (AT) & their impacts on those who use them, businesses, the university, & broader society. <p>2. Week Two (2) of Events (December 5th to December 9th):</p> <ul style="list-style-type: none"> • Hosted five (5) workshops on digital accessibility, including using accessibility principles from McMaster's FLEX Forward Accessible Education resource with the MacPherson Institute to create accessible teaching and learning content, activities and Avenue course shells. 	<p>75 participants attended the workshops/events;</p> <p>22 participants attended the Employee Accessibility Network Meeting;</p>
<u>National Accessibility Week (First Week June, 2022)</u>	<ol style="list-style-type: none"> 1. Promoted eight (8) events, spanning topics of employers on accessibility in the workplace; network of support for clients who self identify with disabilities, community resource partners, employers, and accessible business owners; teaching and learning to embed disability justice; discussion on accessibility policy, featuring top institutions, public administration leaders, and civil society advocates; web and digital accessibility, accessible facilitation; and much more. 2. Released the Accessibility and Disability Inclusion Update 2021-2022 in Pressbook format. 	<p>More than 55 submissions were received and included into the publication from across faculties, administrative units and student communities</p>



Inclusion and Anti-Racism Education Program

Institutional Educational Projects and Consultations

- Supported in hiring and dotted line managerial support to two (2) inaugural EDI specialist within DeGroote School of Business and Athletics and Recreation
- Development of significant series-based cohort training for McMaster Students Union and Residence Life Community Advisors
- Successful second year of Inclusive Excellence Leadership Training Programming and full pilot of the new Anti-Racism Fundamentals module, in collaboration with Human Resources Equity Facilitators and Continuing Education
- Thorough consultation and strategic plan to support Faculty of Social Sciences EDIIS Committee in environmental scanning, student support and initiative building and team building
- Successfully piloted the Inclusive Teaching and Learning Resource Page in Partnership with MacPherson Institute of Teaching and Learning
- Co-Piloted new Welcome Week and Residence Life Bystander Intervention Training modules in collaboration with SVPRO and the Sexual Assault Centre (Hamilton and Area), SACHA, for approximately 2000 student reps, leaders, and community advisors
- Continued to support and partner with Human Resources, Equity Facilitators on the Equity Facilitators Trainings

Institutional Community Events

- Co-facilitated an event focused on raising awareness on sexual violence and cyber bullying towards the Black female community in collaboration with Sister in Sync Hamilton, SVPRO, and the Black Student Success Centre
- Continued to be a key collaborator in the Black Graduation which was widely attended and well received
- Successfully piloted a Kick-Off event for Black History Month (BHM) which obtained over 200+ foot traffic and successfully chaired BHM in collaboration with the BHM Committee to host over 23 events for the University throughout the month of February
- Piloted an EDI Specialist Community of Practice to develop a network of support, systemic strategic planning, and strengthening the de-centralized EDI efforts across our respective departments
- Successful and well attended collaborative events with PACBIC Interfaith Working Group, and the Race, Racism, and Racialization Working Group which focused educational and social events around interfaith identities and racialized experiences in academia

Inclusion and Anti-Racism Education Program Consultations

Inclusion and Anti-Racism Education Consultations: A consultations takes place when an individual or groups seeks advice, guidance, or collaborative discussions related to Equity, Diversity, and Inclusion (EDI), Anti-Racism (AR), and Anti-Oppression (AO) education or strategic planning.

Type of Consultation	Number of Consultations
Inclusion and Anti-Racism Consultations: Departmental or program specific EDI strategic planning	29
Inclusion and Anti-Racism Consultations: Teaching and Learning EDI, AR and AO education	85
Support Related Consultations: Persons with lived experience of racial identity	10
Safety, Initiative and Event Consultations	6
Total	130

Inclusion and Anti-Racism Education Sessions

Sessions and Workshops: Educational sessions and workshops encapsulate both synchronous and asynchronous workshops, presentations, and trainings delivered. This includes student, faculty, and staff delivered sessions, including leadership groups, student-led groups, classroom level workshops and discussions, and departmental staff training.

Type of Program	Number of Sessions	Number of Participants (includes staff, students, faculty, and other community members)
Education	71	4772
Lunch and Learn's: Inclusion and Anti Racism	3 Sessions: Lunch and Learn: Learn about the EIO Halloween and Cultural Appropriation Sisters in Sync: Sexual Violence and Race	80
Let's Talk About Race! Drop-In (As a part of PACBIC's Race, Racialization and Racism Working Group)	4 Total: R3 Membership Welcome and Lunch and Learn Launch (Sept) What is Latinx (Oct) Celebrating South Asian Heritage (Nov) Celebrating Black Faculty (Feb) Celebrating Black Muslim Excellence (Mar)	100+
Total	78	4952+

Community Development and Engagement

Type of Community Engagement	Engagement Highlights	Engagement Numbers
Black Graduation	In collaboration with Black Student Success Center, Office of the Registrar, the African Caribbean Faculty Association of McMaster, International Students Association, Black Student Association and McMaster Alumni Association, the Black Graduation highlighted the success and progression of Black students at McMaster	*
MAC 101	Introductory Panel event in collaboration with Student Success Centre to introduce incoming McMaster students to key services and supports on campus	200
Black Panther Movie Sponsorship	In support McMaster MSU Black focused clubs, we partnered with the BSSC to sponsor approx. 20 students to go and watch the Black panther movie in theatres as a part of community building efforts across MSU clubs and to enhance their programming for the year.	20
Black History Month	In collaboration with Black History Month Planning committee: 23 sessions and events were held throughout the course of February 2023 in addition to frequent social media engagement and education	2000+
Total	26	2220+

* Complete data was unavailable.

Faculty of Health Sciences - Family Medicine

Unique to the Inclusion and Anti-Racism program is a coordinator of EDI and Anti-Racism within the Faculty of Health Sciences' Department of Family Medicine. This dual-report position was created to ensure the Faculty of Family Medicine received thorough consultation and education in line with the principle of inclusive excellence and best practices as it relates to EDI and Anti-Racism (AR).

Highlights and Notable Successes of EDI and Anti-Racism within Family Medicine

Resources Created:

- EDI online Newsletter
- Multicultural Calendar
- Equity-Deserving Groups Recruitment Resources
- Socioeconomic Demographic Data Creation
- Black Excellence Committee
- Equity, Diversity, Inclusion & Indigenous Reconciliation Committee (EDIIRC)
- Anti-Racism Collaborative (ARC) Committee

Inaugural Programs, Creations, and Sessions:

- **Menstrual Equity Initiative:** Built on the pillars of accessibility, inclusivity, and sustainability, we committed to stocking 5 of our all-gender, single-use washrooms at the McMaster Family Practice clinic with free menstrual products. For this pilot, we purchased 500 pads and 500 tampons from Aunt Flow – a female-founded enterprise committed to creating products that are plastic-free, 100% biodegradable and reduce waste by 25%. Additionally, for every 10 products sold, 1 is donated to non-profits, so far supporting over 1.6 million menstruators in need.
- **Black History Month Story-teller's Symposium:** The Department of Family Medicine was proud to present their first ever Black History Month Storytellers' Symposium, which brought together Hamilton and McMaster storytellers. This event was an opportunity to showcase the beauty and resiliency of Black stories, art, and talent. With a curated line-up of local artists from poets to dancers to musicians, we hoped to amplify the power of storytelling, while celebrating and honouring Black existence and resistance through the arts.
- **Multi-Faith and Spiritual Space:** Spirituality and religion can be a very important part of people's lives, therefore the ability to express and practice freely is crucial for members of the workplace. Employees who are free to practice spirituality have been shown to have better stress management techniques, which may improve individual performance (Day, 2004). The Multi-Faith & Spiritual Space is located on the 2nd floor, Room 2001/B in the Education area. All DFM members have been granted key card access to enter and the space will be available for use 24/hours a day. The room is equipped with prayer rugs, meditation cushions, yoga mats, religious headwear, prayer beads and flameless candles. The aim is to ensure folks across all religious and spiritual backgrounds have access to a comfortable and welcoming space to engage in practice.

Events

- BHM Storyteller's Symposium
- A Shared Table with Co: Culture Collective
- Kontirennanoran-Women Singing Precious Songs and Kahsenniyo Kick
- Multi-Faith and Spiritual Space Opening
- Racialized Community of Support Summer Social
- Diversity Through the Eyes of Stories with Chidiebere Ibe
- Supported University wide BHM Committee
- National Truth and Reconciliation Day

Family Medicine Education Sessions

Types of Programs	Number of Sessions	Number of Participants (includes staff, students, faculty, and members of McMaster)
Education and Training	16	1603
Wellness and Support	EDI/Anti-Racism Support Racialized Community of Support Response Harm Drop-In Multi-Faith and Spiritual Space	1844
Research to Drive EDI	EDI and Anti-Racism Initiative Survey Diversity & Climate Survey	267
Events and Initiatives	Menstrual Equity Initiative Multicultural Calendar Multi-Faith and Spiritual Space BHM Story Teller's Symposium A Shared Table Women Singing Precious Songs Summer Social Fall Social National Truth and Reconciliation EDI Toolkit	6000+ users and attendees across initiatives and events
Committee Support and Consultation	Committees: Stone Church Anti-Racism Collaborative Race-Based and Social Determinants of Health Data Working Group CaRMS Selection Working Group Committee Well Being Lead Selection Committee Anti-Racism Collaborative EDI-IRC Black Excellence Committee Scientific Planning Committee EDI-IR Leads Community EDI Community of Practice BHM Planning Committee	Committee Support: 11 Institutional/ Departmental Level Project Consultations: 5
Total		9730+ across DFM staff, faculty, residents, and community clinic users



Sexual Violence Prevention & Response Office

Highlights of Notable Successes and Opportunities

- SVPRO piloted a new asynchronous course on Avenue to Learn (A2L) for all incoming undergraduate and graduate students at McMaster. It Takes All of Us (CONSENT 1A00/SGS 202) is an online, interactive learning module that increases awareness of gender-based and sexual violence, bystander intervention, on-campus supports and fosters a campus culture of respect and consent. First year grad and undergrad students were automatically enrolled and encouraged to complete the course. McMaster employees also have access to course through the A2L platform. The pilot year will also include a research component lead by the Okanagan Office of Health and Wellbeing, in partnership with the Equity and Inclusion Office.
- We recruited and trained 10 sexual violence prevention Peer Educators who will assist with events throughout the school year, including Consent Action Week in January 2024.
- As a part of the Sexual Violence Policy (SVP) and Discrimination Policy review process, in partnership with the Human Rights and Dispute Resolution Program, Inclusion and Anti-Racism Program and Institutional Research and Analysis (IRA), we developed an on-line feedback survey and delivered it to over 51,000 McMaster community members; we heard back from over 3800 students, staff and faculty. We also hosted three (3) focus groups – one (1) for each of students, staff, and faculty – and held individual meetings with community members who wished to connect one-on-one. The Policy Review Committee (PRC) used this community feedback to create updated policy drafts that will be brought forward for wider consultation in the fall of 2023.
- In preparation for Welcome Week, SVPRO, in partnership with the Inclusion and Anti-Racism Program and the Sexual Assault Centre (Hamilton and Area), offered Responding to Disclosures and Bystander Intervention training to approximately 2,000 student leaders and student-facing staff members in August. Each team member received 2.5 hours of in-person training, including intensive small group sessions.
- Our successful pilot Drop-In Support program was made a permanent part of SVPRO services. Every Tuesday from noon to 2:00 p.m. students, staff, and faculty can drop in to seek support, review options, safety plan, consult on how to respond to a disclosure and discuss how to support someone experiencing gender-based violence.
- Participated in and co-hosted numerous in-person Welcome Week events with the goal of creating awareness on SVPRO services and to offer education on consent.
- Consent-educating drag queen, Unita Assk, hosted events in collaboration with McMaster Welcome (Welcome Week kick-off), McMaster Student's Union and the Student Success Centre.
- Staff actively participated in many professional associations to keep abreast of evolving standards, best practices, and opportunities for collaboration; including the Canadian Association of College & University Student Services: Sexual Violence Community of Practice, the Ontario University Sexual Violence Network and the Canadian Association for the Prevention of Discrimination and Harassment in Higher Education.
- Tracked over 10,000 new website visitors and over 2,000 returning website visitors.
- Continued and grew webinar series, "Blueprints for Change," on practicing healthy masculinity featuring speakers from across the country and started a new webinar series, "The Way Forward", which focuses on building a culture of consent in our community.
- SVPRO staff were invited to speak at conferences and as guest lecturers in various courses.

Disclosures

Disclosures over the past academic year are highlighted below.

A disclosure is made when an individual informs someone in the University community about an experience of sexual violence because they wish to access support, accommodations and/or information about their options. A person may wish to disclose, seek support, and take no further action. This is an option for individuals under [McMaster's Sexual Violence Response Protocol](#) and [Sexual Violence Policy](#).

Categories for reporting are based on provincial requirements, as set out in Common Institutional Metrics Reporting Guidelines document.

Sexual Violence Policy Disclosures

Between September 1, 2022, and August 31, 2023, there were a total of 123 Disclosures. The number that went on to the Complaints process is captured in the Statistical Report section.

Category	2018/19 Total # of Disclosures	2019/20 Total # of Disclosures	2020/21 Total # of Disclosures	2021/22 Total # of Disclosures	2022/23 Total # of Disclosures
Sexual Assault	83	100	12	40	69
Sexual Harassment	9	13	11	16	22
Stalking	4	2	2		1
Indecent Exposure		1	1		
Voyeurism	1	1			
Sexual Exploitation	4	1		1	3
Intimate Partner / Domestic Violence		3	1	4	8
SV (not specified)					20
Total	101	121	26	61	123

Note: SVPRO Disclosure Statistics are captured here and are also reflected in the Statistical Report which highlights consolidated data collected by EIO from all five Intake Offices on campus.

Sexual Violence Policy Consultations

Between September 1, 2022, and August 31, 2023, SVPRO, offered 126 [Sexual Violence Policy](#) consultations. These consultations are captured here and are also reflected in the statistical section of the report showcasing consolidated consultation data collected by EIO from all five Intake Offices on campus.

Year	2018/19	2019/20	2020/21	2022/23
Consultations	106	84	64	126

2022/23 Consultation Breakdown:

Sexual Harassment: 52 | Sexual Assault: 42 | Stalking: 4 | Exploitation: 1 | GBV/IPV: 27

Sexual Violence Prevention Education

Type of Event	Number of Events	Number of Participants	Audience	Topics
Synchronous Trainings and Workshops (virtual, hybrid, and in-person)	41	4189	Students (undergraduate, graduate, continuing education), staff, faculty, clinical faculty, community volunteer coaches	Responding to disclosures of sexual violence, preventing sexual harassment, building cultures of consent, building positive spaces, healthy masculinities, bystander intervention, safeTALK
Asynchronous Trainings	8	1400	Community Advisors, Residence Life Area Coordinator, Archway Mentors, Archway Coaches, Welcome Week Faculty Representatives, Teaching Assistants	Responding to disclosures of sexual violence
Events and Webinars	18	4939	Open to all	Blueprints for Change (healthy masculinity webinar series), The Way Forward (a webinar series on building a culture of consent in our communities), Instagram Live
Total	67	10,528		

The image displays four promotional posters for webinars. The first two are for the 'Blueprints for Change' series, and the last two are for 'The Way Forward' series. Each poster includes the title, featured guest, date and time, location (Zoom Webinar), and contact information for registration.

- Blueprints for Change: A webinar series on practicing healthy masculinity**
 - Featured Guest: Andrew Gurza (they/he), Disabled Storyteller and Disability Awareness Consultant
 - Date: Tuesday, September 20, 2022, 12:30 p.m. - 1:30 p.m. EST
 - Topic: Exploring masculinity and disability
- Blueprints for Change: A webinar series on practicing healthy masculinity**
 - Featured Guest: Dr. Terry Humphreys (Professor, Trent University)
 - Date: Tuesday, January 24, 2023, 12:30 p.m. - 1:30 p.m. EST
 - Topic: Not as simple as tea: The research on sex, consent, and (mis)communication
- The Way Forward: A webinar series on building a culture of consent in our communities**
 - Featured Guest: Lianne Kendall Perfect (Sexual Violence Response Specialist, Sheridan College)
 - Date: Monday, October 17, 2022, 2:30 p.m. - 3:30 p.m. EST
 - Topic: Understanding the realities of sex trafficking
- The Way Forward: A webinar series on building a culture of consent in our communities**
 - Guest Speakers: Janice and Natasha (Organizing Team at Work Safe Tween Safe)
 - Date: Tuesday, February 7, 2023, 1 p.m. EST
 - Topic: Building inclusive spaces for sex workers



Human Rights and Dispute Resolution Program

Consolidated numbers on complaints, consultations and alternative dispute resolution are listed in the statistical report section below.

Highlights of Notable Successes and Opportunities

- As human rights law is meant to be remedial and not punitive, in January 2023, the Human Rights and Dispute Resolution Program (HRDR) launched the Early Intervention Program. During this reporting year the office successfully conducted 23 Early Interventions.
- The HRDR team streamlined the process of concerns and complaints and all Senior Human Rights Advisor have Faculty and Department assignments. This ensures timely response and continuing to foster relationships with the McMaster community.
- Ongoing collaboration with Assistant Deans, Deans, Student Accessibility Services, and other partners to review McMaster's process for the intake and assessment of retroactive academic accommodation requests.
- Reviewed and updated internal tools and resources for use when processing complaints. As such, the use of transcription services has been implemented for all internal investigations conducted by a Senior Human Rights Advisor.
- Continued partnership with EIO colleagues and members of other Intake Offices to deliver customized training and provide leadership on human rights related-matters and human rights-related matters based on the EIO's statistics.
- Operationalized the new case management system to process all concerns and complaints related to the Discrimination & Harassment Policy.
- Members of the HRDR team were invited to speak at human rights & equity conferences and as guest lecturers at McMaster University and the University of Toronto, Faculty of Law.





Statistical Report

of Complaints & Consultations
under McMaster's Discrimination
& Harassment Policy
and Sexual Violence Policy

Definitions

Early Intervention: can be facilitated by an Intake Office may include fact-finding discussions, clarification of the issues, facilitated conversations, coaching, reconciliation, voluntary no-contact agreements. Where applicable, options for Early Intervention may also include equity, diversity, inclusion, and belonging education specific to the context of the allegation of a Policy violation.

Complaint: A complaint under McMaster University's *Discrimination & Harassment Policy* or *Sexual Violence Policy* is made when an individual seeks to initiate the institution's investigation and adjudication procedures by completing and submitting complaint forms to one of the five Intake Offices on campus. Upon receipt of a complaint, the Policy Response Team convenes to review the materials with a view to making recommendations to the respective Decision Maker. Complaints are either investigated or not investigated. If the complaint is not investigated, the complainant is informed of their right to make a written request for review of the decision to the appropriate Vice-President.¹

Investigations may also be initiated by the University, when the University becomes aware of situations where an investigation may be warranted, on the basis of both the circumstances and nature of the allegations¹.

Consultations: A consultation takes place when an individual seeks advice and/or guidance on a matter related to discrimination, harassment, and/or sexual violence from an Intake Office representative in one of the five Intake Offices on campus. Consultations are confidential, subject to limits of confidentiality, outlined in the Policies.

Dispute or Voluntary Resolution: Dispute or early resolution is a voluntary service provided by Intake Office representatives to help facilitate the successful resolution of issues and concerns related to discrimination, harassment, and/or sexual violence. It is a voluntary process involving steps taken to resolve or remedy a Complaint, with which both the Complainant and Respondent have agreed. May include a mediation.

Intake Offices: the five Intake Offices listed in McMaster University's *Sexual Violence Policy* and *Discrimination & Harassment Policy* are the Sexual Violence Prevention & Response Office, Human Rights & Dispute Resolution Program, Employee and Labour Relations, Faculty of Health Sciences Professionalism Office, and Student Case Management Office.

¹ For more information on University-initiated investigations, see section 92 of the *Discrimination & Harassment Policy* and/or section 99 of the *Sexual Violence Policy*.

Complaint Statistics

Overview of Complaint Data

1. Complaints: Overview of Complaint Numbers

Reporting Year	Total Number of Complaints	Open at Start of Year	New	Closed
September 1, 2018 – August 31, 2019	44	10	34	32
September 1, 2019 – August 31, 2020	46	12	34	20
September 1, 2020 – August 31, 2021	58	26	32	40
September 2, 2021- August 31, 2022	35	18	17	18
September 1, 2022- August 31, 2023	28	9	19	23

There continues to be a noted increase in the complexity of the matters coming forward.

2. Complaints by Policy

Reporting Year	Total Number of Complaints	Number of Complaints involving the Discrimination & Harassment Policy	Number of Complaints involving the Sexual Violence Policy	Number of Complaints involving both Policies
September 1, 2018 – August 31, 2019	44	35	21	12
September 1, 2019 – August 31, 2020	46	35	25	14
September 1, 2020 – August 31, 2021	58	48	25	15
September 2, 2021- August 31, 2022	35	30	10	5
September 1, 2022- August 31, 2023	28	18	10	0

3. Complaints Investigated

Reporting Year	Percent investigated	Percent resulting in policy violations	Mean Length of investigation ² process (months)
September 1, 2018 -- August 31, 2019	69%	50%	6.7 (median 6.5)
September 1, 2019 – August 31, 2020	75%	87%	5.4 (median 5)
September 1, 2020 – August 31, 2021	80%	59%	7.4 (median 7)
September 2, 2021- August 31, 2022	66%	71%	8.4 (median 7.75)
September 1, 2022 to August 31, 2023	43%	50%	8.8 (median 7)

Complaints not investigated

Complaints are not investigated for a variety of reasons, including: the complainant elects to withdraw the complaint; the parties reach a resolution; the complaint proceeds under another University process, such as Academic/Research Integrity, Student Appeal Procedures or Student Code of Rights & Responsibilities; the Assessment Team and Decision Maker decide not to investigate because, for example, there is no jurisdiction, the complaint is out of time, or there is no *prima facie* case.

In the past academic year, 57% of complaints did not proceed to investigation under the [Discrimination and Harassment Policy](#) or the [Sexual Violence Policy](#).

Interim measures

Interim measures are temporary steps put in place while an investigation is in progress to safeguard the working, learning, and/or living environments of all individuals. Interim measures do not extend beyond the final resolution of a matter and are reviewed on an ongoing basis to ensure they remain appropriate in the circumstances.

Interim measures were necessary in 55 % of the cases investigated and closed this past academic year. Relevant staff and faculty are often asked to assist in discussions to explore options, and to support implementation and oversight of interim measures.

Outcomes

When policy violations are found to occur, outcomes vary, depending on the circumstances of each case. Examples of outcomes during the 2022/2023 academic year include: remedial educational initiatives; mandated training; professional coaching; instituting no contact orders between individuals; designating individuals as PNG (*persona non grata*) from campus; documented discussions; and termination of employment.

² The length of an investigation process is calculated as the time between the date the parties are first notified of the process and the date the parties receive the findings and outcomes of the process

Disaggregated Complaint Data

1. Complaints: Protected Ground

Protected Ground	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Sex (includes sexual harassment and assault)	21	29	25	14	12
Personal Harassment (intimidation, bullying)	19	10	17	10	7
Ancestry, colour, race	6	7	13	8	4
Disability	2	5	7	4	4
Creed/religion	2	4	2	3	4
Family status	2	1	2	1	1
Age					2
Gender Identity/Gender Expression					1
Reprisal					1
Total	52	56	66	40	36

**Note: Some complaints involve more than one ground.*

2. Complaints: Participant Type

	Complainant	Respondent
Undergraduate Student	10	7
Graduate Student	3	1
Staff	9	11
Faculty	4	6
Other (external, not identified)	2	3

**Note: Some complaints involve more than one complainant and/or respondent*



3. Complaints: Faculty/Area of the University

	Complainant	Respondent
Administrative Units* (*other than Hospitality and Facility Services)	3	2
DeGroote School of Business	0	0
Faculty of Engineering	4	3
Faculty of Health Sciences	6	6
Faculty of the Humanities	1	1
Faculty of Science	5	7
Faculty of Social Sciences	4	2
Athletics & Recreation	0	1
Facility Services	1	0
Hospitality Services	2	2

4. Complaints: Origin of the Concern

Origin of Concern	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Academic context	18	11	14	16	9	7
Employment context	7	24	17	26	19	13
Campus community (e.g., extracurriculars, events)	17	4	2	3	3	0
Off campus, with a nexus to the University	9	4	6	8	2	7
Residence	-	-	4	3	0	0
Athletics	-	-	3	4	3	1



Early Intervention Statistics

23 Early Interventions delivered leading to a lowered number of formal complaints filed. Race, Disability, Sex, and Sexual harassment are the most common matters where individuals request early intervention.

Consultation Statistics

As set out above, a consultation takes place when an individual seeks advice and/or guidance on a matter related to discrimination, harassment, and/or sexual violence from an Intake Office representative in one of the five Intake Offices on campus. Consultations are confidential, subject to limits of confidentiality outlined in the Policies.

Numbers

For the 2022-2023 academic year, the five Intake Offices recorded a total of 556 consultations.

Themes

Most consults and disclosures pertained to employment matters. Staff and Undergraduate students were the most common groups seeking consultation.

Top three grounds- Consultations:

- Disability
- Ancestry, colour, race
- Sex

Disaggregated Consultation Data

1. Consultations: Issue

Issue	2018/2019	2019/2020	2020/2021	2021/2022	2022-2023
Harassment - Personal	115	77	95	108	112
Sexual Violence	80	74	81	61	35
Discrimination	68	114	64	91	100
Accommodation**	74	73	80	618**	85
Grounds Based Harassment	43	125	43	69	150
Poisoned Environment	20	12	10	5	63
Accessibility*	5	2	17	3	11
Total	405	477	390	970	556

Note: some consultations involved more than one ground.

* Consultations related to accessibility under the Discrimination & Harassment Policy tend to focus on improving access to processes and services in a general overall sense, whereas consultations related to accommodation are focused on specific cases requiring resolution.

2. Consultations: Protected Ground

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Disability	108	92	90	119	136
Creed/religion	28	28	12	542*	26
Ancestry, colour, race	22	70	49	47	125
Ethnic origin	6	10	12	14	15
Family status	18	14	9	18	11
Gender identity/gender expression	6	5	5	9	13
Age	0	3	0	6	3
Place of origin	10	11	24	15	5
Sex	80	151	92	45	51
Sexual orientation	9	6	3	6	1
Citizenship	0	3	7	4	4
Marital status	2	1	0	0	0
Total	289	384	303	825	390

Note: Some consultations involve more than one ground.

3. Consultations: Participant Type

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Undergraduate Student	96	114	74	129	142
Graduate Student	46	92	43	43	62
Staff	120	115	106	173	226
Faculty	103	118	95	92	82
Medical Resident	25	27	5	6	21
Other (external, not identified)	15	11	21	527*	23

4. Consultations: Faculty/Area of the University

	2018-2019	2019 - 2020	2020-2021	2021-2022	2022-2023
Administrative Units	54	82	84	54	116
DeGroote School of Business	7	18	19	27	25
Faculty of Engineering	31	26	35	52	47
Faculty of Health Sciences	175	133	86	126	183
Faculty of the Humanities	14	24	23	28	28
Faculty of Science	29	35	32	47	82
Faculty of Social Sciences	33	46	40	25	26
Ath & Rec	NA	NA	7	12	3
Unknown	45	113	34	599	47

5. Consultations: Origin of the Concern

Origin of Concern	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Academic context	199	201	199	228	231
Employment Context	109	73	70	106	207
Campus community (e.g., extracurricular, events)	44	43	25	27	33
Off campus, with a nexus to the University	14	50	21	30	17
Off campus, with no nexus to the University	NA	NA	7	14	NA
Residence	NA	7	13	13	17
Athletics & Recreation	NA	18	15	9	18

Dispute Resolution

As indicated above, dispute resolution is a service provided by Intake Office representatives to facilitate the resolution of issues and concerns related to discrimination, harassment, and/or sexual violence.

Dispute resolution seeks to resolve matters in an efficient and amicable manner and, if successful, reduces the likelihood of a complaint being filed. Engagement in the process is voluntary, and parties may withdraw from the process at any point in time.

Situations involving human rights go to the core of people's identity; it is not surprising that addressing and assisting parties to work through such matters entails mediating emotionally charged, extremely sensitive, and multifaceted interpersonal conflicts. The Intake Offices draw upon their acquired expertise in conflict coaching, negotiation, and other Alternative Dispute Resolution (ADR) techniques.

2022-2023 Numbers

- For the 2022-2023 academic year, the Intake Offices recorded a total of 90 dispute resolution matters.

Reporting year	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Number of resolutions facilitated by Intake Offices	110	122	145	103	90

- Discrimination/accommodation processes (related to disability, family status, creed, and retroactive academic accommodation requests) and non-grounds harassment (bullying, intimidation) are the most common matters where individuals requested dispute resolution.
- Undergraduate students and staff are the most common groups requesting assistance to resolve an issue, while staff and faculty are the most common groups asked to participate in a process to resolve an issue.
- Most matters pertain to academics, followed by employment.

Community Partners

Equity, anti-racism, human rights, accessibility, and sexual and gender-based violence prevention and response work are not limited to the office space’s four (4) walls. As such, the communities that McMaster serves have an input in advancing inclusive excellence. The EIO continues to foster relationships and collaborate on initiatives with the following community agencies and provincial and national associations:


- AODA University Community of Practice
- Advocacy Centre for Tenants Ontario
- Blazing Trails Mentorship Program
- BLKOWNEDHAMONT
- Burlington Mundialization Committee
- Canadian Association of College and University Student Services (CACUSS)
- Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (CAPDHHE)
- Canadian National Institute for the Blind
- Children’s Aid Society of Hamilton
- City of Hamilton – Accessibility Advisory Committee
- Community-Based Research Centre (CBRC)
- Darts Transit
- Fran Endicott Social Justice Think Tank
- Hamilton Centre for Civic Inclusion (HCCI)
- Hamilton’s A11y Meetup Group
- Hamilton Anti-Racism Resource Centre (HARRC)
- Hamilton Community Legal Clinic
- Hamilton Roundtable for Poverty Reduction
- Hamilton Black History Month Council
- Hamilton BikeShare
- Hamilton Tiger-Cats
- Interval House of Hamilton’s MentorAction program
- John C. Holland Awards
- L’Arche
- Munar Learning Centre
- Sexual Assault Centre (Hamilton and Area) (SACHA)
- Sister in Sync Hamilton
- The AIDS Network of Hamilton, Halton, Haldimand, Norfolk, and Brant (TAN)
- Ontario University’s Sexual Violence Network (OUSVN)
- Rising Stars
- Purity Culture Research Collective
- White Ribbon Campaign
- Woman Abuse Working Group (WAWG)
- Work Safe Twerk Safe
- YMCA Hamilton/Burlington/Brantford International Committee

Equity and Inclusion Office

Human Rights | Complaint Resolution
Education | Accessibility
Sexual Violence Support

/EIO McMaster 

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Equity and
Inclusion Office

McMaster
University 



Full-Time and Part-Time Undergraduate Enrolment by Faculty and Level, as of November 1st

Relative to 2022-23, total undergraduate student headcount decreased by 0.2% (from 32,174 students to 32,105 students), with the largest per cent decrease occurring in the Faculty of Business (5.0%; from 3,887 students to 3,694 students). Level I and Level II full-time undergraduate enrolment was lower than the corresponding enrolment in the previous year, with overall declines of 1.8% in level I and 2.4% in level II. The largest per cent decline in level I full-time relative to 2022-23 occurred in the Arts & Science (29.4%; 85 students to 60 students) and Faculty of Business (13.0%; 921 students to 801 students). The largest per cent increase in level I full-time relative to 2022-23 occurred in the Faculty of Social Sciences (12.9%, 1,110 students to 1,253 students).

Enrolment Management Update Headcounts of Level I students

The overall undergraduate student level I enrolment for 2023-24 (5,997 students) was similar to 2022-23 (5,993 students). The Faculty of Social Science enrolled 171 more level I students in 2023-24 relative to 2022-23 (from 928 students to 1099 students) while Arts and Science (from 84 students to 55 students), the Faculty of Business (from 798 students to 649 students), and the Faculty of Health Sciences (from 248 students to 213 students) enrolled slightly fewer level I students in 2023-24 relative to 2022-23.

Total Graduate Headcount Enrolment by Faculty and Department, as of November 1st

Relative to 2022-23, total full-time graduate student headcount increased by 3.7% (from 4,435 students to 4,597 students), with the largest per cent increases occurring in the Faculty of Engineering (9.5%; from 1,132 students to 1,239 students), the Faculty of Health Sciences (4.1%; from 1,377 students to 1,433 students), and the Faculty of Science (4.1%; from 664 students to 691 students). Full-time Master's student headcount increased by 6.3% (from 2,657 students to 2,825 students), with the largest per cent increase occurring in the Faculty of Engineering (21.4%; from 569 students to 691 students). Full-time Doctoral student headcount declined by 0.7% (from 1,704 students to 1,692 students), with the largest per cent decline (8.2%; 98 students to 90 students) occurring in the Faculty of Business. Total part-time graduate student headcount decreased by 4.1% (from 928 students to 890 students), with the largest per cent decrease (13.8%; from 58 students to 50 students) occurring in the Faculty of Humanities. Part-time Doctoral student headcount increased by 2.4% (from 85 students to 87 students), with the largest per cent increase (25.0%; from 20 students to 25 students) occurring in the Faculty of Engineering. Co-op Master's student headcount increased by 5.1% (from 255 students to 268 students), with the largest per cent increase (27.7%; from 130 students to 166 students) occurring in the Faculty of Engineering.

Full Time and Part Time Undergraduate Enrolment by Faculty and Level, as of November 1st.

FACULTY		2022/2023											2023/2024												
		Fall											Fall												
		Full Time						Part Time					Grand Total	Full Time						Part Time					Grand Total
		I	II	III	IV	V	OTHER	Total	Total	Total	Total	I		II	III	IV	V	OTHER	Total	Total	Total				
BUSINESS	FACULTY OF BUSINESS	921	915	1014	881	33	40	3804	83	83	3887	801	828	916	1023	1	41	3610	84	84	3694				
ENGINEERING	BACHELOR OF TECHNOLOGY	321	271	436	580			1608	350	350	1958	265	269	411	700			1645	319	319	1964				
	CHEMICAL ENGINEERING		66	66	100	21		253	6	6	259		66	63	71	22		222	10	10	232				
	CIVIL ENGINEERING		112	131	143	18		404	8	8	412		134	123	122	27		406	11	11	417				
	COMPUTING & SOFTWARE ENGINEERING	194	425	362	262	47		1290	34	34	1324	195	365	433	372	34		1399	47	47	1446				
	ELECTRICAL & COMPUTER ENGINEERING		275	276	276	38		865	23	23	888		298	269	282	43		892	30	30	922				
	ENGINEERING PHYSICS		52	50	78	5		185	11	11	196		62	47	67	13		189	8	8	197				
	FACULTY OF ENGINEERING	991	2				24	1017	11	11	1028	1033	2	2			28	1065	13	13	1078				
	IBEHS	144	137	124	116	94		615	4	4	619	172	114	116	137	114		653	4	4	657				
	MATERIAL SCIENCE & ENGINEERING		32	44	47	3		126	10	10	136		32	33	54	2		121	2	2	123				
	MECHANICAL ENGINEERING		160	173	203	27		563	19	19	582		171	170	206	39		586	28	28	614				
ENGINEERING TOTAL		1650	1532	1662	1805	253	24	6926	476	476	7402	1665	1513	1667	2011	294	28	7178	472	472	7650				
HEALTH SCIENCES	ANAESTHESIOLOGY							69		69	69						65	65		65					
	BACHELOR HEALTH SCIENCES	249	244	277	199		1	970	5	5	975	216	258	237	210		5	926	5	5	931				
	BIOCHEMISTRY & BIOMEDICAL SCI		128	172	151			451	1	1	452		163	153	179			495	3	3	498				
	COLLABORATIVE NURSING	240	366	311	348			1265	75	75	1340	153	366	306	324			1149	44	44	1193				
	FAMILY MEDICINE							221		221	221						231	231		231					
	HEALTH RESEARCH METHODS, EVIDENCE AND IMPACT							4		4	4						5	5		5					
	HONOURS BIOLOGY & PHARMACOLOGY (BIOPHARM)			16	1	17		34		34	34		15	4	18			37		37					
	IBEHS		37	34	26	18		115	2	2	117		35	36	37			108	4	4	112				
	MEDICINE							382		382	382						393	393		393					
	MIDWIFERY	44	34	43	36			157		157	157	44	44	30	40			158	1	1	159				
	MULTIPLE DEPARTMENTS							8		8	8						6	6		6					
	OBSTETRICS & GYNECOLOGY							50		50	50						51	51		51					
	ONCOLOGY							32		32	32						26	26		26					
	PATHOLOGY & MOLECULAR MEDICINE							32		32	32						32	32		32					
	PEDIATRICS							100		100	100						101	101		101					
	PHYSICIAN ASSISTANT EDUCATION PROGRAM	27	23					50		50	50	34	27					61		61					
	PSYCHIATRY & BEHAVIOURAL NEUROSCIENCES							58		58	58						55	55		55					
	RADIOLOGY							43		43	43						51	51		51					
	SCHOOL OF MEDICINE	204	204	204				612		612	612	219	205	208				632		632					
	SCHOOL OF NURSING	136	112	230	241			727	16	16	743	166	134	241	226		1	768	20	20	788				
	SURGERY							183		183	183						200	200		200					
HEALTH SCIENCES TOTAL		900	1148	1287	1002	35	1191	5563	99	99	5662	832	1232	1226	1020	18	1222	5550	77	77	5627				
HUMANITIES	ART	1	16	24	23			64	6	6	70		25	12	29			66	6	6	72				
	ART HISTORY		8	8	2			18	3	3	21		8	8	7			23	1	1	24				
	CLASSICS												9	1				10	1	1	11				
	COMMUNICATION STUDIES		93	95	87			275	10	10	285		84	93	91			268	11	11	279				
	ENGLISH		60	65	42			167	11	11	178		92	49	51			192	14	14	206				
	FACULTY OF HUMANITIES	551	65	6			25	647	36	36	683	502	58	8			28	596	36	36	632				
	FRENCH		10	11	5			26	1	1	27		8	8	12			28		28					
	GLOBAL PEACE AND SOCIAL JUSTICE		12	7	5			24	1	1	25		16	8	5			29	2	2	31				
	GREEK & ROMAN STUDIES		16	14	13			43	4	4	47		9	11	16			36	8	8	44				
	HISTORY		53	51	60			164	18	18	182		59	40	44			143	13	13	156				
	LINGUISTICS		60	41	47			148	13	13	161		36	51	46			133	10	10	143				
	MEDIA ARTS		30	27	18			75	2	2	77		27	31	22			80	5	5	85				
	MUSIC	13	14	16	17			60	3	3	63	9	13	10	16			48	4	4	52				
	PHILOSOPHY		96	108	79			283	16	16	299		114	91	92			297	21	21	318				
	SCHOOL OF THE ARTS	24						24		24	24	41						41	1	1	42				
	THEATRE & FILM STUDIES		23	24	14			61	4	4	65		16	23	12			51	2	2	53				
HUMANITIES TOTAL		589	556	497	412	0	25	2079	128	128	2207	552	574	444	443	0	28	2041	135	135	2176				

SCIENCE	BIOLOGY		252	298	276	3		829	9	9	838		224	262	308	2		796	12	12	808
	CHEMISTRY AND CHEMICAL BIOLOGY		95	78	73	7		253	4	4	257		72	83	81	7		243	6	6	249
	FACULTY OF SCIENCE	1506	92	24	26	2	50	1700	61	61	1761	1522	89	33	6	3	63	1716	77	77	1793
	GEOGRAPHY & EARTH SCIENCES		61	67	66	6		200	9	9	209		64	79	69	6		218	7	7	225
	KINESIOLOGY	262	183	234	204			883	10	10	893	235	251	174	237			897	7	7	904
	MATHEMATICS AND STATISTICS		318	326	301	11		956	35	35	991		288	312	290	17		907	33	33	940
	PHYSICS & ASTRONOMY		48	43	57	1		149	8	8	157		30	46	43	4		123	12	12	135
	PSYCHOLOGY NEUROSCIENCE & BEHAVIOUR		257	282	275			814	27	27	841		249	264	306			819	18	18	837
	SCHOOL OF INTERDISCIPLINARY SCIENCE	190	709	752	630	4		2285	34	34	2319	173	615	663	757	2		2210	31	31	2241
SCIENCE TOTAL		1958	2015	2104	1908	34	50	8069	197	197	8266	1930	1882	1916	2097	41	63	7929	203	203	8132
SOCIAL SCIENCES	ANTHROPOLOGY		35	41	34			110	7	7	117		61	37	34			132	8	8	140
	ECONOMICS	182	225	174	118			699	23	23	722	150	176	189	121			636	40	40	676
	FACULTY OF SOCIAL SCIENCES	881	67	14			37	999	47	47	1046	1052	91	11			46	1200	39	39	1239
	GEOGRAPHY & EARTH SCIENCES			2				2	1	1	3			1	1			2	1	1	3
	HEALTH, AGING AND SOCIETY	47	101	99	87			334	20	20	354	51	69	98	87			305	16	16	321
	INDIGENOUS STUDIES PROGRAM		5	6	8			19	6	6	25		12	7	6			25	2	2	27
	LABOUR STUDIES		12	21	11			44	6	6	50		26	12	17			55	2	2	57
	POLITICAL SCIENCE		204	190	171			565	29	29	594		210	179	155			544	37	37	581
	PSYCHOLOGY NEUROSCIENCE & BEHAVIOUR		107	92	48			247	26	26	273		119	99	45			263	27	27	290
	RELIGIOUS STUDIES		8	5	2			15	2	2	17		4	3	3			10	4	4	14
	SCHOOL OF EARTH, ENVIRONMENT AND SOCIETY		45	50	28			123	6	6	129		41	41	47			129	3	3	132
	SCHOOL OF SOCIAL WORK		62	60	41			163	26	26	189		65	69	45			179	18	18	197
	SOCIAL PSYCHOLOGY		116	108	110			334	16	16	350		101	110	92			303	15	15	318
	SOCIOLOGY		149	125	97			371	70	70	441		107	139	92			338	64	64	402
SOCIAL SCIENCES TOTAL		1110	1136	987	755	0	37	4025	285	285	4310	1253	1082	995	745	0	46	4121	276	276	4397
ARTS & SCIENCE		85	63	82	57		3	290	3	3	293	60	79	61	84			284	5	5	289
DIVINITY		17	6				13	36	111	111	147	10	6		1		17	34	106	106	140
GRAND TOTAL		7230	7371	7633	6820	355	1383	30792	1382	1382	32174	7103	7196	7225	7424	354	1445	30747	1358	1358	32105

Note 1: Headcount is as of November 1st of each year and as reported to MCU.

Note 2: Headcount Total excludes students on Co-op work term.

Note 3: Faculty of Engineering Other includes: Continuing Student-Engineering, Exchange Student (Incoming)-EN, LOP (Incoming)-EN, LOP/Visiting (Incoming)-EN, Transition Student-Engineering.

Note 4: Effective Summer 2015, McMaster's definition of a part time student changed from 12 units to 9 units per four month term.

SOURCE: STUDENT RECORDS DATABASE (PeopleSoft Campus Solutions)

PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS

Enrolment Management Update
Headcounts of Level 1 students

FACULTY/PROGRAM			2022												2023											
			Total Target	101		105		Grand		RETURNING		Grand Total - Target	Total Target	101		105		Grand		RETURNING		Grand Total - Target				
			Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total			
ARTS & SCIENCE PROGRAM	Arts & Science 1	ASCIENCE1	72	69		69	15		15	84	1		1	12	72	47		47	8		8	55	5	-17		
	Total		72	69		69	15		15	84	1		1	12	72	47		47	8		8	55	5	-17		
FACULTY OF BUSINESS	Business 1	BUSINESS1	717	635	3	638	112	1	113	751	100	7	107	34	795	527	1	528	72	1	73	601	130	2	132	
	Integrated Business&Humanities	HIBH	61	44		44	3		3	47	3		3	-14	61	45		45	3		3	48			-13	
	Transition Student-Business	TRANSSB									24	8	32	0									24	7	31	
	Total		778	679	3	682	115	1	116	798	127	15	142	20	856	572	1	573	75	1	76	649	154	9	163	
FACULTY OF ENGINEERING	B Tech 1 - BioTechnology CO-OP	BTECH_BIO1	43	42		42	9		9	51	8	2	10	8	40	30		30	12		12	42	9	1	10	
	BTec1-Automl Sys EngTech CO-OP	BTECH_ASE1													85	74		75	15		15	90	18	1	19	
	BTech1-Auto&Veh Eng Tech CO-OP	BTECH_AV1	73	104		104	13		13	117	15	2	17	44	70	82		82	10		10	92	15	3	18	
	BTech1-Automatn Eng Tech CO-OP	BTECH_PA1	87	108		108	8		8	116	16	1	17	29												0
	Computer Science 1	COMPSCI		8		8	10		10	18	3	1	4			3		3	12		12	15	7	1	8	
	Computer Science 1 CO-OP	COMPSCICO1	150	84		84	75		75	159	14		14	27	182		77		77	78		78	155	18		18
	Engineering 1	ENGINEER1	83	30		83	30		30	113	20	4	24	76	870		88		88	22		22	110	18		18
	Engineering 1 CO-OP	ENGINEERC1	827	696		696	94		94	790	67	5	72			739		739	103		103	842	61	10	71	
	Integr Biomed Eng&Hth Sc1CO-OP	IBEHSC1		97		97	14		14	111	5	2	7					127			13	140	2		2	
	Integrated Biomed Eng & HthSc1	IBEHS1	155	25		25	3		3	28				-16	150		24		24	5		5	29	1		1
	Transition Student-Engineering	TRANSEN									1	1	2	0										2		2
	Total		1335	1247		1247	256		256	1503	149	18	167	168	1397	1244		1244	270		270	1514	151	16	167	
	FACULTY OF HEALTH SCIENCES	Bach. of Health Sciences Hon	BHSCH	250	225		225	23		23	248	1	1	2	-2	250	188		188	25		25	213	3		3
Total			250	225		225	23		23	248	1	1	2	-2	250	188		188	25		25	213	3		3	
FACULTY OF HUMANITIES	Humanities 1	HUM1	441	329	3	332	111	1	112	444	111	9	120	3	451	321	2	323	103	6	109	432	78	11	89	
	Integrated Arts 1	IARTS1	26	15		15	7		7	22	2		2	-4	26	34		34	5	1	6	40	2		2	
	Music 1	MUSIC1	22	6		6	5		5	11	2	1	3	-11	22	4		4	2		2	6	3		3	
	Studio Art 1	STUDIOART1									1		1	0											0	
Total		489	350	3	353	123	1	124	477	116	10	126	-12	499	359	2	361	110	7	117	478	84	10	94		
FACULTY OF SCIENCE	Chemical &Physical Sci Gateway	PHYSALSCH1	97	51	1	52	11	1	12	64	21	2	23	-30	81	85		85	22		22	107	9	3	12	
	Enviro & Earth Sci Gateway	ENVEARTH1	79	49		49	15		15	64	10	2	12	-15	67	54		54	6		6	60	11	2	13	
	Integrated Science	HINTEGSCI	60	45		45	7		7	52	2		2	-8	64	64		64	3		3	67			3	
	Kinesiology	HKINESIOL	240	242		242	13		13	255	7		7	15	250	210		210	19		19	229	6	1	7	
	Life Sciences Gateway	LIFESCH	1029	921		921	73	1	74	995	34	6	40	-34	1033	924	1	925	107	2	109	1034	30	2	32	
	Math & Statistics Gateway	MATHSTAT1	202	170	1	171	56	3	59	230	95	3	98	28	225	140		140	49	1	50	190	85	3	88	
	Medical Radiation Sciences	HMEDRADSCI												19	113		93	13		13	106	1		1	-7	
	Total		1818	1603	2	1605	183	5	188	1793	172	14	186	-25	1833	1569	2	1571	219	3	222	1793	142	11	153	
FACULTY OF SOCIAL SCIENCES	Economics 1	ECONOMICS1	127	83		83	37		37	120	62	2	64	-7	127	73		73	25	1	26	99	52	3	55	
	Health and Society 1	HHLTHSCTY1	53	34		34	8	1	9	43	5	1	6	-10	53	36		36	14	1	15	51	1		1	
	Social Sciences 1	SOCSCH	830	623		623	139	3	142	765	119	15	134	-65	875	807	3	810	136	1	139	949	107	7	114	
Total		1010	740		740	184	4	188	923	186	18	204	-32	1055	916	3	919	177	3	180	1099	160	110	170		
MIDWIFERY	Midwifery	MIDWIFERY	30	4		4	34		34	38	6		6	8	30	20		20	21		21	41	3		3	
	Total		30	4		4	34		34	38	6		6	8	30	20		20	21		21	41	3		3	
SCHOOL OF NURSING	Nursing - McMaster	NURS_MCM	122	105		105	19		19	124	11	3	14	2	122	131		131	24		24	155	10		10	
	Total		122	105		105	19		19	124	11	3	14	2	122	131		131	24		24	155	10		10	
Grand Total		5904	5022	8	5030	952	11	963	5993	769	79	848	89	6114	5046	8	5054	929	14	943	5997	711	57	768		

Note 1: 101 - students registered in previous academic year at Ontario Secondary School
 Note 2: 105 - all other applicants including students that came indirectly from an Ontario Secondary School
 Note 3: Returning - internal transfers, students repeating Level 1, students readmitted, and students with course deficiency
 Note 4: Headcounts as of November 1 and as reported to MCU.
 Note 5: Headcounts exclude Divinity, Mohawk & Conestoga Nursing.
 Source: Student Records Database.
 PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS
 UPDATED ON: 21NOV2023

Total Graduate Headcount Enrolment by Faculty and Department, as of November 1, 2022-2023 to 2023-2024

FACULTY/DEPARTMENT	DOCTORAL		Full Time MASTERS		DIP/CERT		DOCTORAL		Part Time MASTERS		DIP/CERT		CO-OP Work Term					
	2022/2023	2023/2024	2022/2023	2023/2024	2022/2023	2023/2024	2022/2023	2023/2024	2022/2023	2023/2024	2022/2023	2023/2024	2022/2023	2023/2024	2022/2023	2023/2024		
BUSINESS	BUSINESS	98	90			17	21	8	7									
	EMBA			17	16													
	FINANCE			136	91													
	MBA			366	391					281	262				121	100		
	TOTAL	98	90	519	498	17	21	8	7	281	262			121	100			
ENGINEERING	BIOMEDICAL ENGINEERING	47	50	36	33											1	2	
	CHEMICAL ENGINEERING	77	62	23	31				1		1			2		1		
	CIVIL ENGINEERING	70	61	26	24			3	2	5	2							
	COMPUTING AND SOFTWARE	61	60	65	89			7	8	8	9	10			1	8	17	
	ELECTRICAL AND COMPUTER ENGINEERING	109	122	87	71			4	6	6	6			2	5	14	11	
	ENGINEERING PHYSICS	46	41	24	23			2	1	11	12		1	2	2	1	2	1
	ENGINEERING PRACTICE			233	324					28	31					98	131	
	FACULTY OF ENGINEERING				18	35	35				3		1	1			3	
	MATERIAL SCIENCE & ENGINEERING	48	45	19	17										3	2	1	
	MECHANICAL ENGINEERING	70	72	56	61			4	7	4	2				2	1	5	1
		TOTAL	528	513	569	691	35	35	20	25	63	67	2	3	9	13	130	166
	HEALTH SCIENCES	BIOCHEMISTRY	77	82	56	65					1	1						
		BIOMEDICAL DISCOVERY AND COMMERCIALIZATION			30	52												
CLINICAL BEHAVIOURAL SCIENCE												17	9					
EHEALTH				78	71					26	21							
FACULTY OF HEALTH SCIENCES						5	3					3						
GLOBAL HEALTH		23	28	119	116													
HEALTH MANAGEMENT				17	2													
HEALTH POLICY		30	29															
HEALTH RESEARCH METHODOLOGY		75	71	62	62			27	34	22	26	64	51					
HEALTH SCIENCE EDUCATION				16	24					41	40							
MEDICAL PHYSICS				1														
MEDICAL SCIENCES		82	84	64	69					1								
MIDWIFERY				4	12					23	25							
NEUROSCIENCE		32	27	21	23													
NURSING		13	16	60	66	6	6	3	1	17	14							
OCCUPATIONAL THERAPY				124	136													
PEDIATRICS				32	27					14	10							
PHYSIOTHERAPY				138	130													
PSYCHIATRY & BEHAVIOURAL NEUROSCIENCES				43	57													
PUBLIC HEALTH				61	64					9	8			12				
REHABILITATION SCIENCE		27	25	80	86			14	9	48	37							
SCHOOL OF MEDICINE		1																
	TOTAL	360	362	1006	1062	11	9	44	44	335	333	84	72					
HUMANITIES	CLASSICS	12	13	5	5													
	COMMUNICATION MANAGEMENT									52	46							
	COMMUNICATION STUDIES & MULTIMEDIA	26	26	9	11													
	ENGLISH	43	39	24	25													
	FACULTY OF HUMANITIES					1	1											
	FRENCH	16	14	3	2													
	GENDER AND SOCIAL JUSTICE			7	9						3	3						
	HISTORY	24	22	10	17			1										
	INTERDISCIPLINARY STUDIES			1	1						2	1						
	LINGUISTICS AND LANGUAGES	8	12	15	6													
	PHILOSOPHY	40	38	21	16													
		TOTAL	169	164	95	92	1	1	1		57	50						
INTERDISCIPLINARY	INTERDISCIPLINARY (CRSE BASED)																	
	INTERDISCIPLINARY (RESEARCH)																	
	TOTAL																	
SCIENCE	BIOLOGY	45	49	45	33				1	1								
	CHEMICAL BIOLOGY	15	14	27	27													
	CHEMISTRY	40	37	29	31													
	COMPUTATIONAL SCIENCE AND ENGINEERING	20	21	17	22			3	5	1	1							
	FACULTY OF SCIENCE					5	9											
	GEOGRAPHY AND EARTH SCIENCES	43	43	32	37			2	1									
	KINESIOLOGY	31	34	29	35													
	MATH AND STATISTICS	32	34	56	61					1	1	1						

	MEDICAL PHYSICS	10	11	11	13			1	1	3	5						
	PHYSICS & ASTRONOMY	35	41	31	29												
	PSYCHOLOGY	75	82	36	28			1									
	TOTAL	346	366	313	316	5	9	7	9	6	7						
SOCIAL SCIENCES	ANTHROPOLOGY	28	26	16	15			2									
	ECONOMICS	32	28	29	25					1	1					4	2
	FACULTY OF SOCIAL SCIENCES			20	22	5	2										
	GLOBALIZATION			15	19					1	1						
	HEALTH, AGING & SOCIETY	20	22	9	16												
	LABOUR STUDIES	13	9	11	16			2	1	1	1						
	POLITICAL SCIENCE	36	39	17	14					1	1						
	RELIGIOUS STUDIES	22	24	6	9			1	1								
	SOCIAL WORK	25	27	19	16					10	5	1					
	SOCIOLOGY	27	22	13	14												
	TOTAL	203	197	155	166	5	2	5	2	14	9	1				4	2
GRAND TOTAL		1704	1692	2657	2825	74	80	85	87	756	728	87	75	9	13	255	268

Note 1: Headcount is as of November 1st of each year and as reported to MCU.

Note 2: Headcount enrolment of McMaster interdisciplinary programs is counted under their designated associated Faculty.

Note 3: Interdisciplinary (No Faculty) contains students in Academic Plans - Interdisciplinary (Post Degr) and Interdisciplinary (Research) who take courses from any Faculty and have not been associated with a specific Faculty.

SOURCE: STUDENT RECORDS DATABASE (PeopleSoft Campus Solutions)

PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS

UPDATED DATE: 21 NOV 2023

**REPORT TO SENATE
from the
GRADUATE COUNCIL**

For Approval

I. New Program Proposal

At its meeting on November 14th Graduate Council approved the proposed M.A. in Indigenous Studies.

It is now recommended,

that the Senate approve the establishment of the Master of Arts in Indigenous Studies program.

II. Faculty of Business (attachments)

At the same meeting Graduate Council approved the following changes to the MBA program:

- A redesign to year-one of the MBA program for their co-op and full-time options;
- A change to admission requirements for the MBA program to incorporate McMaster Bachelor of Technology Program (B.Tech) as an accepted degree for admission to the accelerated option of the MBA program.

It is now recommended,

that Senate approve the revisions, for inclusion in the *2024-2025 Graduate Calendar*, as recommended by Graduate Council and set out in the attached.

III. Faculty of Health Sciences (attachment)

At the same meeting Graduate Council approved the following changes:

- A change to the admission requirements for the Graduate Diploma in Community and Public Health now strongly recommending rather than requiring a course in statistics or mathematics;
- The cancellation of the course-based stream of the M.Sc. in Rehabilitation Sciences.

It is now recommended,

that Senate approve the revisions, for inclusion in the *2024-2025 Graduate Calendar*, as recommended by Graduate Council and set out in the attached.

For Information

IV. Faculty of Business

At the same meeting Graduate Council approved the following changes:

- A change to the course requirements for EMBA to replace a six-unit course with two three-unit courses.
- A change to the course requirements for the Management Science field of the Business Ph.D. program, reducing the overall course count by one and updating a required seminar to become a foundational course.
- A change to the comprehensive examination for the Management Science field. Previously a five-hour sit-in exam and one-week take home exam had been required and going forward it will be a take home exam following by an oral examination.

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



NEW PROGRAM PROPOSAL
MA in Indigenous Studies
February 2023

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COMPLETING THE NEW PROGRAM PROPOSAL DOCUMENT

This New Program Proposal template is structured to correspond with the evaluation criteria outlined in McMaster's Policies, Procedures and Guidelines:

<https://www.mcmaster.ca/policy/AdminAcad/AcadAdmin/AcademicProgramReview.pdf>.

For additional information, contacts or guidebooks, departments can visit the IQAP website <https://mi.mcmaster.ca/iqap/> or email iqap@mcmaster.ca.

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

CHECKLIST FOR NEW PROGRAM PROPOSALS

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

PART I: COMPLETE NEW PROGRAM PROPOSAL DOCUMENT

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

PART II: RESOURCE IMPLICATIONS AND FINANCIAL VIABILITY TEMPLATE

- Completed
- Approved

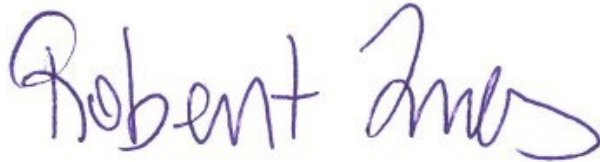
PART III: FEES MEMO

- Completed
- Approved

Chair's Declaration of New Program Proposal Completeness:

I, Robert Innes, have reviewed the New Program Proposal for the MA in Indigenous Studies and agree that it is complete and satisfies all of the requirements of McMaster University's Policy on Academic Program Development and Review.


Signature:



Dean's Declaration of New Program Proposal Completeness:

I, Jeremiah Hurley, have reviewed the New Program Proposal for the MA in Indigenous Studies and agree that it is complete and satisfies all of the requirements of McMaster University's Policy on Academic Program Development and Review.

Signature:



1 PROGRAM

1.1 PROGRAM DESCRIPTION

Program

The new Master of Arts in Indigenous Studies is the result of thirty years of grassroots work by faculty, staff, and community members that responded to the critical demand for Indigenous research and innovation in post-secondary education and beyond. First established as an undergraduate program, the Indigenous Studies Department has witnessed a rise in student demand for Indigenous content, research, and graduate studies that has led the program to train a critical mass of undergraduate students in the discipline. However, once students completed their undergraduate degree, they had to move on to other graduate programs in the absence of an Indigenous Studies graduate option at McMaster University. The new graduate program seeks to fill a critical gap as students in Ontario are currently limited if they want to pursue graduate studies in the discipline despite an overwhelming demand for Indigenous Studies graduate program options.

The MA in Indigenous Studies intends to retain and attract top-tier domestic and international graduate students. With a particular focus on attracting both Indigenous and non-Indigenous leaders in Indigenous Studies research, creation, and policy (as well as other allied disciplines), the new graduate program intends to bring together cohorts of innovative graduate students who are interested in working within Indigenous knowledge systems. The objective of the MA in Indigenous Studies is to provide our students with an immersive multidisciplinary graduate experience that centres Indigenous Studies research methodologies and creation, theory, ways of knowing, and epistemologies while placing community-reciprocity at the fore. Focusing on regeneration and resurgence-based programming, students will be trained to be leaders in Indigenous-led community-based research, knowledge creation, and/or policy.

Timeline:

Major Research Paper: 12 months

Major Community-Based Research Project: 16 months

Program Requirements

Four compulsory core classes (9 units):

1. Indigenous Studies Methods
2. Indigenous Studies Theory
3. Experiential Learning Course
4. Professional Development (non-credit course)

Three additional elective courses (9 units):

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Capstone Project (6 units): The capstone project will consist of a Major Research Paper or a Major Community-Based Research Project

The new graduate program in Indigenous Studies will have an impact on society and Indigenous communities. Importantly, this proposed program exposes and gives credit to the long history of research conducted by Indigenous communities and the articulation of Indigenous resurgence, repatriation, rights, ways of knowing, health, culture, ecology, history, literary arts, and futurisms. It will encourage the broader engagement of university students, policy makers, health experts, museum and archival practitioners, Indigenous communities, and the general public in Indigenous-focused humanities and social science research that impact our intersected lives. This program will enrich conversations between Indigenous peoples and other parties in Canada and globally regarding our colonial past, conversations indispensable to rebuilding respectful relationships at the local, national, and international levels.

It is anticipated that students graduating from with the MA in the Indigenous Studies Department will pursue doctoral studies, find employment, and become leaders in the fields of Indigenous research, creation, policy, and governance working for Indigenous research centres, Indigenous and non-Indigenous community organizations and governments, archives and museums, post-secondary institutions, non-profit organizations, and cultural centres.

1.2 CONSISTENCY WITH MCMASTER'S MISSION AND ACADEMIC PLAN

Departments are asked to include a description of how the program aligns with McMaster's mission and academic plan. McMaster's Current Priorities and Strategic Mandate Agreement should be at the forefront of program design.

i. McMaster's Strategic Mandate Agreement:

The Indigenous Studies Department at McMaster already occupies a distinct space at the university. It differs from traditional departments and programs in several ways. It is the only academic department on campus whose main purpose is to improve the social, political, emotional, and spiritual lives of Indigenous peoples. Indigenous Studies incorporates a multi-disciplinary and wholistic approach to knowledge, a focus on Indigenous knowledge holders as teachers, and pedagogy and research programs described as 'community-based.' Indeed, the Indigenous Studies Department at McMaster is exceptional for this last feature. The Indigenous Studies Department has a very close relationship with Six Nations, which inspires how we teach. Though Haudenosaunee philosophies, values, and principles formed our academic mission and continue to guide community-engaged practices, our faculty complement, staff, and students bring their diverse Indigenous knowledge systems to bear on knowledge formation and transmission.

The most recent Strategic Mandate Agreement (SMA3) for the University states the following with respect to the Indigenous Studies Program:

“McMaster’s research enterprise advances the economic, social and cultural prosperity of our local, provincial, national and global communities. From combating disease and reducing environmental pollutants to informing public policy, McMaster’s researchers are addressing society’s most urgent needs” and further cites the Indigenous Studies Department as central to this continuing priority: “McMaster is a leader in Indigenous knowledge and research by and with Indigenous peoples through units such as the McMaster Indigenous Research Institute and the McMaster Indigenous Studies Program.” (19). The SMA3 also notes that *Experiential Education* is a priority for McMaster’s curricular endeavours: “Experiential learning is deeply embedded into McMaster University’s renowned culture of teaching and learning. We strive to provide an innovative and enriching learning environment, which includes experiential, work-integrated, and self-directed learning, and which allows for interdisciplinary collaborations that promote multiple perspectives” (13).

Indeed, our attention to land-based learning is all the more enhanced by our commitment to meaningful relationship-building for over two decades. Our commitment to Indigenous ways of knowing as intellectually robust and rich forms of knowledge culminated in our successful proposal to transition the BA Program in 2XXX into a four-year Honours degree program. In tandem with the University’s mandate, we continue to provide our students opportunities for knowledge transmission and acquisition via Indigenous, community-based approaches. Since its inception in 1992, Indigenous Studies has focused its academic programming on integrating theoretical and intellectual branches of Indigenous knowledge with its practical, inceptive counterparts. Indigenous knowledge systems rely on engaging with material places, thoughtful examination about the application of knowledge in society, and multiple forms of knowledge generation. As a comprehensive, interdisciplinary body of knowledge carried through oral history that has been derived from empirical observation and spiritual teachings, recent developments in scholarship in Indigenous knowledge can significantly transform and expand the pedagogical and research missions of the University.

McMaster University’s commitment to creating a brighter world, specifically its research focus on the “health and well-being of all,” promotes a generative space for the Indigenous Studies Department at the nexus of teaching and research. Globally, Indigenous knowledges are, paradoxically, greatly sought-after as concerns about food insecurity, health, and the environment grow, but are also under threat as languages and cultures are constrained under the pressures of assimilation and marginalization. At McMaster, recent Indigenous tenure-track appointments mean significant new faculty numbers to support new Indigenous educational programming. Our proposed graduate program not only builds on this increasing faculty expertise, but also on the expertise of community-based knowledge expertise, equipping us to respond to an increasing demand for graduate level programming. Our intellectual environment is bolstered by our longstanding commitments to interdisciplinary research, experiential learning, and community engagement. Indeed, our program learning foci are imperative to the health and well-being of Indigenous thought and societies.

ii. **McMaster’s current priorities:**

As one of Canada’s top ranked research-intensive University as determined by *Research Infosource Inc.*, and one of only four Universities in Canada to rank in the Top 100 Universities worldwide, McMaster, has positioned itself as a world leader in Indigenous research, with a thirty-year history of scholarly excellence in this area. McMaster’s Strategic Research Plan (2018-2023) identifies and prioritizes several interdisciplinary research areas that encompass investigation into culture, social welfare, health, well-being, digital society, community identity, and social policy. Of these areas, the plan cites Indigenous Research and Inquiry as an ongoing institutional strength, and Indigenous Knowledge and Research as an area of future growth. The Strategic Plan also prioritizes engaging Indigenous communities and reconfirms obligations arising from McMaster’s commitment to respond to the recommendations of the Truth and Reconciliation Commission of Canada. As part of this response, McMaster worked with Indigenous faculty to develop an Indigenous Strategic Plan (2021-2025), entitled “Indigenous Strategic Directions,” which outlined a commitment to hire Indigenous faculty over the next number of years. The Strategy emphasizes that to facilitate a “sustainable Indigenous research agenda” at the University, the Indigenous Studies Department with a graduate program, must be supported as part of their curricular and research programming (9). In doing so, an Indigenous Studies graduate program not only fosters Indigenous research as sustainable at McMaster and locally, but contributes to a national and international reputation of Indigenous research and curricular expertise at McMaster:

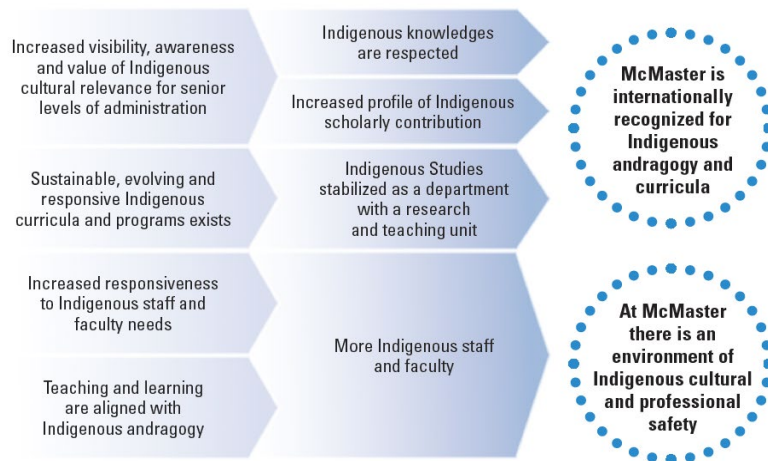


Figure 3, “Strategic Directions for Education”, *Indigenous Strategic Directions* (2021)

Further, the Faculty of Social Sciences also recently inaugurated a new Strategic Plan (2021-2025) that prioritizes Indigenous strategies as part of local, interdisciplinary, and experiential learning foci.

Over the past three decades, McMaster University has made consistent and explicit

institutional commitments to becoming a leader in Indigenous research and studies. This includes supporting Indigenous administrative leadership, with an Associate Dean of Indigenous Health created in 2020, the Paul R. MacPherson Chair in Indigenous Studies, the McMaster Indigenous Research Institute (MIRI), the Indigenous Health Learning Lodge, and the creation of the Indigenous Studies Department. In terms of physical infrastructure, in 2016 McMaster completed construction on the state-of-the-art L.R. Wilson Building for the Social Sciences and Humanities, featuring 5,000 square-feet of space dedicated to McMaster’s Indigenous Studies Department (ISD) and the McMaster Indigenous Research Institute (MIRI). ISD space also includes a ceremonial space, a teaching garden, an outdoor classroom, kitchen facilities for instruction in Indigenous cooking, and a small student library with hundreds of titles in the areas of Indigenous Studies and Knowledge in addition to books and resource materials available in the University’s library system (See the attached “University Library Indigenous Studies Report” attached to see the extensive resources Indigenous Studies graduate student will have access at the University Library). In the next two years, in anticipation of an expansion of Indigenous research and educational programming at McMaster, including the University’s commitment to an Indigenous cluster hire, ISD space will be significantly expanded as we move into a new space that will be able to accommodate additional faculty, staff, graduate-students, and research space.

1.3 PROGRAM LEARNING OUTCOMES

Students completing the MRP in the Indigenous Studies Department will hone and acquire several Program Learning Outcomes (PLOs). Students will:

1. demonstrate a critical understanding of the discipline of Indigenous Studies and its application to both academic and public spheres;
2. engage in and recognize the critical importance of community-based expertise as an elemental function of Indigenous Studies and the importance of community reciprocity;
3. apply Indigenous Studies theories to critically analyze various types of situations significant to Indigenous people;
4. conduct ethical Indigenous Studies research that accesses and conveys Indigenous cultural perspective(s) that benefits Indigenous communities and individuals; and
5. learn effective communication strategies using written, oral, or other means of conveying ideas.

1.4 CONSISTENCY WITH DEGREE LEVEL EXPECTATIONS

UNDERGRADUATE DLES	GRADUATE DLES
Depth and Breadth of Knowledge Knowledge of Methodologies Application of Knowledge Communication Skills	Depth and Breadth of Knowledge Research and Scholarship Application of Knowledge Communication Skills

<p>1. Depth and Breadth of Knowledge for Graduate Students</p>	<p>Addressed by PLOs: 1, 2,3, 4, 5</p> <ul style="list-style-type: none"> • Students will be able to articulate and express the historical and contemporary narratives and realities of First Nations, Inuit, and Métis peoples from Indigenous perspectives • Students will be able to utilize theoretical foundations of the discipline of Indigenous Studies within the university and beyond, including but not limited to: Indigenous forms of governance, history, intellectual traditions, approaches to wellness, conflict resolution, culture, literary arts, and sustainable relationships to the natural world
<p>2. Research and Scholarship</p>	<p>Addressed by PLOs: 1, 2, 3, 4, 5</p> <ul style="list-style-type: none"> • Students will design and create original research projects addressing specific needs of Indigenous communities and research partners that places reciprocity at the fore • Students will acquire knowledge of Indigenous Methodologies
<p>3. Application of Knowledge</p>	<p>Addressed by PLOs 1, 2, 3, 4, 5</p> <ul style="list-style-type: none"> • Students will apply diverse theories of Indigenous ways of knowing, knowledge systems, and epistemologies and articulate those to both academic and non-academic audiences
<p>4. Communication Skills</p>	<p>Addressed by PLOs 3, 4, 5</p> <ul style="list-style-type: none"> • Students will develop their communication skills by designing and presenting both oral and written reports of their research, methodologies, and community-engagement

5. Awareness of Limits of Knowledge	Addressed by PLOs 1, 3, 4, 5 <ul style="list-style-type: none"> Students will gain a critical awareness to be able to recognize the limitations and depths of their knowledge and the need for new research questions and projects based in Indigenous knowledge
6. Autonomy and Professional Capacity	Addressed by PLOs 5 <ul style="list-style-type: none"> Students will be given professional development training that will assist them in their future careers

1.5 DEMAND FOR PROGRAM

I. Evidence of Societal/Labour Market Need

The proposed establishment of the Department of Indigenous Studies Graduate Program is the result of over thirty years of grassroots work by faculty, staff, and local community members that recognized and responded to the need and critical demand for Indigenous research and innovation in post-secondary education and beyond. First established as an undergraduate program, Indigenous Studies has witnessed a substantial in student demand for Indigenous content, research, and graduate studies that has led the program to train a critical mass of undergraduate students in Indigenous Studies before they moved on to other graduate programs in the absence of a graduate option at McMaster University. The Graduate Program seeks to fill a need for graduate studies in Indigenous Studies locally, nationally, and internationally. Additionally, the new graduate program is a response by McMaster University to the publication of the Truth and Reconciliation Commission of Canada's "Calls to Action" and the acknowledgement that the university is a committed a leader in reconciliation efforts locally, nationally, and globally. A graduate degree in Indigenous Studies will prepare students to enter the workforce with the necessary skills needed in a variety of occupations that have average or above average employment outlook. The table below provides a glimpse of the kinds of occupations that successful students in our program could obtain:

Occupation	National Occupation Code (NOC)	Occupation Outlook
Government managers - health and social policy development and program administration	NOC 0411	Average
Government managers - education policy	NOC 0413	Average

development and program administration		
Human resources professionals	NOC 1121	Above Average
Library, archive, museum and art gallery managers	NOC 0511	Above Average
School principals and administrators of elementary and secondary education	NOC 0422	Above Average
Managers in health care	NOC 0311	Above Average

See: <https://www.ontario.ca/page/labour-market>

There are currently 9 graduate programs in Indigenous Studies in Canada. All but two of these programs are in western Canada. However, it should be noted that though Carleton and Trent do offer a MA in Canadian and Indigenous Studies, these programs are not housed in an Indigenous Studies department. As a result, there are currently no Indigenous Studies specific MA programs in Ontario. Furthermore, there are no Indigenous Studies graduate programs at all in southern Ontario.

Canadian Graduate Program in Indigenous Studies:

MA in Indigenous Studies

University of Manitoba
University of Saskatchewan
University of Alberta
University of Lethbridge
University of Northern British Columbia

MA in Canadian and Indigenous Studies

Trent University
Carleton University

MA in Indigenous Governance

University of Winnipeg
University of Victoria

PhD in Indigenous Studies

Trent University
University of Manitoba
University of Saskatchewan
University of Alberta

PhD in Canadian and Indigenous Studies

Carleton University

Though there are no Indigenous Studies graduate programs in southern Ontario, every university in southern Ontario offers an Indigenous Studies undergraduate program. The number of current undergraduate programs reflect the growth in demand for

Indigenous Studies in this region. McMaster's proposed graduate program fulfills a need for students to who want to pursue graduate studies in Indigenous Studies and remain closer to home in southern Ontario

Indigenous Studies Undergraduate programs in Southern Ontario

McMaster University – Major in Indigenous Studies
University of Toronto – Major in Indigenous Studies
Western University – Major in Indigenous Studies
Wilfrid Laurier University – Major in Indigenous Studies
York University – Major in Indigenous Studies
Brock University – Minor in Indigenous Studies
Ontario Tech University – Minor in Indigenous Studies
University of Waterloo – Minor in Indigenous Studies
University of Windsor – Minor in Indigenous Studies
University of Guelph – Major in Indigenous Environmental Science and Practice
OCAD University – Major in Indigenous Visual Culture
Toronto Metropolitan University – Certificate in Indigenous Knowledges and Experiences

In addition to these southern Ontario universities, the State University of New York at Buffalo has recently launched an Indigenous Studies department. Currently the department offers a minor but is developing a major and a full graduate program and will also fit into our regional recruitment strategy.

II. Evidence of Student Demand

There is much anecdotal evidence of the student demand for a graduate program in Indigenous Studies. Our committee met with several current McMaster Indigenous PhD and MA students. As undergraduates, these students had taken Indigenous Studies at McMaster or at other universities and all said they would have taken an Indigenous Studies graduate program if they had the opportunity. To ascertain how many of our current undergraduate students would like to pursue an Indigenous Studies graduate program, we gave our upper-level undergraduate students a short survey to complete. Students were asked the following questions:

If the Indigenous Studies Department were to offer a Master of Arts program starting in September 2023, would you be interested in applying for it?

What types of courses and/or topics would you like to see?

In terms of degree requirements, what option would you be most interested in:

- 1. A Major Research Project (12-16 months)** – A community-engaged research project that could produce a paper and/or other creative output (e.g., a podcast, digital story, art exhibit, etc.). Students would be required to complete a 35-50-page written document, depending on the project, and 6 half courses.

2. **A Thesis (2 years)** – Students would be required to complete an 80-100-page document in addition to 4 half courses.

3. **Course Based (1 year)** – This option would require you to take 8 half courses.

4. **A Major Research Paper (1 year)** – Students would be required to complete a 40-page written document and 6 half courses

The Response

Although time constraints mean that our sample is relatively small, here are the results:

If the Indigenous Studies Department were to offer a Master of Arts program starting in September 2023, would you be interested in applying for it?

Yes – 40%

No – 60%

Courses Students would want to take:

- Indigenous literature
- Traditional Knowledge
- Languages
- Indigenous music, theatre and art
- Indigenous governance
- Indigenous feminism
- Indigenous environmental science
- Indigenous health & medicine, and traditional medicine
- Indigenous History
- Indigenous sport and recreation
- Food Security and Food Sovereignty
- Improving Indigenous and Settler Relations
- Working toward Reconciliation/ Sovereignty

Our current faculty have expertise in all these topics.

The final project options students would be most interested in pursuing:

Major Research Project - 60%

Major Research Paper - 6.6%

Thesis – 6.6%

Course Based – 20%

No Response – 6.6%

The sample size is too small make reliable generalizations, however, with 40% of the respondents saying they are interested in taking an Indigenous MA degree, indicates a high level of interest. Students who had said they would not be interested in pursuing a MA in Indigenous Studies did, nonetheless, answer the other questions. The kinds of courses the students indicated they would like to take, not surprising, reflect the

expertise found in the department. In addition, that 60% of the students said they would do a Major Research Project and another 6.6% said they would do a thesis shows that many Indigenous Studies students want to be engaged with Indigenous communities while conducting a significant amount of research. Even though these options take longer to complete than a Major Research Paper, research that engages communities is a core principle of the discipline. However, we will continue to monitor student expectations.

Furthermore, for a number of years, students from our undergraduate program continue to apply for Mas at McMaster University in departments where our cross-appointed faculty are affiliated. This indicates that our graduates continuously wish to continue their graduate studies with Indigenous Studies faculty, and so apply to disciplines wherein this relationship can be structurally accommodated. We anticipate that an MA program in Indigenous Studies will more directly fulfill our students desire to continue their graduate studies in our discipline.

We reached out to Indigenous Studies graduate programs in Canada and to Indigenous Studies undergraduate programs in southern Ontario to obtain the current number of students in their programs to ascertain the sustainability of an Indigenous Studies Graduate program at McMaster. What we found is that there are over 120 graduate students in Indigenous Studies graduate programs in Canada. We also found out that the pool of potential graduate students is relatively large with over 600 majors in the programs we contacted. It is significant to note that we did not canvas the Indigenous Studies undergraduate programs outside of southern Ontario. In addition, as an interdisciplinary field of study, we could also accept non-Indigenous Studies majors if students have taken a significant number of Indigenous Studies content courses. Lastly, in recent years the number of students (primarily Indigenous, but not exclusively) from the United States, New Zealand, Australia, Asia, Latin America, and Scandinavia who have decided to pursue Indigenous Studies graduate degrees in Canada has increased considerably. The growth of participants from these countries in the international association for Indigenous Studies (Native American and Indigenous Studies Association), suggests that international students' interest in coming to Canada for a graduate degree in Indigenous studies will continue to grow well into the future.

Indigenous Studies with Graduate Programs in Canada

University of Alberta
Majors 200; MA 10; PhD 19

University of Lethbridge
Majors 125; MA 10

University of Manitoba
Majors 60; MA 10; PhD 20

University of Northern British Columbia
Majors 69; MA 13

University of Saskatchewan
Majors – 35; MA – 14; PhD – 17

Trent University
Majors – N/A PhD – 38

University of Winnipeg
Majors – 60; Minors – 50; MA – 12

Indigenous Studies with Undergrad Programs in Southern Ontario

McMaster University
Majors – 24

University of Toronto
Majors – 69

Western University
Majors – 56

Wilfrid Laurier University
Majors – 14

York University
Majors – 25; 10 Indigenous Studies Certificate

III. Justifiable Duplication

The proposed program is the first MA in Indigenous Studies in southern Ontario and the first Indigenous Studies specific MA program in the province. Though Carleton and Trent do offer an MA in Canadian Studies And Indigenous Studies neither of these programs are housed in Indigenous Studies. Trent’s graduate program is housed in the Frost Centre For Canadian Studies And Indigenous Studies, while Carleton’s program is in the School of Indigenous and Canadian Studies. We do not anticipate any negative impacts on any other program at McMaster and in fact the program will undoubtedly enhance many programs that have Indigenous content or directly affect Indigenous peoples and/or communities.

1.6 DEGREE NOMENCLATURE

Master of Arts (MA) in Indigenous Studies

ADMISSION & ENROLMENT

2 ADMISSIONS & ENROLMENT

2.1 ADMISSION REQUIREMENTS

Admission selections will be based on academic achievement as well as personal qualities and experiences that are evaluated during the Admissions Interview. The admissions criteria include:

1. Honours Bachelor's degree in Indigenous Studies or related field from a recognized university with at least a B+ average (equivalent to a McMaster 8.5 GPA out of 12) in the final year of study. This requirement is consistent with the Faculty of Graduate Studies' admissions requirements.
2. For applicants whose first language is not English and who did not attend an English-speaking University for their undergraduate degree, a test of English language proficiency is required. Minimal scores on the Test of English as a Foreign Language (TOEFL) are written score (600) or computer (250), or internet-based test (iBT = 92; reading = 22, speaking = 24, listening = 24 and writing = 22).
3. Applicants will also be asked to submit the following documents with their application:
 - a. A curriculum vitae.
 - b. A letter of application outlining their reasons they want to apply to the program, provide their research topic and the context on why they want to conduct this research, and list a potential faculty member who will supervise their research.
 - c. Two letters of reference: one from an academic referee (i.e., professors or research supervisors), and one letter from a professional referee (i.e., employer who can provide a professional reference) or a second academic letter. In addition to these two letters, students may also submit a reference letter from a community member.
 - d. Official transcripts from every post-secondary degree-granting institution attended.

The graduate committee will review every application to the program to ensure that prospective students have the necessary academic background, proficiency in English, and relevant experience to enroll in the program.

2.2 ENROLMENT PLANNING AND ALLOCATIONS

Academic Year	Cohort Year 1	Cohort Year 2	Total Enrolment	Maturity
2024/25	3 Paper 3 Project		3 Paper 3 Project	
2025/26	4 Paper 6 Project	- 3 Project	4 Paper 9 Project	

2026/27	5 Paper 7 Project	- 6 Project	5 Paper 13 Project	
2027/28	7 Paper 8 Project	- 7 Project	7 Paper 15 Project	
2028/29	7 Paper 8 Project	- 8 Project	7 Paper 16 Project	

2.3 ALTERNATIVE REQUIREMENTS

The program will incorporate facilitated admissions processes for Indigenous and Black applicants – the Facilitated Indigenous Application Process (FIAP) and Facilitated Black Admissions Process (FBAP) - to support an inclusive community and to reduce barriers to admission. Applicants will have the option to self-identify in their application and provide evidence of their Indigenous ancestry. This will prompt a personal one-to-one interview with a faculty member (all our faculty members are Indigenous) to connect with the applicant to assess suitability to the program and support community building. Applicants will submit standard admission requirements. The applications of individuals who opt into the FIAP or FBAP processes will be reviewed by Indigenous or Black assessors, respectively. Offers of admission will be made to top ranking candidates based on application materials, supplementary documentation, GPA, and interview scores.

For elder Indigenous applicants and applicants with demonstrated Indigenous community connections who have been out of formal education systems for some time, lived experience could be considered as an alternative admission qualification. Depending on context of individual applicants, a BA in Indigenous Studies may still be required.

3 STRUCTURE

3.1 ADMINISTRATIVE, GOVERNANCE AND COMMUNICATION

The MA in Indigenous Studies will be offered through the Indigenous Studies Department in the Faculty of Social Sciences. The Indigenous Studies Department will appoint a Graduate Studies Chair who will report to the Department Chair. The Graduate Chair will chair a Graduate Studies Committee made up of other faculty in ISD. The Grad Chair will be responsible for implementing its policies and decisions, especially with respect to recruiting, monitoring student progress, the implementing the graduate curriculum and student advising. The responsibilities of the grad committee could include:

- ❖ Vetting applications to the program
- ❖ Strategic planning for future directions for the program
- ❖ Formulating policies and procedures for the program
- ❖ Identifying changing community needs and expectations

- ❖ Identifying new course areas to meet student needs and assist in their development and evaluation
- ❖ Recommending faculty for open teaching roles
- ❖ Preparing publicity and calendar material when needed
- ❖ Developing and monitoring the use of course evaluation forms
- ❖ Recommending and evaluating changes to the program
- ❖ Conducting regular formal evaluations of the program
- ❖ Facilitating the matching of faculty advisors to program students
- ❖ Developing curriculum and ensure ongoing alignment of the courses
- ❖ Supporting special workshops/presentations for faculty professional development, students, and target agencies
- ❖ Supporting the development of a strong sense of community among the graduate students, faculty, and staff through academic and non-academic departmental activities
- ❖ Ensuring students have the necessary supports to guide them through their graduate experience towards a successful completion of their program

3.2 STRUCTURE AND REGULATION

Students in the Indigenous Studies MA Program will be required to complete six for-credit courses, including required courses in theory and research methods and an experiential course. In addition, students will be required to take one non-credit professional development course. Student will have to take at least four courses in the Indigenous Studies Department. Students will have a choice of whether they want to complete a Major Research Paper or a community-based Major Research Project. The research paper will be expected to be complete within 12 months and be approximately 40 pages in length. The research project will be expected to be complete within 16 months and the associated paper 35-50 pages in length.

3.3 GRADUATE PROGRAMS - PROGRAM LENGTH

The MA in Indigenous Studies will be a 12-16 month full-time program. The Major Research Paper stream will begin in September and the student will complete their paper by the following August 31. The Major Research Project will begin in September and the student will complete their project at the end of the fall term (December 31) of their second year.

4 CURRICULUM AND TEACHING

4.1 PROGRAM CONTENT

We are proposing an MA in Indigenous Studies that will comprise of two streams: a Major Research Paper and a Community-Based Research Project. Students. Students in both streams will complete 6 for credit courses and 1 non-credit course over two terms. In addition to the coursework, students who choose to do the major research paper stream will have to write a major paper. Students in the research project stream

will be required to complete a community-based research project and write a report. The major research paper stream will take approximately 12 months to complete while the community-based research project is expected to take up to 16 months. Students will need to declare which stream they will take by December of the first year. Students taking the research project will complete their ethics application as part of their second term methods course. They will submit their ethics applications once it is approved by their supervisor by the end of the term.

	Term 1	Term 2	Term 3	Term 4
	September-December	January-April	May-August	September-December
Courses	3 Courses including: Required Indigenous Studies Theory	3 Courses including: Required Indigenous Studies Methods Community-Based Research Project Students Prepare Ethics Application	Major Research Paper: 40 pages	Community-Based Research Project: 35 - 50 pages

Descriptions of Potential Courses

Core Courses

Theories in Indigenous Studies

This course critically examines theoretical developments in Indigenous Studies and answers the following questions: What kinds of theories do Indigenous Studies scholars deploy to help interpret research data, Indigenous cultures, histories, contemporary lives, etc? Can western theories assist Indigenous Studies scholars? How can Indigenous Studies scholars utilize Indigenous ways of knowing as theories?

Indigenous Studies Research Methods

This course emphasizes the development of skills and methods to conduct research and obtain data for and with Indigenous Peoples that ethically accesses and conveys Indigenous perspectives in ways that benefit Indigenous communities.

Experiential Learning Class

Students will be required to take an experiential course that will focus on land-based and/or service learning. The content of the course will differ each year depending on the faculty member who teaches it. Students will gain experience working with, for, and in Indigenous communities.

Professional Development

Students will be required to complete this non-credit course. Students will meet once a month during the fall and winter terms and will learn various skills that will enhance their professional and career development. Skills that will be discussed in the course include grant-writing, creating paper/conference abstracts, learning how to present papers, CV writing, job search preparation among others. As part of the course, all students will give a public presentation either to the department or a conference. The course will be coordinated by the Graduate Chair with instruction shared by various faculty with expertise in their subject areas. Students will be assessed on a Pass/Fail basis.

Electives

Indigenous Food Policy and Sovereignty

This course will explore the many aspects of food sovereignty, as it relates to Indigenous sovereignty, and how Indigenous peoples in Canada, New Zealand and other global Indigenous communities, are working to revitalize traditional and healthy food systems and address the impacts of colonization on our health and well-being. In addition, to the expertise of the faculty instructor, throughout the term, students will hear from a number of guest speakers who are actively working in the field of Indigenous food sovereignty and discuss: the impact of colonization on our communities' ability to access traditional foods as well as how it has contributed to the many health disparities we experience; and how we can use traditional knowledge, policy, activism, and research to secure our food systems and support a healthier future.

Red Power and its Discontents: Matriarchs to the Rescue

This course will survey the North American Indigenous movements of resistance and Red Power from the late 20th Century to today across Turtle Island. Course materials will span literature and film, guest lectures, and possible participation in solidarity movements. Topics will intersect with historical events of resistance, on the establishment of early journalism as resistance, the development of Indigenous Studies in the U.S. during the decade of Power, Indigenous Masculinities, Indigenous Women, and matriarchs who continually work to restore peace and continue resisting. We may also take a comparative look at global Indigenous activism in Aotearoa.

Indigenous Genocide

That the literature on Indigenous genocide is relatively sparse reflects the degree in which non-Indigenous North Americans have constructed their national histories that erases the Indigenous historical presence in Canada and the United States and promotes a benevolent national character. As a result, in both countries there is a refusal to take seriously any claims of Indigenous genocide. The course readings provide a counter-narrative to explore the various ways in which genocide has been

enacted upon Indigenous peoples, how discussion about Indigenous genocide has shifted in recent years, and the multitude of long-term implications genocide has created for Indigenous people.

New Writings in Indigenous Studies

In recent years, the number of published Indigenous scholars has grown substantially. In this course, we will examine the approaches Indigenous Studies researchers use in their research. Specifically, we will play close attention to the types of methods and theories employed to ascertain to what degree an Indigenous Studies approach to research has materialized.

Comparative Indigenous Masculinities

Though the literature on masculinity has increased dramatically in the last 15 years, researchers have recently begun to explore the notion of Indigenous masculinities. Most of the research has emerged in the Pacific Islands and Africa and has garnered sparse attention in North America. Through course readings of articles and book and written assignments, this reading intensive course will introduce students to the issues of masculinity from a global Indigenous perspective and provide students with an introduction to masculinity literature.

20th Century Indigenous Excellence

This course will be an examination of both notable and lesser-known Indigenous people in Canada and the US who have made significant contributions in their respective fields of politics, sports, music, entertainment, health, engineering, and academics over the past century, despite the many barriers they faced.

Indigenous Ontario

This class will provide a study of the 10,000 years of Indigenous presence in what is now known as Ontario, Canada. It will also examine the “hidden” histories of Indigenous place names, travel routes, and local histories that are so often erased in the colonial narrative of Indigenous displacement and makes the issue of “land acknowledgment” such a difficult task.

Urban Indigenous History

This course is designed to examine specific themes in urban Indigenous history.

Potential Cross-listed Courses

HIST 777 Decolonizing Indigenous History

Drawing upon and introducing the burgeoning field of Indigenous history, this course seeks to assess, comparatively, the Indigenous histories of Canada and the United States and to do so around the theories and methodologies of 'decolonization'.

HIST 779 History of Indigenous Manifestos

This course is designed to examine the historical context behind several pivotal Indigenous manifestos- produced over the past two centuries. The goal is for students to gain an advanced understanding of the ways in which Indigenous peoples have activated their continued self-determination, nationhood, and sovereignty while exposing the structures of settler-colonialism through various political discourses including declarations, organizations, court cases, film, and novels.

POLSCI 733 Indigenous State Relations

This course will examine various Indigenous responses to the ways in which colonial nation-states have attempted to subjugate Indigenous leadership and usurp Indigenous sovereignty as a means of accessing, controlling, and benefiting from Indigenous lands and resources. Through course readings, class discussions, student presentations, and research papers this course will explore issues such as treaty making, Indian Act, citizenship, identity, land claims, United Nations, systemic racism, criminal justice system, gender issues, self-government initiatives, and various policy developments. All the materials presented in the class will be by Indigenous scholars allowing students an opportunity to critically and thoroughly engage with Indigenous perspectives of Indigenous-State relations.

Anthro 734 Indigenous Ways of Knowing - Health, Wellness & Environment

Indigenous Knowledge (IK) is invested in reclaiming, restoring and rebuilding Indigenous ways of knowing with and for community. *Decolonization* refers to the processes of dismantling structures that perpetuate the status quo, problematizing dominant discourses, and addressing unbalanced power dynamics. Highlighting both gender and traditional knowledge inequities in research practices. Indigenous knowledge and methodologies are concepts that will be explored in the context of ecocentric worldviews and well-being. Indigenous knowledge research pedagogy shifts focus to ethical practices of applied research that braids both western and Indigenous conceptualizations advancing self-determination. Learners are required to be active participants in decolonization while learning how to work with and for community metrics of excellence.

ENG English and Cultural Studies 752: Trans-Atlantic Indigeneity: Indigenous Literary Presence in Europe

Active Indigenous presence across the pond from Turtle Island has been depicted in novels, short stories, film, autobiography, and literary criticism by contemporary Indigenous authors and filmmakers. This class will focus on diasporic Indigenous characters who travel to Europe or live there, while still upholding their distinct Indigenous languages and lifeways off/from their Turtle Island home communities and kin, amid disparate historical and cultural contexts. This course will examine how the authors mediate the conversations on cosmopolitan Indigeneity and colonization through Indigenous epistemes and aesthetics. Students will analyze the ways that Indigenous authors, protagonists, and story challenge and reframe Indigeneity, home, and kin/relationality/relationships.

ENG and CST XXX (NEW COURSE): Seed Stories of Indigenous and Black Survivance

This course synthesizes seed stories of survivance by Indigenous and Black women writers whose novels interweave homelands, histories, and temporalities, and embrace futurities of normalized Indigenous and Black presence. Students will analyse the ways that Indigenous and Black authors, protagonists, and stories restore and uplift Indigenous and Black thrivance by challenging anti-Indigenous and anti-Black racism.

4.2 PROGRAM INNOVATION

There are several unique, innovative, and outstanding features about our proposed Indigenous Studies graduate program. It stands out because a McMaster MA in Indigenous Studies will provide students in southern Ontario the opportunity to pursue a graduate degree in Indigenous Studies. The McMaster Indigenous Studies department has the largest number of Indigenous faculty in any Indigenous Studies department in the country offering a graduate program. In addition to the number of Indigenous faculty in the department, the department has 3 research chairs, including two (2) Canada Research Chairs and the Paul R. MacPherson Chair in Indigenous Studies. The faculty have strong research programs and are all currently part of Tri-Council funded research projects. The high number of research chairs and large amount of research conducted by the faculty overall makes the department a leader in Indigenous Studies research locally, nationally, and internationally. In addition, the program streams offer students a choice of obtaining their degree by completing a research paper stream within 12 months or community-based research project stream within 16 months. These options to degree completion are not offered by any other Indigenous Studies graduate program in North America. In addition, the program will require students take an experiential learning course.

4.3 MODE(S) OF DELIVERY

The MA in Indigenous Studies in-person core and elective courses will offer students a variety of learning opportunities and activities, including:

- Developing research questions
- Conducting primary research
- Writing article critiques, reflection papers, and policy briefs
- Analyzing data
- Learning from specialists through lectures, seminars, and experiential methods
- Leading class discussions on selected topics
- Learning to give lectures and community and scholarly presentations

4.4 EXPERIENTIAL LEARNING

Providing students with practical, hands-on land-based or service-based experiential learning opportunities in Indigenous communities is a core principle of Indigenous Studies. As part of our commitment to an in-community learning experience, the department will require students to complete an experiential learning course. This course will be offered each year (though it will differ from year to year depending on the instructor) giving students a land-based or service-learning experience allowing them to obtain different kind of skillsets they get from the classroom while learning first-hand about Indigenous peoples, cultures and about the historical and/or contemporary issues they face.

4.5 ACCESSIBILITY & INCLUSION

The proposed program prioritizes inclusion and accessibility in multiple ways:

Admissions – The program will offer facilitated admissions processes for Indigenous and Black applicants to reduce barriers to participation (described in more detail in Section 2.3) and to support compositional diversity in the student body.

Building – The program is housed in a fully accessible building for students with mobility issues.

Curriculum – Indigenous Studies as a discipline was developed for Indigenous students to work towards making Indigenous peoples' lives better. In addition, it also encourages non-Indigenous students to think about ways to work collaboratively with Indigenous students and community members. It is this inclusiveness that guides the Indigenous Studies curriculum.

Compliance with AODA - The proposed program will aim to maintain the highest standard of accessibility for students and staff by complying with the objectives set-out by the *Accessibility for Ontarians with Disabilities Act (AODA)* and the *McMaster University Accessibility Plan 2011-2025*. Program staff and faculty involved in the provision of educational and non-educational services to members of the public will

complete mandatory training provided by McMaster University regarding accessibility policies and practices.

4.6 RESEARCH REQUIREMENTS (IF APPLICABLE)

Students in the Major Research Paper stream will have to conduct research on the existing secondary academic literature that exists on their topic. Students in the Major Research Project stream will also conduct research into the secondary literature and conduct community-based research, which produces the results of original research and mature scholarship.

5 ASSESSMENT OF LEARNING

5.1 METHODS FOR ASSESSING STUDENTS

Each course will incorporate a diverse set of learning objectives and activities to teach the course content, which directly align with Indigenous Studies disciplinary goals and provide instructors with several opportunities for the assessment of learning. The students will be evaluated using a variety of methods, including demonstrating the skills taught, writing essays on topics covered, participating in class discussions, and giving/listening to class presentations. Students will be encouraged to develop other materials as a means of making the dissemination of information more accessible to community members.

5.2 CURRICULUM MAP

Program Learning Outcomes (PLOs)	Program Requirements		
	Master's Degree Level Expectations (DLE's)	Teaching Activities & Learning Opportunities	Assessments and Evidence
By the end of the program the student graduating with a MA in Indigenous Studies will be able to:	For each PLO, identify which DLE(s) it aligns with below	For PLO, what teaching activities and learning opportunities are students exposed to that will help them to achieve that PLO?	For each PLO, what is specifically collected from the students as evidence that they can/have achieved the PLO before they graduate?
1. Demonstrate a critical understanding of the discipline of Indigenous Studies and its application to both academic and public spheres	1, 2, 3, 5	All courses (in class lecture, course readings, class discussion)	- Graded assessments of course requirements: written assignments, projects, final papers
		Completion of MRP (completing of literature review, preparation/integration of knowledge, writing of final assignment)	- Feedback on drafts of paper - Evaluation of final assignment
2. Engage in and recognize the critical importance of	1, 2, 3	All courses (in class lectures, course readings, class discussion, and the	- Graded assessments of course requirements: written assignments, projects, final papers

community-based expertise as an elemental function of Indigenous Studies and the importance of community reciprocity		experiential learning course)	
		Professional Develop (group work, communication skills)	
		Completion of MRP (completing of literature review, preparation/integration of knowledge, writing of final assignment)	- Feedback on drafts of paper - Evaluation of final assignment - Oral presentations
3. Apply Indigenous Studies theories to critically analyze various types of situations significant to Indigenous people	1, 2, 3, 4, 5	All courses (in class lecture, course readings, class discussion)	- Graded assessments of course requirements: written assignments, projects, final papers - Assessment of quality of participation in class discussions
		Completion of MRP (completing of literature review, preparation/integration of knowledge, writing of final assignment)	- Feedback on drafts of paper - Evaluation of final assignment
4. Be trained to conduct ethical Indigenous Studies research that accesses and conveys Indigenous cultural perspective(s) that benefits Indigenous communities and individuals.	1, 2, 3, 4, 5	All courses (in class lecture, course readings, class discussion)	- Graded assessments of course requirements: written assignments, projects, final papers - Assessment of quality of participation in class discussions
		Completion of MRP (completing of literature review, preparation/integration of knowledge, writing of final assignment)	- Feedback on drafts of paper - Evaluation of final assignment
5. Learn effective communication strategies using written, oral, or other means of conveying ideas.	1, 2, 3, 4, 5, 6	All courses (in class lecture, course readings, class discussion)	- Graded assessments of course requirements: written assignments, projects, final papers - Assessment of quality of participation in class discussions
		Professional Develop (group work, communication skills)	- written assignments - Oral presentations
		Completion of MRP (completing of literature review, preparation/integration of knowledge, writing of final assignment)	- Oral presentations - Feedback on drafts of paper - Evaluation of final assignment

5.3 DEMONSTRATING STUDENT ACHIEVEMENT

Students' achievements will be demonstrated by performances (i) in credit and non-credit coursework, (ii) as teaching assistants, (iii) the completion of their Major Research Paper or Major Research Project. The Grad Chair will be responsible for monitoring the overall progress of students to ensure they are meeting their milestones at an accepted level. The Grad Chair will meet individually with instructors and students after each term to discuss their performances and any issue that limited student experience and achievement. Based on classroom experiences of instructors and students, student grades, student achievement (in various roles as student or TAs, at academic conferences, success in obtaining employment, etc.) each year the Grad Chair will make any necessary recommendations to the department to improve the program delivery.

6 RESOURCES

Note: Please be sure to complete the appropriate section based on whether you are proposing a New Undergraduate or Graduate Program.

Please note that departments should have already completed their New Undergraduate or Graduate Program Resource Implications and Financial Viability template. Ensure that this template is complete and ready to be submitted. Departments may find it helpful to refer to their budget proposal when addressing the sections below. For additional information, contact Susan Mitchell, Acting Associate Vice-President Finance and Administration (Academic): mitchell@mcmaster.ca. Please provide evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate/graduate students' scholarship and research activities.

3.1 GRADUATE PROGRAMS

6.1.1 ADMINISTRATIVE, PHYSICAL AND FINANCIAL RESOURCES

Administrative. We will require a Graduate Chair and a full time Administrative Assistant. The Graduate Chair will be a current member of the department and will be appointed by the summer of 2023. The Administrative Assistant will provide dedicated administrative support for the Department and will work with faculty and students to plan and coordinate Department courses, events and activities.

Physical Resources. The department is currently housed in L.R. Wilson 1811, which has sufficient space for the graduate program. However, the department will be relocating to an expanding space in LRW 1806. There will be dedicated space for graduate students in this new space and will accommodate long-term sustainable growth for the graduate program and the department. The projected date for the department to move into this space is September 2024, which coincides with the projected start date for the first MA cohort.

Financial Resources. The program will be funded through student tuition.

6.1.2 LIBRARY, TECHNOLOGY, AND LABORATORY RESOURCES

The library and information technology support available from McMaster University will be adequate to sustain and support students' learning and scholarship, including access to journal subscriptions, online databases, and books. See the attached "University Library Indigenous Studies Report" attached to see the extensive resources Indigenous Studies graduate student will have access at the University Library.

6.1.3 FACULTY

The faculty of the Indigenous Studies Department have a longstanding history of excellence in the field of scholarship and research, with over \$16 million in research revenue over the last 7 years. Our faculty members have been recipients of several prestigious academic awards and scholarships, including: Canada-US Fulbright Program, SSHRC, CIHR, IHRDP, Ontario Graduate Scholarship (OGS), and the Indspire (formerly the National Aboriginal Achievement Foundation). Three of the faculty hold research chairs. Indigenous Studies Department faculty have also published numerous works within the field of Indigenous Studies and are often sought out to speak with media regarding emergent Indigenous issues. Our full-time faculty have also been nominated for MSU teaching awards on four occasions in the last five years, and one has won a President's Award for Outstanding Contribution to Teaching and Learning, indicating not only their excellence in research, but in their pedagogical approaches to teaching and learning.

The department has 11 faculty members, some of whom hold joint appointments in other departments at McMaster, for a total of 7.0 FTEs. All the faculty have ongoing research projects, and most have supervised graduate or undergraduate students in other departments or at other universities. Faculty with less experience will develop their supervisory skills by first sitting on committees and/or from the mentorship of more experienced faculty supervisors. Faculty members will contribute to course development and will teach in the program. The faculty have extensive connections with Indigenous Studies faculty provincially, nationally, and globally.

Though several Indigenous Studies units outside of Ontario are currently hiring Indigenous faculty (University of Manitoba, First Nations University of Canada, University of Winnipeg, and University of Alberta for example), as the table below shows, the Indigenous Studies Department at McMaster University has more Indigenous faculty than the other long-standing graduate programs.

Number of Indigenous faculty in the departments that offer graduate programs in Indigenous Studies:

McMaster University - 11

University of Saskatchewan - 8

University of Manitoba - 7

Trent University - 6
 University of Northern British Columbia - 4
 University of Winnipeg – 4
 University of Victoria – 4
 University of Lethbridge – 3

The University of Alberta has a Faculty of Native Studies (it should be noted that this unit is a Faculty and not a department) with seventeen (17) total faculty members, twelve (12) of whom are Indigenous. Carleton University has the School of Canadian and Indigenous Studies with 36 core and affiliate faculty members, four (4) of whom are Indigenous.

6.1.4 STUDENT FINANCIAL SUPPORT

Financial support for students will come from multiple sources, including OSAP, university graduate scholarships, teaching assistantships, research assistantships funded by faculty research grants, and external scholarships. The department will also be able to hire at least five teaching assistant each year (a number that will increase as program enrolment grows) that will offer students not only practical skills but addition funding options. In addition, qualified Status Indian students are eligible for funding through Indigenous Services Canada to cover in whole or in part costs associated with tuition, books, and living allowance.

6.1.5 FACULTY RESEARCH FUNDING

The Table provided below is intended to show the amount of funding available to support faculty research and potentially available to support students' work, either through the provision of stipends or materials for conducting research.

Operating Research Funding by Source and Year				
Year ¹	Source			
	Granting Councils ²	Other Peer Adjudicate ³	Contracts	Others ⁴
2022	878,521			
2021	1,361,326			
2020	3,875,982			
2019	7,381,053			
2018	2,020,746			
2017	530,286			
Totals	16,047,914			

1. Year may be academic year or calendar year, as appropriate for the institution [specify].
2. Source: SSHRC and CIHR.

6.1.6 SUPERVISION

There are two different tables that must be completed as part of this section

Faculty Name & Rank	Home Unit ¹	Supervisory Privileges ²
Dr. Savage Bear - Assistant	Indigenous Studies	Master's
Dr. Robert Innes - Associate	Indigenous Studies	Master's
Dr. Adrienne Lickers Xavier Assistant	Indigenous Studies	Master's
Dr. Renae Watchman - Associate	Indigenous Studies	Master's
Dr. Ki'en Debicki - Assistant	English & Cultural Studies & Indigenous Studies	Master's
Dr. Allan Downey - Associate	History & Indigenous Studies	Master's
Dr. Bonnie Freeman - Associate	Social Work & Indigenous Studies	Master's
Dr. Chelsea Gabel – Associate	Health Aging, & Society & Indigenous Studies	Master's
Dr. Dawn Martin – Associate	Anthropology & Indigenous Studies	Master's
Dr. Rick Monture – Associate	English & Cultural Studies & Indigenous Studies	Master's
Dr. Vanessa Watts – Associate	Sociology & Indigenous Studies	Master's

Completed and Current Numbers of Thesis¹ Supervisions by Faculty Member						
	Completed			Current		
Member	Master's	PhD	PDF	Master's	PhD	PDF

Dr. Savage Bear - Assistant	2			1	3	
Dr. Ki'en Debicki - Assistant	2				3	
Dr. Allan Downey - Associate	4					
Dr. Bonnie Freeman - Associate	10	1		1	2	
Dr. Chelsea Gabel – Associate	10	2			4	
Dr. Robert Innes - Associate	5				5	
Dr. Dawn Martin-Hill – Associate	5	1		1	1	
Dr. Rick Monture – Associate	3	1			1	
Dr. Renae Watchman – Associate	1					
Dr. Vanessa Watts – Associate	9			1	1	

1. *If desired, columns (or an additional table) may be added to reflect the supervision of major research papers at the master's level. Do not include supervisory committee activity in this table.*
2. *Indicate the current number of students being supervised by the faculty members and, in parentheses, the total number of past students that the faculty member has supervised.*

7 QUALITY AND OTHER INDICATORS

7.1 ACADEMIC QUALITY OF THE PROGRAM

The Indigenous Studies graduate program will seek feedback on a regular basis to assess the academic quality of the program. Students in the program will evaluate courses in the following areas: a) the quality of the instruction (i.e., knowledge and teaching ability of instructors), and b) the usefulness of the course materials to their post-graduate goals. Courses will be evaluated on objectives, content, format, resources used, group composition and overall ratings. To maintain and protect students' confidentiality, feedback will only be shared with faculty once a sufficient number of have been received (i.e., 5 or more) and the information gathered will be anonymous. If any concerns are raised in the evaluations, the Graduate Chair will meet with the instructor to discuss the concerns and to help resolve any issues that arise. In addition, following completion of their degree, students will be asked to complete a survey to provide their assessment of the program.

Assessment and quality of student success during the program will be evaluated based of factors including: time to completion data; grades and averages; retention rates; and employment.

As noted in Section 5.3 based on classroom experiences of instructors and students, student grades, student achievement (in various roles as student or TAs, at academic conferences, success in obtaining employment, etc.) each year the Grad Chair will make any necessary recommendations to the department to improve the program delivery, ensuring the ongoing quality of the program itself.

Department meetings will be held each semester, which will provide opportunities for faculty to exchange information on how the courses are progressing and areas for improvement. These meetings will also offer faculty the opportunity to exchange ideas or innovations that have worked well in one course or part of the program, and which could be adopted in other courses.

7.2 INTELLECTUAL QUALITY OF THE STUDENT EXPERIENCE

The critical mass of highly active and engaged Indigenous faculty in the Indigenous Studies Department will provide a rich learning environment for students. This will be supplemented with additional research and learning opportunities for our grad students through the McMaster Indigenous Research Institute, the McMaster Health Learning Lodge, and other Indigenous-focused initiatives at McMaster. The faculty will provide plenty of mentorship opportunities for the grad students, many of whom will be first generation graduate students. The student experience in the department is facilitated by quality of our faculty, who are all engaged in millions of dollars of Tri-Council funded research. The department has three research chairs including Dr. Chelsea Gabel, who holds a Canada Research Chair in Indigenous Well-Being, Community-Engagement and Innovation, Dr. Allan Downey who holds a CRC in Indigenous history, and Dr Vanessa Watts is the Paul R. MacPherson Chair in Indigenous Studies. The faculty are involved in innovated teachings, such as Dr. Savage Bear's (who is the Director of the McMaster Indigenous Research Institute) Walls to Bridges course that have McMaster students take courses with women inmates at the Grand Valley Institution for Women. As well as Dr. Bonnie Freeman's 2-week land/river-based course in which students will paddle canoes nearly 100KM from Cambridge, Ontario to Lake Erie.

As noted in our required course descriptions, the graduate program will offer a mandatory professional development workshop that will include topics on submitting SSHRC grants, writing conference abstracts, preparing conference papers, and applying to PhD programs, among other topics. In addition, the program will sponsor an Indigenous Studies graduate student symposium and brown bag lunch talks.

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

- Brief program description which can be posted on the Quality Council website (1-2 paragraphs)
- Program details for OSAP eligibility purposes

TRACKING THE APPROVALS PROCESS FOR NEW GRADUATE PROGRAMS

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

STEP IN THE NEW PROGRAM APPROVALS PROCESS	NAME OF COMMITTEE/ INDIVIDUAL PROVIDING CONSULTATION	DATE OF DOCUMENT APPROVAL
Preparation of the Resource Implications & Financial Viability Template (Budget)	Susan Mitchell, Acting Associate Vice-President, Finance & Planning (Academic)	
University Students Fees Committee Approval of Budget		
Departmental & Faculty Approvals of Proposal		

Please note that approvals from the following internal committees is also required before the New Program Proposal can be sent to Quality Council & MTCU: *Graduate Council, University Planning Committee and Senate.*

McMaster
University



**EXTERNAL REVIEWERS'
GUIDEBOOK FOR NEW
PROGRAM PROPOSAL
REPORT**

CONTACT INFORMATION

If you have any questions regarding the program's IQAP, inquiries can be directed to iqap@mcmaster.ca.

UNDERGRADUATE PROGRAMS

Amy Gullage
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gullaga@mcmaster.ca

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Kim Dej
Vice Provost, Teaching and Learning
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GRADUATE PROGRAMS

Stephanie Baschiera
Associate Registrar & Graduate Secretary
baschie@mcmaster.ca

Christina Bryce
Assistant Graduate Secretary
cbryce@mcmaster.ca

Steve Hranilovic
Vice-Provost and Dean of Graduate Studies
deangrad@mcmaster.ca

MEETING INFORMATION

It is required that all reviewers visit at the same time, normally for two days. As appropriate, the review team shall meet with the following:

- Chair or Director;
- Full-time faculty members (in groups);
- Part-time faculty members (in groups);
- Program students
- Associate Dean;
- Dean;
- Associate Vice-President (Faculty);
- Provost and Vice-President (Academic), if available;
- Additional meetings may be scheduled at the request of the external review team, Chair of the department or individuals.

REVIEWERS' REPORT

The review team will submit, to the Office of the Vice-Provost (Faculty), a joint report, including an Executive Summary, for the program(s) under review, normally within four weeks of the visit. The review team's report should address the substance of both the Program Proposal and the evaluation criteria set out in the Program Proposal. The intent of these reports is to be formative and constructive. The reports are intended to provide counsel rather than prescriptive courses of action. The Office of the Vice-Provost (Faculty) will circulate the report to the appropriate Chair(s) and Dean(s).

Based on information gained from the on-site review, the Program Proposal, consultation with members of the program and the University, independent assessments and all material submitted as part of the program review, the review team is expected to provide feedback on the following evaluation criteria and list any recommendations relevant to that section. However, the review team is not restricted to the following issues/questions.

We have provided a template for the reviewers' report below, which is in line with the requirements outlined within the Quality Assurance Framework.



**EXTERNAL REVIEWERS'
REPORT ON PROPOSED MA IN
INDIGENOUS STUDIES
SEPTEMBER 18-19TH 2023**

Reviewer 1

Name: Dr Paul McKenzie-Jones

University Address: University of Lethbridge, 4401 University Drive, Lethbridge, AB T1K 3MH

Reviewer 2

Name: Dr. Shailesh Shukla

University Address: University of Winnipeg, 515, Portage Ave, Winnipeg, MB, R3B 2E9

Internal Reviewer

Name: Dr. Marie Elliot

Department: Biology

Outline of the Visit

Was the site visit: In person: Virtual site visit: [Desk Review](#):

If the review was conducted either virtually or via desk review, was this format agreed to by both external reviewers? Yes No

Was sufficient rationale provided by the Provost/Provost's delegate for an off-site visit?

Yes No

For those reviews that included an in-person or virtual visit, please indicate the following (or insert the site visit schedule below):

- **Who was interviewed?**
 - *Administrators: Deputy Provost; Vice-Provost and Dean, Graduate Studies; Dean, Social Sciences; Associate Dean, Graduate Studies (Social Sciences)*
 - *Indigenous Studies Graduate Committee members (3)*
 - *Indigenous Studies Department Chair and faculty members (4)*
 - *Members of McMaster's Indigenous Research Institute*
 - *Indigenous Studies administrative staff (2)*
 - *Students (one undergraduate and prospective MA student)*

- **What facilities were seen?**
 - *Indigenous Studies Department and neighboring amenities in LR Wilson building*

In order to continuously improve the effectiveness and efficiency of site visits/virtual site visits, please comment on the following:

- **How effective was the proposal brief in preparing you for the visit/virtual site visit?**
 - *The brief was comprehensive in detail and planning.*
- **How could the logistics of the visit/virtual site visit be improved?**
 - *Please consider either choosing dates later in week for the visit, as the hotel restaurant is permanently closed on Monday and Tuesdays, or provide alternatives for breakfasts on these days.*
 - *It would be helpful to start the visit by providing the reviewers with information relating to the IQAP process itself, and the role/expectation of the different review team members.*

PROGRAM

- Comment on if the program's [objectives](#) clearly described
- Comment on the appropriateness of the degree nomenclature, given the program's objectives
- Comment on the consistency of the program with McMaster's mission and academic plan; whether the program learning outcomes are clear, appropriate and aligned with the undergraduate or graduate Degree Level Expectations.
- McMaster's Current Priorities and Strategic Mandate Agreement should be at the forefront of program design. This information can be found in the links provided below:
 - i. McMaster's Strategic Mandate Agreement:
<https://ira.mcmaster.ca/app/uploads/2020/11/McMaster-SMA3-Agreement-August-31-2020-SIGNED-FINAL.pdf>
 - ii. McMaster's current priorities:
https://president.mcmaster.ca/app/uploads/2021/05/Institutional-Priorities-and-Strategic-Framework_FINAL_5May21.pdf

Comments:

The program's objectives are clearly stated and there are no issues with the planned degree nomenclature. The program appears to be consistent with McMaster's current priorities and its Strategic Mandate Agreement.

Specific Recommendations:

Faculty recruitment will be necessary to ensure there is sufficient capacity to deliver the proposed program as it grows, as it is expected that this program will be in high demand.

ADMISSION & ENROLMENT

- Comment on whether the admission requirements (including any alternative requirements) are appropriately aligned with the program learning outcomes (and/or Degree Level Expectations) established for completion of the program.
- Are there any applicable alternative admission requirements, including how the program recognizes prior work or learning experience, and if so, are they appropriate?

Comments:

Current academic entry requirements are appropriate.

Specific Recommendations:

For elder Indigenous applicants and applicants with demonstrated Indigenous community connections who have been out of formal education systems for some time, lived experience could be considered as an alternative admission qualification. Applicants/students could also be asked to submit a one-page statement outlining a major research project proposal that they are interested in undertaking, alongside their other application material.

STRUCTURE

- Comment on how the program's structure and regulations meet the specified program learning outcomes.

NOTE: The Quality Assurance Framework requires a clear distinction between program objectives, program-level learning outcomes, and [Degree Level Expectations](#). See the [Guidance on Program Objectives and Program-level Learning Outcomes](#) for details on the distinction.

- Is the program's structure and the requirements to meet the program objectives and program-level learning outcomes appropriate?
- Do the program's structure, requirements and program-level learning outcomes ensure students meet the institution's Undergraduate or Graduate Degree Level Expectations?
- Does the (proposed) mode of delivery facilitate students' successful completion of the program-level learning outcomes?
- Does the curriculum address the current state of the discipline or area of study?

Comments:

The proposed structure and learning outcomes for the program are appropriate to meet the program objectives and to facilitate students' successful completion of the degree program. The requirements further ensure that students will meet the institution's graduate level degree expectations. The curriculum offers a variety of elective courses which collectively reflect the current state of Indigenous Studies with a balance of Indigenous content from

within Canada and globally. The inclusion of a major research paper OR community-based research project with an experiential learning emphasis may require two-tier ethics approvals (community and university) within the 12-16 month program. Respecting Indigenous protocols would make the program unique in Southern Ontario; however, this can also be a time-consuming process and it will be important to monitor whether program lengths need to be adjusted in order to ensure that students can complete their degree requirements within the recommended time frame.

Specific Recommendations:

It will be helpful to communicate/plan the regularity of elective offerings to ensure that students are aware of the options available to them.

After one or two intake cycles of the program, it is recommended to revisit and, if necessary, revise the proposed program length based on completion rates of the first cohort of students.

CURRICULUM AND TEACHING

- Comment on how the curriculum reflects the current state of the discipline or area of study; evidence of significant innovation or creativity in the content and/or delivery of the program; the appropriateness and effectiveness of the modes of delivery at meeting program learning outcomes; and how teaching in the program prioritizes areas of accessibility and removes barriers to learning.

Comments:

Two areas of innovation in this program are the land-based learning and the community-based research project/experiential learning approaches that fit well within Indigenous ways of knowing and pedagogies. While it is unusual to not see a thesis option being offered, the community-based project offers an alternative route to deep-level engagement in a more holistic, Indigenous-centered, project requiring intellectual engagement that would be equivalent to the work required for a thesis.

Specific Recommendations:

As the program evolves and if there is interest in developing a PhD-level program, it may be beneficial to consider introducing a thesis option at the Masters level.

ASSESSMENT OF LEARNING

- Comment on the appropriateness and effectiveness of the proposed methods of assessment in demonstrating achievement of the program learning outcomes, as well as the extent to which the program(s) assess graduating student achievement of the program learning outcomes.

- Are the plans in place to monitor and assess the following, both appropriate and effective?
 - i. The overall quality of the program;
 - ii. Whether the program is achieving in practice its proposed objectives;
 - iii. Whether its students are achieving the program-level learning outcomes; and
 - iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.

NOTE: Programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled as well as post-graduation metrics. Please see [Guidance on Assessment of Teaching and Learning](#) for further details and examples of measures for assessing teaching and learning that meet the requirements of the Quality Assurance Framework.

Comments:

The plans for monitoring and assessing student progress and achievement show clear alignment with the program learning outcomes. The broad experience that all current faculty members associated with the department have in supervising graduate students was deemed to be additionally beneficial to ensuring student success in this new program.

RESOURCES TO MEET PROGRAM REQUIREMENTS

- Comment on evidence that there are adequate human, physical and financial resources to sustain the quality of scholarship produced by undergraduate students.
- Given the program's class sizes and cohorts as well as its program-level learning outcomes:
 - a) Is the number and quality of core faculty who are competent to teach and/or supervise sufficient to achieve the goals of the program and foster the appropriate academic environment?
 - b) When adjunct/sessional faculty play a large role in the delivery of the program, is their role appropriate? Are plans in place to ensure the sustainability of the program and the quality of student experience and if so, are these suitable?
 - c) Is the provision of supervision of experiential learning opportunities adequate, if applicable?
 - d) Taking into consideration implications for other existing programs at the university, is the administrative unit's planned use of existing human, physical and financial resources appropriate?
 - e) Are there adequate resources available to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access?

NOTE: External Reviewers are not expected to assess the financial viability of a program, and internal budgets are not under the purview of the External Review of a New Program Proposal. Provide a general assessment of the administrative unit's planned use of existing financial resources.

Comments:

The resources needed to launch this new program appear to be suitable for managing a small initial intake. The review committee did, however, feel that more human resources support will be needed to successfully manage the growth and sustainability of the program moving forward. Specific needs include a dedicated program manager and a cluster hire of faculty whose home is within the Indigenous Studies department rather than faculty being cross-appointed in from department. There was stated support for these initiatives from the University administrators, and we recommend that this support be actualized.

Specific Recommendations:

An Indigenous cluster hire centred in the Indigenous Studies Department will be important to enable the MA program to grow and attract more students (a minimum of three new Indigenous faculty hires are estimated to be required to support the anticipated program growth). A dedicated administrator position is also needed to ensure the smooth running of the program.

QUALITY AND OTHER INDICATORS

- Please provide commentary on the indicators the department will use over the first five years to document and to demonstrate the quality of the program.
- Comment on the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record, appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring).
- Comment on any other evidence that the program and faculty will ensure the intellectual quality of the student experience.
- Comment on any evidence of how faculty members will ensure the intellectual quality of the student experience.

Comments:

This is an area in which the department excels. There are currently two CRC within the department, alongside other nationally and internationally renowned Indigenous scholars. Collectively, the Indigenous faculty members have demonstrated success in securing research funding. The existing faculty cohort provides both outstanding depth and breadth in their respective areas of expertise. The exceptional research that the faculty members

produce is indicative of the quality of research and intellectual training they will provide to the students in the proposed program.

The committee did note capacity concerns that may arise due to teaching release associated with CRC positions and administrative roles, in addition to the need to manage sabbaticals on an annual basis.

CONFIDENTIAL SECTION

Provide any commentary or recommendations on confidential areas.

Comments: n/a

Specific Recommendations: n/a

SUMMARY & RECOMMENDATIONS

Provide a brief summary of the review. Please include commentary on any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it, as applicable.

Recommendations that are clear, concise, and actionable are the most helpful for universities as they prepare to launch new programs. Include specific steps to be taken on any essential or otherwise desirable modifications to the proposed program.

NOTE: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.

Summary - *The plan for the introduction of an Indigenous Studies MA at MacMaster University has been meticulously researched and developed. The proposed degree program is clear, exciting, and each targeted goal is ultimately achievable. The proposal effectively demonstrates that this is a timely and necessary vision for an MA program at McMaster. Highlights of the proposed program include: (i) the fact that it will be the ONLY MA in Ontario focused exclusively on Indigenous Studies; (ii) the inclusion of courses that reflect the present and future direction of Indigenous Studies as a discipline, including land-based and globally focused courses; and (iii) the presence of exceptional scholars (each of whom is well-respected in their fields) in the department, coupled with the unique attribute of being an all-Indigenous faculty. Collectively, these factors give confidence that this MA program will be a resounding success. A concern is that the program will prove too popular, too fast, and the department will be inundated with more applicants than they can accept. Program interest was obvious from the stated interest from current and former undergraduate students who indicated that they intend to begin their MA studies as soon as this program is implemented. The flip side of this concern is that there is tremendous growth potential for this program, and a real opportunity for this to become a flagship program within Ontario, and Canada-wide.*

Primary concerns are not with the program, curriculum, or schedule, but centre on the institutional support needed by the department to sustain and grow the program, especially with a view to implementing a future PhD program. The program must be provided with institutional support in funding, staffing, and faculty recruitment. Discussions with the Deans of Social Science and Graduate Studies, as well as the Deputy Provost, suggest that there is a willingness to provide the necessary supports. On that note, the greatest urgency is in the need for a cluster hire of Indigenous Studies faculty, and the need to fill the position of program administrator to ensure that the undergraduate administrator is not overloaded (and the undergraduate program adversely affected).

There are several innovative aspects of the program curriculum that the review committee members were particularly excited about. These included the experiential learning course and the community-based research project, both of which reflect the commitment of the

faculty to community and to strengthening the department's claim of offering a unique degree relative to other universities. We offer several suggestions for future additions/alterations to the program - once it has been firmly established - including the possibility of offering a thesis and/or practicum alternative to the research paper or community project, to accommodate distinct modes of student learning and intellectual engagement, and to ensure that graduating students are prepared for maximally diverse ranges of employment/careers/future educational opportunities.

Recommendation 1: *Faculty recruitment will be necessary to ensure there is sufficient capacity to deliver the proposed program as it grows, as it is expected that there will be significant interest and demand in this offering. We estimate that a minimum of three new Indigenous faculty hires within the Indigenous Studies Department will be needed for the MA (and future PhD?) program to grow and attract more students.*

Recommendation 2: *For elder Indigenous applicants and applicants with demonstrated Indigenous community connections who have been out of formal education systems for some time, lived experience could be considered as an alternative admission qualification. Applicants/ students could also be asked to submit a one page statement outlining a major research project proposal that they are interested in undertaking, alongside their other application material.*

Recommendation 3: *If necessary, the graduate school develops or modifies policies to enable Indigenous elders/knowledge keepers to sit as graduate students committee members/co-supervisors.*

Recommendation 4: *The university implements an elder/knowledge keeper honorarium for all levels of service, including those not attached to the MA program such as: elder in residence, classroom visits, community outreach, student supervision, ceremony (when/if appropriate).*

Recommendation 5: *It is recommended to plan a regular/consistent offering of elective courses and ensure that these offerings be communicated to those interested in enrolling in the program. Mohawk, Anishinaabemowin, Cayuga or other Indigenous languages focused courses should also be considered as potential electives.*

Recommendation 6: *The university is encouraged to continue to build and invest in Indigenous community engagement strategies (community trips, land-based learning courses, etc) to ensure there is sufficient support for the program considering the major research project or Indigenous community focused research and engagement components of the program.*

Recommendation 7: *We strongly recommend that the program be supported by a dedicated*

graduate administrator to ensure the smooth running of the program.

Recommendation 8: *As the program evolves and if there is interest in developing a PhD-level program, it may be beneficial to consider introducing a thesis/practicum option at the master's level.*

Recommendation 9: *In considering some of the barriers that Indigenous students may face in pursuing a graduate education, the university and department are encouraged to consider having a funding support for Indigenous MA students beyond a traditional graduate stipend, or to consider alternative course delivery options. These could include providing affordable child-care (or child-care bursaries), stipends to support housing and/or transportation services, offering classes in off-campus locations (e.g. on reserve), etc.*

Recommendation 11: *It is strongly recommended that there be course-release provided for faculty members who step up to manage the MA program (e.g. as Associate Chair).*

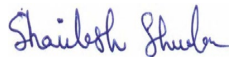
Recommendation 12: *Given that the community research projects are an integral component of the proposed graduate program, it will be important to have dedicated funding available to support these projects, and scholarships for land/place-based projects to ensure that students pursuing this option are not disadvantaged relative to classroom/lab-based students in other disciplines.*

Recommendation 13: *We encourage the department to take advantage of future opportunities presented by the Strategic Alignment Fund to support projects aimed at piloting new initiatives within the MA program.*

Signature: Paul McKenzie-Jones



Signature: Shailesh Shukla



Signature: Marie Elliot



Date: Oct 21, 2023

Program Response and Implementation Plan Institutional Quality Assurance Program (IQAP) Review [INgDIGENOUS STUDIES GRADUATE PROGRAM]

Date of Review: September 18th-19th, 2023 Review Team Members:

External: Dr Paul McKenzie-Jones (University of Lethbridge), Dr. Shailesh Shukla (University of Winnipeg)

Internal: Dr. Marie Elliot, Department of Biology
Program Response and Implementation Plan prepared by:

Dr. Rob Innes, Chair, Indigenous Studies Department and ISD Graduate Committee

Program Response and Implementation Plan date prepared: October 2023

Overall Commentary

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

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

Executive Summary of the Proposed New Graduate Program in Indigenous Studies

The Indigenous Studies Department submitted a proposal for a new graduate program in August 2023 to the Associate Vice- President, Faculty, to initiate a graduate program review. The proposal outlined program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis.

Two arm's-length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Social Sciences, and selected by the Associate Vice- President, Faculty and Associate Vice-President and Dean of Graduate Studies. Drs. McKenzie-Jones, Shukla, and Elliot reviewed the self-study documentation and then conducted a site visit to McMaster University on September 19, 2023. The visit included meetings with Indigenous Studies faculty, alumni, and members of the pertinent administrative units.

The external assessment of the proposed MA program in Indigenous Studies was generally positive. The reviewers state: "The plan for the introduction of an Indigenous Studies MA at MacMaster University has been meticulously researched and developed. The proposed degree program is clear, exciting, and each targeted goal is ultimately achievable. The proposal effectively demonstrates that this is a timely and necessary vision for an MA program at McMaster." The reviewers noted that they have "confidence that this MA

program will be a resounding success.” Nonetheless, the reviewers did identify some concerns, not so much with the program itself but those that “centre on the institutional support needed by the department to sustain and grow the program, especially with a view to implementing a future PhD program.”

In the table below are their 11 recommendations and the department response and plans.

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
1: <i>Faculty recruitment will be necessary to ensure there is sufficient capacity to deliver the proposed program as it grows, as it is expected that there will be significant interest and demand in this offering. We estimate that a minimum of three new Indigenous faculty hires within the Indigenous Studies Department will be needed for the MA (and future PhD?) program to grow and attract more students.</i>	To meet the expected demand for the graduate program, capacity will become an issue. The department will lobby for 3 hires that will assist in growing the graduate and undergraduate programs.	Chair	1-3 years
2: <i>For elder Indigenous applicants and applicants with demonstrated Indigenous community connections who have been out of formal education systems for some time, lived experience could be considered as an alternative admission qualification. Applicants/ students could also be asked to submit a one page statement outlining a major research project proposal that they are interested in undertaking, alongside their other application material.</i>	We adjusted the application to include alternative admission qualifications that consider life experience. We also asked students to provide their research topic and the context on why they want to conduct this research. Students must list a potential faculty member who will supervise their research.	Chair	Immediately
3: <i>If necessary, the graduate school develops or modifies policies to enable Indigenous elders/knowledge keepers to sit as graduate students committee members/co-supervisors.</i>	The department will consult with the IEC, FSS, and the School of Graduate Studies.	Chair working with the IEC	1-2 year

<p>4: <i>The university implements an elder/knowledge keeper honorarium for all levels of service, including those not attached to the MA program such as: elder in residence, classroom visits, community outreach, student supervision, ceremony (when/if appropriate).</i></p>	<p>The department supports this recommendation. We will work with the other Indigenous units, the IEC, JAICG, FSS, and the university to develop strategies for this initiative.</p>	<p>IEC will need to spearhead this initiative.</p>	<p>1-2 years</p>
<p>5: <i>It is recommended to plan a regular/consistent offering of elective courses and ensure that these offerings be communicated to those interested in enrolling in the program. Mohawk, Anishinaabemowin, Cayuga or other Indigenous languages focused courses should also be considered as potential electives.</i></p>	<p>One of the recommendations from the 2019 ISP IQAP review was that more courses should be offered for students to have greater choice of upper-year electives. The program lists many courses, but the number offered is limited. The response was to add more faculty members to the Indigenous Studies Program. Since 2019, ISD has added 4 more faculty members. With more faculty, ISD is now better positioned to offer regular and consistent elective courses. However, to ensure sustainability and capacity, more faculty will be required.</p>	<p>Chair</p>	<p>July 1, 2024</p>
<p>6: <i>The university is encouraged to continue to build and invest in Indigenous community engagement strategies (community trips, land-based learning courses, etc) to ensure there is sufficient support for the program considering the major research project or Indigenous community focused research and engagement components of the program.</i></p>	<p>The department will work with the IEC and other Indigenous units to lobby the FSS, other faculties, and the university for sufficient resources to be made available to the department for land-based courses, field schools, and other experiential learning opportunities.</p>	<p>Chair</p>	<p>Ongoing</p>

<p>7: <i>We strongly recommend that the program be supported by a dedicated graduate administrator to ensure the smooth running of the program.</i></p>	<p>The ISD has been given approval to hire a full-time graduate administrator as soon as the IQAP review has been approved.</p>	<p>N/A</p>	<p>Immediately</p>
<p>8: <i>As the program evolves and if there is interest in developing a PhD-level program, it may be beneficial to consider introducing a thesis/practicum option at the master's level.</i></p>	<p>We plan to evaluate the program in 2-3 years to consider what kinds of changes, if any, are necessary. This will include assessing student demand for a doctoral program.</p>	<p>The new Graduate Chair and the grad committee.</p>	<p>An evaluation of the grad program will be done within 2-3 years.</p>
<p>9: <i>In considering some of the barriers that Indigenous students may face in pursuing a graduate education, the university and department are encouraged to consider having a funding support for Indigenous MA students beyond a traditional graduate stipend, or to consider alternative course delivery options. These could include providing affordable child-care (or child-care bursaries), stipends to support housing and/or transportation services, offering classes in off-campus locations (e.g. on reserve), etc.</i></p>	<p>Pending core funding, the ISD will consider offering childcare stipends, housing, food, and clothing allowances, as well as transportation support (bus passes, parking passes, car shares, ride shares, etc.). We will also offer alternative class modes (Zoom / asynchronous, for example). While this recommendation assumes all graduate students have challenges, we will also strive to support and recognize Indigenous graduate students who demonstrate excellence in their work.</p>	<p>The department, along with the IEC, FSS, and SGS.</p>	
<p>10: <i>It is strongly recommended that there be course-release provided for faculty members who step up to manage the MA program (e.g. as Associate Chair).</i></p>	<p>The new Grad Chair will receive a 3-unit course release.</p>		

<p>11: <i>Given that the community research projects are an integral component of the proposed graduate program, it will be important to have dedicated funding available to support these projects, and scholarships for land/place-based projects to ensure that students pursuing this option are not disadvantaged relative to classroom/lab-based students in other disciplines.</i></p>	<p>The department will advocate for research funding to be made available to those students who demonstrate need. Students may have opportunities for CER through their supervisor's research program, however, if a student wishes to pursue a community engaged MRP rather than a paper only, they need to take a leadership role in this.</p>	<p>The new Graduate Chair and the grad committee.</p>	
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From: Jeremiah Hurley, Dean, Faculty of Social Sciences

Re: IQAP review Proposed MA Program in Indigenous Studies

Date: November 1, 2023

The IQAP review team consisting of external members Dr. Paul McKenzie-Jones (University of Lethbridge) and Dr. Shailesh Shukla (University of Winnipeg), and internal member Dr. Marie Elliott (Department of Biology), conducted its review of the proposed MA program in Indigenous Studies on September 18-19, 2023. I thank the reviewers for their review and recommendations regarding the proposed MA program in Indigenous Studies. The recommendations will be helpful to both the department, the Faculty of Social Sciences, and the University in the coming years as we launch this important, innovative program. Herein I provide my response to the report.

The reviewers' overall assessment of the proposed MA in Indigenous Studies is highly positive. They emphasize critical design features of the program that distinguish it from other programs, the critical-mass and "high-quality" (e.g., active scholarship) of its faculty, and the need for such a program in southern Ontario to fill a gap in graduate training opportunities in Indigenous Studies. Importantly, they provide insightful recommendations that will help ensure its success while meeting the needs of Indigenous learners, and stress the need for continued investment by McMaster in this vital area of scholarship and training.

The Department of Indigenous Studies (ISD) has already responded to a number of the reviewers' recommendations (see its response) for which it can act unilaterally, and provided a timeline for responding to others, some of which can happen only after the program is operational. Other recommendations, of course, require action by either the Faculty, the University or both. I focus my response on those recommendations.

1. Faculty recruitment (#1). The ISD is undertaking the recruitment of a new junior Indigenous faculty member this year, with an expected start date of July 1, 2024. The University has further committed to an Indigenous cluster hire across all Faculties at McMaster (including Social Sciences) over the next few years, with an expectation of 10-12 additional Indigenous faculty at McMaster. Even when the primary appointment is in another Faculty, many of

these new hires will seek to participate in and contribute to a graduate program in Indigenous Studies. The commitment of the University to this cluster hire, therefore, will address this critical recommendation and ensure sufficient staffing to mount a high-quality graduate program without detracting from the ISD's undergraduate program, which is also growing at this time.

2. Participation of Indigenous Elders/Knowledge Keepers serve as graduate committee members (#3). The Faculty of Social Science is happy to support this recommendation and will work with the ISD to advance this recommendation with the School of Graduate Studies.
3. Elder/Knowledge Keeper Honorariums (#4). The University, through the Joint Indigenous and Administrative Consultative Group (JIACG), has already begun a project involving research finance, central university finance, and other stakeholders to clarify the processes pertaining to reimbursing Indigenous community members who contribute to educational, research, and other types of activities. This project includes the development of guidelines for compensation of Elders/Knowledge Keepers.
4. Alternative Forms of Student Support and Program Delivery (#9). Many students in this program will be at different life stages and circumstances than is typical for graduate programs. This recommendation highlights the need to think creatively about how to support the full engagement and participation of all students. Some approaches, such as alternative course delivery options, are relatively straightforward; other, such as childcare and transportation will require more creativity and coordination with other units on campus (e.g., the McMaster Children's Centre, which provides on-campus day care). Many of these needs are not unique to graduate students; they are also present for undergraduate Indigenous students; this may present opportunities for joint efforts that can advance both groups of learners. The Faculty, University, and units such as Indigenous Student Services already work to address these types of challenges for Indigenous learners and will extend this work to issues unique to Indigenous graduate students.
5. Invest in Indigenous Community Engagement Activities to Ensure Support for Projects (#6) and Funding to Support Community Research Projects (#11). These recommendations address both sides of what will be necessary to ensure the success of the community-engaged focus of the program: community organizations and settings willing and eager to work with program faculty and students, and support for students to be able to undertake such work. This will require coordinated efforts by ISD faculty, the Faculty of Social Sciences, the School of Graduate Studies, and University Advancement. ISD faculty bring community relationships and expertise in community-engaged research and teaching and research funding that can support students in their projects; the Faculty of Social Science

and the School of Graduate Studies are the primary funders of graduate education that can support innovative approaches to marshalling necessary resources; and University Advancement can secure external funding to support such community-engaged training. The ISD can also learn from other graduate programs in Social Sciences, such as Anthropology and Social Work, that have successfully integrated community-based learning and field schools into their training.

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

Please read the following notes before completing this form:

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

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

Describe the existing requirement/procedure:

Admission Requirements

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

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

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

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

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

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

September, 2024 admissions.

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

Admission Requirements

- **Degree:** Completion within the last 10 years of a Bachelor of Commerce or Bachelor of Business Administration from a recognized Canadian or American University. Candidates that have completed the following degrees may also apply:
 - McMaster University:
 - Bachelor of Engineering Management
 - Bachelor of Technology (B.Tech.), specifically the Automation Engineering Technology, Automotive and Vehicle Engineering and Biotechnology streams
 - Graduates from this program will also be required to complete the following 2 courses or their equivalents as determined by the Selection Committee (if degree completed before 2023) from McMaster: COMMERCE 2AB3 – Managerial Accounting and COMMERCE 2FB3 – Managerial Finance with a minimum of a B grade.
 - Bachelor of Commerce, Integrated Business and Humanities (IBH)
- **Work Experience:**
 - Recommended minimum of 1 year work experience for McMaster Bachelor of Commerce, Bachelor of Engineering and Management, Bachelor of Technology (B.Tech. – Automation, Automotive and Biotechnology streams as noted above), Bachelor of Commerce, IBH Graduates (undergraduate co-op or internship placements adding up to 12 months of work or more from these degrees will be considered if they are noted on official transcripts).
 - 2 years post-graduate work experience for all other programs.

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

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

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

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

September, 2024

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

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



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

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

Admission Requirements

- **Degree:** Completion within the last 10 years of a Bachelor of Commerce or Bachelor of Business Administration from a recognized Canadian or American University. Candidates that have completed the following degrees may also apply:
 - McMaster University:
 - Bachelor of Engineering Management
 - Bachelor of Technology (B.Tech.), specifically the Automation Engineering Technology, Automotive and Vehicle Engineering and Biotechnology streams
 - Graduates from this program will also be required to complete the following 2 courses or their equivalents as determined by the Selection Committee (if degree completed before 2023) from McMaster: COMMERCE 2AB3 – Managerial Accounting and COMMERCE 2FB3 – Managerial Finance with a minimum of a B grade.
 - Bachelor of Commerce, Integrated Business and Humanities (IBH)
- **GPA:** Recommended B average (equivalent to a McMaster 8.0 GPA out of 12) or higher. GPA will be calculated using the two most recent years of undergraduate or graduate study, 20 courses, or the equivalent of 60 academic credits. A combination may be used and is determined on a case-by-case basis.
- **GMAT:** Not required. Candidates who fail to meet the above GPA criteria or who wish to strengthen their academic application may wish to submit a GMAT.
- **Proof of English Language Proficiency:** Required for applicants:
 - Whose previous degree was not completed with the language of instruction of English.
 - Who have been resident in an English-speaking country for less than four years.
 - Who have completed less than three years of full-time post-secondary education with English as the primary language of instruction, excluding ESL courses.
- **Acceptable English Language Proficiency Tests:**
 - Academic IELTS
 - TOEFL
- **Work Experience:**
 - Recommended minimum of 1 year work experience for McMaster Bachelor of Commerce, Bachelor of Engineering and Management, Bachelor of Technology (B.Tech. – Automation, Automotive and Biotechnology streams as noted above), Bachelor of Commerce, IBH Graduates (undergraduate co-op or internship placements adding up to 12 months of work or more from these degrees will be considered if they are noted on official transcripts).
 - 2 years post-graduate work experience for all other programs.
- **References:** Applicants are encouraged to seek two professional (current or former direct supervisor or manager) references. Academic reference can be submitted if two professional are not available.
- **Interview:** Applicants are required to complete an online interview prior to submission of their application.

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

Contact information for the recommended change:

Name: Goran Calic Email: calicg@mcmaster.ca Date submitted: 9/19/2023



SCHOOL OF
GRADUATE STUDIES

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

DeGroote MBA Redesign – Year 1 Curriculum Proposal Fall 2023

Background & Rationale

The DeGroote School of Business offers a suite of MBA program offerings – (1) MBA with Co-op; (2) Full Time MBA; (3) Accelerated MBA; (4) Blended Learning Part-Time MBA; and (5) Executive MBA. This proposal is making recommendations for Year 1 curriculum changes of the first two offerings only (MBA with Co-op and Full Time MBA)¹. The MBA with Co-op program is Canada’s largest Co-op MBA, allowing students to gain work experience by alternating 4-month academic and 4-month co-op employment. It is a 28-month program that allows recent graduates with minimal work experience to gain professional experience and offset costs while completing the MBA. The Full Time MBA is a 20-month program that combines 16 months of full-time study with a summer break between first and second year where students can pursue a summer internship. The program is intended for students that have a minimum of one year of full-time continuous work experience.

The first year of the MBA program (Co-op and Full Time) was redesigned in 2016 to provide a more integrated, interdisciplinary and experiential learning experience for students. Although this 2016 redesign brought the opportunity for greater integration across disciplines, this integration has not worked as well as was hoped. The 2019 Institutional Quality Assurance Process (IQAP) Reviewers’ Report highlighted that the integrated courses must be re-evaluated. As noted in their report: “The integrated curriculum not entirely successful. The original intention was probably good, but implementation is weak. Integrated courses are not really integrated or designed specifically for the program, and as currently designed they place undue stress on faculty and students. There may be too much material offered back to back in an inflexible environment offering too little time for reflection and preparation”. Further, the report recognizes the differences among students in the Co-op offering and the Full Time offering and that consideration should be given to having appropriate separate core courses for these programs.

Multiple points of evidence (student town halls; course and program evaluations; faculty and staff forums; employer feedback; alumni feedback; etc) have confirmed the findings of the 2019 IQAP Reviewers’ Report with the following conclusions: (1) the condensed nature of the current Year 1 MBA courses is highly stressful for both students and instructors; (2) core content is not being effectively absorbed and applied; (3) intended integration across disciplines is sporadic, at best; (4) students do not feel prepared for their work terms (Co-op stream) and post-graduate job placement success (Full Time stream); and (5) there is a need to further develop critical core skills (communication, critical thinking, leadership, etc.). Additionally, Full Time students feel less valued than Co-op students due to many additional resources being allocated to the latter group to facilitate their finding of employment positions every four months (which Co-op students pay for through their additional fees). Further, Full Time students share courses with Co-op students despite having more work experience upon admission (>3 years on average). These courses are

¹ Reference to “MBA program” in the remainder of this document only refers to MBA with Co-op and Full Time MBA. It excludes the Accelerated MBA, Blended Learning Part-Time MBA and Executive MBA

oriented towards the less experienced Co-op students, which furthers the marginalized second choice perception of our Full Time students.

Coupled with the above concerns of the current first year MBA curriculum, the MBA education landscape is shifting to meet evolving stakeholder expectations. MBA programs should provide content, develop skills and nurture mindsets to meet changing needs of organizations and higher-order needs of global challenges. These include creativity, empathy, leadership, crisis management, strategic thinking, understanding technological progress and disruption and dynamic decision making². These shifting expectations and needs necessitate periodic re-evaluation of our curriculum offerings to ensure our graduates are able to provide value, inspiration and influence in this evolving business landscape.

This proposal calls for an overhaul of the first year curriculum of our MBA program. This redesign will address student and instructor concerns of the current curriculum and will better prepare our students to meet current and future business and societal needs. The proposed curriculum will also align with the new DSB Strategic Plan (2023 – 2028) and with the University's student-centered, evidence-based approach.

Process

Stemming from the 2019 IQAP Reviewers' Report and extensive comments and feedback from students, alumni, faculty, staff and employers, the Dean's Office initiated an MBA redesign process. A consulting company (The Strategic Council) was engaged to provide an internal and external MBA review (2021-2022). Following this review, an ad hoc MBA Redesign Committee was struck (June 2022) that had faculty representation from each Area of the School as well as staff representation. The composition and mandate of the MBA Redesign Committee is provided in Appendix A.

The MBA Redesign Committee worked in a highly consultative and collaborate way over the next year. Consultations included the following stakeholder groups: (1) current DSB MBA students; (2) DSB MBA alumni; (3) DSB faculty; (4) DSB staff; (5) DSB Advisory Council; (6) DSB current employers; (7) aspirational employers; (8) industry representatives; (9) external business school faculty; and (10) external business school students. In sum, consultations included:

- 18 interviews with DSB faculty and staff
- 34 interviews with current students and alumni
- 15 interviews with employers and industry representatives
- 260 online surveys completed to gather current state impressions
- 8 comparator programs analyzed
- 3 design thinking workshops
- 4 town hall events with DSB faculty and staff
- 55 online surveys completed by DSB faculty and staff on various proposed redesign models
- 140 surveys completed by hiring managers on various proposed redesign models
- 9 meetings with Area and staff groups to review proposed redesign models

² <https://hbr.org/2021/11/mba-programs-need-an-update-for-the-digital-era>

The proposal outlined in this document culminated from the extensive evidence gathered through the above consultations. This proposal was presented at the May 25th, 2023, Faculty of Business (FOB) meeting for information and feedback. Members of this FOB meeting initiated a vote to approve the proposal in principle as an indicator of confidence in this redesign. The vote was unanimously in support of this proposed redesign.

Description of Program Requirements Changes

The scope of this proposal is the first year curriculum of the Co-op and Full Time MBA program. The MBA Redesign Committee recommends the second year of the MBA program be revisited in a future proposal so that it better aligns with the goals outlined in the DSB Strategic Plan.

The Accelerated MBA program will remain unchanged where students with prior business experience who have met our admission requirements will continue to be accepted into Year 2 of the program.

Any changes to admission requirements or consideration of granting transfer credits and waivers will be presented for appropriate approvals in separate proposals.

Description of Current and Proposed Year 1 Curriculum

The **current MBA year 1 curriculum** begins with Foundations 1 (L611) that focuses on the development of critical thinking, teamwork, and communication skills. L611 spans 2 weeks at the beginning of the first academic term (AT 1) and continues part way through the term for a mandatory live case competition. Following the first two weeks of L611, AT 1 has five required core courses that were constructed to integrate content and concept across disciplines (I-courses). These I-courses have 4 contact hours per week (2 x 2-hour classes) for 10 weeks and are co-taught by instructors from two different Areas (typically, each teaching 5 consecutive weeks). The second academic term (AT 2) begins with Foundations 2 (L624/L625), which continues the professional skills development from L611. Following Foundations 2, each student completes 2 required courses (A650 Accounting and F650 Corporate Finance) and 3 out of 5 core electives. AT 2 ends with an Integrated Project course (L626) where students complete a consulting project that aims to synthesize the skills learned throughout the first year.

The **proposed MBA year 1 curriculum** will have 5 full term (12 or 13 weeks, depending on the calendar year) courses with 3 contact hours per week (1 x 3-hour class) in each of AT 1 and AT 2. These courses will be taught by instructors that have been carefully selected by the MBA Director, Area Chairs, AD Faculty Affairs & Accreditation, and AD Graduate Studies. These instructors will work closely together as a team to develop highly integrated components across courses (e.g. common cases, assignments and other assessments). To better prepare Co-op students for their first work term, they will have some flexibility in the sequencing of their core courses between AT 1 and AT 2. To better prepare Full Time students for job placement success and to leverage their prior work experiences, a 2-term industry consulting project will be introduced in AT 1 and AT 2. Alongside the core courses (for both Co-op and Full Time streams), student will take a 1.5 unit Core Skills 1 course (focused on teaming, communication and case analysis skills) in AT 1 and a 1.5 unit Core Skills 2 course (focused on strategy tools) in AT 2. The table below compares the current and proposed year 1 curriculum for Co-op and Full Time MBA students.

Co-op MBA Stream		
	Current Year 1 Curriculum 36 Units (33 Graded; 3 P/F)	Proposed Year 1 Curriculum³ 33 Units (33 Graded)
AT 1	L611 Foundations 1 [3] I601 Managing Financial Resources [3] I602 Economics & Business Statistics [3] I603 Digital Transformation & Analytics [3] I604 Creating Customer Value [3] I605 Managing Organizations [3]	Core Skills 1 [1.5] Economics/Finance [3] Business Analytics [3] Accounting [3] Organizational Behaviour [3] One of the following: Marketing [3] Digital Transformation [3] Health and Society [3]
AT 2	L624/625 Foundations 2 [1.5 P/F] A650 Accounting for Decision Makers [3] F650 Firms and Markets [3] L626 Integrated Project [1.5 P/F] Three from the following: M650 Strategic Marketing Management [3] B650 Managing People in Organizations [3] C650 Intro to Health Services Mgmt. [3] K650 Info. Systems in Business [3] O650 Operations Management [3]	Core Skills 2 [1.5] Corporate Finance [3] Operations Management [3] Remaining 2 from the following: Marketing [3] Digital Transformation [3] Health and Society [3] One of the following (project based): Entrepreneurship / Innovation [3] Sustainability Management [3]
Full Time MBA Stream		
	Current Year 1 Curriculum 36 Units (33 Graded; 3 P/F)	Proposed Year 1 Curriculum³ 33 Units (33 Graded)
AT 1	L611 Foundations 1 [3] I601 Managing Financial Resources [3] I602 Economics & Business Statistics [3] I603 Digital Transformation & Analytics [3] I604 Creating Customer Value [3] I605 Managing Organizations [3]	Core Skills 1 [1.5] Economics/Finance [3] Business Analytics [3] Accounting [3] Organizational Behaviour [3] Industry Consulting Project A [3]
AT 2	L624/625 Foundations 2 [1.5 P/F] A650 Accounting for Decision Makers [3] F650 Firms and Markets [3] L626 Integrated Project [1.5 P/F] Three from the following: M650 Strategic Marketing Management [3] B650 Managing People in Organizations [3] C650 Intro to Health Services Mgmt. [3] K650 Info. Systems in Business [3] O650 Operations Management [3]	Core Skills 2 [1.5] Corporate Finance [3] Operations Management [3] Marketing [3] Digital Transformation [3] Industry Consulting Project B [3]

³ Course names to be finalized and content to be developed by respective Areas for approval

Addressing Current Issues/Concerns

The proposed changes to the first year curriculum of the MBA program will address the aforementioned concerns as follows:

Concern	How addressed in this proposal
1 The condensed nature of the current Year 1 MBA courses is highly stressful for both students and instructors	Full-term courses will allow students and instructors to more effectively engage with and deliver content with experiential application.
2 Core content is not being effectively absorbed and applied	Full-term courses and fewer hours of classes per week (3 hours per week for proposed core courses versus 4 hours per week for current 1-courses) will allow for more white space to reflect, prepare and absorb material. There is also more time to effectively integrate applied experiential activities and deliverables.
3 Intended integration across disciplines is sporadic, at best	Instructors of core courses will be carefully selected by the MBA Director and Area Chairs. These instructors will work closely together as a team to develop highly integrated components across courses (e.g. common cases, assignments and other assessments).
4 Students do not feel prepared for their work terms (Co-op stream) and post-graduate job placement success (Full Time stream)	Tailored offerings (flexibility among core courses in AT 1) for Co-op students before their first work term will enhance their preparedness. Full time students will be better prepared for job placement success through the 2-term industry consulting project. Additional white space allows for more time in the schedule to support job placement.
5 There is a need to further develop critical core skills	Core skills running throughout the term (rather than being highly concentrated at the beginning of term) will allow for more effective development, application and practice of these skills.
6 Marginalized second choice perception of our Full Time students	The 2-term industry consulting project will distinguish Full Time students from Co-op students by supporting their job-placement goals and leveraging their prior work experience. This unique offering for Full Time students will help to diminish current negative comparative perceptions.

What will Remain the Same

The learning goals of the MBA program (provided in Appendix B) will remain the same. The proposed changes will help to strengthen the achievement of these goals through the integration of core business knowledge with a collaborative core instructor team.

The one-week pre-MBA for international students and the onboarding/transition week for incoming MBA students will remain similar to the current format (offered during the last week of August and the first week of September). However new topics may be covered during these orientation sessions to align with goals outlined in the new DSB Strategic Plan.

As outlined above, the second year of the MBA program will remain unchanged at this time, but the MBA Redesign Committee recommends revisiting the second year in a future proposal so that it better aligns with the goals outlined in the DSB Strategic Plan. In particular, the MBA Redesign Committee recommends redesigning the second year for the Full Time program to create a unique and distinct program from the Co-op stream that focuses on the priorities of the new Strategic Plan (digital transformation, entrepreneurship, health innovation, sustainability).

Transitional Arrangement for Current Students

Pending finalization of approvals, we anticipate the new curriculum will be in place for Fall 2024 incoming MBA students. Given that there are no part-time students taking the current curriculum (for Co-op and Full Time streams), there is no need to grandfather this curriculum to allow current students to complete current program requirement. If there are any current students that require a remaining first year MBA course (due to having to repeat a course or any other exceptional circumstances), they will be dealt with on a case-by-case basis to ensure they can meet program requirements.

Conclusion

In conclusion, the proposed curriculum changes to the first year of the MBA program will address many of the concerns raised by the IQAP reviewers and key stakeholders. The proposal will allow for more effective content delivery, time to reflect and better absorb material, integrate applied experiential activities and deliverables, and better prepare students for success in their work terms and job placement. It will also better serve the expectations and needs of Full Time students by supporting their job-placement goals and leveraging their prior work experience. The development of a meaningful experiential and integrated curriculum depends on the core instructors working closely together as a team and empowering the MBA Program Director to ensure success (as strongly recommended in the two previous IQAP Reviewers' Reports). With these changes, DeGroot MBA graduates will be better empowered to contribute to positive change in business and society.

The Program Development Committee adds the following note to this proposal:
The lack of a dedicated Health offering in Term 1 and Term 2 of the Full Time model will impact Full Time program enrollment in the Health Electives. The scope of the impact is unknown at this time. Should the Co-op student enrollment not provide adequate enrollment in the Health-area electives, we recognize that Health-area electives may need to run at less than optimum enrollment levels to meet our commitment to students.

Appendix A

MBA Redesign Committee

The MBA Redesign Team was comprised of faculty and staff members, including:

One faculty member representing each Area:

- Milena Head, Chair (IS)*
- Aadil Merali Juma (AFMS)
- Will Huggins (FBE)
- Manaf Zargoush (HPM)
- Vishwanath Baba (HRM)
- Mandeep Malik (M)
- Manish Verma (OM)
- Candice Chow (SM)

Staff member (voting):

- Chris Longtin (Manager, MBA Programs)

Project strategist (non-voting):

- Karleen Dudeck (Manager, Strategic Initiatives)

* Milena Head was elected as Chair by and from the members of the MBA Redesign Committee through a silent vote following the first meeting.

The mandate for the Committee was to reimagine an MBA flagship program for the DeGroote School of Business that (1) delivers a transformative, personalized experience for students; (2) is a source of pride for the School and its stakeholders; (3) is an exemplar of the values and vision of DSB and McMaster; and (4) is sustainable.

Appendix B
MBA Learning Goals

Learning Goal 1: Students will be critical thinkers & evidenced-based decision-makers.

Learning Goal 2: Students will be able to apply an ethical framework in managerial decision making.

Learning Goal 3: Students will work collaboratively in team projects.

Learning Goal 4: Students will integrate knowledge across multiple business disciplines.

Learning Goal 5: Students will seek to create shared values for various stakeholders.

Learning Goal 6*: Students will acquire foundational knowledge in the major fields of Business

* Learning goal 6 was added by committee approval in the spring of 2021.

Appendix C

The following document outlines IQAP program learning outcomes, as well as AACSB Assurance of Learning goals. The changes to the first year of the MBA program do not change these goals or outcomes. The MBA program still evaluates itself against these goals and outcomes.

Introduction to AACSB & Assurance of Learning

The Association to Advance Collegiate Schools of Business (AACSB) is an external accreditation that sets rigorous accreditation standards for business education programs, demanding a commitment to quality and continuous improvement. Assurance of Learning (AOL) is the process by which institutions, guided by AACSB standards, systematically assess and enhance their programs by defining specific learning outcomes, creating assessment plans, gathering and analyzing data, and using these insights to make informed improvements. Key expectations of the AOL process include the clear definition of learning objectives, the establishment of robust assessment methods, the collection of performance data, and the ongoing cycle of evaluation and refinement to ensure the delivery of high-quality education.

History of DeGroote Assurance of Learning

The history of DeGroote's Assurance of Learning (AOL) program has been an ongoing process of continuous improvement and adaptation since its accreditation by AACSB in 2006. Initially, Program Learning Outcomes/ AOL Learning Goals were established in 2005. Since then, regular reviews have taken place to ensure that the program learning outcomes/goals align with the skills and competencies relevant for graduate success. DeGroote has consistently refined these objectives to keep them current with the evolving business landscape, program changes, DeGroote's commitment to experiential learning, and evidence-based teaching methods, and alignment with DeGroote's strategic plans.

Systematic reviews of Program Learning Outcomes for all DeGroote's programs occurred in 2007-08, 2014-15, and 2019-20, with the most recent review beginning in 2022. Program directors, program Teams, faculty, and DeGroote program Committees for Quality Improvement (CQI) have been actively involved in these reviews, ensuring that learning outcomes remain relevant. In 2019, the learning outcomes were further enhanced by adding the assessment of "direct" and "indirect" student learning, consistent with the expectations required for AACSB Accreditation.

"Direct" assessment focuses on evaluating student learning in the classroom, while "indirect" assessment involves methods like surveys, focus groups, individual conversations, and external testing. DeGroote's 2019 review encompassed a more comprehensive AOL process, including the revision of learning outcomes and the creation of assessment rubrics to measure in-course learning. Faculty and instructors conduct annual assessments of in-class student learning, with feedback from faculty used to refine learning outcomes and address any overlap/gaps in assessment rubrics.

While the descriptions of the learning outcomes were updated in 2019-20, the core objectives of the program have remained consistent, reflecting a commitment to continuous improvement and alignment with evolving educational standards and practices.

PLO	2018-19 MBA IQAP Report Program Learning Outcomes	AACSB Assurance of Learning (AOL) Program Goals	AOL Assessment Metrics (from Program Goal Rubrics) for in-class Assessment	Courses Identified for In-Course Assessment (Assessed W2022/F2022)
1. <i>Upon graduation, our students will have a comprehensive and integrated understanding of the various business disciplines</i>				
	<ul style="list-style-type: none"> Competence and understanding of business disciplines and concepts is assessed in exams, assignments, cases, case competitions, and group projects 	<p>Learning Goal 4: Students will integrate knowledge across multiple business disciplines.</p> <p>Learning Objective: Students will be able to reconcile and integrate the perspectives of different stakeholders when making business decisions.</p>	<p>A. Student articulates challenges from the perspectives of stakeholders from diverse business disciplines.</p> <p>B. Student understands the potential contributions of stakeholders from diverse business disciplines toward resolving challenges.</p> <p>C. Student resolves challenges integrating the perspective of stakeholders from diverse business disciplines.</p>	P720
	<ul style="list-style-type: none"> Ability to integrate various business disciplines to provide professional quality advice on current business issues is assessed through case competitions, Pitching in for Charity, the Integrating Project, and course-based projects 			
	<ul style="list-style-type: none"> Students' understanding of how business theories are applied in a business context is demonstrated through cases, case competitions, and group projects, notably Pitching in for Charity and the Integrating Project, as well as in Co-op Placements and Internships 	<p>Learning Goal 5: Students will seek to create shared value for stakeholders.</p> <p>Learning Objective: Students will be able to balance social, ethical, and environmental concerns with organizational objectives to create shared value for all stakeholders.</p>	<p>A. Student articulates the social, financial, and environmental impacts and initiatives of organizations and their initiatives.</p> <p>B. Student identifies activities through which organizations can improve contributions to society and the environment while creating business value.</p> <p>C. Student evaluates possible consequences of each activity.</p> <p>D. Student articulates why a chosen activity is preferred.</p>	P700

			F. Student identifies possible risks and contingencies for business solutions.	
2. Upon graduation, our students will be effective communicators				
	<ul style="list-style-type: none"> Communication skills (written and oral) are carefully examined for all MBA applicants as they are critical for success in the program and beyond - all applicants must write a GMAT and achieve a minimum verbal score of 28 and, in addition, international applicants must achieve a score of 7 or higher on IELTS or 100 or greater on TOEFL 	Learning Goal 1: Students will be critical thinkers & evidenced-based decision makers.	D. Student identifies and defends appropriate course of action based on evidence. MBA Graduating Student Survey DeGroot annually surveys graduating MBA students to solicit feedback in a number of areas. Graduating students provide feedback on their confidence in specific skills and competencies. They also provide feedback on the impact of the program on developing these competencies, including Oral and Written Communication . This feedback is then shared with the Program Director and the MBA team and used in subsequent program discussions regarding curriculum.	
	<ul style="list-style-type: none"> As part of the application process, all students are required to submit a written essay, which is assessed by the MBA admissions team. Students must also submit 2 letters of reference where the referees are directly asked to assess the applicant's oral and written communication skills 			
	<ul style="list-style-type: none"> Students' written skills are assessed in the program through written assignments, essays, and reports 	Learning Goal 3: Students will work collaboratively in team projects	A. Student communicates clearly and effectively with other team members.	K731
	<ul style="list-style-type: none"> Students' verbal skills are evaluated in individual and group presentations as well as in presentation skills workshops during Foundations 1 and 2 			
3. Upon graduation, our students will have a global perspective				
		Learning Goal 4: Students will integrate knowledge across multiple business disciplines	A. Student articulates challenges from the perspectives of stakeholders from diverse business disciplines.	P720

		Learning Objective: Students will be able to reconcile and integrate the perspectives of different stakeholders when making business decisions.	B. Student understands the potential contributions of stakeholders from diverse business disciplines toward resolving challenges. C. Student resolves challenges integrating the perspective of stakeholders from diverse business disciplines.	
	<ul style="list-style-type: none"> The proportion of international students in our MBA programs has increased 22% in 2015 to 46% in 2018. In 2015, 51% of international students came from China, 36% came from India, and 13% came from elsewhere. In 2018, 65% of international students came from India, 31% came from China, and 4% came from elsewhere (see Appendix 7). We are making efforts to recruit more broadly (beyond India and China) to increase the diversity of our student body. 		MBA Graduating Student Survey DeGroote annually surveys graduating MBA students to solicit feedback in a number of areas. Graduating students provide feedback on their confidence in specific skills and competencies. They also provide feedback on the impact of the program on developing these competencies, including Global Understanding . This feedback is then shared with the Program Director and the MBA team and used in subsequent program discussions regarding curriculum.	
	<ul style="list-style-type: none"> International student target numbers are set annually to enhance global diversity in the classrooms - international students bring a diversity of backgrounds and experiences to class discussions 			
	<ul style="list-style-type: none"> Ability to work effectively in multicultural teams is assessed and developed in a workshop in Foundations 2 	Learning Goal 3: Students will work collaboratively in team projects	B. Student works with team members to help identify members' strengths and to effectively allocate roles and tasks.	K731
	<ul style="list-style-type: none"> Students' understanding of current global business practices are assessed in exams and assignments in various courses that include global dynamics and perspectives, including the course "Business, Government and the Global Environment" where a considerable component of the course is devoted to business in a global environment. 	Learning Goal 5: Students will seek to create shared value for stakeholders	A. Student articulates the social, financial, and environmental impacts and initiatives of organizations and their initiatives. B. Student identifies activities through which organizations can improve contributions to society and the environment while creating business value. C. Student evaluates possible consequences of each activity.	P700

	<ul style="list-style-type: none"> Sensitivity to multicultural issues and diversity is reflected in resolutions to cases where diversity is a factor and is also reflected in interactions with MBA team members who come from diverse backgrounds with diverse perspectives 		D. Student articulates why a chosen activity is preferred	
4. <i>Upon graduation, our students will understand the importance of behaving ethically in their professional lives</i>				
	<ul style="list-style-type: none"> At the point of admission to the program, referees are directly asked to assess the applicant's integrity 			
	<ul style="list-style-type: none"> Co-op applicants must also pass an interview for admissions where ethical understanding and behavior are assessed 			
	<ul style="list-style-type: none"> All MBA students attend ethics workshops in Foundations 1 and 2 			
	<ul style="list-style-type: none"> Ethical issues are discussed in various classes and relevant questions included in examinations or considered in assignments 	<p>Learning Goal 2: Students will be able to apply an ethical framework in managerial decision making.</p> <p>Learning Objective: Students will be able to identify ethical dilemmas and apply them to ethical decision making in managerial decisions.</p>	<p>A. Student accurately identifies and frames ethical dilemmas and tensions in business decisions.</p> <p>B. Student identifies possible actions or responses to ethical dilemmas.</p> <p>C. Student evaluates possible consequences of each decision or response.</p> <p>D. Student articulates why a chosen approach or response is preferred.</p>	B712
	<ul style="list-style-type: none"> Students are required to identify and resolve ethical issues in cases and case competitions 			
	<ul style="list-style-type: none"> Students' ethical behaviour is a component of their evaluation in classes and in Co-op placements or Internships 			
5. <i>Upon graduation, our students will demonstrate leadership and team skills</i>				
	<ul style="list-style-type: none"> Co-op applicants must pass a behavior-based admission interview where leadership and team skills are assessed 			
	<ul style="list-style-type: none"> Non Co-op applicants require a minimum of one year of full time, 			

	continuous professional, managerial or technical work experience. This work experience is carefully assessed by the admissions team to evaluate leadership, teamwork, accountability, project management and people skills			
	<ul style="list-style-type: none"> Leadership skills are assessed and developed in workshops during Foundations 1 and 2 and further assessed in team projects and case competitions as well as involvement in MBA student activities, clubs, and government 		MBA Graduating Student Survey DeGroote annually surveys graduating MBA students to solicit feedback in a number of areas. Graduating students provide feedback on their confidence in specific skills and competencies. They also provide feedback on the impact of the program on developing these competencies, including Collaboration/Teamwork and Leadership . This feedback is then shared with the Program Director and the MBA team and used in subsequent program discussions regarding curriculum	
	<ul style="list-style-type: none"> Team skills are assessed and developed in workshops during Foundations 1 and 2, as well as in team assignments and projects, case competitions, and in the Integrating Project 	Learning Goal 3: Students will work collaboratively in team projects. Learning Objective: Students will be able to work effectively with team members to satisfactorily accomplish team projects.	A. Student works with team members to plan objectives and deliverables as well as timelines and benchmarks. B. Student works with team members to help identify members' strengths and to effectively allocate roles and tasks. C. Student communicates clearly and effectively with other team members. D. Student understands how to effectively resolve disagreements and conflicts in the team.	K731
6. Upon graduation, our students will be able to build networks to enhance their learning and professional opportunities				
	<ul style="list-style-type: none"> Networking skills are not directly assessed. However, all MBA students must attend a networking workshop and several networking events 		The MBA Graduating Student Survey <ul style="list-style-type: none"> The Survey solicits student feedback on importance of and satisfaction with Career and Professional Development Programming, including networking events (external networking 	
	<ul style="list-style-type: none"> Industry speakers are invited to make presentations or lead case discussions in class. These speakers provide students with an applied perspective as 			

	well as an opportunity to build their professional networks.		<ul style="list-style-type: none"> Solicits feedback on strength of peer-to-peer and faculty-student relationships (internal networking) Students also provide feedback on the impact of the program on developing these competencies, including Building Networks. 	
	<ul style="list-style-type: none"> Effectiveness in networking is indirectly evident in invitations for employment interviews and job search success among our students 		<p>This information is reviewed by Student Experience and the MBA Program team annually and changes are made to improve the student learning experience.</p>	

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

Please read the following notes before completing this form:

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

DEPARTMENT	Department of Health Research Methods, Evidence, and Impact		
NAME OF PROGRAM and PLAN	Graduate Diploma in Community and Public Health		
DEGREE	Graduate Diploma		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Creation of a New Milestone <input type="checkbox"/>			
Change in Admission Requirements	x	Change in Comprehensive Examination Procedure	Change in Course/Program Requirements
Change in the Description of a section of the Graduate Calendar	EXPLAIN:		
Other Changes:	Explain:		

Describe the existing requirement/procedure:

Admission requirement:

Completion of a statistics or mathematics undergraduate course with B+ standing.

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

Remove requirement for a statistics or mathematics undergraduate course and replace with wording:

*An undergraduate course in Mathematics (statistics, probability, data analysis, quantitative methods, mathematics, calculus or algebra) is **strongly recommended** to ensure appropriate quantitative ability for the epidemiology and quantitative courses.*

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?):

A statistics or mathematics course was initially required to mirror requirements in the MPH program, but after the first admissions cycle the admissions committee have a better idea of the profile of our prospective students. MPH uses the requirement as an additional way to identify exceptional students from a much larger pool of applicants than we have in GDCPH so far. The admissions committee does not want the stats requirement to dissuade otherwise qualified candidates from applying, especially those already working in Public Health.

The Graduate Diploma in Clinical Epidemiology (GDCE) program does not have this requirement and we wish to bring our requirements in line with this program at the same level.

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

September 1, 2024 (application cycle opens January 2024)

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

no

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

Admission

Applicants need to meet the admission requirements for entry into Graduate Studies at McMaster University, including:

- Completion (or expected completion) of a 4-year undergraduate program in any discipline.
- B+ average (75-79%, equivalent to a McMaster 8.5 grade point average) in the final year of undergraduate study.
- ~~Completion of a statistics or mathematics undergraduate course with B+ standing.~~
- Additional evidence (CV and Letter of Interest) attesting to suitability for GDCPH study as reflected in work experience, relevance of academic background, and letters of recommendation.
- Two confidential academic letters of recommendation from instructors or research supervisors most familiar with your academic work are required.
- Applicants whose native language is not English must provide evidence of proficiency in the use of the English language. An official copy of your TOEFL score, or other evidence of competency in English is required. A minimum TOEFL (iBT) score of 92 (580 on the paper-based TOEFL test or 237 on the computer-based TOEFL test) is required. Students taking the IELTS test are required to achieve a minimum score of 6.5 with a minimum score of 5.5 in each category.

Meeting the minimum admissions requirements does not guarantee admission into the GDCPH. The admissions process is competitive.

Further details of the admission requirements and procedure are available at:
<https://gdcph.healthsci.mcmaster.ca/>

Contact information for the recommended change:

Name: Emma Apatu and Laura Anderson

Email: apatue@mcmaster.ca; ln.anderson@mcmaster.ca

Date submitted: 11/10/2023

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

Recommendation for change in graduate curriculum – for change(s) involving degree program requirements/procedures/milestones

Important: Please read the following notes before completing this form

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

Department	School of Rehabilitation Science
Name of Program and Plan	RS MSc Course-Based (Academic plans: RESCONLMSC, RHABCROMSC)
Degree	MSc (GHSMS)

Nature of Recommendation (please check appropriate box)

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

<input type="radio"/> Creation of new milestone	
<input type="radio"/> Change in admission requirements	
<input type="radio"/> Change in comprehensive	
<input type="radio"/> Change in course requirements	
<input type="radio"/> Change in the description of a section in the graduate calendar	Explain:
<input checked="" type="radio"/> Other changes	Explain: Phasing-Out the Rehabilitation Science Course-Based program.

Describe the existing requirement/procedure	Please see attached document.
Provide a detailed description of the recommended change (Attach additional pages if space is not sufficient.)	Please see attached document.
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?):	Please see attached document.
Provide implementation date: (implementation date should be at the beginning of the academic year)	Please see attached document
Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, explain.	Please see attached document
Provide a description of the recommended change to be included in the calendar (please include a tracked changes version of the calendar section affected if applicable):	Please see attached document
Contact information for the recommended change: Name: Ada Tang Email: atang@mcmaster.ca	

Extension:

Date submitted:

Rehabilitation Science
GPCC – Curriculum Changes – Program

Describe the existing requirement/procedure

The Rehabilitation Science Course-Based Master of Science Program is a part-time program, delivered entirely online. The program admits ~20-25 students per academic year, every September (Fall). Students are required to complete the equivalent of eight 3-credit courses, typically completed in 3-4 years which reflects reasonable progress based on other commitments. Most courses are 13 weeks in duration and includes both asynchronous and synchronous components, with a different topic addressed each week. Asynchronous components (hosted on Avenue to Learn (A2L)) involve readings, learning activities, and contributions to discussion posts that summarize learning. Synchronous sessions (held on Microsoft Teams) include activities such as student presentations, discussion of course content, or Q&A sessions for upcoming assignments.

Assignments and self-assessments of participation are submitted through A2L. Students also engage in group work both synchronously and asynchronously for formative and summative evaluation of learning in all courses.

Information in the [Graduate Calendar](#):

Below is the description of the Rehabilitation Science (RS) programs in the Graduate Calendar. *Text below in blue is the description related to the RS Course-Based program:*

“The School of Rehabilitation Science offers a M.Sc. and Ph.D. in Rehabilitation Sciences for individuals who have a prerequisite degree in Occupational Therapy, Physiotherapy, Speech-Language Pathology or other health-relevant program; and wish to pursue graduate training in Rehabilitation Science.

There are two options within the Rehabilitation Science Master’s program:

1. The thesis option, which may be undertaken on a full or part-time basis on campus; and
2. The course-based option, which is offered on a part-time basis and can be completed entirely through online education, or include on-campus course options.

The M.Sc. course-based option provides training to physiotherapists, occupational therapists and other health professionals who want to obtain a master’s degree relevant to their clinical practice or employment. The program provides flexibility for working clinicians at a distance to complete the program entirely online and on a part-time basis. However, students also have the option to take an on-campus course. Courses emphasize evidence-based practice, clinical measurement/evaluation, critical thinking, qualitative and quantitative methods, and application of knowledge to practice.

The M.Sc. thesis option provides training that will develop knowledge, appraisal, and evaluation skills in Rehabilitation Science. Students study and apply theory, research design and analysis methods both qualitative and quantitative, to a Rehabilitation Science research thesis.

SGS Curriculum Changes – Program
RS Course-Based Masters Program

The Ph.D. in Rehabilitation Science provides training to develop rehabilitation scientists who will advance rehabilitation research and transfer new knowledge into practice and policy. This competency-based program educates students in rehabilitation theory, research design and methods, grantsmanship, scientific writing, knowledge exchange and translation, and teaching/learning strategies. This option includes coursework, a comprehensive portfolio and a thesis. Graduates will be prepared to take on academic, leadership or research roles.

The McMaster Rehabilitation Science Dual Degree option allows students to obtain the established Master of Science in Occupational Therapy (OT) and Doctor of Philosophy in Rehabilitation Science (RS) OR the Master of Science in Physiotherapy (PT) and Doctor of Philosophy in Rehabilitation Science (RS) offered within the School of Rehabilitation Science (SRS) in 5 years. The Dual Degree option provides students with advantages through integrated scholarship training and professional development and stream-lined time efficiency. Completing the two degrees, an OT or PT professional degree and Ph.D., concurrently rather than sequentially develops clinician scientists who have an understanding of the issues facing the professions, the potential contributions they can make and research expertise to undertake these roles.

Research in Rehabilitation Science

The focus of the research in Rehabilitation Science includes the following areas of specialization:

1. **Best practice and knowledge translation:** Developing, evaluating and applying skills in evidence-based practice and strategies to implement best practices.
2. **Childhood Disability (and Participation):** CanChild Centre for Childhood Disability Research is a research and educational centre whose research is focused on improving the lives of children and youth with disabilities and their families. Founded in 1989, CanChild is a world leader in the field of childhood disability.
3. **Functional health with aging or chronic disease:** Research that focuses on keeping people healthy and functionally independent despite increasing age or chronic disease.
4. **Neuromusculoskeletal function and mobility:** Research that focuses on understanding and optimizing neuromusculoskeletal function and mobility as a vital aspect of overall health.
5. **Work Ability and Participation:** Research that focuses on creating and maintaining safe, healthy, productive work, and participation in valued life roles.
6. **Orthopaedic Musculoskeletal-Manipulative Physical Therapy (OMPT):** Specialty training that advances knowledge, clinical reasoning, manual therapy skills, evidence-based practice and research experience in keeping with national and international standards for clinical specialization.”

Provide a detailed description of the recommended change (Attach additional pages if space is not sufficient)

SGS Curriculum Changes – Program
RS Course-Based Masters Program

Recommended change: The School of Rehabilitation Science intends to phase out the Rehabilitation Science Course-Based program and encourage prospective applicants to consider the Masters of Health Management (MHM) Program, offered by both the School of Rehabilitation Science and the DeGroot School of Business, which provides many similar opportunities.

Background: The Rehabilitation Science Course-Based program was intended to run for a limited time. It was established in 2004 to fill the educational gap for Occupational Therapists and Physiotherapists with undergraduate entry-to-practice degrees (the educational standard prior to 2002 at McMaster University) to upgrade with a Master's degree. The online and part-time format allowed learners to access the educational program from geographically dispersed living situations while carrying multiple roles and responsibilities including the workplace.

The Course-based program evolved since inception. The Orthopedic Manual and Manipulative Physical Therapy (OMPT) specialization (intake ~1-2 students per year) and co-enrolled option with prosthetics and orthotics programs (BCIT, George Brown College; intake <5 students per year) were added. The student demographic has changed over time, starting initially with only occupational therapists and physiotherapists, to now other types of clinicians and non-clinicians such as athletic therapists, kinesiologists, chiropractors, autism specialists, dieticians, prosthetists, and orthotists.

In 2023, we undertook a review of the Course-Based Masters program to consider its current status, the role and future of online learning, and implications for the School of Rehabilitation Science at large. In our review, we collected and reviewed the following information:

1. Survey data from alumni and students who withdrew from the RS Course-Based program
2. Survey data and instructor retreat discussion with instructors teaching in the RS Course-Based Program
3. Data on Program and course enrollment numbers, and the professional background of students
4. Comparison with the Masters of Health Management Program (offered through SRS and DeGroot School of Business)
5. Finances
6. Consultation with FHS Associate Dean (Graduate Studies)
7. Discussion with staff and faculty in SRS Council meetings

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)?

Key considerations factored into the recommendation to phase out the Rehabilitation Science Course-Based program

1. The original intention of the program, which was to offer Bachelor-trained occupational therapists and physiotherapists an opportunity to upgrade to a Masters' degree, is no longer relevant as the School of Rehabilitation Science has now been providing entry-level Masters programs in occupational therapy and physiotherapy for 22 years

SGS Curriculum Changes – Program
RS Course-Based Masters Program

2. Application and admission numbers have remained largely unchanged or declining in recent years due to the pandemic and online fatigue. To provide a state-of-the-art online program, as the course-based program was in 2004, there would need to be a significant investment of resources.
3. With the changing demographics of the student body, there is not always the expertise in the School of Rehabilitation Science to supervise scholarly papers and research projects in specific professions (e.g., athletic therapy, prosthetics and orthotics, etc.)
4. There is an increasing number of students from undergraduate health-related programs that are not professional programs (e.g., BHSc) who struggle with program content focused on clinical practice.
5. Currently, the operating costs [significantly](#) exceed the revenue generated. Again, [significant](#) resources would be needed to consider ways in which the program could be profitable.

Phasing out the RS Course-Based Masters program to the MHM program The Master of Health Management (MHM) Program is a partnership between the School of Rehabilitation Science and DeGroote School of Business. The goal of the program is to produce graduates who emerge as leaders in innovative health services, design, and delivery. The MHM program is also a part-time program that is delivered primarily online and asynchronously, although there are 2 short, mandatory residencies (2-3 days in length; one virtual and one in-person).

There are many similarities between the MSc RS Course-Based and the MHM programs, which will meet the needs of most applicants to the Course-Based program:

- **Similarity in Program Goals.** The Course-Based Masters provides training to health professionals interested in obtaining a master’s degree relevant to their clinical practice or employment. We anticipate that the MHM program may be of interest to prospective students who are looking to advance into leadership and/or health management roles. Survey data supports this, where students reported that they chose the program for career advancement or alignment with career goals (33/40, 83%) and that the program facilitated access to different opportunities such as management, leadership, research (25/40, 63%).
- **Similarity in Program Structure.** Similar to RS Course-Based Program, the MHM Program is also offered online and on a part-time basis only, however there is a one-time residency for MHM. Both programs offer flexibility for learning given the professional roles of their students.
- **Similarity in Program Courses.** A number of RS courses are similar to MHM courses:

RS Course	Similar course in MHM Program
REHAB 705 / Evaluating Sources of Evidence	HLTH MGT 705 / Evaluating Sources of Evidence for Management and Evaluation
REHAB 730 / Scholarly Paper	HLTH MGT 730 / Scholarly Paper (<i>see NOTE below</i>)
REHAB 770 / Leadership in Rehabilitation	HLTH MGT 770 / Leadership in Health Organizations
REHAB 773 / Knowledge Translation in Rehabilitation Practice	HLTH MGT 733 / Knowledge Translation in Healthcare Practice and Management

SGS Curriculum Changes – Program
RS Course-Based Masters Program

NOTE: In 2022, we harmonized REHAB 730 and HLTH MGT 730, given the similarities in course structures and expectations. There is now a single course coordinator, which has allowed us to streamline our processes and find efficiencies with instructor resources.

- **Shared faculty and staff** We have several faculty, instructors and staff involved in both the Course-Based Program and MHM Program who can help support Rehabilitation Science Course-Based students and future applicants with the transition to the MHM Program:
 - Vanessa Killinger (Program Manager RS & MHM)
 - Shaminder Dhillon (Instructor for REHAB/MHM 730)
 - Mary Clark (Instructor for REHAB 710 & HLTHMGT 732)
 - Kathryn Wise (Instructor for REHAB 775 & HLTHMGT 708, HLTHMGT 735)
- **Additionally**
 - HLTH MGT 732 / Strategic Writing for Health Professionals is cross-listed with the RS Course-Based Program (~1 RS students enrolled each year)
 - REHAB 771 / Work Organization and Health (~30% enrollment from MHM students)

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

The Rehabilitation Science program plans to have September (Fall) 2023 be the final intake for the Course-Based program.

We have developed a 3-year plan to phase out the RS Course-Based Program offerings to enable the last cohorts of students to finish their degree requirements (**Appendix A**). This plan considers historical enrollment numbers and instructor resources. Students in the RS Course-Based program are expected to complete the program in 3-4 years. Students still enrolled in the Course-Based program beyond 2026 will transition to MHM course offerings; students will be notified of the equivalent courses in the MHM program to facilitate the process.

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

The RS program is developing a communication plan to keep students and instructors informed of the changes in the Rehabilitation Science Course-Based program.

In scenarios where students take a leave of absence and are anticipated to complete the program after it is officially phased-out, the RS program will provide support to identify courses that can be substituted for courses in the MHM Program.

The RS Course-Based Program team has considered courses currently offered that provide unique learning opportunities. For example, REHAB 771 / Work Organization and Health is often taken by MHM students; we are considering how this course could become a permanent offering of the MHM program.

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

Changes to the Graduate Calendar would be removing all information related to the RS Course-Based Masters program, as follows (tracked changes):

Graduate Calendar

The School of Rehabilitation Science offers a M.Sc. and Ph.D. in Rehabilitation Sciences for individuals who have a prerequisite degree in Occupational Therapy, Physiotherapy, Speech-Language Pathology or other health-relevant program; and wish to pursue graduate training in Rehabilitation Science.

~~There are two options within the Rehabilitation Science Master's programs:~~

- ~~1. The thesis option, which may be undertaken on a full or part time basis on campus; and~~
- ~~2. The course-based option, which is offered on a part time basis and can be completed entirely through online education, or include on-campus course options.~~

~~The M.Sc. course-based option provides training to physiotherapists, occupational therapists and other health professionals who want to obtain a master's degree relevant to their clinical practice or employment. The program provides flexibility for working clinicians at a distance to complete the program entirely online and on a part time basis. However, students also have the option to take an on-campus course. Courses emphasize evidence-based practice, clinical measurement/evaluation, critical thinking, qualitative and quantitative methods, and application of knowledge to practice.~~

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3. **Functional health with aging or chronic disease:** Research that focuses on keeping people healthy and functionally independent despite increasing age or chronic disease.
4. **Neuromusculoskeletal function and mobility:** Research that focuses on understanding and optimizing neuromusculoskeletal function and mobility as a vital aspect of overall health.
5. **Work Ability and Participation:** Research that focuses on creating and maintaining safe, healthy, productive work, and participation in valued life roles.

~~6. **Orthopaedic Musculoskeletal Manipulative Physical Therapy (OMPT):** Specialty training that advances knowledge, clinical reasoning, manual therapy skills, evidence-based practice and research experience in keeping with national and international standards for clinical specialization.~~

[Graduate Calendar: General Regulations for Admission](#)

The general regulations for the M.Sc. and Ph.D. degrees appear under the Regulations for Master's and Ph.D. Degrees near the beginning of this Calendar.

For foreign applicants whose native language is not English, evidence of proficiency in the use of the English language is required. The most common evidence is the Test of English. The minimum university requirements are outlined in the [General Regulations of the Graduate School](#); preferred standards for admission into the SRS degrees are:

- Paper Based TOEFL: Minimum score of 600 with a minimum speaking score of 45 and minimum of 50 in the other areas.
- Computer Based TOEFL: Minimum score of 250 with a minimum oral score of 45.
- Internet Based (iBT) TOEFL: Minimum total score of 92 with a minimum writing score of 22.

M. Sc. Degree

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M.Sc. Course-based Option

Admission Requirements

The admission requirements for the M.Sc. course-based option are:

- Graduation from a Physical or Occupational Therapy Entry-Level Degree Program; or a four-year health-relevant degree program with a minimum of a B+ average in the final year of the program.
- Two (2) academic references. In addition, applicants have the option of providing one (1) work-related reference.
- Written statement outlining clinical interests and experience, learning expectations and goals.
- Applications should include official transcripts, a CV, evidence of professional affiliations and official TOEFL documentation if required.

Course Requirements

The following are the course requirements of the online Masters of Rehabilitation Science program. Students must complete, with at least a B- standing, a minimum of three (3) required graduate half courses and five (5) electives. The elective components of the program are customized to the learners' needs and may consist of a course-based only option, or a scholarly/research paper option.

Mandatory Courses

The following are the core mandatory (online) courses:

- REHAB 705 / Evaluating Sources of Evidence
- REHAB 706 / Measurement in Rehabilitation
- REHAB 772 / Introduction to Qualitative Research OR
- REHAB 774 / Quantitative Research Methods

Course-based Only Option

Course-based Only Option – Five (5) elective courses are selected in addition to the (3) core mandatory courses. These typically are selected from the RS online course offerings, but may include face-to-face courses on campus where students are able to attend these.

M.Sc. Thesis Option

Scholarly/Research Paper Option

Scholarly/Research Paper Option – Three (3) elective courses are selected in addition to the three (3) core mandatory courses. In addition, two (2) credits are obtained by completion of a mentored scholarly work. The two (2) choices for this work are: REHAB 730, a scholarly paper that demonstrates integrative thinking while addressing an issue in rehabilitation; or REHAB 735, a supervised research project that provides experiential learning in rehabilitation research and writing of a research paper.

SGS Curriculum Changes – Program
RS Course-Based Masters Program

Students who select REHAB 735 as the degree completion course may choose to take REHAB 730 towards elective credits (6 credits). Thus, students who select this option will complete: the three (3) core mandatory courses, one (1) 3-unit elective course and REHAB 730 (6 units) for elective credits, and REHAB 735. When selecting this option, students are required to complete and submit the REHAB 730 Elective Form for approval from the Program Coordinator and Assistant Dean at least 4 months in advance of the planned start of REHAB 730.

Online Modules

Online modules taken by all graduate students:

- [SGS 101 / Academic Research Integrity and Ethics](#)
- [SGS 201 / Accessibility for Ontarians with Disabilities Act \(AODA\)](#)

M.Sc. Thesis Option

Admissions Requirements

The admission requirements for the M.Sc. thesis option are:

1. Graduation from a Physical or Occupational Therapy Entry Level Degree Program; or a four-year health relevant degree program with a minimum of a B+ average in the final year of the program.
2. Two (2) academic references. In addition, applicants have the option of providing one work-related reference.
3. A letter (maximum (2) two pages) outlining the proposed training plan (supervisor and research area), research interests and experience; and long term career goals.
4. Applications should include official transcripts, a CV, evidence of professional affiliations and official TOEFL documentation if required

Course Requirements

Complete, with at least a B- standing, a minimum of four graduate half courses:

- An approved Research Methods Course (e.g. [REHAB *707](#));
- An approved Data Analysis course (e.g. [REHAB *714](#))
- [REHAB *700](#); and
- An additional approved course (e.g. [REHAB *702](#), [REHAB *703](#), [REHAB *704](#), [REHAB *711](#), [REHAB *712](#))
- [SGS #101](#)
- - Academic Research Integrity and Ethics and
- [SGS and #201](#)
- Accessibility for Ontarians with Disabilities Act (AODA) Training (online modules taken by all graduate students)
- The School of Rehabilitation Science has a series of research rounds, workshops, and seminars given by rehabilitation scientists. Regular attendance at these seminars is required.
- The student's Supervisory Committee may require students to take additional courses

SGS Curriculum Changes – Program
RS Course-Based Masters Program

- Students may choose additional courses, which may be taken once approved by the student's Supervisory Committee

2. Complete a research thesis on an approved rehabilitation science issue and defend the thesis at a final oral examination.

Transfer Process

(from a M.Sc. to Ph.D. program)

Students enrolled in a Master's program in the Rehabilitation Science Program can apply to transfer to the Ph.D. after completing three (3) courses with a minimum A- average (must include a Research Methods or Statistics Course), acquiring a PhD Supervisor and defending their training plan at a Transfer Committee Meeting.

Appendix A. 3-year plan for course offerings as the RS Course-based Masters Program is phased out. Brief statements of rationale also provided. HLTMG7 732 / Strategic Writing for Health Care Professionals is not included here since this is already an MHM course and will continue.

	FALL	WINTER	SPRING / SUMMER
2023-2024	RS705 Evaluating Sources of Evidence <i>Rationale: Required course. Must complete before proceeding</i>	RS706 Measurement in Rehabilitation <i>Rationale: Required course. Typically taken earlier in program</i>	RS702 Participation & Community Living <i>Rationale: Typically, lower enrollment</i>
2024-2025	RS715 Advanced Orthopaedic Musculoskeletal Physiotherapy Specialization <i>Rationale: 2-term course. For OMPT students only, and typically offered alternating years. This would be the last year on-cycle.</i> RS770 Leadership in Rehabilitation <i>Rationale: Equivalent course available in MHM</i> RS775 Technological Innovation and Rehabilitation <i>Rationale: Typically lower enrollment. Not offered in 2023-2024</i>	RS773 Knowledge Translation <i>Rationale: Equivalent course available in MHM</i> RS771 Work Organization & Health <i>Rationale: Plan to transition this course to MHM</i>	RS703 Special Topics in Clinical Sciences <i>Rationale: Primarily taken by OMPT students, though other students may enroll. Last year on-cycle for OMPT students.</i> RS708 Clinical Reasoning in Rehabilitation <i>Rationale: Mediocre enrolment</i> RS774 Quantitative Research Methods <i>Rationale: One of two required research courses. Typically taken earlier in program but course is often full. May also run one additional year</i>
2025-2026	RS710 Facilitating learning in Rehabilitation Contexts <i>Rationale: Mediocre enrolment. Course instructor suggested this course could be modified for MHM to focus on “coaching” if there is interest</i> RS735 Rehabilitation Research Project <i>Rationale: 3-term course will run until end of program</i>	RS730 Scholarly Paper <i>Rationale: 2-term course will run until end of program but can continue as MHM beyond this term</i>	RS704 Independent Study <i>Rationale: Rarely taken but may provide students an opportunity to customize their learning as they finish their degree</i> RS772 Introduction to Qualitative Research <i>Rationale: One of two required research courses. Course is always full because of thesis-based students. This course could transition to thesis-based program.</i>

REPORT TO THE SENATE
from the
UNDERGRADUATE COUNCIL

FOR INFORMATION

1. Revisions to Concurrent Certificate Programs

At its meeting on November 14, 2023, the Undergraduate Council reviewed and approved minor revisions to three concurrent certificate programs, for inclusion in the 2024-2025 Undergraduate Calendar:

- a. Biomedical Sciences (BMS),
- b. Health Humanities and Social Sciences,
- c. Immunology, Microbiology & Virology (IMV)

2. Revisions to Existing Diploma Program

At the same meeting, the Undergraduate Council reviewed and approved the addition of new courses to the Business Administration (BUS) Generalist Diploma.

3. Terms of Awards

At the same meeting, the Undergraduate Council reviewed and approved the following award terms.

- a. **Proposed New Awards**
 - The Daniel F. Phelan Entrance Scholarship
 - The CIMA+ Scholarship for Women in Engineering
 - The McMaster Welcome Week Representative Award
 - The Mojtaba Yousefpour Scholarship
 - The Corinne Draesner Academic Grant
- b. **Changes to Award Terms**
 - The Charu Late Bhaduri Scholarship in Nursing Fund
 - The Clara I. Elman Travel Scholarship
 - Professor W-K Lu Scholarship in Sustainable Manufacturing Processes
- c. **Proposed New Bursaries**
 - The Antonio Leopardi Memorial Bursary
 - The Quirt Family Bursary
- d. **Changes to Bursary Terms**

The George and Margaret Edrupt Bursary

e. Awards Removed from the Undergraduate Calendar

The David Feather Family Scholarship (20006789)

The Nikola Tesla Scholarship (20006873)

At the same meeting, the Undergraduate Council received, for information, the following award terms.

f. Award Name Changes

Professor W-K Lu Scholarship in Sustainable Manufacturing Processes

4. Annual Reports from the Office of the Registrar, Aid & Awards

At the same meeting, the Undergraduate Council received, for information, the following Annual Reports from the Office of the Registrar, Aid & Awards.

a. 2022 In-course, Graduant, Travel and Community Contribution Award Recipients

b. Aid & Awards - Award Disbursement Summary

c. 2022-23 Major University & External Awards Selection Committee

d. Travel & Exchange Reports

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

Senate: FOR INFORMATION
December 13, 2023

REPORT TO THE SENATE
from the
UNIVERSITY PLANNING COMMITTEE

1. New M.A. Program in Indigenous Studies

At its meeting on November 22, 2023, the University Planning Committee approved the M.A. Program in Indigenous Studies from the Faculty of Social Sciences. This item is being presented for approval through Graduate Council.

SENATE: FOR INFORMATION

December 13, 2023

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

Open Session (Regular)

On November 20, 2023, the Committee on Appointments approved the following recommendation and now recommends it to Senate for approval:

1. Terms of Reference

- a. Establishment of the Terms of Reference for the Michael G. DeGroot Chair in Genetic Anthropology

It is now recommended,

that the Senate approve, for recommendation to the Board of Governors, the establishment of the Michael G. DeGroot Chair in Genetic Anthropology, as circulated.

**SENATE: FOR APPROVAL
December 13, 2023**

November 6, 2023

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

Re: Establishment of the Michael G. DeGroot Chair in Genetic Anthropology

On behalf of the Faculties of Health Sciences and Social Sciences, I would like to recommend the establishment of the Michael G. DeGroot Chair in Genetic Anthropology.

The Faculty of Health Sciences is providing endowed funding from the Michael G. DeGroot Health Sciences Development Fund to permanently support a Chair at McMaster University. This commitment is being supplemented with annual matching funds from the Faculty of Social Sciences. The Chair will establish and maintain a world-class program in genetic anthropology.

The terms of reference for the Chair are attached.

Yours sincerely,



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

Encl.

PO/sm

TERMS OF REFERENCE

Michael G. DeGroot Chair in Genetic Anthropology

General

A transfer of funds has been initiated from the Michael G. DeGroot Health Sciences Development Fund to provide support for the *Michael G. DeGroot Chair in Genetic Anthropology*, a joint Chair between the Faculties of Health Sciences and Social Sciences. Matching funds will be provided by the Faculty of Social Sciences.

The incumbent will have demonstrated excellence in the area of genetic anthropology.

Details and Duties

The holder of the Chair shall be an individual with appropriate research and education experience.

Specifically, the Chairholder will:

- Hold a joint appointment in the Faculty of Health Sciences and the Faculty of Social Sciences at McMaster University;
- Be an integral part of the institutional vision towards establishing and maintaining a world-class program in genetic anthropology which exemplifies the central values of the University;
- Contribute significantly to the body of scholarship in the area of genetic anthropology through research and teaching at McMaster University;
- Provide mentoring and leadership to future generations of academic researchers;
- Undertake the normal duties of a faculty member at McMaster University including participation in the education programs of the Faculties and their respective Departments.

Selection Process

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

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

Term

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

Acknowledgement

The incumbent will acknowledge that they hold the *Michael G. DeGroot Chair in Genetic Anthropology* in all publications, lectures and any other activities supported through the fund.

July 2023

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

Open Session (Regular)

At its meeting on December 11, 2023, the Committee on Appointments will consider the following recommendations and recommend them to Senate for approval. These items are contingent upon approval from the Senate Committee on Appointments.

1. Terms of Reference

- a. Establishment of the Homewood Research Chair in Women’s Mental Health and Depression

It is now recommended,

that the Senate approve, for recommendation to the Board of Governors, the establishment of the Homewood Research Chair in Women’s Mental Health and Depression, as circulated.

- b. Establishment of the Joseph & Amy Ip Chair in Bio-Innovation

It is now recommended,

that the Senate approve, for recommendation to the Board of Governors, the establishment of the Joseph & Amy Ip Chair in Bio-Innovation, as circulated.

**SENATE: FOR APPROVAL
December 13, 2023**

November 28, 2023

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

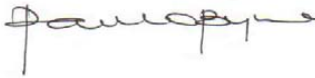
Re: Establishment of the Homewood Research Chair in Women's Mental Health and Depression

On behalf of the Faculty of Health Sciences, I would like to recommend the establishment of the Homewood Research Chair in Women's Mental Health and Depression.

The RBJ Schlegel Family Foundation has generously pledged funding to support this position at McMaster University for a period of ten years. The gift is being supplemented with annual matching funds from the Department of Psychiatry and Behavioural Neurosciences in the Faculty of Health Sciences. The Chair will establish and maintain a world-class program in women's mental health and depression.

The terms of reference for the Chair are attached.

Yours sincerely,



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

Encl.

PO/sm

TERMS OF REFERENCE

Homewood Research Chair in Women's Mental Health and Depression

General

A gift has been directed to the Faculty of Health Sciences to provide support for the *Homewood Research Chair in Women's Mental Health and Depression*.

The incumbent will have demonstrated excellence in women's mental health and depression, as the focus of the Chair's activities will be on promoting further research on translational and clinical knowledge in these areas.

Details and Duties

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

Specifically, the Chairholder will:

- Hold a full-time appointment in the Department of Psychiatry and Behavioural Neurosciences in the Faculty of Health Sciences at McMaster University;
- Be an integral part of the institutional vision towards establishing and maintaining a world-class program in women's mental health and depression, which exemplifies the central values of the University and the Department of Psychiatry and Behavioural Neurosciences;
- Contribute significantly to the body of scholarship in the area of women's mental health and depression through research, teaching, and/or clinical work at McMaster University;
- Provide mentoring and leadership to future generations of academic health researchers both in the Faculty of Health Sciences as well as to those at national and international academic centers outside of McMaster;
- Undertake the normal duties of a faculty member in the Faculty of Health Sciences and the Department of Psychiatry and Behavioural Neurosciences, including participation in the education programs of the Faculty and the Department.

Selection Process

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

- The Dean and Vice President of the Faculty of Health Sciences will appoint an appropriate Selection Committee, which shall include the Vice-Dean, Research and the Chair of the Department of Psychiatry and Behavioural Neurosciences.

- The Selection Committee will invite and receive nominations for the Chair and make recommendations for the appointment to the Dean and Vice-President of the Faculty of Health Sciences for approval.
- Once approved, the Dean and Vice-President will forward the Selection Committee's recommendation to the Senate Committee on Appointments.

Term

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

Acknowledgement

The incumbent will acknowledge that they hold the *Homewood Research Chair in Women's Mental Health and Depression* in all publications, lectures and any other activities supported through the fund.

November 2023




MEMORANDUM

Date: November 21, 2023

To: Senate Committee on Appointments

Cc: Susan Tighe, Provost & Vice-President, Academic
Steve Hranilovic, Vice-Provost & Dean of Graduate Studies

From: Heather Sheardown, Dean and Professor 

SUBJECT: **New Terms of Reference – The Joseph & Amy Ip Chair in Bio-innovation**

Following receipt of a generous gift of \$1,000,000 to establish The Joseph & Amy Ip Chair in Bio-innovation as per the attached gift agreement, and in preparation for a search to select a Chair for a five-year term, I wish to recommend the attached terms of reference for approval by the Senate Committee on Appointments at their upcoming meeting on December 11th.

A copy of the terms of reference is attached.

Thank you.

TERMS OF REFERENCE
THE JOSEPH & AMY IP CHAIR IN BIO-INNOVATION

FUNCTIONS:

The **Joseph & Amy Ip Chair in Bio-innovation** is a research leadership position to oversee a joint engineering and health sciences research centre. The primary objective of this role is to create and share biomedical engineering-focused knowledge and work using an interdisciplinary approach in the area of bio-innovation.

ACCOUNTABILITIES:

The holder of the Chair will provide an annual report of their teaching and research activities to the Dean of the Faculty of Engineering, who will provide a copy to the Donor.

The incumbent will acknowledge that they hold **The Joseph & Amy Ip Chair in Bio-innovation** at McMaster University in all publications, lectures, and any other activities supported through the Fund.

This Chair will be a highly accomplished researcher and visionary leader who, over a five-year term, will spearhead the continued collaboration between the Faculty of Engineering and the Faculty of Health Sciences, develop a sustainable plan for the launch of a proposed bio-innovation institute, and build a strong team of scientists, professors, students, research coordinators and assistants who will be critical to the growth of artificial intelligence in healthcare and bioengineering in Canada and internationally.

TIMELINES:

August: Annual Chair Report will be available for the Dean to present to the Donor

QUALIFICATIONS/ATTRIBUTES OF A SUCCESSFUL CANDIDATE:

The ideal candidate for this position will be an accomplished researcher, excellent undergraduate mentor, and full-time continuing faculty member within the Faculty of Engineering. The incumbent should have extensive experience in graduate and undergraduate education; a strong understanding of and commitment to experiential education in engineering; experience working with diverse communities and furthering equity and inclusion goals in higher education; demonstrated success in networking, collaboration and securing research funding from a variety of sources; and excellent interpersonal and communication skills.

DURATION OF APPOINTMENT

5-year term, renewable

SELECTION PROCESS

An ad hoc Selection Committee, constituted and chaired by the Associate Dean, Research, Innovation & Partnerships, will seek nominations and complete a selection process, in consultation with the Donor, every five years or if/when the chair becomes vacant.

Drafted: November 1, 2023

**REPORT TO THE SENATE
FROM THE
COMMITTEE ON UNIVERSITY CEREMONIALS AND INSIGNIA**

Open Session (Regular)

On November 8, 2023, the Committee on University Ceremonials and Insignia approved the following recommendations and now recommends them to Senate for approval:

1. Degree Designation, Abbreviation, and Hood

- a. Degree abbreviation and hood design for McMaster Biomedical Innovation

It is now recommended,

that the Senate approve that the Master of Biomedical Innovation degree assumes the degree abbreviation M.B.I. and that it adopts the hood description currently used by the Master of Biomedical Discovery & Commercialization: black silk, lined with crimson, bound on the anterior side with old gold silk and bound on the posterior side with crimson.

2. Proposed Parchment Revisions

- a. Notation on Parchment for Joint Degrees

Joint degrees are done in collaboration with another institution and a single parchment is issued.

It is now recommended,

that the Senate approve that joint programs at McMaster University be formally recognized with a notation on the degree parchment and that the term ‘joint degree’ be reserved only for formally approved joint programs.

- b. Notation on Parchment for Dual Degrees

Dual degrees are two degrees, one from McMaster and one from another institution.

It is now recommended,

that the Senate approve that dual degree programs at McMaster University be formally recognized with a notation on the degree parchment and that the term

**'dual degree' be reserved only for formally approved dual degree programs at
McMaster.**

**SENATE: FOR APPROVAL
December 13, 2023**

TO: Members of the Committee on University Ceremonials and Insignia

FROM: Sarah Robinson
University Registrar (Acting)

RE: Degree abbreviation and hood designs for Master of Biomedical Innovation

Dear Members,

In accordance with the Senate Policy on *Academic Regalia, Hood Descriptions and Degree Abbreviations*, I submit for your approval that:

the **Master of Biomedical Innovation** degree assumes the degree abbreviation **M.B.I.** and that it adopts the hood description currently used by the Master of Biomedical Discovery & Commercialization.

Black silk, lined with crimson, bound on the anterior side with old gold silk and bound on the posterior side with crimson.



Master of Biomedical Discovery & Commercialization

To: Members, Senate Committee on Ceremonials and Insignia

From: Steve Hranilovic Vice-Provost and Dean, School of Graduate Studies

RE: Notation on Parchment for Joint Degrees

A joint degree is a program of study offered by two or more universities or by a university and a college or institute, including an Institute of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a single degree document.

Students must be accepted by both universities in order to matriculate in the joint degree and must fulfill all of the requirements of the degree program at McMaster University, adhering to McMaster's policies.

Upon completion of their degree requirements they are eligible for a M.Sc. or PhD degree that is noted as joint on the transcript.

We would like to formally recognize the joint programs at McMaster University with a notation to be included on the degree parchment as would be appropriate given the nature of the programs.

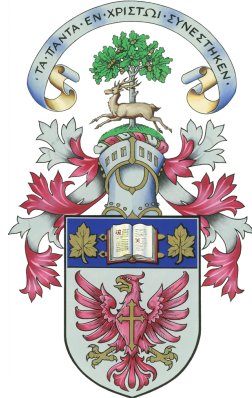
We ask that the terminology "joint degree" be reserved only for formally approved joint programs.

Please see attached example.

McMaster University

Hamilton

Canada



*By the Authority of the Senate
the Chancellor has conferred upon*

William McMaster

the Degree of

Master of Arts
English

*with all the Rights and Privileges pertaining thereto
in Witness whereof and by the Authority vested in Us,
We have hereunto set our hand and seal.*

Dated this 1st day of September, 1901 at Hamilton, Ontario.

Chancellor

President and Vice-Chancellor



University Registrar

Joint degree with X

To: Members, Senate Committee on Ceremonials and Insignia

From: Steve Hranilovic Vice-Provost and Dean, School of Graduate Studies

RE: Notation on Parchment for Dual Degrees

Dual degree programs consist of two existing, approved degree programs and allow students to study in both approved degree programs simultaneously to complete the requirements of both. This provides a distinctive academic benefit to the student through academic enrichment, student mobility, academic acceleration, etc. These programs build on a strong academic rationale or synergy between the programs in the combination.

A dual degree can be approved in one of two ways – a new program or a new stream within an existing McMaster University program. In either case, the program of study must be approved through the required curriculum and/or quality assurance processes.

Students must be accepted by both universities in order to matriculate and must fulfill all of the requirements of the degree program at McMaster University, adhering to McMaster's policies in order to receive a degree from McMaster University.

Upon completion of their degree requirements they are eligible for a dual degree M.Sc. or PhD that is noted on the transcript.

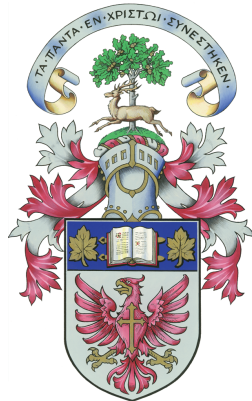
In this request we seek to formally recognize dual degree programs at McMaster University with a notation included on the degree parchment as appropriate due to the construction of the programs.

In order for a program to qualify for this notation, the arrangement would need to fit the definition of a dual degree program as outlined by Ontario Universities Quality Assurance Council and be approved through the typical McMaster IQAP or curriculum processes.

We further request that the terminology "dual degree" be reserved for only formally approved dual degree programs at McMaster. Please see attached example.

McMaster University

Hamilton



Canada

*By the Authority of the Senate
the Chancellor has conferred upon*

William McMaster

the Degree of

Doctor of Philosophy
Mathematics

*with all the Rights and Privileges pertaining thereto
in Witness whereof and by the Authority vested in Us,
We have hereunto set our hand and seal.*

Dated this 1st day of September, 1901 at Hamilton, Ontario.

Chancellor

President and Vice-Chancellor



University Registrar

Dual degree with X