



**Senate**  
**Wednesday, May 13, 2020 at 3:30 PM**  
**Zoom**

**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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**REPORT TO SENATE**  
**FROM THE**  
**EXECUTIVE COMMITTEE**  
**Open Session (Consent Agenda)**

**a. SBS B13**

On April 29, 2020, the Executive Committee approved, on behalf of Senate, the establishment of Policy SPS B13, effective May 12, 2020.

**Senate: FOR INFORMATION**  
**May 13, 2020**

Complete Policy Title

**Extension of Timeline for Academic  
Assessments in Response to the COVID-19  
Pandemic**

Policy Number (if applicable):

**SPS B13**

Approved by

**Senate /  
Board of Governors**

Date of Most Recent Approval

**Date 2020**

**Date 2020**

Date of Original Approval(s)

Supersedes/Amends Policy dated

Responsible Executive

**Provost and Vice-President (Academic)**

Policy Specific Enquiries

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General Policy Enquiries

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**DISCLAIMER:**

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

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## PREAMBLE

1. McMaster University recognizes the exceptional circumstances that have resulted from the COVID-19 pandemic and the effect it has had on the career progression of its faculty members. COVID-19 has resulted in an unprecedented situation that has required faculty to rapidly adapt to new and/or alternate methods for teaching and course delivery for Winter Term 2020 classes, as well as future classes. This has affected their ability to engage in normal scholarly activities, University service, and has impeded faculty in their ability to undertake research and clinical scholarly activities.
2. The purpose of this Policy is to outline the details of how the academic assessment extension will be applied and administered in conjunction with the *Tenure and Promotion Policy* and *SPS (Supplementary Policy Statement) documents*.
3. For the purpose of interpreting this Policy:
  - a) words in the singular may include the plural and words in the plural may include the singular;
  - b) **Tenure and Promotion Policy** means the *McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion (2012)*;
  - c) **SPS** means the Supplementary Policy Statements;
  - d) **Tenure-Track** means tenure-track appointments, teaching-track appointments, and special appointments;
  - e) **One-Year Extension** means the one-year extension of a tenure-track appointment beyond the normal six-year limit and includes delaying the timing of their academic assessments by one year.
4. Normally the total duration of a faculty member's initial Tenure-Track appointment may not exceed six years from the date of their first appointment (Section II, clause 6 of the *Tenure and Promotion Policy*). However, the *Tenure & Promotion Policy* does envision specific situations where these time limits may be extended (Section II, clause 7). In keeping with the principles of the *Tenure and Promotion Policy* the University has deemed it appropriate that all Tenure-Track faculty have their appointment extended by one year, which will in turn affect the timing of their academic assessments for re-appointment, tenure/permanence, and promotion.

## ELIGIBILITY

5. All faculty members holding a Tenure-Track appointment as of June 30, 2020, shall have their appointment extended by one year and the timing of their academic assessments may be delayed by one year. Section II, clause 4 (c) of the *Tenure and Promotion Policy* will continue to apply to those in Special appointments. Although this Policy outlines a one-year extension for all eligible tenure-track faculty, individuals do have the ability to proceed on the normal timing, as outlined in the *Tenure and Promotion Policy*.

## PRINCIPLES GOVERNING EXTENSIONS

6. It is the responsibility of the Chair of each Department to inform all members of the Department of the University's tenure and promotion provisions related to the COVID-19 pandemic.

7. The One-Year Extension for eligible faculty is automatically granted. The One-Year Extension applies to the next assessment of a Tenure-Track faculty member, specifically the academic assessment that usually occurs in the faculty member's third year at McMaster or the tenure/CAWAR/permanence assessment. Faculty members currently in years 1, 2 or 3, may decide if they want to go forward with the year 3 assessment or defer to year 4. Faculty members currently in years 4 or 5 may decide if they want to go forward with the tenure/CAWAR/permanence assessment in year 5 or defer to year 6. Faculty members currently in year 6 can go forward with the tenure/CAWAR/permanence assessment or request a final review in year 7. Regardless, the total tenure clock will be a maximum of 7 years.
8. Although this Policy outlines a one-year extension for all eligible tenure-track faculty, individuals do have the ability to proceed on the normal timing, as outlined in the Tenure and Promotion Policy. Faculty members will inform their Chair in writing of their decision to go forward for re-appointment, tenure/permanence/CAWAR on the normal timing. In such cases, faculty should refer to the *Tenure and Promotion Policy* for guidance on timing and requirements.
9. The One-Year Extension is in addition to any other time limit extensions that have been made in compliance with Section II, clause 7 of the *Tenure & Promotion Policy* (e.g. special leave, medical leave, or a pregnancy/parental leave).
10. Chairs and Directors are encouraged to include in their statement to the Faculty Tenure and Promotion Committee a description of the effect the COVID-19 pandemic had on the candidate's research, clinical, and/or teaching activities.
11. Faculty members may elect to include an additional 1-page statement on how the COVID-19 pandemic has affected their research, teaching and/or University service within section 3 of their dossier (Candidate's Statement).
12. All eligible faculty members' Dossiers shall include a copy of this Policy in #8 below:

**TENURE, PERMANENCE AND/OR PROMOTION DOSSIER: Dr. E. Z. Rider**  
**Table of Contents**

1. Written Recommendation of the Departmental Tenure and Promotion Committee  
- based on an examination of the following elements of the dossier:
2. Curriculum Vitae
3. Candidate's Statement
4. Departmental Teaching Evaluation Report
5. Candidate's Response to Departmental Teaching Evaluation Report
6. List and Biographical Sketch of Potential Referees
7. Referee Letters
8. Sample Copy of Chair's or Dean's Letter Sent to Referees, and the Relevant Policy for Referees

**REVIEW**

13. This Policy will be reviewed by MUFA and the Senate Committee on Appointments in December 2020 to determine if conditions require an extension of the application of this Policy and/or if revisions are necessary.



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### **Update for Senate April 7 through May 11, 2020**

Decisions about undergraduate academic planning in response to the COVID19 Crisis continue to be informed by Public Health and government directives. These discussions involve primarily the Associate Deans Group (ADG) in consultation with Deans and the Crisis Management Group. Discussions with the Associate Deans Group occur at *ad hoc* weekly meetings and through email communications. This group includes the Associate Deans (Academic) and FHS Assistant Deans, the Director of the Arts & Science program and other program leads, as well as representatives from across campus including the Registrar's Office, the Secretariat's Office, the Office of the AVP (Students and Learning), the Office of Equity and Inclusion, Student Accessibility Services, Student Wellness, the MacPherson Institute, the University Technology team, the Libraries, and Communications and Public Affairs. In some cases, additional stakeholders were consulted including the McMaster Student Union (MSU) leadership and the Undergraduate Council (UGC).

Information is emailed to chairs and directors to be distributed to instructors and staff. The ADG group and Faculty Deans are copied on these emails. In some cases, additional forums are used for communication including the University's COVID-19 website, Daily News, homepages of the Associate Deans' offices, Avenue to Learn, etc. There is a repository of the messages as well as frequently asked questions:

[https://www.mcmaster.ca/vpacademic/Academic\\_Contingency\\_Planning.html](https://www.mcmaster.ca/vpacademic/Academic_Contingency_Planning.html)

And as a reminder, student academic facts are available on the Registrar's Office website:

<https://registrar.mcmaster.ca/covid-19/#tab-1>

### **Completion of the Winter 2020 term**

- All Winter 2020 exams were delivered remotely, with many instructors choosing alternate evaluation formats to account for the remote learning environment.
- Thank you to everyone for the timely submission of grades to facilitate student progression and graduation.

### **Spring/Summer 2020 term**

- All classes for both Spring and Summer sessions are being offered in remote teaching environments. Spring session began on Monday May 4<sup>th</sup>.
- Student Experience Surveys are being administered for spring and summer courses with the modified first question, *"Overall for this course, how would you describe your learning experience?"*
- While the new intersession formally begins in May 2021, the first INSPIRE courses are being offered this year, including INSPIRE 1A03.
- Spring and summer course enrolment is up, with an increase of 32% for domestic students and 48% for international students compared to 2019. Many spring and summer courses are at full capacity.



**COVID19 contingency planning for 2020/21**

While a decision about the fall delivery of programs has not yet been made, we are currently planning Fall 2020 courses that can be offered in a remote environment through the delivery of virtual classes and/or online course offerings. The Provost and Vice-Provost's offices are collecting Faculty-wide information on academic planning across all of our programs so that the appropriate support can be arranged. The MacPherson Institute has developed a plan to support the creation and delivery of remote learning. Current staff in MacPherson are available for consultations to support course preparation. In addition, Educational Development Fellows (graduate students), Student Course Designers (graduate/undergraduate students), and Student Course Developers (graduate/undergraduate students) are being hired to support instructors. Student Course Developers will work directly with faculty and instructors over the spring and summer months and they will be trained and guided by Faculty-specific Educational Development Fellows and Student Course Designers. In addition, there are two new hires underway in the area of Course Development with a specialization in Digital Learning.

A number of groups are exploring issues that impact the upcoming academic terms including:

***Online proctoring tools***

An *ad hoc* group that includes faculty, IT, SAS, Student Wellness, and the Secretariat's Office is exploring the use of online proctoring tools for examinations. Some tools will be piloted in the Spring and Summer terms. This group continues to discuss guidelines and principles for the use of online proctoring tools.

***Experiential and community-engaged learning in remote learning environments***

Experiential and community-engaged learning and placement courses can still happen in a remote learning environment with consideration to the capacity of our internal and external partners. Guidelines and principles are being developed by this group.

***Academic return to campus***

In anticipation of progress in the province's phased approach to the increase in permitted activities, this group is mapping the phased return of face-to-face learning and how it aligns with other university activities including the phased return to research. Programs with essential in-person learning courses and placements are being identified.

**MELD program**

The MELD program has been modified for the remote learning environment. Changes were approved by Undergraduate Council Executive on April 29, 2020.

**Teaching and Learning strategic planning process**

A McMaster-wide teaching and learning visioning process is underway. To date, a Project Team and a Steering Committee have been formed and the Teaching and Learning Advisory and the McMaster Teaching Academy have been consulted through a facilitated process. Focus groups will be consulted over the upcoming months for input and feedback.

## **Summary of Graduate Actions and Decisions since the April 8<sup>h</sup> Senate meeting**

Doug Welch, Vice-Provost and Dean of Graduate Studies

May 11, 2020

Dear Senate Colleagues,

Below are highlights of developments affecting graduate students since the last report.

### On-line PhD Defences

PhD defences have been continuing to take place online and there have been no complaints or reports of problems from candidates, chairs, or committee members. The online option will continue to be available post-pandemic.

### Graduate Coursework and Grade Options

Graduate grade were due May 1 and graduate students have until May 15 to exercise their right to convert their assigned grade to credit/no-credit or withdraw. The online workflow for requesting this change is in the form of a “service request”. These are configured so that the program has to confirm that the student has had the opportunity to be advised about the possible implications of selecting a non-traditional grade option.

### SGS/Faculty Communications to Graduate Students Receiving Support

The Faculty Deans, Associate Deans (Graduate), and I have created letters explaining their strategies for assisting students to complete their degrees under these pandemic circumstances. These letters note the particular challenges encountered by graduate students in each program and the approaches that the Faculty is adopting to help students complete their degrees. The available central supports are also highlighted.

### Planning for the Arrival of International Graduate Students for Fall 2020

It is practically certain that all international graduate students arriving to begin studies will be required to have a place to self-isolate upon arrival and that this step will delay many of the usual processes associated with moving, like setting up a bank account, and buying furniture and groceries. Housing and Conference Services is able to provide a very attractively priced arrangement in one of the residences for graduate students who are able to arrive by August 1, but depending on how the fall term proceeds and unless undergraduates turn down offers of residence in record numbers, there will be a need to find an alternative landing location for hundreds of incoming international graduate students.

### HathiTrust Access for Humanities and Social Science Graduate Students

The University Library, on behalf of McMaster, has negotiated access to the 830,000 document digital collections of the HathiTrust effective immediately. This access will benefit graduate students at all stages but will be especially useful to students completing their degrees this spring/summer.



### COVID-19 Update for Senate from Student Affairs – May 2020

There have been several developments since the last update to Senate in April.

1. **May@Mac** is normally a one-day, in-person event, but this year it is being delivered virtually and includes webinars, virtual tours, and one-on-one chats, accessible over the Spring. [future.mcmaster.ca/mayatmacathome/](https://future.mcmaster.ca/mayatmacathome/)
2. **Residences**
  - Most of the international students who were living in residence have moved out and into previously arranged off-campus accommodation, with about 70 students remaining.
  - Over the Spring and Summer, Housing and Conference Services is providing a quarantine location for faculty and students arriving from international destinations.
  - H&CS has launched a “Medical Residents Stay” program and provided a “Clean Stay” program for students requiring accommodations between the Winter and Spring terms.
  - H&CS has also initiated a “Flexible Landlord Spotlight” to promote offerings from landlords who offer more flexible lease options to students who are looking to live off-campus.
3. **Convocation** – Online celebrations will be housed on a convocation website with an in-person ceremony to be scheduled at a later date. The celebration which will include videos, messages of congratulations from the president, chancellor, dean, instructors and alumni. They will also celebrate alongside their valedictorians and award winners. Updates will be provided at [registrar.mcmaster.ca/covid-19/](https://registrar.mcmaster.ca/covid-19/).

When on campus operations resume, we will print paper diplomas and degrees. In the meantime, we will offer all Spring 2020 graduates with an option to receive a digital version of their diploma anchored in the blockchain.

4. The new first year transition program called **Archway** aims to support every incoming first year undergraduate student by connecting them to an upper year student (Archway mentor) and a professional staff (Archway coach), as well as placing them in a cohort of other first year students based on their interests. Archway will complement other services and offices on campus and will proactively address problems and provide referrals based on individual student needs. This program is especially important for successful first year transition given the possible disruptions to the on campus experience next year.
5. All on-campus children’s **summer camps** have been cancelled, including those delivered through Athletics & Recreation. Engineering has adapted elements of their camps for virtual delivery.

Sean Van Koughnett,  
Associate Vice-President (Students and Learning) & Dean of Students

## **May 2020 Report to Senate – Office of the Vice-President, Research**

### **Launch of the McMaster COVID-19 Research Fund**

The McMaster COVID-19 Research Fund is designed to support a broad range of research which will benefit society in dealing with pandemics in the immediate and longer term. To ensure funding of a diverse range of research undertaken across the University, two Streams supporting discoveries and advances led by McMaster researchers have been developed. Funding is provided by McMaster University and through the generosity of compassionate donors. Applications are due on May 15<sup>th</sup> and decisions will be communicated in early June. The fund was developed in consultation with University Advancement, the Provost and Vice-President Academic, the Faculty of Health Sciences and PVP. Communication was undertaken with the Associate Deans Research and was included in the [April 23 COVID-19 update](#) from the VP Research. The Call for Proposals was posted on the [Research Website](#) and distributed to the McMaster research community by ROADS.

#### **Stream 1 - Research with Immediate Impact**

Supports research with immediate impacts, and which broadens our knowledge and understanding of the COVID-19 virus and provides us with the necessary tools to fight it. For example, proposed projects might build our capacity for vaccine development, therapeutics and diagnostics; advance a cure or effective treatments; employ innovative technologies and AI solutions to enable the manufacturing of the requisite equipment; or identify practices that better address the needs of healthcare workers and patients. Approximately \$1.5M in University funding is available to support Stream 1 awards. This research will also be supported by donations made to McMaster's [COVID-19 Research Fund](#).

#### **Stream 2 - Research Aimed at Longer-term Outcomes**

Supports research examining what a post-COVID-19 world could look like and the tools are needed to reduce the impacts of this and future pandemics on our economic, political, and societal health. Projects will investigate a variety of topics including global health policy in an era of entrenched nationalism; the role of media and fake news cycles; how epidemics shape history, consciousness and the arts; deepening global inequality and epidemics; race and epidemics; populism and the war on science; better city planning in light of urbanization and densification; the psychological fallout of pandemics on vulnerable populations; or the economics of funding a post-COVID world. Approximately \$1M in University funding is available to support Stream 2 awards.

Over 160 research teams have submitted expressions of interest to the McMaster COVID-19 Research Fund, with a total request in excess of \$16M. Reflective of the complex nature of issues requiring research, many of the McMaster teams are multidisciplinary.

In addition to our internal opportunity, McMaster researchers have significant participation in the multidisciplinary Ontario Together COVID-19 Rapid Research Fund. Researchers submitted Expressions of Interest and, once invited by Ontario to submit proposals, had a one-week turnaround for submission of a full application. This competition has now closed, with McMaster submitting 94 full proposals representing a variety of disciplines. We expect that the success rate across the province will be quite low, somewhere in the neighbourhood of 5%, and applaud our researchers for ensuring that McMaster is so well represented in the applicant pool.

### **Phased Return to Increase On-Campus and Fieldwork Research Activity**

The University recognizes that research has continued in earnest since the restrictions were imposed, and applauds the research community for continuing to advance their work. Working from home remains the preference but, as some research can only be done in the field, the University has planned for a gradual, phased return of on-campus and fieldwork research.

Two committees with pan-university representation have been developed to provide guidance and create a framework for increasing research activity 1) on-campus and 2) in fieldwork. In both cases, the increase must be achieved using a phased approach while maintaining the health and safety of all personnel, in compliance with all government, public health and university guidelines. Fieldwork, for this purpose, refers to all research conducted outside the physical boundaries of the McMaster campuses; it does not refer to research done “remotely” through virtual means.

As the health and safety of our research community remains our top priority, we will ensure that:

- No researcher feels compelled to engage in on-campus or fieldwork.
- PIs retain full responsibility for researchers (PDFs, graduate students, undergraduates, technical and administrative staff) under their supervision.
- Researchers who feel uncomfortable about their work situation, for whatever reasons, need to know that they can confidentially report their concerns to their Dean, ADR or the (acting) Vice-President, Research.

**Four Phases** (Phase 0 – 3) will be implemented. Until further announcements, the University will remain in Phase 0 – the phase we are currently in - which includes only “essential” research as defined by the acting VPR in March 20<sup>th</sup> correspondence.

**Phase 1** is aligned with Ontario’s “A Framework for Reopening our Province.” Specific dates will be set by PVP and communicated by the (acting) VPR. NOTE: Phase 1 does not signal a return of researchers for any reason other than to perform research that is impossible to perform in a remote manner. Written approval for on-campus or fieldwork must be approved by the PI’s Chair and ADR before any research commences.

An on-line platform is being created for PIs to complete their plans for approval. Along with an explanation of why research must be conducted on-campus or the field, required information will address public health measures and inform the University of how many individuals are expected to be on campus and in what locations. More detailed instructions on Phases 2 and 3 will be made available before the specific dates are announced. In each phase, Public Health, EOHSS and Facility Services’ directions on physical/social distancing, hygiene practices and redefined maximum occupancies/personnel density must be strictly adhered.

**Phase 2** is dependent on the success of Phase 1. Remote working still remains the preferred method but managed, staggered office access will be allowed for faculty, postdocs, and trained graduate and undergraduate students; adhering to all public health policies and university guidance.

**Phase 3** will be dependent on the success of Phase 2 and will continue with a relaxation of staggered occupancy or space and increased opportunity for training of undergraduate and graduate students; adhering to all public policies and university guidance.

Committee work continues and communications regarding approved frameworks will be sent out to the research community by May 15<sup>th</sup>.

## COVID-19 Update - International Affairs

The Vice Provost, International Affairs is responsible for developing strategies and executing plans in support of the University's global engagement priorities. These include research collaborations, strengthening international institutional linkages and building strategic alliances with the international community. The current crisis, with its associated restrictions to travel and in-person meetings has had a major impact on how we maintain our focus on Global Engagement. The following provides a brief summary of the impacted areas/activities and the steps taken towards mitigation.

### Open Letter to Our Partners

On March 27<sup>th</sup>, the Office of International Affairs (OIA) posted an Open Letter, which was also distributed to our international exchange partners:

*Dear Partners,*

*In these extraordinary times, we are thinking of all our partners around the world and offer our support as you deal with the COVID-19 pandemic. It is an unprecedented global challenge, and one in which we all find ourselves together, deeply impacted, no matter where in the world we live.*

*We value our partnership with you and are committed to working together to address the challenges ahead whenever and however we can.*

*Our mutual friendship and collaborations have led to many joint research, learning and training opportunities for our institutions. It is together, through our continued strong partnerships and collaborations across borders that we can hope to solve the challenges facing our world.*

*Our team at the Office of International Affairs and all of McMaster University remains committed to maintaining the important connections with our partners. These global partnerships will matter more than ever before in a world changed dramatically by COVID-19 and we look forward to continuing to strengthen our relationship with you in the years ahead, for a strong, brighter world.*

*Best regards and stay well!*

### International Summer Programs

Following the university's decision on April 16<sup>th</sup> to cancel summer camps, OIA issued on April 21<sup>st</sup> a notice to our international partners announcing the suspension of international summer programs.

This suspension affects an estimated 360 international students in the following programs: *Approaches to Medical Education with Problem-based Learning/Evidence Based Medicine (PBL/EBM) Focus* (in collaboration with the Faculty of Health Sciences Education Unit); *Summer English Program with e-Health Focus* (in collaboration with the Faculties of Business, Engineering and Health Sciences); *Summer English Program with Entrepreneurship & Innovation Focus* (in collaboration with the Faculties of Engineering and Humanities); *Summer English Program with Finance Management Focus* (in collaboration with the DeGroote School of Business); and two newly developed programs in *Biotechnology* and *AI & Advanced Manufacturing*. The loss in revenue amounts to approximately \$1.3M.

### International Summer Research Internship Programs

Both the Mitacs Globalink Research Internship and the Globalink Research Awards programs have been cancelled for 2020. Through the former, McMaster expected to host 20 students from at least six eligible countries. Within the latter, in 2019 we hosted 13 students from the University of Science and Technology China (USTC) for a 2-month period. We are currently trying to identify opportunities for virtual projects for approximately 20 USTC applicants who expressed an interest in such an option.

### **International Mobility**

No final decision has yet been made regarding the status of Fall exchange programs but we are aiming for May 22<sup>nd</sup> for such a decision, in line with the large majority of Canadian institutions. If the Fall exchange term is cancelled it will have a big impact on incoming students, with approximately 175 currently registered. A communication has been sent to all incoming students that we will accept their applications for the Spring 2021 term, if Fall 2020 is not possible. Due to variations in academic year/programs, some students will not be able to make this adjustment. Cancellation of the Fall 2020 exchange program will have a low impact on our outbound numbers (approximately 50), given that the large majority study abroad in the Winter term (> 200).

In light of the ongoing uncertainty regarding international travel, world-wide interest in “Virtual Exchange” modalities has significantly increased. We are actively engaged in conversations with partners in various national and international networks to explore opportunities for participation in such virtual programs. Updates will be provided at future meetings.

### **Government Relations**

The OIA often is the first point of contact for representatives of foreign countries, with inquiries regarding students of their respective countries. In this context, it is equally important to maintain open communications with Global Affairs Canada (especially regarding the ever evolving visa situation) and Canadian Embassies and Consulates in partner countries. The Canadian Bureau for International Education (CBIE) and Universities Canada are conducting a series of country-specific webinars that provide an opportunity for live discussions of the current situation and the future outlook.

### **Active Memberships in National and International Higher Education Organizations**

It is critically important for a university of McMaster’s international standing and reputation to maintain and enhance strong partnerships with national and international higher education organizations, particularly in times when there is a tendency to become inward-looking. Internationally, we are active members of the International Association of Universities (IAU), the Inter-American Organization for Higher Education (IOHE), the Institute of International Education (IIE), the Association of Commonwealth Universities (ACU), the Association of International Education Administrators (AIEA), the Asia Pacific Association of International Education (APAIE), CALDO (a consortium of U15 universities focusing on Latin America) and the Universitas21 Network of Research Universities (U21). All of the above international organizations provide opportunities for information exchange, assessment of best practices and development of collaborative approaches to solving the problems of today and the months ahead.

### **The McMaster Global (Engagement) Hub – McMaster Global**

The McMaster Global Hub is a central information gateway connecting the communities we serve to McMaster University’s international programs, opportunities, news and events. It facilitates our communities’ access to McMaster global engagement opportunities and increases internal and external awareness of new local, national and international opportunities to collaborate with McMaster University (<https://global.mcmaster.ca/>). The Hub also provides a gateway for global contest competition submissions (e.g., U21 RISE) and for the submission of McMaster Global Showcase and International Education Week events, many of which are aligned thematically with the United Nations SDGs. The ongoing and future limitations on in-person meetings create a growing need for on-line workshops and exchange and archiving of information. We are expanding the functionalities of the Hub to accommodate this need, both internally and for our international partners.

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

**FOR APPROVAL**

**I**     New Certificate and Diploma Programs

At its April 14, 2020 meeting, the Undergraduate Council approved, for recommendation to Senate, the establishment of the following Certificate programs. Details of the proposed Certificate programs are contained in the circulated report.

- a. Certificate, Data Analytics
- b. Certificate, Data Science

On April 22, 2020, the Undergraduate Council also approved, via electronic vote, the establishment of the Certificate in Big Data Programming and Architecture. Details of the proposed Certificate are contained in the circulated report.

- c. Certificate, Big Data Programming and Architecture

It is now recommended,

Motion 1:

**that Senate approve the establishment of the Certificate in Data Analytics, as set out in the attached.**

Motion 2:

**that the Senate approve the establishment of the Certificate in Data Science, as set out in the attached.**

Motion 3:

**that Senate approve the establishment of the Certificate in Big Data Programming and Architecture, as set out in the attached.**

**II**     Closure of Certificate and Diploma Programs

At its April 14, 2020 meeting, the Undergraduate Council approved, for recommendation to Senate, the closure of the following Certificate programs. Details of the proposed Certificate closures are contained in the circulated report.

- a. Certificate, Foundations of Analytics
- b. Certificate, Big Data Analytics

It is now recommended,



Motion 4:

**that Senate approve the closure of the Certificate in Foundations of Analytics effective September 2020, as set out in the attached.**

Motion 5:

**that Senate approve the closure of the Certificate in Big Data Analytics effective September 2020, as set out in the attached.**

### FOR INFORMATION

#### III Terms of Award

At the same meeting, the Undergraduate Council approved: a) six new awards, b) changes to two awards, c) five new bursaries, d) changes to one bursary and e) three awards removed from the *Undergraduate Calendar*.

##### a) New Awards

The Liburdi Engineering Entrance Scholarship  
The Liburdi Engineering Academic Grant  
The Jim & Margaret Gibson Memorial Scholarship  
The Liburdi Family Foundation International Exchange Scholarship  
The Dr. Jason Lo Materials Science and Engineering Scholarship  
The Tony Paver Memorial Scholarship

##### b) Changes to Award Terms

The Abe Black Memorial Prize  
The Linguistics and Languages Travel Scholarship

##### c) New Bursaries

The Shelly Ferguson Bursary  
The Jim & Margaret Gibson English & Cultural Studies Bursary  
The Jim & Margaret Gibson Memorial Bursary  
The Sandra Stephens "Brighter World" Memorial Bursary  
The Wentworth Strategy Group Bursary

##### d) Changes to Bursary Terms

The Lois Aileen Menzies Brown Bursary

##### e) Awards Removed from the Undergraduate Calendar

The McMaster Bursaries  
The Don Phillips Bursary  
The Abe Black Memorial Prizes

#### IV Revisions to Certificate and Diploma Programs

At the same meeting, the Undergraduate Council approved minor revisions to the Human Resources Management Diploma program.

**V New Certificate of Completion Programs**

At the same meeting, the Undergraduate Council received, for information, the establishment of nine Certificate of Completion programs:

- a. Certificate of Completion, An Introduction to Artificial Intelligence in Health Care
- b. Certificate of Completion, AWS Academy Cloud Architecting
- c. Certificate of Completion, AWS Academy Cloud Foundations
- d. Certificate of Completion, Health Analytics
- e. Certificate of Completion, Privacy Management
- f. Certificate of Completion, Sustainability
- g. Certificate of Completion, Data Analytics
- h. Certificate of Completion, Data Science
- i. Certificate of Completion, Data Engineering

**VI Closure of Certificate of Completion Programs**

At the same meeting, the Undergraduate Council received, for information, the closure of ten Certificate of Completion programs:

- a. Certificate of Completion, Foundations of Analytics: Business Intelligence
- b. Certificate of Completion, Foundations of Analytics: Data Analysis
- c. Certificate of Completion, Foundations of Analytics: Data Science
- d. Certificate of Completion, Health Information Systems
- e. Certificate of Completion, Evaluation and Data Analytics for the Health Sector
- f. Certificate of Completion, Foundations in Canadian Health
- g. Certificate of Completion, Pathophysiology & Epidemiology
- h. Certificate of Completion, Principles of Health Information
- i. Certificate of Completion, Workplace Health & Wellness
- j. Certificate of Completion, Fundamentals of Addiction for Allied Health Professionals

**VII New Certificate of Attendance Programs**

At the same meeting, the Undergraduate Council received, for information, the establishment of the Certificate of Attendance, Connected Health and the Internet of Things.

**VIII 2021-2022 Sessional Dates**

At the same meeting, the Undergraduate Council approved the 2021-2022 sessional dates.

**IX Academy for Microcredentials and External Learning**

At the same meeting, the Undergraduate Council approved the establishment of the Academy for Microcredentials and External Learning. Details of the proposal are contained in the report from the University Planning Committee.

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

**Senate: May 13, 2020**



## CONTINUING EDUCATION

DATE: April-17-20

TO: Certificate & Diploma Committee

FROM: Lorraine Carter, Director, Continuing Education

RE: Proposal for Data Analytics and Data Science programs

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Continuing Education is proposing a restructuring of its existing programs of the Foundations of Data Analytics and Big Data Analytics. Courses from both of these programs will be assigned to the two of the following new programs:

- Data Analytics (Certificate of Completion, Certificate)
- Data Science (Certificate of Completion, Certificate)

A third program, Big Data Programming and Architecture, will include courses from the Big Data Analytics program. This program will be put forward for submission May 2020.

This restructuring will result in the closure of existing Certificate and Certificate of Completion programs. These programs will be phased out over the next year (2020/21) in order for students to complete the necessary program requirements. Students will have the option to change to one of the new programs if they wish. Upon the conclusion of the program approval process, students will be notified by Continuing Education of these program changes and options for finishing their studies.

The following programs will close as a result of this restructuring process:

- Foundations of Analytics Certificate
- Foundations of Analytics: Business Intelligence Certificate of Completion
- Foundations of Analytics: Data Analysis Certificate of Completion
- Foundations of Analytics: Data Science Certificate of Completion
- Big Data Analytics Certificate

The rationale for the program changes is based on student enrolment patterns, instructor and student feedback, and industry trends.

Sincerely,

A handwritten signature in cursive script that reads "Lorraine Carter".

Lorraine Carter  
Director, Continuing Education

Continuing Education Program Approval

Department & Program Information (complete all fields):	
Program Name:	Data Analytics
Name of Representative:	Mahdi Eskandari
Effective Date:	May 1, 2020
Date of Submission:	March 20, 2020
Academic Merit (complete all fields; write "not applicable" as needed):	
Program Overview:	<p>The Data Analytics program replaces the Foundations of Data Analytics program. The program will offer a Certificate in Data Analytics or a Certificate of Completion in Data Analytics.</p> <p>The program presents an intermediate level of content in the areas of statistics, data analytics, big data analytics, machine learning and technical/software applications. The purpose of the program is to offer courses with a focus on modelling and analysis of data for students with prior academic and work experience in data analytics and/or introductory level of data science, and related topics.</p> <p>Students may select courses based on their academic and professional backgrounds as well as their future learning needs. Students interested in enrolling in the intermediate to advanced topics with data analytics and data science but lack the pre-requisite knowledge may be referred to this program.</p> <p>Each course will bridge theory and practical experience through a combination of experiential learning (i.e. case studies, projects, data laboratory activities, discussions, and presentations) and traditional teaching methods. Emerging trends, theories and practices will be incorporated to coursework to ensure that program content is current and relevant.</p>
Learning Objectives:	Upon completion of the program, students will:

	<ul style="list-style-type: none"> <li>• Apply statistical methods for the analysis of data sets</li> <li>• Collect, analyze, interpret, and share data;</li> <li>• Identify relationships in data;</li> <li>• Select and employ problem-solving techniques and source standard and web-based tools to test analytical solutions;</li> <li>• Demonstrate fundamental skills for using information visualization techniques and tools;</li> <li>• Define the principles and potential uses of artificial intelligence in various industries</li> <li>• Employ data models in business intelligence and data analysis case studies</li> </ul> <p>The following objectives will be threaded within each course:</p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of ethical practices and professional standards applicable to the field of data analytics;</li> <li>• Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills;</li> <li>• Employ effective communication practices</li> </ul>
Meeting Learning Objectives:	<p>The Data Analytics program will use a series of courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.</p>
Program Admission Requirements:	<p>The program will not require an application for admission. Recommended program requirements will be posted to Continuing Education's website:</p> <p>"In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the Data Analytics program should meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> <li>1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Centre for Continuing Education</li> <li>2) Be proficient with computer program applications, such as Word, Excel</li> <li>3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum</li> </ol>

	score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years”
Program Pre-requisites (if applicable):	Prior to the start of the first course, students will be required to attend class with the requisite laptop computer and software programs. Technology specifications will be provided to students upon course enrolment and will be posted to CE’s program webpages.
Program Completion Requirements:	To qualify for a Certificate, students must complete a minimum of 15 units of study. To qualify for a Certificate of Completion, students must complete 3 courses.
Program Delivery Format:	Program courses may be delivered in-person, online and/or a blended format. All formats will include instructor lecture and/or presentations, group discussions, and practical application activities.
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, data laboratory application activities, individual or group projects, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants’ level of competency in achieving overall learning objectives.
Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with <i>McMaster’s Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , the selection will be based on academic background and/or experience within the field. Instructors must have a Master’s Degree (or equivalent) and significant professional experience and teaching within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies in accordance with the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	<p>Upon enrolment to the program, a student may receive up to a maximum of 6 units of transfer credit for the Certificate option. No transfer credit will be permitted for the Certificate of Completion.</p> <p>Students may apply the completed Certificate of Completion in Data Analytics courses to the Certificate in Data Analytics.</p>

	External courses used for advanced standing must be equivalent to the McMaster courses that they replace; specifically, <ul style="list-style-type: none"><li>• Courses must have at least 80% content/curricula overlap and a similar number of equivalent to classroom hours;</li><li>• Courses must be listed on an official transcript from an accredited academic institution with a grade; and,</li><li>• Courses must be taken within the last 3 years</li></ul>		
<b>Statement of Financial Viability:</b>			
I have reviewed the business case and financial projections which includes enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).			
<i>Lorraine Carter, Director, Centre for Continuing Education</i>			
<b>Statement of Administrative Responsibilities:</b>			
Statement of Faculty Alignment: The staffing and systems infrastructure to support the following functions already exists within the Centre for Continuing Education. Costs will be fully covered by tuition, with the exception of the first year of the program, when the startup will be subsidized by the Centre for Continuing Education.			
Program responsibilities are as follows: <ul style="list-style-type: none"><li>• Budget development and monetary responsibilities</li><li>• Program and Course Development</li><li>• Course Registrations/Administration</li><li>• Supervision of Instructors to ensure University policies and practices are adhered to; courses are taught according to program requirements and standards</li><li>• Marketing and Promotions</li></ul>			
The DeGroote School of Business will act as academic liaison and is charged with the responsibility of on-going academic review and assessment of the curriculum. The Faculty's letter of support is included at the end of this document.			
<b>Listing of Courses:</b>			
The current course codes are provided in the course list. Course codes will be revised for the new program plan.			
<b>Course Code &amp; Title</b>	<b>Required/Elective</b>	<b>Unit Value</b>	<b>Term</b>
<b>(BDA 200) Foundations of Computer Programming</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
This course introduces the students to the fundamentals of structured programming and problem-solving. A current programming language will be used to introduce problem			

analysis, algorithm design, object-oriented programming concepts and program implementation. Topics include variables, conditional processing, loops, functions, data structures, error handling and file input/output. Programming experience is not required; however, proficiency with computer operating systems is required.			
<b>(BDA 201) Statistics for Data Analysis</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
Course description: This course introduces descriptive statistics, basic inferential statistics, linear regression, and probability concepts and calculations. Practical application activities in the course focus on how statistical methods are used in the analysis of data. Common statistical and programming tools will be introduced and employed in order to demonstrate how significant and insightful information is collected, used and applied to problem-solving processes. This course is designed for individuals with no, or limited, study in Statistics. Pre-requisite: Grade 11/12 Mathematics (College/University Prep)			
<b>(BDA 202) Working with Databases</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
Course description: This course introduces the students to database management concepts using a practical approach. The course will begin with an introduction to data modeling and how these models are implemented through the use of the Structured Query Language (SQL). The remainder of the course explores how SQL can be used to query and manipulate data. Proficiency in computer operating systems is required.			
<b>(BDA 203) Business Intelligence &amp; Data Analytics</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
Course description: Learn to apply data analytics skills to the area of business intelligence (BI). Focus is placed on the components of business intelligence project lifecycle such as project planning, BI tool selection, data modelling, ETL design, BI application design and deployment and reporting. This course is designed for individuals interested in BI practices and analysis without a detailed focus on statistical analysis and computer programming.			
<b>(BDA 204) Data Analysis and Visualization</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
Course description: This course will examine the exploration of data in order to discover meaningful information to solve problems. The course will present the analytics life cycle in the context of planning to solve a business problem. Emphasis will be placed on framing the problem, proposing an analytics solution, communicating with stakeholders, and establishing an analytics focussed project plan. Common data visualization tools and techniques will be explored and used as students learn best practices for the presentation and communication of analytical solutions and insights.			
<b>(BDA 207) Artificial Intelligence (AI) for Business: An Introduction (formerly Introduction to Artificial Intelligence)</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>



Course description: This course presents the principles of artificial intelligence (AI) through an exploration of its history, capabilities, technologies, framework, and its future. AI applications in various industries will be reviewed through some case examples. Current trends in AI will be discussed and students will be encouraged to consider the potentials of AI to solve complex problems. This course will help students to understand the implications of AI for business strategy, as well as the economic and societal issues it raises.

<b>(BDA 101) Data Analytics &amp; Modelling</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
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Course description: This course offers an introduction to data science and machine learning paving the way for students to learn data analytics principles. In particular, this course begins with a brief history of data analytics and data science, followed by regression analysis, regression and classification trees, and ends with introductions to K-means clustering, principal component analysis (PCA). Each lecture has associated with it a practical lab session which students will put "theory into practice" offering students a hands-on approach to learning the material. Pre-requisite: Introductory statistics course, or BDA 201 Statistics for Data Analytics

Continuing Education Program Approval

Department & Program Information (complete all fields):	
Program Name:	Data Science
Name of Representative:	Mahdi Eskandari
Effective Date:	May 1, 2020
Date of Submission:	March 20, 2020
Academic Merit (complete all fields; write "not applicable" as needed):	
i. Program Overview:	<p>The Data Science program replaces the Big Data Analytics program. The program will offer a Certificate in Data Science or a Certificate of Completion in Data Science.</p> <p>The program presents an intermediate level of content in the areas of statistics, data analytics, big data analytics, machine learning and technical/software applications. The purpose of the program is to offer courses for students with prior academic and work experience in data analytics and/or introductory level of data science, and related topics.</p> <p>Students may select courses based on their academic and professional backgrounds as well as their future learning needs. Students interested in enrolling in advanced topics with data analytics, data science and data engineering, but lack the pre-requisite knowledge may be referred to this program.</p> <p>Each course will bridge theory and practical experience through a combination of experiential learning (i.e. case studies, projects, data laboratory activities, discussions, and presentations) and traditional teaching methods. Emerging trends, theories and practices will be incorporated to coursework to ensure that program content is current and relevant.</p> <p>Program learning objectives and specific course outcomes align with INFORMS seven knowledge domains: i) Business problem</p>

	framing; ii) Analytics problem framing; iii) Data; iv) Methodology; v) Model Building; vi) Deployment, and vii) Model lifecycle management
ii. Learning Objectives:	<p>Upon completion of the program, students will:</p> <ul style="list-style-type: none"> <li>• Identify a business problem and determine if, and how, an analytics solution is applicable;</li> <li>• Translate a business problem into an analytics problem;</li> <li>• Propose, and refine, analytical solutions to business problems;</li> <li>• Collect, analyze, interpret, and share data;</li> <li>• Identify relationships in data;</li> <li>• Select problem-solving techniques and software tools to test analytical solutions;</li> <li>• Employ common industry software tools;</li> <li>• Identify, test, and evaluate model structures to apply to solve a business problem;</li> <li>• Assess new and emerging technologies, tools and strategies applicable to data science and related fields.</li> </ul> <p>The following objectives will be threaded within each course:</p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of ethical practices and professional standards applicable to the field of data analytics;</li> <li>• Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills;</li> <li>• Employ effective communication practices</li> </ul>
iii. Meeting Learning Objectives:	The Data Science program will use a series of courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
iv. Program Admission Requirements:	<p>The program will not require an application for admission. Recommended program requirements will be posted to Continuing Education's website:</p> <p>"In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter</p>

	<p>the Data Analytics program should meet the following requirements based on their education and work experience:</p> <ul style="list-style-type: none"> <li>• Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Centre for Continuing Education</li> <li>• Be proficient with computer program applications, such as Word, Excel, and Access</li> <li>• Possess prior education or work experience in the field of data analytics, statistics (minimum introductory level)</li> <li>• Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years"</li> </ul>
v. Program Pre-requisites (if applicable):	Prior to the start of the first course, students will be required to attend class with the requisite laptop computer and software programs. Technology specifications will be provided to students upon course enrolment and will be posted to CE's program webpages.
vi. Program Completion Requirements:	To qualify for a Certificate, students must complete a minimum of 15 units of study. To qualify for a Certificate of Completion, students must complete 3 courses.
vii. Program Delivery Format:	Program courses may be delivered in-person, online and/or a blended format. All formats will include instructor lecture and/or presentations, group discussions, and practical application activities.
viii. Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, data laboratory application activities, individual or group projects, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants' level of competency in achieving overall learning objectives.
ix. Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
x. Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with <i>McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , the selection will be based on academic background and/or experience within the field. Instructors must have a

	Master's Degree (or equivalent) and significant professional experience and teaching within the field.
xi. Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies in accordance with the normal academic rules as specified by the Faculty offering the degree.
xii. Program Advanced Standing:	<p>Upon enrolment to the program, a student may receive up to a maximum of 6 units of transfer credit for the Certificate option. No transfer credits will be permitted for the Certificate of Completion.</p> <p>Students may apply the completed Certificate of Completion in Data Science courses to the Certificate in Data Science.</p> <p>External courses used for advanced standing must be equivalent to the McMaster courses that they replace; specifically,</p> <ul style="list-style-type: none"> <li>• Courses must have at least 80% content/curricula overlap and a similar number of equivalent to classroom hours;</li> <li>• Courses must be listed on an official transcript from an accredited academic institution with a grade; and,</li> <li>• Courses must be taken within the last 3 years</li> </ul>
<b>Statement of Financial Viability:</b>	
<p>I have reviewed the business case and financial projections which includes enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).</p> <p><i>Lorraine Carter, Director, Continuing Education</i></p>	
<b>Statement of Administrative Responsibilities:</b>	
<p>Statement of Faculty Alignment:</p> <p>The staffing and systems infrastructure to support the following functions already exists within the Centre for Continuing Education. Costs will be fully covered by tuition, with the exception of the first year of the program, when the startup will be subsidized by the Continuing Education.</p> <p>Program responsibilities are as follows:</p> <ul style="list-style-type: none"> <li>• Budget development and monetary responsibilities</li> <li>• Program and Course Development</li> <li>• Course Registrations/Administration</li> </ul>	

- Supervision of Instructors to ensure University policies and practices are adhered to; courses are taught according to program requirements and standards
- Marketing and Promotions

The DeGroote School of Business will act as academic liaison and is charged with the responsibility of on-going academic review and assessment of the curriculum. The Faculty's letter of support is included at the end of this document.

#### **Listing of Courses:**

The current course codes are provided in the course list. Course codes will be revised for the new program plan.

<b>Course Code &amp; Title</b>	<b>Required/Elective</b>	<b>Unit Value</b>	<b>Term</b>
<b>(BDA 101) Data Analytics &amp; Modelling</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
<p>Course description: This course offers an introduction to data science and machine learning paving the way for students to learn data analytics principles. In particular, this course begins with a brief history of data analytics and data science, followed by regression analysis, regression and classification trees, and ends with introductions to K-means clustering, principal component analysis (PCA). Each lecture has associated with it a practical lab session which students will put "theory into practice" offering students a hands-on approach to learning the material.</p> <p>Pre-requisite: Introductory statistics course, or BDA 201 Statistics for Data Analytics</p>			
<b>Machine Learning for Big Data Analytics (formerly BDA 102 Big Data Analytics)</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
<p>Course description: Building on the fundamental principles of data analytics, this course advances to modern machine learning techniques such as neural network, deep learning, and reinforcement learning as well as NLP and text analysis. Application activities will be structured to provide an introductory level of how machine learning techniques are applied to big data analytics. Learners should have a strong level of data analytics for this course. BDA 104 Predictive Modelling and Data Mining is recommended prior to registering in this course.</p> <p>Pre-requisite: Intermediate or advanced statistics course, BDA 205 Statistical Analysis for Data Science, or BDA 101 Data Analytics &amp; Modelling.</p>			
<b>(BDA 103) Data Management</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
<p>Course description: Data analytics problems require new tools/technologies to store and manage the data to realize the business benefit. This course explores the importance of managing data as an enterprise asset and the data management components required in term of the acquisition, storage, sharing, validation and accessibility of data for addressing business problems. An examination of Database Management Systems,</p>			

database architectures, the differences between OLTP (Online transaction processing) OLAP (online analytical processing) and the administrative processes that guide the data lifecycle will be a focus of the course.

Pre-requisite: Introductory statistics course, or BDA 201 Statistics for Data Analytics, or BDA 205 Statistical Analysis for Data Science

<b>(BDA 104) Predictive Modelling and Data Mining</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
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Course description: The course will introduce predictive modelling techniques as well as related statistical and visualization tools for data mining. The course will cover common machine learning techniques that are focused on predictive outcomes. Students will learn how to evaluate the performance of the prediction models and how to improve them through time. Pre-requisite: Introductory statistics course, or BDA 201 Statistics for Data Analytics.

<b>Data Science Capstone Project (formerly BDA 106 Big Data Capstone project)</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
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Course description: The course provides students with a real-world business problem/project in order to apply analytics models, methodologies and tools learned in the program. Faculty mentors will work with students to ensure the capstone project reflects, and encompasses, best practices for project management, data analytics and data science. Students should plan to complete this course in the final term of their studies.

<b>(BDA 205) Statistical Analysis for Data Science</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
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Course description: This course provides a foundation for exploring data through computing and statistical analysis. Focus is placed on the structure and applications of probability, statistics, computer simulation and data analysis for students exploring the field of data science. This course builds upon introductory statistics courses and is designed for students with experience/study in programming, calculus and algebra. Programming in R will be used throughout the course. Pre-requisite: Grade 12 U level Mathematics (Advanced Function, or Calculus and Vectors, or Mathematics for Data Management, or Mathematics for College Technology), or University or college introductory course in Statistics.

<b>Data Analytics Tools (formerly BDA 206 Data &amp; Web Technologies for Data Analysis)</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
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Course description: Students will learn how to collect, manage, analyze, and visualize data to deliver clear business insights from raw data sources. This course will cover the Hadoop ecosystem as it is a primary platform for any other tools like Spark or Kafka. This course also covers an example of NoSQL, such as Cassandra which is suited for distributed computing. Emerging tools and technologies may be presented as applicable

to course content. Pre-requisite: Introductory statistics course, or BDA 201 Statistics for Data Analytics, or BDA 205 Statistical Analysis for Data Science





## CONTINUING EDUCATION

DATE: April-17-20

TO: Certificate & Diploma Committee

FROM: Lorraine Carter, Director, Continuing Education

RE: Proposal for Big Data Programming and Architecture program

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At the March 31, 2020 Certificate & Diploma Committee meeting, Continuing Education put forth documentation for a restructuring of its existing programs of the Foundations of Data Analytics and Big Data Analytics. Courses from both of these programs are assigned to three programs. The two programs of Data Analytics (Certificate of Completion, Certificate) and Data Science (Certificate of Completion, Certificate) were approved at this meeting. The third program required a change in name.

Based on this change, CE is submitting documentation for the third program entitled Big Data Programming and Architecture. The program submission document is provided along with the letter of support from the Associate Dean (Academic), Dr. Sue McCracken.

Sincerely,

A handwritten signature in cursive script that reads "Lorraine Carter".

Lorraine Carter  
Director, Continuing Education

Continuing Education Program Approval

Department & Program Information (complete all fields):	
Program Name:	Big Data Programming and Architecture
Name of Representative:	Mahdi Eskandari
Effective Date:	June 1, 2020
Date of Submission:	April 15, 2020
Academic Merit (complete all fields; write "not applicable" as needed):	
i. Program Overview:	<p>The Big Data Programming and Architecture program will offer a Certificate in Big Data Programming and Architecture or a Certificate of Completion in Big Data Programming and Architecture.</p> <p>The program presents an intermediate-advanced level of topics in the areas of data science, machine learning with a focus on big data analytics, common open source technologies, and cloud computing platforms to create data infrastructure. The purpose of the program is to offer courses for students with prior academic and work experience in data analytics, data science, computer science, and related topics.</p> <p>Students may select courses based on their academic and professional backgrounds as well as their future learning needs.</p> <p>Each course will bridge theory and practical experience through a combination of experiential learning (i.e. case studies, projects, data laboratory activities, discussions, and presentations) and traditional teaching methods. Emerging trends, theories and practices will be incorporated to coursework to ensure that program content is current and relevant.</p>
ii. Learning Objectives:	<p>Upon completion of the program, students will:</p> <ul style="list-style-type: none"> <li>• Translate a business problem into an analytics problem;</li> </ul>

	<ul style="list-style-type: none"> <li>• Propose, and refine, analytical solutions to business problems;</li> <li>• Collect, analyze, interpret, and share data;</li> <li>• Identify relationships in data;</li> <li>• Select problem-solving techniques and software tools to test analytical solutions;</li> <li>• Work with open source and scalable document database tools to search and manage large data sets efficiently</li> <li>• Implement cloud computing concepts</li> <li>• Build a variety of IT infrastructure on the cloud</li> <li>• Prepare to pursue designation such as the Certified Cloud Practitioner, and Cloud Solutions Architect</li> </ul> <p>The following objectives will be threaded within each course:</p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of ethical practices and professional standards applicable to the field of data analytics;</li> <li>• Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills;</li> <li>• Employ effective communication practices</li> </ul>
iii. Meeting Learning Objectives:	<p>The Big Data Programming and Architecture program will use a series of courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.</p>
iv. Program Admission Requirements:	<p>The program will not require an application for admission. Recommended program requirements will be posted to Continuing Education's website:</p> <p>"In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the Data Analytics program should meet the following requirements based on their education and work experience:</p> <ul style="list-style-type: none"> <li>• Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Centre for Continuing Education</li> </ul>

	<ul style="list-style-type: none"> <li>• Be proficient with computer program applications, such as Word, Excel, and Access</li> <li>• Possess prior education or work experience in the field of data analytics, statistics (intermediate level)</li> <li>• Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years”</li> </ul>
v. Program Pre-requisites (if applicable):	Prior to the start of the first course, students will be required to attend class with the requisite laptop computer and software programs. Technology specifications will be provided to students upon course enrolment and will be posted to CE’s program webpages.
vi. Program Completion Requirements:	To qualify for a Certificate, students must complete a minimum of 15 units of study. To qualify for a Certificate of Completion, students must complete 3 courses.
vii. Program Delivery Format:	Program courses may be delivered in-person, online and/or a blended format. All formats will include instructor lecture and/or presentations, group discussions, and practical application activities.
viii. Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, data laboratory application activities, individual or group projects, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants’ level of competency in achieving overall learning objectives.
ix. Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
x. Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with <i>McMaster’s Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , the selection will be based on academic background and/or experience within the field. Instructors must have a Master’s Degree (or equivalent) and significant professional experience and teaching within the field.

xi.	Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies in accordance with the normal academic rules as specified by the Faculty offering the degree.
xii.	Program Advanced Standing:	<p>Upon enrolment to the program, a student may receive up to a maximum of 6 units of transfer credit for the Certificate option. No transfer credits will be permitted for the Certificate of Completion.</p> <p>Students may apply the completed Certificate of Completion in Big Data Programming and Architecture courses to the Certificate in Big Data Programming and Architecture.</p> <p>External courses used for advanced standing must be equivalent to the McMaster courses that they replace; specifically,</p> <ul style="list-style-type: none"> <li>• Courses must have at least 80% content/curricula overlap and a similar number of equivalent to classroom hours;</li> <li>• Courses must be listed on an official transcript from an accredited academic institution with a grade; and,</li> <li>• Courses must be taken within the last 3 years</li> </ul>
<b>Statement of Financial Viability:</b>		
<p>I have reviewed the business case and financial projections which includes enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).</p> <p><i>Lorraine Carter, Director, Continuing Education</i></p>		
<b>Statement of Administrative Responsibilities:</b>		
<p>Statement of Faculty Alignment:</p> <p>The staffing and systems infrastructure to support the following functions already exists within the Centre for Continuing Education. Costs will be fully covered by tuition, with the exception of the first year of the program, when the startup will be subsidized by the Centre for Continuing Education.</p> <p>Program responsibilities are as follows:</p> <ul style="list-style-type: none"> <li>• Budget development and monetary responsibilities</li> <li>• Program and Course Development</li> <li>• Course Registrations/Administration</li> </ul>		

- Supervision of Instructors to ensure University policies and practices are adhered to; courses are taught according to program requirements and standards
- Marketing and Promotions

The DeGroote School of Business will act as academic liaison and is charged with the responsibility of on-going academic review and assessment of the curriculum. The Faculty's letter of support is included at the end of this document.

#### **Listing of Courses:**

The current course codes are provided in the course list. Course codes will be revised for the new program plan.

<b>Course Code &amp; Title</b>	<b>Required/Elective</b>	<b>Unit Value</b>	<b>Term</b>
<b>Machine Learning for Big Data Analytics (formerly BDA 102 Big Data Analytics)</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
Course description: Building on the fundamental principles of data analytics, this course advances to modern machine learning techniques such as neural network, deep learning, and reinforcement learning as well as NLP and text analysis. Application activities will be structured to provide an introductory level of how machine learning techniques are applied to big data analytics. Learners should have a strong level of data analytics for this course. BDA 104 Predictive Modelling and Data Mining is recommended prior to registering in this course. Pre-requisite: Intermediate or advanced statistics course, BDA 205 Statistical Analysis for Data Science, or BDA 101 Data Analytics & Modelling.			
<b>(BDA 103) Data Management</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
Course description: Data analytics problems require new tools/technologies to store and manage the data to realize the business benefit. This course explores the importance of managing data as an enterprise asset and the data management components required in term of the acquisition, storage, sharing, validation and accessibility of data for addressing business problems. An examination of Database Management Systems, database architectures, the differences between OLTP (Online transaction processing) OLAP (online analytical processing) and the administrative processes that guide the data lifecycle will be a focus of the course. Pre-requisite: Introductory statistics course, or BDA 201 Statistics for Data Analytics, or BDA 205 Statistical Analysis for Data Science			
<b>Data Programming I (formerly BDA 105 Big Data Programming)</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
Course description: This course examines developing solutions for extracting and analyzing big data sets using various technologies. Students will learn Scala and Java, which are the fundamental part of Spark, Kafka and HBase. Focus will be on Apache Spark and its different aspects. Students will explore real-time analytics tools such as			

Kafka and HBase. NoSQL will be covered in this course. Pre-requisite: Intermediate level of statistics, data analytics, and computer programming.			
<b>(new course) Data Programming II</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
Course description: The course will begin with an exploration of MongoDB, which is a document database with scalability and flexibility for queries and indexing. Students will progress to the ELK stack - a technology stack used for logging with different components, such as Elasticsearch, Logstash and Kibana. Elastic search is a NoSQL database which stores data as JSON documents, and it can be used to search large data sets. Kibana is an open-source analytics tool which can be used with Elasticsearch for visualisations. Logstash will be covered as a log management tool. Students also learn how to implement real-time scenarios. A review of different Cloud providers will also be covered. Pre-requisite: Intermediate level of statistics, data analytics, and computer programming.			
<b>(new course) Capstone Project – Big Data Programming and Architecture</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
Course description: The course provides students with a real-world business problem/project in order to apply analytics models, methodologies and tools learned in the program. Faculty mentors will work with students to ensure the capstone project reflects, and encompasses, best practices for project management and data programming and architecting. Students should plan to complete this course in the final term of their studies.			
<b>(new course) Essentials of Cloud Computing</b>	<b>Elective</b>	<b>3.0</b>	<b>Spring 2020</b>
Course description: Explore the principles and practices of cloud computing with this introductory course. Students will discover the importance of cloud computing for today's business and IT sectors through an examination of the development of cloud technologies over time. Common practices for delivery, deployment, architecture and security will be presented. Students will explore various cloud computing platforms to understand and assess current service options and to discuss future developments for cloud computing.			

DATE: April-17-20

TO: Certificate & Diploma Committee

FROM: Susan McCracken, Associate Dean (Academic), DeGroote School of Business

RE: Proposal for Data Analytics, Data Science and Big Data Programming & Architecture programs

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Dear Certificate and Diploma Committee Chair:

I have reviewed the program submission documents for the following three programs to be offered through Continuing Education (CE):

- Data Analytics (Certificate of Completion, Certificate)
- Data Science (Certificate of Completion, Certificate)
- Big Data Programming and Architecture (Certificate of Completion, Certificate).

I have determined that the proposed programs meet all the criteria set out by the Undergraduate Council in its guidelines for diplomas and certificates and we, therefore, endorse this submission with the support of the DeGroote School of Business.

At my request, the program proposals were reviewed by Dr. Elkafi Hassini. Dr. Hassini concluded that the objectives of the proposed programs are viable. The courses included in each of the programs will fulfil the stated objectives, and the programs meet the Undergraduate Council's criteria for the designation of "Certificate" and "Certificate of Completion". I concur with Dr. Hassini's assessment of the three programs.

The DeGroote School of Business is pleased to be aligned with high-quality programs for data analytics, data science and data engineering. We believe these programs serve to meet the needs of people seeking training and employment in these fields. We support Continuing Education's program submission as their academic affiliates, providing both the initial academic assessment and overview of future program/course development.



Sincerely,

A handwritten signature in black ink that reads "Susan McCracken". The signature is fluid and cursive, with the first name "Susan" and last name "McCracken" clearly legible.

**Susan McCracken | Associate Dean (Academic), PhD, CPA, CA**

Associate Professor in Accounting

DeGroote School of Business | McMaster University

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**To : Senate**

**From : Christina Bryce**  
**Assistant Graduate Secretary**

**Re : Report from Graduate Council**

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**At its meeting on April 21<sup>st</sup> Graduate Council approved the following for recommendation to Senate:**

**For Approval:**

**1. Faculty of Business**

**MBA**

**Change to Admission Requirements**

The program proposed a change to their admission requirements: for the accelerated MBA the GMAT will no longer be required for those applicants who meet the minimum GPA. For admission to the standard MBA and MBA with Co-op the GMAT, GRE or MCAT will now be accepted where only the GMAT was accepted in the past. They are also now requesting one academic reference and one professional reference for admission, rather than two academic references.

This change will be included in the next Graduate Calendar, effective September 2020.

**Blended-Learning Part-time MBA**

**Change to Admission Requirements**

The program proposed a revision to their admission requirements and language around them. The revised wording provides further clarification on the B average requirement and strengthens the language concerning proof of English proficiency. It also provides clarity regarding when a candidate might be required to complete the GMAT (i.e. if they do not have the recommended B average). They added one additional provision which provides the Program the opportunity to consider candidates without a 4-year undergraduate degree, who have a significant amount of full-time work experience and not require them to write the GMAT (which is the current requirement). Candidates without an undergraduate degree will still be required to write the GMAT as part of their application. This proposal is aligned with feedback provided by the IQAP review team where the reviewers indicated that the GMAT could be considered a potential barrier to attracting strong applicants to the BLPT program (that have sufficient work experience).

This change will be included in the next Graduate Calendar, effective September 2020.

## **2. Faculty of Engineering**

### **Biomedical Engineering\***

#### New Accelerated and Direct-Entry Options (M.A.Sc. and Ph.D.)

The program proposed an accelerated MASc option to be available to IBEHS students currently enrolled at McMaster University whereby the degree may be completed in 12 months of full-time study. For IBEHS students with a sessional average of 9.0 they would be able to complete their education, with a MASc in 6 years, an accelerated 1 year MASc degree option is proposed. These students would complete a research project May through August at the end of their fourth year and complete a course at the 600-level. After completion of their undergraduate degree, students would take either core course Biomed 701 in the Fall or Biomed 706 in the Winter. They would be required to take a third course, at the 700 level, which would be decided upon between them and their supervisor.

Students can also consider an accelerated “Direct to PhD” option. Applicants must have a sessional average of 11.0 at the time they are applying for this option. They would follow the same schedule as the MASc however, they would extend the degree by at least 2 extra years (for a total of 3 years, post-undergraduate studies). These students would need an additional three 700 level courses beyond the one 600 level and one core course (total of 5 courses). This option would be available only to McMaster undergraduate students.

This change will be included in the next Graduate Calendar, effective September 2020.

\*also approved by the Faculty of Health Sciences

### **School of Engineering Practice and Technology**

#### Change to Admission Requirements (M.E.P.P.)

The program proposed a change to their admission requirements to allow admission of students with a 4-year non-STEM degree in a public policy-related field including, for example, political science, public policy, public administration or global studies.

#### Cancellation of Streams (M.Eng.D.)

The program proposed removing two streams: Smart Systems and Process and Production Systems and Engineering Design and Operations Improvement. The cancellations are related to the launch of the new M.Eng. in Systems and Technology and to ensure there is no overlap between streams within the degrees offered by the School.

#### Cancellations of Streams and New Stream (M.E.M.E.)

The program proposed cancelling two streams within the program, Automotive Manufacturing and Digital Manufacturing and introduce a stream in Discrete Manufacturing. The new stream is intended to help clarify the focus of the existing program and, as above, the cancellations are intended to ensure there is clarity in the distinction between offerings.

These changes will be included in the next Graduate Calendar, effective September 2020.

## **3. Faculty of Health Sciences**

### **Physiotherapy**

#### Change to Admission Requirements (M.Sc. PT)

Currently applicants to the MSc(PT) program are required to have one 3-unit humanities course. The program proposed the requirement be adjusted such that students are required to have one 3-unit humanities OR social science course. However, the courses accepted as a social science or humanities course will only be subject areas identified by either of these two faculties at McMaster from a defined list. Students can take an elective from their host university but can only submit the grade to fulfill this requirement if the subject areas are recognized by the respective Faculties at McMaster.

This change will be included in the next Graduate Calendar, effective September 2020.

### **Health Science Education**

#### Change to Program Requirements – Capstone Portfolio (M.Sc.)

The program proposed removing the requirement for 702 Research Methods and 708 Scholarly Paper and replacing it with a Capstone Portfolio. The rationale for the change is that essay writing activity is generally inauthentic with respect to the future professional activities of the Health Science Education students and has little impact on advancing their future scholarship in health professions education, the activity does little to advance the health professions education scholarship of the faculty members who engage the scholarly paper assignment as supervisors and the combination of the term-constrained nature of registration and assessment with the independent nature of the academic writing exercise presents students with numerous challenges pertaining to academic planning, engaging supervision, and balancing their professional commitments. These challenges manifest as an increase in administrative requests during this period of the student's trajectory. The capstone portfolio requirement will be conceptualized as an assemblage of curricular activities and outputs that will be presented by the student at the end of the program for final assessment.

This change will be included in the next Graduate Calendar, effective September 2020.

## **4. Faculty of Humanities**

### **Classics**

#### Dual Degree Stream (Ph.D.)

The program proposed the creation of a PhD stream within the Department of Classics at McMaster University in which students will undertake a dual degree with the Department of Classics at the University of Rome, "La Sapienza." Applicants must be accepted by both universities for admission to the dual Ph.D. stream.

Students will spend time at both McMaster and "La Sapienza" in the dual degree stream will fulfill all requirements of the Ph.D. in the Department of Classics at McMaster University and adhere to McMaster policies regarding courses, comprehensive exams, and milestones (including regulations in the event that a student is unsuccessful in any of these components). As the requirements for the Ph.D. in Classics at the University of Rome do not deviate from those of the Ph.D. in Classics at McMaster, there is no double counting of courses, exams, or other milestones. The Ph.D. in Classics at the University of Rome does not require any additional material in place of an original requirement.

Students in the dual degree stream will fulfill all requirements of the Ph.D. in the Department of Classics at McMaster University and adhere to McMaster policies regarding courses, comprehensive exams, and milestones (including regulations in the event that a student is unsuccessful in any of these components).

The dual degree Ph.D. stream is open to students working in any of the research areas supported by both Departments (philology, history, archaeology). Student applying from each institution will indicate their intent to be considered for the dual degree stream when applying for the Ph.D. The expected time for completion is four years, two of which will normally be spent at each institution.

This new stream enriches McMaster's graduate offerings and provides the opportunity for students to work with faculty at and to utilize resources of the University of Rome, "La Sapienza."

This change will be included in the next Graduate Calendar, effective September 2020.

### **For Information:**

#### **5. Faculty of Engineering**

##### **Academy for Microcredentials and External Learning**

The Faculty proposed the creation of the above-noted academy to align with and address the Faculty's strategic priorities. Administrative oversight for microcredentials, both for their creation and delivery, offered through the McMaster University Faculty of Engineering will be through the Academy for Microcredentials and External Learning. This unit will report to the Dean of Engineering who may delegate joint responsibility for oversight, for instance, to the Associate Dean (Academic) and Associate Dean (Graduate Studies).

Please see the report from University Planning Committee for more information.

#### **6. Faculty of Business**

##### **Blended Learning Part-time MBA**

###### **Change to Course Requirements and Calendar Copy**

The program proposed removing BL719 (Independent Study) from the calendar. BLPT students will have access to the Independent Study Courses offered to full-time MBA students versus having their own dedicated independent study project through the BLPT MBA program. They also proposed the addition of M733 and M734 to the list of elective offerings that are available to BLPT MBA students.

These changes will be included in the next Graduate Calendar, effective September 2020.

##### **MBA**

###### **Change to Course Requirements and Calendar Copy**

The program revised their elective list based on the creation of new courses and cleaned up old calendar language, particularly around transfer credits and waivers for students joining the Accelerated Program.

This change will be included in the next Graduate Calendar, effective September 2020.

##### **Master of Finance**

###### **Change to Calendar Copy**

After consultations with McMaster's Immigration Consultant, it was recommended to make the calendar language clearer to indicate that Master of Finance students are on a scheduled break during the summer term and as such, they should not be enrolled in SGS 711.

This change will be included in the next Graduate Calendar, effective September 2020.

### **Business Ph.D.**

#### Change to Course Requirements

The program proposed the removal of the two MBA Information Systems courses as a part of the course requirements for the IS field. This is in response to a recommendation from their IQAP review team. They noted that the MBA course requirements are generally waived and that if there was benefit for particular students going forward to take these courses, they could still be required by the supervisory committee.

This change will be included in the next Graduate Calendar, effective September 2020.

### **eHealth\***

#### Change to Course Requirements and Calendar Copy

The program proposed minor editorial changes to tidy up the language. They also proposed changing from "Area of Specialization" to "Disciplines" to reflect current administrative practices in the program. In the early days of the program, students were required to declare an area of specialization. In practice, students often changed this upon entering the program and being exposed to the breadth of the field in their first academic term. As such, the practice of declaring a specialization has not been upheld for many years in favour of allowing students to explore the disciplines according to their evolving interests. The program also edited the list of elective courses to add new, remove old and correct errors.

These changes will be included in the next Graduate Calendar, effective September 2020.

\*also approved by the Faculties of Engineering and Health Sciences

## **7. Faculty of Engineering**

### **Engineering Physics**

#### Change to Calendar Copy (M.Sc. and Ph.D.)

The program proposed changes to their calendar text to clarify the description of existing course requirements to avoid confusion.

These changes will be included in the next Graduate Calendar, effective September 2020.

### **School of Engineering Practice and Technology**

#### Change to Program Length and Course Requirements (M.E.M.E., M.Eng.D., M.E.P.P. M.Eng.)

The program proposed extending the length of the full-time program to 24 months with an accelerated option path to complete the program in 12 months. The part-time option from 28 months to 40 months. For each of the Masters programs the number of units to complete the program will be increased to 30 units.

Related to the program length changes the course requirements have been updated a few course requirements changes. For M.E.M.E. the program has added SEP 772 (Innovation Studio) as a mandatory course and added the requirement for a professional development course. For M.E.P.P. they are splitting the project course into two 3-unit courses. For M.Eng.D. they have added SEP 772 as a mandatory course. For the M.Eng. Systems and Technology they have also added SEP 772 as a requirement as well as a professional development course.

These changes will be included in the next Graduate Calendar, effective September 2020.

#### New Program Calendar Copy and Change to Stream Name M.Eng.)

The program submitted their calendar copy, outlining admission and degree requirements for their new program. In their calendar copy they also proposed changing the name of their Advanced Manufacturing Stream to Digital Manufacturing. The new name describes much better the content of the stream and eliminates any possible confusion with M.E.M.E.

This change will be included in the next Graduate Calendar, effective September 2020.

#### Change to Course Requirements and Calendar Copy (M.E.M.E.)

Currently students MEME students are allowed to take courses from Chemical Engineering, Mechanical Engineering, and Materials Science Engineering. In addition, the students are allowed to take up to 2 courses outside of these departments including SEPT. The program proposed changing this so that MEME students are allowed to take courses from Chemical Engineering, Mechanical Engineering, Materials Science Engineering, and from W Booth School of Engineering Practice and Technology. In addition, students will now be allowed to take up to 2 courses outside of these departments. The Faculty had determined that the expertise needed to cover the learning outcomes is now covered with the School of Engineering Practice and Technology, in addition to the original three departments affiliated with the program and this change will reduce administrative burdens.

The program also proposed rearranging some text in the calendar for clarity including removing duplicated information and recommended electives to the new stream in Discrete Manufacturing.

#### Change to Calendar Copy (M.Eng.D.)

The program proposed a change to the language around professional work experience in their admission requirements. The text currently notes that professional work experience is highly desirable and they propose adding the text 'but not essential'.

These changes will be included in the next Graduate Calendar, effective September 2020.

## **8. Faculty of Health Sciences**

### **Child Life and Pediatric Psychosocial Care**

#### Change to Calendar Copy (M.Sc.)

The program proposed a number of changes to their calendar copy, including edits to the deadline date for prerequisite volunteer hour completion, the application personal statement (removing specific points for students to include in this statement), and aligning SGS 101 & 201 completion requirements to graduate calendar.

This change will be included in the next Graduate Calendar, effective September 2020.

## **Nursing**

### Change to Course Requirements and Calendar Copy (M.Sc. and Ph.D.)

The program proposed requiring all incoming students to the Graduate Nursing Programs (Masters of Science all streams, PhD and Diplomas) complete online training related to Indigenous Health and cultural safety in the first term of their program.

For the Primary Healthcare Nurse Practitioner course-work M.Sc. and standard M.Sc. by coursework program they proposed a change to course requirements to remove their scholarly paper course (714). In their curriculum review, one of the key gaps noted was content related to leadership in nursing and healthcare, so NUR 707 Foundations of Nursing Leadership will now be a required course. This course will include a scholarly paper. They also identified that the need for curricular content for these students related to applied evaluation and research methods – NUR 706 Achieving Quality Patient Care through Applied Research and Evaluation is a more relevant course for student as opposed to NUR 715 Quantitative Methods which is geared towards students doing thesis research and changed the requirement accordingly.

For the Ph.D. and M.Sc. by thesis they proposed the addition of Nursing 707 as a required course in addition to the current requirements to fill the gap in content related to leadership in nursing and healthcare.

These changes will be included in the next Graduate Calendar, effective September 2020.

## **Occupational Therapy**

### Change to Calendar Copy (M.Sc. OT)

The program proposed changes to graduate calendar to refer to the program requirements for students enrolled in the Dual OT/PhD program. There is a revised police check policy in the Faculty of Health Sciences and as such the wording in the graduate calendar needed to be update, primarily to note that the police check is a requirement of continued registration rather than admission.

This change will be included in the next Graduate Calendar, effective September 2020.

## **Physiotherapy**

### Change to Calendar Copy (M.Sc. PT)

There is a revised police check policy in the Faculty of Health Sciences and as such the wording in the graduate calendar needed to be update, primarily to note that the police check is a requirement of continued registration rather than admission. The applicant fee cost increase for KIRA interview was also updated in the calendar copy.

This change will be included in the next Graduate Calendar, effective September 2020.

## **Public Health**

### Change to Course Requirements (M.P.H.)



The Master of Public Health Seminar Series (PUBHLTH 705 & 708) will be cancelled. PUBHLTH 705 will be replaced with a professional development fall-winter course series. The first course, titled “Public Health and Professional Development I” will be 1.5 credit and offered in the fall term. The second course, titled “Public Health and Professional Development II will also be 1.5 credits but offered in the winter term. PUBHLTH 708 will remain a 3-credit course but will be renamed “Leadership and Applied Public Health.” The MPH program is a relatively new program and has not gone through an IQAP review but feedback from students and instructors reveal that Seminar Series PUBHLTH 705 & 708 overlaps with PUBHLT 700 and that a more flexible learning experience is needed to better support students as they enter and progress through the MPH program.

This change will be included in the next Graduate Calendar, effective September 2020.

## **9. Faculty of Humanities**

### **Classics**

#### Change to Course Requirements (Ph.D.)

The program proposed requiring two new courses, Classics 701 and Classics 702, which are designed to prepare the students for successful and expeditious completion of their Greek and Latin Comprehensive Exams.

This change will be included in the next Graduate Calendar, effective September 2020.

### **Cognitive Science of Language**

#### Change to Program Requirements and Calendar Copy (Ph.D.)

Presently, students often need to take, or sit in on, additional quantitative research methods courses to be able to design their empirical research and data analysis. Proof of this extra work, or existing skills, is not visible on the student transcript. The program proposed adding a qualitative methods requirement similar to the Language Requirement that they already have to formalize this. This is in response to IQAP follow-up feedback on the need for proof of quantitative skills or completed make-up studies in research methods and statistics to show up on the student transcript.

This change will be included in the next Graduate Calendar, effective September 2020.

## **10. Faculty of Science**

### **Radiation Sciences**

#### Change to Calendar Copy (M.Sc. and Ph.D.)

The program proposed a change to their calendar copy to note that part-time studies were permissible and directing applicants to speak to the program in the early stage of their application. In practice this has always been the case and the program wanted to note it in the calendar.

This change will be included in the next Graduate Calendar, effective September 2020.

## **11. Graduate Calendar Administrative Section Updates**

A number of changes to the administrative sections of the Graduate Calendar were approved. A summary of the changes is below and the full track-changes document is available at the following link:

MacDrive Link: <https://macdrive.mcmaster.ca/d/ec31e54ff7974dda8074/>

### **Sessional dates**

The section was changed in light of earlier planned enrollment dates and an extension to the timeframe students have to drop courses.

## **2 General Regulations**

There were housekeeping edits made throughout this section, including changing the text for clarity and removing repeated text.

### **2.1.10 Visiting Students**

Text was added to clarify that visiting students cannot audit courses.

### **2.3 Transfer/Advance Credit and Determination of Course Equivalency**

Text was added related to the creation of 500-level courses at the undergraduate level and the word 'engineering' was removed in recognition that other advanced credit options outside of the Faculty of Engineering have been created.

### **2.5.7 Leaves of Absence**

Language added to clarify term count adjustments related to an LOA.

### **2.6 Academic Progression and Graduate Curriculum**

New language added to clarify withdrawal from a graduate program, including the different types and implications for future re-enrollment.

#### **2.6.1 Averaging of Letter Grades**

Language was added for clarity around students being graded on the MBA grading basis when they take an MBA course.

#### **2.6.2 Course Levels and Types**

Information was added related to creation of 500-level courses.

#### **2.6.8 Failing Grades, Failing Milestones and Incomplete Grades**

Title change to include 'milestones'.

#### **2.6.11 Ontario Visiting Graduate Studies and Canadian University Graduate Transfer Agreement**

A new section was added to explain these two options and to note the limit on the number of OVGS and CUGTA courses a student can take in their graduate career.

### **2.7 Supervision**

Some text added to note a student without supervision may be withdrawn due to the requirement to have supervision to complete the degree.

#### **2.8.1 Theses - General**

Language regarding the newly approved Research Plagiarism Checking Policy and the process as it relates to graduate theses was added.

### **3.3 Thesis**

Some awkward language was adjusted.

### **4.5 Program Progression**

Some text added to clarify the process around readmission.

### **8 Graduate Scholarships, Bursaries and Other Awards**

Updates in this section include minor adjustments to the text for clarity and the addition of some information regarding gender identity for the purpose of aid and awards.

## **12. New Scholarships**

NAME OF FUND: Liburdi Engineering PhD Scholarship

TERMS OF REFERENCE FOR FUND: Established in 2019 by Joseph Liburdi. To be awarded by the School of Graduate Studies based on the recommendation of the Director of the School of Biomedical Engineering to a doctoral student in the School of Biomedical Engineering who demonstrates academic excellence and mentorship of undergraduate students.

NAME OF FUND: Eileen Mary Grace Bursary

TERMS OF REFERENCE FOR FUND: Established in 2019 by the Estate of Brendan John Grace in loving memory of his mother, Eileen Mary Grace. To be awarded by the School of Graduate Studies to graduate students in the School of Nursing who demonstrates financial need.

**REPORT TO SENATE  
FROM THE  
UNIVERSITY PLANNING COMMITTEE**

**1. Academy for Microcredentials and External Learning**

At its meeting of April 15, 2020, the University Planning Committee approved the establishment of the Academy for Microcredentials and External Learning.

The University Planning Committee now recommends,

**That Senate approve the establishment of the Academy for Microcredentials and External Learning, as circulated.**

**Senate: FOR APPROVAL  
May 13, 2020**

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

**a. Academy for Microcredentials and External Learning**

At its April 14, 2020 meeting, the Undergraduate Council will review for approval, a proposal to establish the *Academy for Microcredentials and External Learning*. Details of the proposal are contained within Attachment I of the circulated report.

It is now recommended,

**that the University Planning Committee approve, for recommendation to Senate, the establishment of the *Academy for Microcredentials and External Learning*, as recommended by the Faculty of Engineering and set out in the attached.**

**University Planning Committee: FOR APPROVAL**  
**April 15, 2020**

## Microcredentials: Innovation in Teaching and Learning in the Faculty of Engineering

Version of February 13, 2020

### BACKGROUND

The Faculty of Engineering at McMaster University has rapidly assumed leadership in developing earned microcredentials and built a framework for digital credential delivery through its collaboration with the international Digital Credentials Consortium.

Since a clear definition of the microcredential is still evolving at the University level, it is timely for the Faculty to define, develop and lead early implementations that can be global exemplars and adopted worldwide. Although McMaster Engineering faculty and staff members have proposed microcredentials, these do not yet adhere to a clear structure, nor have the fiscal resources to support their propositions been identified.

This white paper describes how McMaster Engineering will enable microcredential innovation for teachers, learners, employers and policymakers. We believe that microcredentials provide a means to improve and verify the learning and skills that we provide to learners, they are of value to employers who can recognize the framework through which they are earned, they enhance engagement with our communities, and add value to the training provided through collaborative research<sup>1</sup>.

Microcredentials also address the Faculty's strategic priorities. They offer the opportunity to reorganize curricular design to enhance learning and learner outcomes. They verify partnerships and the value of engagement with our community by authenticating activities that promote societal wellbeing, social innovation and entrepreneurship. They improve research outcomes, training and innovation through learning. They enhance the professional development of learners by providing them with verifiable co-curricular content that can be learned at a flexible pace.

### DEFINITIONS<sup>2</sup>

A microcredential is an *issuable micro-certificate* that verifies a competency acquired through a single learning experience or a collection of learning experiences and it has an intrinsic value that is readily recognized in the public domain. Whether the learning experience leads to a technical competency or a professional skill, the duration of instruction must be sufficient to allow the learner to acquire the competency or skill and include a robust assessment of that learning.

A microcredential may be issued alone or it can be stacked with other microcredentials in a thematic series. It can also be part of a more complex arrangement that a learner can use for academic credit, where the microcredential is awarded and stacked towards a more substantive

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<sup>1</sup> In the Canadian and Ontario contexts, microcredentials can be embedded to verify learning offered through training grants such as NSERC CREATE, NSERC Alliance, and Ontario Research Fund.

<sup>2</sup> Provided by the Faculty of Engineering for the purpose of focusing the discussion on the need for microcredentials and shall be updated at such time that a Senate-approved definition is available.

credential like an academic certificate, certificate of completion, diploma or degree. There is however an archaic vein of thought, which must be strenuously countered, that an institution may only issue degrees, diplomas or certificates as credentials.

A course taken for academic credit represents a unit of learning that may not be issued as a credential alone. Hence, the first important element of a microcredential is that it should be created only for a *body of learning that has essential value on its own merit and is publicly recognizable*.

As a micro-certificate, a microcredential *represents the smallest unit of learning through which a learner acquires a competency or meets an intended learning objective*. This is the second important element of a micro-credential, i.e., it is narrow in scope.

In contrast, an *academic certificate* or *non-academic certificate of completion* is an issued credential representing a more coherent program of study that provides the learner with multiple competencies and addresses many learning objectives. Such a certificate can be issued alone, or it can be complementary to a degree program.

Similarly, a degree or diploma is a credential issued for a program of study based on a collection of program learning outcomes that can be readily audited and are intended to develop several competencies so that the learner can master a broad subject area. Mastery in this case is identified by the successful accumulation of enough unit credits in the program of study.<sup>3</sup>

Therefore, we contend that a microcredential should not exceed one unit (or its equivalent in content) since it would otherwise cover learning experiences that are too substantive.

A microcredential is further defined as being either academic or non-academic, depending upon whether or not the learning will be denoted on an academic transcript.<sup>4</sup> An academic microcredential may be issued as a credential and also appear on a transcript, whereas a non-academic microcredential may only be issued separate from the transcript.

**An academic microcredential** verifies learning that includes a suitable evaluation of the acquisition of a competency that merits disclosure on a student's transcript. As noted above, a microcredential is equivalent to a one-unit credit earned in recognition of 9-12 hours of learning.<sup>5</sup> While other credit values may be assigned for a microcredential, these should not exceed 1.5-unit credits. Passing or failing the assessment has the same impact on student progression as for

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<sup>3</sup> In North America, the unit credits for academic credit courses in degree or diploma programs are typically provided in blocks of three or six units, though these credits can assume a single unit or any other unit collection. At McMaster University, unit credits can be provided through one, two, three or any other unit level according to the [Senate Policy on Diplomas and Certificates](#).

<sup>4</sup> This definition is consistent with the terminology of North American universities, e.g., see the McMaster University [Senate Policy on Diplomas and Certificates](#).

<sup>5</sup> An example of a single unit of learning is three hours of lectures over 3-4 weeks.

existing courses or milestones. An earned microcredential can be stacked in the same manner as a course taken towards a degree.<sup>6</sup>

**A non-academic microcredential** verifies learning that develops a relevant competency or skill, which merits recognition but is typically not disclosed on a student's transcript.<sup>7</sup> The learning should be consistent with 9-12 hours of classroom learning or equivalent and include an assessment for meeting a learning outcome.<sup>8</sup>

#### **STACKABILITY**

While a microcredential has standalone value for the learner, employers, policymakers and the public, there is value in combining multiple microcredentials to represent a program of study not recognized by a degree or diploma. This combination of microcredentials is referred to as 'stacking'.

Example: The *McMaster Graduate Certificate* is offered for learning that is eligible for inclusion on the learner's transcript. This credential, which combines courses and academic microcredentials, is intended for a program of study that is complementary to a degree. The certificate must include three graduate level courses that are eligible for academic credit, where all of these courses may overlap with those taken towards a graduate degree.

Example: The *McMaster Certificate of Completion* is a credential earned for a non-academic program of study. It verifies that the learner has completed a course or a program at McMaster that does not have the status of an academic program. A Certificate of Completion can be issued when a course or program includes the equivalent of a minimum of 30 instructor contact hours and the learning is suitably assessed.

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<sup>6</sup> Typically, these activities must be approved by the appropriate curriculum and policy committee of the Faculty and its corresponding Council or equivalent and are overseen by the Registrar.

<sup>7</sup> At McMaster University, this recognition is provided separately by the Faculty rather than the Office of the Registrar on a students' academic transcript.

<sup>8</sup> At McMaster University, approval for providing credit for such a learning activity is granted by the Dean of the Faculty. Depending on the scope of the learning.



## GOVERNANCE AND DELIVERY FRAMEWORK

Administrative oversight for microcredentials, both for their creation and delivery, offered through the McMaster University Faculty of Engineering will be through the *Academy for Microcredentials and External Learning*. This unit will report to the Dean of Engineering who may delegate joint responsibility for oversight, for instance, to the Associate Dean (Academic) and Associate Dean (Graduate Studies).

The Academy will be guided by a Faculty committee that will review and approve new microcredentials, where it has the authority to do so. It will have access to funds, released at the discretion of the Director for Finance and Administration upon approval by the Dean, for assigning sessional instructors, teaching assistants, and faculty members on overload (with proper approvals) to offer and assess learning activities, provide administration, marketing and recruitment services, and issue the microcredentials under its purview.

The Academy is intended to become financially self-sufficient within three years by collecting fees from learners towards non-academic microcredentials and for academic microcredentials that are not yet offered by the University Registrar.

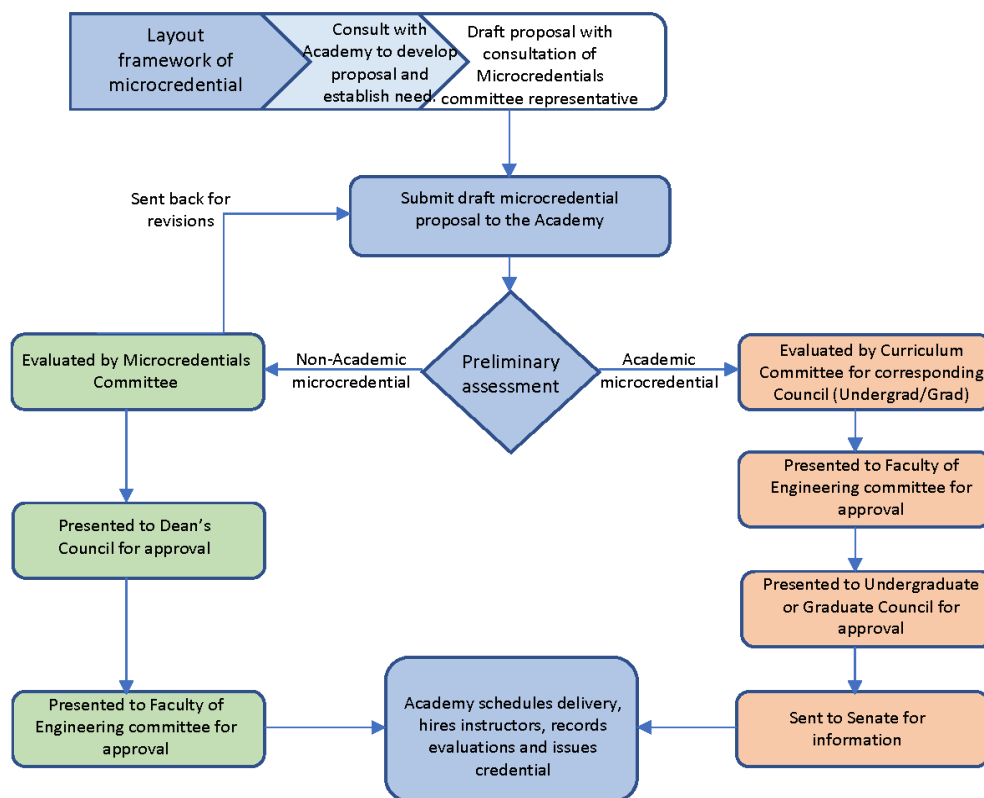
The *Academy for Microcredentials and External Learning* will be governed and function as follows.

- Governance, microcredit development and approval will be governed through the *Microcredentials Committee* that will function as a Faculty committee and provide an annual report to the Dean. It will consist of five faculty members representing the School of Engineering and Applied Science (SEAS) and Walter G. Booth School of Engineering Practice and Technology (SEPT). One of these five members will serve as an equity champion, as is the norm for all Faculty of Engineering committees. The committee will also include the Director of Finance and Administration, Assistant Dean (studies) and Director of Outreach and Engagement, or their individual delegates, as advisors and observers. The committee will be co-chaired by the Associate Dean (Academic) and the Associate Dean (Graduate Studies) as delegates of the Dean.

The Microcredentials Committee will consider proposals for microcredentials that might be suitable for development and make recommendations to the Dean whether these efforts should be supported. Once the framework for it has been developed, all microcredentials are submitted to the Academy Office. Those identified as academic microcredentials will be forwarded to the Secretariat (for undergraduate level) or the School of Graduate Studies (for graduate level) and seek approval at the appropriate Council. All proposals for non-academic microcredentials will be considered for approval by the Microcredentials Committee which will be reviewing its intended learning outcomes, content, method of assessment, market feasibility and competitor analysis. Forms and procedures for non-academic microcredentials will be developed in a manner similar to those used by Faculty committees to encapsulate necessary information. All non-academic microcredentials approved by the Microcredentials

Committee will be forwarded for approval at Dean's Council and finally at a meeting of the Faculty of Engineering.

**Flow chart showing the intended progression of a proposal up to the point of approval.**



- *Learning delivery, learner enrollment and tuition* will be based on full cost recovery for non-academic microcredentials. Academic microcredentials will be charged consistent with the appropriate credit unit. The tuition will be approved by the Fees committee, updated by the Director of Finance and Administration who will serve as the Dean's delegate.
- *Program delivery* will be encouraged online, but with instructor-learner and learner-learner contact conducted as appropriate. Secure online evaluations will be explored. The Faculty will consider establishing a Moodle to offer the asynchronous online content, while also using campus resources such as the Echo360 studios for lecture capture and classrooms for engagement with learners. In-class delivery may be appropriate for premium fee events or when there is perceived value outside of a revenue stream.

- *Assessment of learning* is mandatory and will correspond to the intended learning outcomes.
- *Credentials* for academic learning will be submitted by the Office for review and processing by the Assistant Dean (Studies). Non-academic microcredentials and stackable certificates will be issued by the Office, preferably in digital form.
- *Learning* designed for companies will be approved by the Associate Dean (Research and External Affairs) and learning for delivery to traditional students will be approved by the Associate Dean (Academic) or Associate Dean (Graduate Studies) as appropriate.

**POTENTIAL MICROCREDENTIALS TO BE ISSUED BY THE FACULTY (GROUPED BY SPONSOR)**

<b>Sponsor</b>	<b>Type</b>	<b>Title</b>	<b>Description</b>
Associate Dean (GS)	Academic	Graduate Communications	Three 1-unit modules to be developed with SEPT.
Churchill/Grand Challenge Scholars Program	Co-curricular	McMaster Grand Challenge Scholar	Five competencies, three levels, already developed. No tuition, but opportunity through ENGINEER 3CX03
Ansilio and Churchill/MacChangers	Co-curricular community engaged learning	MacChangers	Already developed. No tuition due to intrinsic value for community engagement.
Veldhuis	Non-academic	TBA	
Emadi	Non-academic	TBA	
Knights	Non-academic	TBA	
Novog	Non-academic	TBA	
Leistner/ECCS	Non-academic	Equity, Diversity & Inclusion in the Workplace	Seven 1-unit modules, 4 mandatory, 3 elective modules. To become requirement for each co-op work term.
Lefevre-Schlick/SEPT	Non-academic	Circular economy and carbon mitigation	3 microcredentials (circular economy, carbon mitigation, transitional leadership) which stack up to a single certificate of completion
		Advanced manufacturing and cyber-physical systems	4 micro credentials (two on advanced manufacturing, 2 on cyber-physical systems) which stack up to a single certificate of completion

		Operations leader & management	5 micro credentials (TBD) which stack up to a single certificate of completion
		Smart city	x micro credentials (infrastructure, mobility solutions, TBD) which stack up to a single certificate of completion
		Healthcare	x micro credentials (TBD) which stack up to a single certificate of completion

Project total of early-start tuition-based microcredentials: 10+

## **IMPLEMENTATION PLAN AND REVENUE**

A three-year pilot is planned with a projected cohort of 150 learners who will earn one or more of 5 microcredentials during the first year, growing by Year 3 to 450 learners earning one or more of 15 microcredentials. The revenue provided by these learners will differ depending on whether a microcredential is academic or non-academic.

### **Academic Microcredentials**

The *activity leader* is the person or group proposing the microcredential to the Academy.

Following approval from the Academy to proceed, the activity leader will discuss the activity with academic leader, e.g., chair or director, of the appropriate academic unit that will deliver it. If financial resources are required for development before the proposal is submitted to the university's curriculum committee(s), these may be sought from the academic unit and in some cases from the Faculty.

Microcredentials intended for inclusion on a student's transcript will be organized and delivered by the appropriate academic unit, such as a department, school, or program reporting to the Associate Dean (Academic). Once verified by the unit, the Academy will issue the digital credential but collect no fee from the learner for doing so. An academic unit may however be charged a service fee by the Academy for services required beyond microcredential issuance.

Microcredentials requiring the full services of the Academy shall charge the appropriate Academic Unit at the rate of a non-academic microcredential.

### **Non-Academic Microcredentials**

The activity leader is the person or group proposing the microcredential.

While a microcredential is being considered, the activity leader may request the Microcredential Committee to approve a development loan subject to further approval by the Dean or a delegate. Therefore, the Academy is expected to initiate and grow a development fund. We anticipate a fund value of \$100,000 for the first two years and it is anticipated that should increase in later years with revenue growth to the Academy. Activity leaders will be encouraged to seek external grants or sponsorship by making use of external funding opportunities to develop their microcredentials.

The activity leader is responsible for business development for microcredentials. The Academy may also assist in business development for an additional fee. Business development refers to client discovery, marketing, and possible content revision according to market and learner needs.

A preliminary estimate of reasonable tuition for a non-academic microcredential provides a value between \$1,000-\$2,000 based on the scope of the activity. This tuition is equivalent to the fees for many professional development workshops and training events.

The Academy will handle the scheduling, admissions, learner-related inquiries and those from potential partner organizations and institutions, record-keeping, hosting of website content, and issuing of microcredentials. The activity leader will be charged a flat delivery fee of \$20,000 per microcredential each time the learning activity is delivered. Costs for delivering a microcredential off-campus and remuneration for instructors or guest lecturers will be the responsibility of the activity leader and not the Academy.

### 3-YEAR OPERATING BUDGET

#### Year 1 Expense

Program Administrator, Grade 8	\$85,000
Office space, 120 sq ft	\$5,000
Centre costs (Est. at 10% of revenue)	\$10,000
Office furniture, phone, computer	\$10,000
<i>Development fund</i>	\$100,000
Website development/licenses	\$30,000
Operating supplies	<u>\$5,000</u>
Total	\$245,000

**Year 1 Revenue** **\$100,000**

#### Year 2 Expense

Program Administrator, Grade 8	\$85,000
Office space, 120 sq ft	\$5,000
Centre costs (Est. at 10% of revenue)	\$20,000
Office furniture, phone, computer	\$1,000
<i>Development fund</i>	\$100,000
Website development/licenses	\$13,000
Operating supplies	<u>\$5,000</u>
Total	\$229,000

**Year 2 Revenue** **\$200,000**

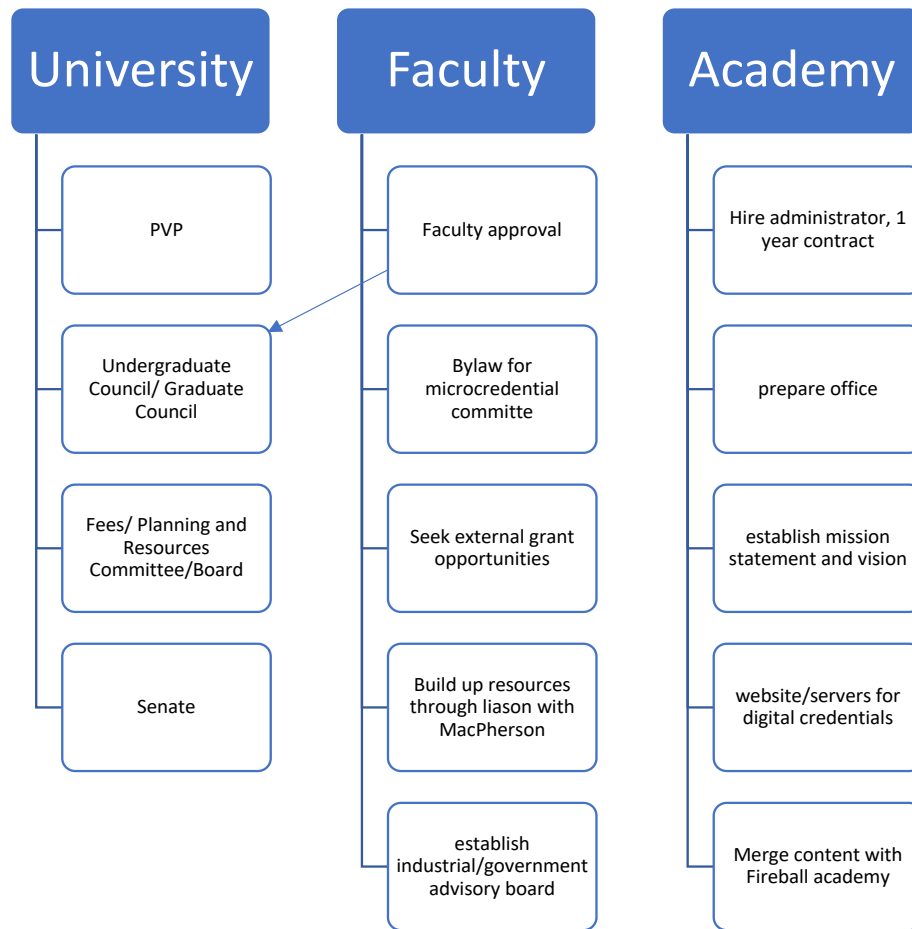
#### Year 3 Expense

Program Administrator, Grade 8	\$85,000
Office space, 120 sq ft	\$5,000
Centre costs (Est. at 10% of revenue)	\$30,000
Office furniture, phone, computer	\$1,000
<i>Development fund</i>	\$100,000
Website development/licenses	\$16,000
Operating supplies	<u>\$5,000</u>
Total	\$243,000

**Year 3 Revenue** **\$300,000**

(If the applications are successful, \$100K from the Skills Catalyst grant and \$50K from the RapidSkills grant will be applied as start-up revenue.)

#### IMPLEMENTATION PLAN – ACTIVITIES PRIOR TO FIRST YEAR





**VIA EMAIL**

April 17, 2020

**TO:** Committee on University Ceremonials and Insignia  
**FROM:** Andrea Thyret-Kidd, University Secretary  
**SUBJECT: Deferral of the creation of a new university coat of arms**

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After consulting with President Dr. David Farrar and Chair, Committee on University Ceremonials and Insignia, Dr. Martin Horn, I am recommending that the process to adopt a new university coat of arms be postponed. The creation of a new coat of arms is an important decision and is expected to utilize resources from various facets of the university community. With the current COVID-19 situation, it is challenging to have inclusive and thoughtful conversations to guide the process.

I look forward to when the University returns to regular operations and can resume the discussions on the coat of arms.

Please let me know if you have any questions or concerns.

Thank you.

Cc Senate

**REPORT TO THE SENATE**  
**FROM THE**  
**COMMITTEE ON BY-LAWS**

**Open Session (Regular Agenda)**

Senate accepted Notice of Motion for the amendments to the Faculty of Humanities By-Laws at its meeting on April 8, 2020, and the amendment to the Terms of Reference for the Committee on University Ceremonials and Insignia at its meeting on February 12, 2020.

**1. Amendments to the Faculty of Humanities By-Laws**

At its meeting on April 30, 2020, the Committee reviewed and recommended that Senate approve the amendments to the *Faculty of Humanities By-Laws*.

The Senate Committee on By-Laws now recommends,

**that Senate, on the recommendation of the Committee on By-Laws, approve the proposed amendments to the Faculty of Humanities By-Laws as circulated.**

**2. Amendments to the Senate By-Laws**

At its meeting on April 30, 2020, the Committee reviewed and recommended that Senate approve the amendments to the *Senate By-Laws*, Section IX 129, The Committee on University Ceremonials and Insignia.

The Senate Committee on By-Laws now recommends,

**that Senate, on the recommendation of the Committee on By-Laws, approve the proposed amendments to the Senate By-Laws, Section IX 129, The Committee on University Ceremonials and Insignia, as circulated.**

**SENATE: FOR APPROVAL**  
**May 13, 2020**



## Faculty of Humanities By-laws

### I THE GENERAL FACULTY

#### (i) Membership:

Ex Officio:	President Provost Associate Vice-President (Academic) Vice-President (Research) Dean of the Faculty (Chair) Associate Vice-President and Dean of Graduate Studies University Librarian, or delegate Associate Deans of the Faculty Assistant Dean (Studies) Director, Centre for Continuing Education Director, Centre for Peace Studies Director, Gender Studies and Feminist Research Graduate Program Director, Information Technology
Faculty:	All faculty members holding appointments at the rank of Lecturer or higher in the School of the Arts and the Departments of Classics, Communication Studies and Multimedia, English and Cultural Studies, French, History, Linguistics and Languages, Philosophy, and such other Departments as may be added by action of the Senate One faculty member from each of the other Faculties in the University
Students:	One undergraduate student elected by and from each Department <sup>1</sup> , for a one-year renewable term One graduate student elected by and from each Department <sup>1</sup> offering graduate work, for a one-year renewable term The two Humanities student Senators President of the McMaster Humanities Society or delegate
Staff:	One member, elected by and from the regular full-time non-teaching staff of the Faculty, for a two-year renewable term
Secretary: (non-voting)	Secretary of the Senate and/or delegate

<sup>1</sup> All references to Departments include the School of the Arts.

**(ii) Meetings:**

- (a) The Faculty shall meet at least four times during the period September to June, inclusive. A notice of meeting and an agenda normally will be circulated at least one week before each meeting, and must be circulated no later than forty-eight hours before each meeting.
- (b) A quorum for a regular meeting shall consist of those present at the meeting, provided that a notice of meeting and an agenda have been circulated at least one week before the meeting. For action on items not on the circulated agenda, and for meetings called on less than one week's notice, a quorum shall consist of forty members, other than ex officio members.
- (c) Meetings of the Faculty shall be conducted in accordance with the rules and procedures of the Senate.
- (d) In the absence of the Dean of the Faculty, the Chair shall be one of the Associate Deans of the Faculty, or in his/her absence, a member of the Faculty designated by the Dean.

**(iii) Authority of the Faculty:**

- (a) The Faculty shall, within its area of jurisdiction and subject to the constraints imposed by these By-laws, determine the various levels of responsibility within the Faculty and establish appropriate standing and ad hoc committees of the Faculty.
- (b) Under the authority of these By-laws, which are subject to approval and amendment by the Senate, the Faculty shall determine the functions and powers that may be delegated to subordinate bodies.
  - 1. The General Faculty shall be responsible for making recommendations to the Senate, the Undergraduate Council, the Graduate Council and other bodies on any appropriate matter which shall include:
    - (a) revisions of these By-laws;
    - (b) approval of new programs of study, and major revisions in programs of study;
    - (c) new or revised general requirements for degrees;
    - (d) substantive revisions of admission regulations and requirements;
    - (e) establishment of new Departments, and the establishment of committees of instruction for the implementation and

administration of approved interdisciplinary or interdepartmental programs of study.

2. At the request of the Dean of the Faculty, or of any ten or more members of the Faculty, a special meeting of the General Faculty may be called; for such a special meeting, the quorum shall be forty members, other than ex officio members.
  3. A special meeting of the General Faculty with power to overrule any Committee of the Faculty (except the Tenure and Promotion Committee) shall be called at the written request of ten or more members of the Faculty; for such a special meeting, the quorum shall be forty members, other than ex officio members.
- (c) Minutes of the standing committees of the Faculty (excluding the Tenure and Promotion Committee) shall be available to all members of the General Faculty, except that student members of the General Faculty shall not be entitled to receive minutes of standing committees which have no student members.

## II COMMITTEES

### A. ADVISORY COMMITTEES

#### (i) Dean's Ad Hoc Committees

The Dean of the Faculty may appoint Dean's Ad Hoc Committees for assistance and advice, or as requested by the Faculty. The Faculty shall be informed of the function and composition of all such committees.

#### (ii) Dean's Advisory Council

##### Functions:

To advise the Dean of the Faculty on budget and related matters; to exchange information on, and to co-ordinate, Departmental policies and procedures; to assist in the dissemination of information about Faculty policies as established by the General Faculty and University policies as established by the Senate and other appropriate bodies; and to nominate candidates for election, by the Faculty, to the Nominating Committee, in accordance with the provisions of Section III, A, (i).

##### Composition:

Chair: Dean of the Faculty

Ex Officio: Associate Deans of the Faculty  
Assistant Dean (Studies)  
Chairs of all Departments in the Faculty  
~~Director, Information Technology~~  
Director, Peace Studies Program  
Director, Gender Studies and Feminist Research  
Graduate Program  
~~Director, MELD Programs~~

Consultant: Director, Administration  
(non-voting) ~~Director, Information Technology~~

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(iii) ~~wDean's Advisory Committee on Research~~

~~Functions:~~

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~~To advise and assist the Dean on strategic matters relating to research in the Faculty; to evaluate research strengths and assist the Dean in leveraging those strengths; to examine and recommend priorities/alterations to research evaluation, recognition and reward systems; to support existing Ph.D. fields and provide guidance for the development of new Ph.D. fields; to make recommendations and support the Dean in establishing new Research Chairs and Professorships; to review proposals for the establishment of chairs, research groups, centres, institutes and the like, and to formulate, for discussion and approval by the Faculty, recommendations on these matters; to establish and monitor a plan to share research results among faculty members effectively and to disseminate research to students; to promote a collaborative interdisciplinary research community.~~

~~Composition:~~

~~Chair: Associate Dean of Graduate Studies and Research~~

~~Ex Officio: President  
Provost  
Associate Vice President, Research  
Associate Vice President and Dean of Graduate Studies  
Dean of the Faculty~~

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~~Faculty: Four faculty members, appointed by the Nominating Committee, for renewable two year terms~~

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~~Consultant: Research Support Facilitator  
Officer from Research Office for Administration, Development and Support (ROADS)~~

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## **B. STANDING COMMITTEES**

### **General**

- (a) The President, the Provost and the Dean of the Faculty are ex officio members of all committees, except that the President and the Provost are not ex officio members of the Tenure and Promotion Committee and the Undergraduate Awards Committee.
- (b) The Committees listed below, and such other committees as the General Faculty may establish, shall meet at the call of the Chair; unless otherwise specified in these By-laws, a quorum shall be one-half of the voting members, provided that at least one-half of the elected members are present.

### **(i) Academic Planning Committee**

#### Functions:

To review and update the Faculty's long-range plans and to respond, on behalf of the Faculty, to periodic academic reviews of Departments and programs; to receive reports from the Dean on matters of interest to the Faculty, and to offer advice on these matters; to develop admissions and curriculum policy and to make recommendations to the General Faculty on such policy; to review, within the context of the Faculty's long-range plans and ~~its~~ objectives, new research initiatives, proposed new academic programs, major revisions to existing programs and proposed alterations to the structure and mandate of Departments in the Faculty, and to make recommendations to the Faculty and/or the relevant Standing Committee regarding the appropriateness of these initiatives in relation to the Faculty's academic priorities; and, when appropriate, to report to the General Faculty, to seek the General Faculty's advice and approval, and to act on the Faculty's behalf in these matters.

#### Composition:

Chair: Dean of the Faculty

Ex Officio: President  
Provost  
Associate Deans of the Faculty  
Chairs of all Departments  
Director, Peace Studies Program  
Director, Gender Studies and Feminist Research  
Graduate Program

Director, MELD Programs

Chair of the Undergraduate Curriculum and Calendar Committee

Faculty: One member selected by the Associate Dean Grad Studies and Research ~~by and~~ from the Humanities members on Graduate Council for a one-year renewable term  
Two members elected by and from the Faculty at large for staggered, two-year terms

Consultants: Assistant Dean (Studies)  
(non-voting) Director, Finance and Administration  
Director, Information Technology  
Research Support Facilitator, Humanities

Observers: The non-teaching staff person who is the member of the  
(non-voting) General Faculty  
Members of the Faculty (if any) who are members of the University Planning Committee

**(ii) Undergraduate Curriculum and Calendar Committee**

Functions:

To co-ordinate all curriculum matters in the Faculty in consultation with individual Departments and the Faculty's Academic Planning Committee; to consider curriculum changes requested by Departments and other academic areas, and to attend to the resultant calendar changes; to approve requests from Chairs of Departments for the waiving of final examinations and for the limiting of course enrolments; to recommend to the General Faculty the next session's curriculum as it pertains to the Faculty of Humanities; to make recommendations to the Faculty's Academic Planning Committee on matters of curriculum policy; and to undertake periodic reviews of Departmental curricula policies in relation to the Faculty's curriculum policies and the University's academic regulations.

Composition:

Chair: To be elected by and from the Committee

Ex Officio: President  
Provost  
Dean of the Faculty  
Associate Dean  
Assistant Dean (Studies)



Faculty: Four members representing four Departments, appointed by the Nominating Committee for staggered three-year terms  
When there is no member of the committee from a Department making a proposal, a representative of that Department shall have the rights of other members, including voting, while the Department=s proposal is under consideration

Students: One undergraduate student elected by and from the student representatives on the General Faculty

Consultants: Calendar and Convocation Co-ordinator  
(non-voting)

**(iii) Undergraduate Reviewing Committee**

Functions:

To establish and review guidelines related to the adjudication of petitions for special consideration, including applications for reinstatement and requests for deferred examinations.

Composition:

Chair: To be appointed annually by the Nominating Committee, from among the members of the Committee

Ex Officio: President  
Provost  
Dean of the Faculty  
Associate Dean

Faculty: Three members, appointed by the Nominating Committee for staggered three-year terms

Consultant: Assistant Dean (Studies)  
(non-voting)

**(iv) Undergraduate Awards Committee**

Functions:

To recommend to the Undergraduate Council, with respect to students who have fulfilled the requirements, the awards of those prizes and scholarships which are restricted to students registered in the Faculty, and to submit

recommendations to the Undergraduate Council concerning the establishment of new awards and other related matters.

Composition:

Chair: To be elected by and from the Committee

Ex Officio: Associate Dean

Faculty: Three members, appointed by the Nominating Committee for staggered three-year terms

Consultant: Director, Student Financial Aid and Scholarships  
(non-voting)

**(v) Undergraduate Essay Prize Committee**

Functions:

To evaluate undergraduate submissions for the two Humanities Essay Prize competition and to adjudicate the results and submit them to the Associate Dean of the Faculty. The Chair will determine the number of faculty members needed to judge the submissions. Normally the Chair will perform a co-ordinating function and may participate in the process at his/her discretion.

Composition:

Chair: To be appointed annually by the Nominating Committee, from among the members of the Committee

Ex Officio: President  
Provost  
Dean of the Faculty

Faculty: Eight faculty members, including the Chair, appointed by the Nominating Committee for staggered three-year terms

Consultant: Associate Dean  
(non-voting)

**(vi) Graduate Curriculum and Policy Committee**

Functions:

To make recommendations to the Faculty on matters of graduate policy, on curriculum changes arising from consideration of Departmental proposals and from the curriculum policies adopted by the Faculty, and on new programs and fields of study, arising from Departmental proposals; and to deal with matters referred to it by the Graduate Admissions and Study Committee. To report to the General Faculty and Graduate Council at least annually. To review and update its operating procedures on a regular basis and to file a copy of these procedures with the Office of the Dean and with the Associate Vice-President and Dean of Graduate Studies.

Composition:

- Chair: Associate Dean of Graduate Studies and Research
- Ex Officio: President  
Provost  
Deans of the Faculty  
Associate Vice-President and Dean of Graduate Studies  
Associate Dean
- Faculty: The three faculty members who are also members of Graduate Council  
Additional faculty members to provide representation from each Department / Area offering graduate work in the Faculty, appointed by the Nominating Committee for staggered three-year terms
- Students: Two full-time graduate students, one Ph.D student and one M.A. student, elected annually by and from the Ph.D and M.A. students respectively. (No two students may be from the same Department.)
- Quorum: Two voting faculty members in addition to the Chair, and not including the President, Provost or Faculty Deans
- Secretary: Graduate Registrar and Secretary of the School of Graduate Studies or delegate

**(vii) Graduate Admissions and Study Committee**

Functions:

- (a) To determine the admissibility to graduate study of any applicant, on the recommendation of a Department, program, school, unit or institute.

- (b) To approve each student's course program, to determine action on the recommendation of Departments in instances of failure in a course, and to recommend to the Graduate Council students to receive graduate degrees.
- (c) To handle re-reads and formal inquiries as stated in the Student Appeal Procedures and to handle appeals and Petitions for Special Consideration as stated in the General Regulations of the Graduate Calendar.
- (d) To refer, through the Graduate Curriculum and Policy Committee, any matter to the General Faculty or to the Graduate Council before taking action if either the Associate Vice-President and Dean of Graduate Studies or the Committee considers that a matter of precedent or policy is involved.

Composition:

Chair: Associate Dean of Graduate Studies and Research

Ex Officio: President  
Provost  
Dean of the Faculty  
Associate Dean  
Chair of the Graduate Curriculum and Policy Committee

Faculty: Two faculty members (who shall be members of Graduate Council) appointed by the Associate Vice-President and Dean of Graduate Studies in consultation with the Dean of the Faculty.  
One member appointed by the Graduate Council to represent Departments outside the Faculty

Quorum: Two voting faculty members in addition to the Chair, and not including the President, Provost or Faculty Deans

Secretary: Graduate Registrar and Secretary of the School of Graduate  
(non-voting) Studies or delegate

**(viii) Tenure and Promotion Committee** *[effective with the election of the 2016-17 Committee]*

Functions:

To consider recommendations for the granting or withholding of tenure or permanence and for promotion to Associate Professor. For each candidate,

the Committee shall recommend to the Senate Committee on Appointments that tenure or permanence and/or promotion be granted, that the tenure- or teaching-track appointment be allowed to lapse, that the period of the tenure- or teaching-track appointment be extended, or that no action be taken on the case. To consider recommendations for promotion to Professor from Chairs of Departments. For each candidate, the Committee shall recommend to the Senate Committee on Appointments that promotion be granted or withheld. The Chair shall convey the Committee's recommendations to the Senate Committee on Appointments.

Composition:

Chair: Dean of the Faculty

Faculty: Six tenured members of the full-time faculty elected from those holding the rank of Professor or Associate Professor, to be elected for staggered three-year terms by the full-time members of the Faculty. Of these at least three shall be Professors and at least two shall be Associate Professors, with no more than two of the elected members from the same Department, excluding the Dean.

Quorum: Dean of the Faculty, and all other members save one

**(ix) Nominating Committee**

Functions:

To prepare nominations for the election to Faculty standing committees, the Graduate Council, the Undergraduate Council, and the Senate, of faculty members from the Faculty. To nominate representatives of the Faculty to those other Faculties in which the Faculty has representation.

Composition:

Chair: Dean of the Faculty

Ex Officio: President  
Provost  
Dean of the Faculty

Faculty: Three Chairs or Directors from the Faculty of Humanities,  
~~members~~ elected annually  
Associate Deans of the Faculty

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

**III ELECTIONS**

**A. Faculty Members**

- (i) An election to fill vacancies on Faculty standing committees shall be held between April 15 and May 15 each year. The Nominating Committee of the Faculty shall prepare nominations for all such committees except for the Nominating Committee (see Section II, A.(ii)). These nominations, except nominations for the Nominating Committee, shall be circulated to the members of the Faculty, who may add additional names, provided that such nominations are signed by at least five faculty members of the Faculty. The election shall be conducted by the Secretary of the Senate by means of ballots mailed to the University address of each faculty member.
- (ii) The Nominating Committee of the Faculty shall nominate representatives of the Faculty to those other Faculties in which the Faculty has representation. ~~These nominations shall be circulated to the members of the Faculty, who may add additional names provided that such nominations are signed by at least five faculty members of the Faculty.~~ The election, if necessary, shall be held in conjunction with the elections of committees of the Faculty.

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- (iii) The Nominating Committee of the Faculty shall prepare nominations for the election to the Graduate Council, the Undergraduate Council, and the Senate of faculty members from the Faculty. These nominations shall be circulated to the members of the Faculty, who may add additional names, provided that such nominations are signed by at least five faculty members of the Faculty. The election shall be conducted by the Secretary of the Senate by means of ballots mailed to the University address of each faculty member.
- (iv) In the election of faculty members from the Faculty to the Senate, of the six allotted seats, at least one shall be filled by a professor and at least one by an associate or assistant professor.
- (v) If a position on a Standing Committee, except for the Tenure and Promotion Committee, becomes vacant, the Nominating Committee shall have the power to fill that vacancy for the remainder of the vacated term. In the case of the Tenure and Promotion Committee, a by-election shall be held to fill the position for the remainder of the term.
- (vi) The conduct of the election of the regular full-time, non-teaching staff member of the Faculty shall be carried out by the Office of the Dean. Any member of the non-teaching staff who is eligible to vote may be nominated as a candidate for election, provided written consent has been filed with the Office of the Dean and the nomination paper has been signed by two members of the non-teaching staff eligible to vote. The election, if necessary, shall be conducted by means of ballots mailed to the University address of each regular full-time, non-teaching staff member of the Faculty. The candidate receiving the most ballots shall be declared elected.
- (vii) Retiring committee members shall be replaced by newly elected members on September 1 of each year.
- (viii) The terms of Standing Committee members and Chairs shall be two years, unless otherwise specified.

**B. Student Members**

- (i) Chairs of Departments shall have the responsibility for organizing elections of student members and for ensuring a fair and democratic selection.
- (ii) Election of undergraduate student representatives to the General Faculty shall be held no later than March 15 for a term beginning September 1. Election of graduate student representatives to the General Faculty shall be held no later than September 30 for a term beginning October 1. Chairs of Departments shall communicate the election results in writing to the Dean of the Faculty.

- (iii) Student representatives on Undergraduate Council and on Graduate Council shall be elected by and from the student members of General Faculty.
- (iv) If a position held by a student member on any committee of the Faculty becomes vacant, the Dean of the Faculty shall convene the student members of General Faculty to elect a student member of General Faculty to fill that position for the remainder of the vacated term.

#### IV AMENDMENT TO THE BY-LAWS

- i) Any amendment to these By-laws shall require the approval of the Senate.
- ii) A recommendation to the Senate for any amendment to any By-law, or for any new By-law, shall be made only after the proposed change in the By-laws has been approved at a meeting of the General Faculty. Notice of motion to request such amendment shall be given at a previous meeting of the General Faculty, or in writing to all members of the General Faculty at least four weeks before the General Faculty meeting.

#### V IMPLEMENTATION

The date of effect for these By-laws shall be the date upon which they received approval from the Senate.

*Revised:* January 12, 1983; June 12, 1985; December 11, 1985; September 10, 1986; December 9, 1987; July 1, 1987 (editorial revision to reflect new Departmental structure, effective on that date); January 11, 1989; June 13, 1990; June 12, 1991; September 15, 1993; November 8, 1993; May 25, 1994; September 11, 1996; November 5, 1997; May 26, 1999; December 13, 2000 (editorial revision to reflect new Departmental structure, effective on that date); October 9, 2002; February 11, 2004; June 15, 2005; June 3, 2009; December 9, 2009; June 6, 2012; May 13, 2015; January 13, 2016; June 7, 2017



## **REPORT TO THE SENATE**

*from the*

### **COMMITTEE ON UNIVERSITY CEREMONIALS AND INSIGNIA**

#### **1. Terms of Reference**

At its meeting on January 29, 2020 the Committee on University Ceremonials and Insignia approved, for recommendation to Senate, an amendment to the Terms of Reference.

In the Terms of Reference for the committee, it states that the University Registrar and the Calendar and Convocation Co-ordinator shall be consultants to the Committee. The title of Calendar and Convocation Co-ordinator was recently updated to Convocation & Curriculum Officer. The Committee would like to amend the Terms of Reference to reflect the updated title.

It is now recommended,

**That Senate approve, in principle, the amendment to the Terms of Reference for the Committee on University Ceremonials and Insignia and refer the amendment to the By-Laws Committee for Review.**

**For Approval  
Senate: February 12, 2020**

## **Committee on University Ceremonials & Insignia**

### **TERMS OF REFERENCE**

#### **Article IX of the Senate By-Laws states:**

**129.** The Committee on University Ceremonials and Insignia shall consist of the Chancellor; the President; the University Bedel; and eight members of the Senate, one of whom shall be a graduate student and one of whom shall be an undergraduate student; and five members of the Committee constitute a quorum at any meeting thereof. The University Registrar and the ~~Calendar and Convocation Co-ordinator~~ **Convocation & Curriculum Officer** shall be consultants to the Committee.

**130. (a)** The Committee shall be responsible for the planning and conduct of all University ceremonials, including all Convocations; and shall keep under continual review the form of and procedure at such ceremonials and all matters relating thereto.

**(b)** The Committee shall also be responsible for reviewing and making decisions, or recommendations to the Senate or the Board of Governors, on matters relating to heraldic practice and policy.

**Revised: June 2016**

**REPORT TO SENATE**  
**FROM THE**  
**COMMITTEE ON STUDENT AFFAIRS**

**Open Session**

On May 5, 2020, the Committee on Student Affairs approved the following recommendation and now recommends it to Senate:

**a. Policy on Student Groups**

It is now recommended,

**That the Senate approve the revisions to the Policy on Student Groups (Recognition, Risk Assessment, and Event Planning) as circulated.**

**Senate: For Approval**  
**May 13, 2020**



## Policies, Procedures and Guidelines

Complete Policy Title

**Policy on Student Groups (Recognition, Risk Assessment & Event Planning)**

Policy Number (if applicable):

Approved by

**Senate**

Date of Most Recent Approval

**to be approved May 2020, effective July 1, 2020**

Date of Original Approval(s)

**April 12, 2017**

Supersedes/Amends Policy dated

**Policy on the Recognition of Student Groups, 2006  
Student Event Risk Management Policy, 2009**

Responsible Executive

**Associate Vice-President (Students & Learning)  
and Dean of Students**

Policy Specific Enquiries

[Student Affairs](#)

General Policy Enquiries

[Policy \(University Secretariat\)](#)

**DISCLAIMER:**

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

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## SECTION I: INTRODUCTION

### PREAMBLE

1. Organizations formed by students in the University community are a traditional part of campus life, and contribute in a significant way to its intellectual, political, social and cultural diversity and richness. While student groups have significant autonomy and their primary responsibility and accountability is to their student members and Boards of Directors, Recognized Student Groups also have a responsibility and accountability to the University and must follow all University policies and procedures. By upholding the principles outlined in this Policy and by conducting business in accordance with their by-laws, Recognized Student Groups support the University in its commitment to assist and support University members to:
  - a) communicate, discuss and explore all ideas;
  - b) hold meetings;
  - c) organize ~~Recognized Student Groups~~ for any lawful purpose;
  - d) move about the University and to use its facilities in a reasonable manner;
  - e) distribute published material on campus in a responsible manner, provided that such materials are not unlawful or otherwise in breach of a University policy;
  - f) debate and engage in peaceful demonstrations;
  - g) embrace and demonstrate socially responsible behaviour in all ~~student Recognized Student Group~~ activities; and
  - h) practise responsible risk management to ensure the safety of participants at Events.

### SCOPE

2. This Policy applies to all Recognized Student Groups and their group members within the McMaster student community. Members of Recognized Student Groups include, but are not limited to, graduate, undergraduate, and part-time students representing McMaster University.

### DEFINITIONS

3. For the purpose of interpreting this document words in the singular may include the plural and words in the plural may include the singular.
4. **Academic Society** means a student group that represents an academic unit/program during Welcome Week and/or for which the University may collect fees on its behalf). Academic Societies that do not have a direct relationship with a particular Faculty (e.g. academic societies where there is an association with more than one Faculty) may apply as an Independent Academic Society with oversight provided by the Chair or Program Administrator of the Program.
5. **Affiliated Student Unions/Associations** means a legally incorporated organization representing student constituencies, and that has its own constitution, by-laws, policies and insurance. Affiliated Student Unions/Associations include McMaster Student Union (MSU), Graduate Student Association (GSA) and McMaster Part Time Association (MAPS).

6. **Club** means a student group recognized by an Affiliated Student Union/Association that is dedicated to a particular interest or activity. The activity may be of an academic, social, recreational, cultural, or spiritual nature.
7. **Dean of Students** is the Associate Vice-President (Students & Learning) and Dean of Students.
8. **EOHSS** means Environmental and Occupational Health Support Services, part of the University's Human Resources department that provides risk management expertise.
9. **Event** means an activity, occurring on or off campus, organized by Recognized Student Groups and that may involve the expenditure of funds.
10. **Memorandum of Understanding** means a document that formalizes the relationship between a Faculty and Academic Society (and its Sub-Groups). All Academic Societies must have a signed MOU with their respective Faculty.
11. **Primary Event Organizer** is the student responsible for organizing an Event.
12. **Recognized Student Group** means: ~~the Society of Off Campus Students;~~ Affiliated Student Unions/Associations and their ratified Clubs; and Academic Societies, and their approved Sub-Groups.
13. **Risk Management** means the identification, analysis, assessment, control and avoidance, minimization, or elimination of unacceptable risk. Risk management involves the process of planning, leading, organizing and controlling activities in order to manage potential risk at all Events.
14. **Sanctioned Event** means an activity organized by a club/Academic Society/~~SOCS~~ approved by a Faculty Associate Dean/Manager, Off Campus Resource Centre (OCRC) or an Affiliated Student Union/Association.  
  
~~"SOCS" means the student group Society of Off Campus Students that represents off campus students.~~
15. **Sub-Group** means an approved Sub-Group of an Academic Society.
16. **University Space** is space in accordance with the policy on the [Use of University Facilities for Non Academic Purposes](#).
17. **Waiver** means a document to be signed by the participant to acknowledge the inherent risk associated with an Event. Waivers must be completely filled out and must be specific to an Event. Generic waivers will not be accepted.

**RELATED POLICIES AND PROCEDURES**

18. This Policy is to be read in conjunction with the policies and statements listed below. Any question concerning the application of this Policy and/or related policies shall be determined by the Dean of Students. The University reserves the right to amend or add to the University's policies and statements from time to time (this is not a comprehensive list).

[Academic Freedom, Statement on](#)

- [Accessibility, University Policy on](#)
- [Alcohol Policy, University](#)
- [Discrimination and Harassment Policy](#)
- [Code of Student Rights and Responsibilities](#)
- [Financial Accountability Policy for Student Organizations that receive Fee Remittances from the University](#)
- [Fraternities, Sororities and Honor Societies, Policy on](#)
- [Freedom of Information and Protection of Privacy Act](#)
- [Graduate Students Association](#)
- [Guidance for Event Organizers](#)
- [Inclusive Communications, Policy Statement and Guidelines on](#)
- [McMaster Students Union \(MSU\) Operating Policies](#)
- [Ontario Human Rights Code](#)
- [Sexual Violence Policy](#)
- [Sexual Violence Response Protocol](#)
- [Statement on Building an Inclusive Community with a Shared Purpose](#)
- [Student Appeal Procedures](#)
- [University Facilities for Non-Academic Purposes, Use of](#)
- [Violence in the Workplace Policy and Program](#)



## SECTION II: ROLES & RESPONSIBILITIES

### AFFILIATED STUDENT UNIONS/ASSOCIATIONS

19. Affiliated Student Unions/Associations are responsible for providing support and oversight to Clubs on matters related, but not limited to, proper Event planning, student Event risk management, financial accountability, and approval of Events. [More information on these responsibilities is available on the central hub for student groups https://studentgroups.mcmaster.ca/.](https://studentgroups.mcmaster.ca/)
20. Affiliated Student Unions/Associations are also responsible for:
  - a) developing and disseminating Club recognition and risk management policies and operating procedures, and ensuring that Clubs follow these policies and procedures.
  - b) complying with the University's risk management process related to Affiliated Student Organization Events. For example, Frost Week, Welcome Week, Light Up the Night.
  - c) providing a list of ratified Clubs on a yearly basis to the Dean of Students and to EOHSS.
  - d) notifying the Dean of Students in a timely manner of any specific complaints or concerns regarding Clubs that are being reviewed or investigated.

### ASSOCIATE VICE-PRESIDENT (STUDENTS & LEARNING) AND DEAN OF STUDENTS

21. The Associate Vice-President (Students & Learning) and **Dean of Students** is responsible for the general oversight and communication of this Policy. The Dean of Students is the final authority for this Policy.

### ENVIRONMENTAL AND OCCUPATIONAL HEALTH SUPPORT SERVICES (EOHSS)

22. Environmental and Occupational Health Support Services (EOHSS), a unit of Human Resources Services, is responsible for providing training on student event risk assessments and making recommendations where applicable to mitigate/eliminate risk related to Events. This consultative service may be in addition to risk management training provided by the Affiliated Student Union/Association.
23. EOHSS will ensure that Affiliated Student Organizations have a sufficient level of insurance coverage for their activities and that the minimum criteria as mandated by the University for operations.
24. EOHSS reserves the right to, in consultation with the Dean of Students, review and/or deny submitted Events upon assessment and determination of the potential of high risk related to the Event.

### FACULTY ASSOCIATE DEAN

25. The Faculty Associate Deans are responsible for providing general support, risk management, and oversight to the Academic Societies and approved Sub-Groups, and for adherence to University policies and procedures.
26. The Faculty Associate Dean must provide a list of Academic Societies and approved Sub-Groups to the Dean of Students and to EOHSS.
27. The Faculty Associate Dean may delegate responsibility for the approval of Events to a designate.

**~~MANAGER, OFF CAMPUS RESOURCE CENTRE (OCRC)~~**

~~Manager of the Off Campus Resource Centre is responsible for providing general support, risk management, and oversight to the Society of Off Campus Students (SOCS) and for adherence to University policies and procedures, the Manager, OCRC is responsible for approving of SOCS Events.~~

**PRIMARY EVENT ORGANIZER**

28. The Primary Event Organizer is responsible for ensuring that all the requirements in the planning and implementation of the Event related to this Policy are met. Failure by the Primary Event Organizer to meet their responsibilities as set out in this Policy or to follow any applicable law, statute, regulation, or policy, will result in the Primary Event Organizer facing sanctions under the applicable Related Policy.
29. The Primary Event Organizer is also responsible for:
- a) dealing appropriately and safely with any problems that might arise leading up to, during and following the Event;
  - b) any breaches of this Policy that may occur during the planning and implementation of the Event; and
  - c) attending the Event.

**RECOGNIZED STUDENT GROUPS**

30. Recognized Student Groups (Affiliated Student Unions/Affiliations and their ratified Clubs; Academic Societies and their approved Sub-Groups; ~~Society of Off Campus Students~~) are responsible for safeguarding the reputation of the University by adhering to all University policies and procedures, and abiding by the laws of the land.
31. Recognized Student Groups are also responsible for developing and maintaining up to date constitution, by-laws, policies, and procedures in regard to conducting business in an ethical and fiduciary manner, and for communicating these to their members.

## SECTION III: RECOGNITION OF STUDENT GROUPS

### RECOGNIZED STUDENT GROUPS

32. Recognized Student Groups are limited to Affiliated Student Unions/Affiliations and their ratified Clubs, Academic Societies and their approved Sub-Groups., ~~and the Society of Off-Campus Students.~~
33. The Department of Athletics & Recreation sport clubs are not part of this Policy, and will be managed by the Director of Athletics & Recreation (or delegate) in the same manner as varsity teams.

### Affiliated Student Union/Association

34. The University recognizes three distinct legally incorporated organizations representing student constituencies. Membership in this category is closed, except to:
  - a) the [McMaster Students Union \(MSU\)](#) is the official representative of all full-time undergraduate students including all undergraduate student Clubs;
  - b) the [Graduate Students Association \(GSA\)](#) is the official representative of all full-time and part-time graduate students including all graduate student Clubs; and
  - c) the [McMaster Association of Part-time Students \(MAPS\)](#) is the official representative of all undergraduate part-time students.
35. The Dean of Students has delegated to the Affiliated Student Union/Association the authority to ratify ~~and de-ratify~~ Clubs, ~~as well as the authority~~ to oversee Club Events.
36. Students interested in forming a Club must seek formal recognition (ratification) through the appropriate Affiliated Student Union/Association.
37. Academic Clubs that have been ratified by an Affiliated Student Union/Association cannot apply for recognition (approval) as a Sub-Group of an Academic Society.
38. Clubs ratified by an Affiliated Student Union/Association must seek approval of Events through their respective Affiliated Student Union/Association.

### Academic Societies

39. The University acknowledges that Academic Societies have a long-standing relationship with their Faculty, Program, or University Department. Academic Societies have their own constitution, and the University may collect fees on their behalf. These societies may be comprised of undergraduate or graduate students, and may collect fees from their respective students and include 100% of eligible students who pay these mandatory fees, and may represent their Faculty at orientation activities.
40. The Dean of Students has delegated authority for the recognition of Academic Societies to the relevant Faculty Associate Dean (or delegate). Recognition of Academic Societies will be established through a signed Memorandum of Understanding ~~and listing any sub-groups of the academic society, if appropriate.~~
41. Students who wish to form a Sub-Group of an Academic Society must have the approval of the relevant Faculty Associate Dean through the relevant Memorandum of Understanding. The Academic Society is

accountable for obtaining the proper approvals for Events of their Sub-Groups.

#### ~~Society of Off Campus Students (SOCS)~~

~~The Society of Off Campus Students (SOCS) provides all students with programming that provides a variety of opportunities for students to become involved in the University community. SOCS is an autonomously operating organization that has its own constitution and the University may collect fees on its behalf. SOCS may be comprised of undergraduate or graduate students, and may collect fees from their respective students and include 100% of eligible students who pay these mandatory fees, and may represent its members at orientation activities.~~

~~The Dean of Students has delegated authority for the support and oversight for this student group to the Manager, Off Campus Resource Centre.~~

### PROCEDURAL GUIDELINES

42. The objectives and activities of a Recognized Student Group must be seen as attempting to contribute to the educational, recreational, social or cultural values of the University. These values are intended to be interpreted in the broadest sense. However, the essential “value” of the University must remain that of preservation of freedom of enquiry and association.
43. Recognized Student Groups may not engage in activities that are essentially commercial in nature. This is not intended to preclude the collection of reasonable membership fees to cover the expenses of the organization, or of charges for specific activities, programs or Events, or to prohibit Recognized Student Groups from engaging in legitimate fund raising. However, a Recognized Student Group cannot:
  - a) have as a major activity or function that makes it an on-campus part of a commercial organization;
  - b) provide services and goods at a profit when that profit is used for purposes other than those of the organization; or
  - c) be financially compensated, including but not limited to gifts, honorariums, salaries to any or all of its officers (this does not apply to MSU Inc., GSA Inc., MAPS Inc.),
44. Membership in Recognized Student Groups must be open to all students in compliance with the *Ontario Human Rights Code* and McMaster's [Discrimination and Harassment Policy](#). While discriminatory membership practices are not allowed it is recognized that certain Recognized Student Groups could well be homogeneous in nature without being discriminatory. Status as non-voting members may be extended to interested persons from outside the University.
45. Fraternities and sororities, and groups associated with fraternities and sororities, shall **not** be granted recognition as a student group (see the [Policy on Fraternities, Sororities and Honour Societies](#)).
46. The University's interest in the constitution of a Recognized Student Group is based on its concern that organizations and individuals using its name and its facilities are genuine campus organizations, that they pursue activities in accordance with the law, and that such things as organizational structure, membership, procedures, rules of conduct, etc. are spelled out so that all members who join a group and take part in its activities may do so with full knowledge of their rights and responsibilities within the group and to ensure accountability and transparency to all members.

47. By the University granting recognition to a student group, the group is accorded a number of privileges, including:
- a) use of the University's name and insignia subject to University regulations ([Heraldic Policies](#), McMaster [Brand Policies](#));
  - b) ability to book space under the [Policy on the Use of University Facilities for Non-Academic Purposes](#);
  - c) right to hold Events;
  - d) use of the University's institutional liquor license;
  - e) exclusive use of the group's name on campus;
  - f) access and ability to rent University property and equipment;
  - g) use of campus facilities for solicitation of membership.
48. Under the terms of this Policy the University will not attempt to censor, control or interfere with any Recognized Student Group on the basis of its philosophy, beliefs, interests or opinions expressed unless and until these lead to activities which are illegal or which infringe the rights and freedoms already mentioned. By the same token, recognition as a student group by the University implies neither endorsement of a particular group's beliefs or philosophy, nor the assumption of legal liability for the student group's activities. It assumes only that the University has a responsibility to inform itself of campus organizations which use its facilities and name and to deny, suspend or withdraw recognition if the requirements of this policy or other University policies are not observed.
49. The successful implementation and use of this Policy requires consultation and communication between the University and all Recognized Student Groups. All Recognized Student Groups shall undertake to consult and communicate regarding the implementation, use, and future amendments to Policy in good faith in order to ensure the policy's success.
50. To ensure due diligence and obligations under the duty of care principle, the University requires proper Event planning and the required student Event risk management process to be completed for all Events planned and organized under this Policy. All other Events are prohibited by the University.

## SECTION IV: RISK ASSESSMENT AND EVENT PLANNING

51. Persons, groups, or organizations can be held responsible for incidents, damages or harm done during or after an Event. In Canada, the duty of care is a commonly held standard. That is to say, organizers of Events or activities have a duty to care for others where the potential risk is foreseeable.
52. Organizers of an Unauthorized Event will be referred to and investigated for violation(s) of a relevant Related Policy.
53. Compliance with this Policy will help to lessen the personal liability of any specific person related to student Event risk and that of the Recognized Student Group.

### ASSESSING RISK

54. When assessing the level of risk for an Event there are a broad range of factors that may be considered. The list of examples below are not comprehensive and do not solely determine the level of risk. The level of risk is determined on an individual Event basis.

- Alcohol
- Financial impact
- Guest speakers
- Level of physical activity
- Property risk
- Reputational impact
- Size of event
- Transportation/travel

~~One (1) non-drinking monitor must accompany every ten (10) participants to a licensed facility.~~

~~Unlicensed alcoholic events will not be approved. Open bar events or any event that includes drink tickets in the price of event.~~

### STUDENT EVENT PLANNING AND APPROVAL PROCESS

55. Approval for the use of University space shall only be granted when the Student Event Planning Process is completed. Space may be tentatively booked pending final approval. In the circumstance that space for an Event has been improperly booked prior to the completion of the process the Event shall not be approved.
56. An Event shall only take place when the following risk management process has been completed:
  - a) the proper planning, Event risk assessment and development of a risk management strategy associated with the Event;
  - b) completed documentation including, but not limited to, Waivers, contracts, etc.; and
  - c) obtaining all required approvals.

57. The approval process excludes the main Affiliated Student Union/Affiliation (MSU, GSA, MAPS) run Events which are covered in a separate legal agreement between the Affiliated Student Union/Affiliation and the University.
58. The Primary Event Organizer must make their Event submissions through the [Student Groups Event Risk Management and Event Planning Portal](http://studentgroups.mcmaster.ca) (link on the ~~Student Affairs home page~~ [studentaffairs.mcmaster.ca/](http://studentaffairs.mcmaster.ca/)) to receive approval for Events.
59. Risk assessment guidelines and final approvals for Events will be determined by EOHSS and/or the Affiliated Student Unions/Associations, as appropriate, and will be communicated to all stakeholders.

#### LIABILITY INSURANCE

60. Insurance policies for commercial general liability and property coverage are held by McMaster University, the Affiliated Student Unions/Associations and its Clubs, and the McMaster University Student Centre (MUSC).
61. All Affiliated Student Unions/Associations must carry adequate liability insurance appropriate for the activities of the organization. Such liability insurance must be to the satisfaction of the University, and proof must be provided on an annual basis.
62. When proof of insurance is insufficient the University may, in consultation with the Dean of Students and/or Vice-President Administration, suspend operations of the Affiliated Student Union/Association.
63. Where the Affiliated Student Union/Association has approved an Event organized by a ratified Club, the Affiliated Student Union/Association's liability insurance is the primary insurer.

## SECTION V: INVESTIGATIONS, APPEALS & RECORDS

64. Failure of a Recognized Student Group to fulfill any of its responsibilities or procedures or to comply with its constitution or with University procedures shall constitute an offence under one or more Related Policies.
65. All Recognized Student Groups are subject to the *Code of Student Rights and Responsibilities* “the Code”, and violations of this Policy may result in sanctions under this Policy, the Code, as well as sanctions from the relevant Affiliated Student Union/Association.
66. The University will not attempt to monitor or review the activities of a Recognized Student Group in the normal course of ~~e~~Events. Reliance is placed on the Affiliated Student Unions/Associations/Faculty Associate Deans/~~Manager, OCRC~~ to investigate complaints that such a group has acted in a manner inconsistent with its constitution or with the requirements of this Policy or any other University policy.

### INVESTIGATIONS

67. Affiliated Student Unions/Affiliations have an obligation to investigate complaints/concerns, and must have a process for such investigations, ~~a mechanism~~ and for imposing appropriate sanctions ~~where appropriate, and an appeal process~~.
68. In the ~~e~~Event that the University receives a complaint/issue or otherwise becomes aware that a Recognized Student Group may have acted in a manner that is inconsistent with its constitution or with the requirements of this Policy or any other University policy, the University may choose to ~~will~~ investigate, or where appropriate, refer the matter as appropriate to the Affiliated Student Union/Affiliation.
69. Complaints made to the Faculty Associate ~~Dean or Manager of the Off-Campus Resource Centre~~ will be referred to the Dean of Students for investigation. The Dean of Students will determine the appropriate investigative process.
70. The Dean of Students reserves the right to initiate an audit or investigation of any matter regarding a Recognized Student Group whether a complaint/concern has been made or not.
71. In the event that the Dean of Students is not satisfied with the resolution of the investigation, the Dean of Students reserves the right to conduct an independent investigation under this and/or a Related University policy.
72. When a Recognized Student Group is under investigation all approved and pending Events for that Recognized Student Group will be suspended pending the outcome of the investigation.
73. Any review regarding the status of a Recognized Student Group must be communicated to the Dean of Students.

### SANCTIONS

74. At the conclusion of an audit or investigation, if it is found that the Recognized Student Group acted in a manner that is inconsistent with its constitution or with the requirements of this Policy or any other University policy, sanctions may be imposed.



75. The Dean of Students may, in their sole determination, impose the following sanctions, in addition to any other sanctions that may be applied pursuant to other policies:
- a) privileges may be suspended or withdrawn; and/or
  - b) Status as a Recognized Student Group may be suspended or withdrawn.

### APPEALS

76. The outcome of an investigation conducted by an Affiliated Student Union/Association is not appealable.
77. A decision by the Dean of Students under this Policy may be appealed through the Student Appeals Procedures.

### RECORDS

78. All personal information shall be handled in accordance with the Freedom of Information and Protection of Privacy Act.
79. Records, including forms, approvals, waivers and incident reports shall be retained on the *Student Risk Management and Event Planning Portal* for all Events in a secure and accessible format for a period of seven years from the date of the Event.
80. Records of allegations, audits, and investigations of misconduct by a Recognized Student Group shall be kept by the Dean of Students in all instances, unless it is concluded that there has been no misconduct, or that there is insufficient evidence to support the allegation. Any time a sanction has been imposed the records and notes shall be kept and may have a bearing on the sanction levied in any future case. The retention period for such records is determined by the Dean of Students depending on the severity of the situation.

**REPORT TO THE SENATE**  
**FROM THE**  
**COMMITTEE ON APPOINTMENTS**  
**Open Session (Regular)**

On April 20, 2020, the Senate Committee on Appointments approved the following recommendations and now recommends them to Senate for approval:

**1. TOR – Alba DiCenso Professorship in Advanced Practice Nursing**

It is now recommended,

**That Senate approve that the name of the Alba DiCenso Professorship in Advanced Practice Nursing be changed to the Alba DiCenso Chair in Advanced Practice Nursing, as circulated.**

**2. TOR – Vice Dean, Education**

It is now recommended,

**That Senate approve the amendment to the terms of reference for the Vice Dean, Education, as circulated.**

**SENATE: FOR APPROVAL**  
**May 13, 2020**

April 13, 2020

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

**Re: Name Change for the Alba DiCenso Professorship in Advanced Practice Nursing**

On behalf of the Faculty of Health Sciences, I would like to recommend the name of the Alba DiCenso Professorship in Advanced Practice Nursing be changed to the **Alba DiCenso Chair in Advanced Practice Nursing**.

The Faculty of Health Sciences, the School of Nursing, the VP Research and Dr. DiCenso herself came together in 2017 to provide funding to permanently support this position. Dr. DiCenso has achieved worldwide recognition for her work in the area of advanced practice nursing, hence the naming in her honour.

All parties agreed to support the securing of additional funding to eventually convert this Professorship to a fully-funded Chair. To this end, the School of Nursing has committed to providing additional matching funds to elevate the Professorship to a Chair. To coincide with this change, the terms of reference and the name of the position are being updated.

Please note that the current holder of the Professorship, Dr. Denise Bryant-Lukosius, will continue to hold the Chair position after this conversion. Her current term is scheduled to end on June 30, 2023.

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

Yours sincerely,



Paul M. O'Byrne, MB, FRCPC, FRSC  
Dean and Vice President  
Faculty of Health Sciences

Encl.

PO/sm

## TERMS OF REFERENCE

### Alba DiCenso Professorship in Advanced Practice Nursing

#### **General**

A transfer of funds has been directed to the Faculty of Health Sciences to provide support for the *Alba DiCenso Professorship in Advanced Practice Nursing*. The incumbent will have demonstrated excellence in the area of advanced practice nursing research.

#### **Details and Duties**

The holder of the Professorship shall be an individual with sufficient research and education experience in advanced practice nursing.

Specifically, the professor will:

- Hold a full-time appointment in the School of Nursing 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 advanced practice nursing which exemplifies the central values of the University and the School of Nursing;
- Contribute significantly to the body of scholarship in the area of advanced practice nursing, through research and teaching at McMaster University;
- Undertake the normal duties of a faculty member in the Faculty of Health Sciences and the School of Nursing, including participation in the education programs of the School.

#### **Selection Process**

The Dean and Vice-President of the Faculty of Health Sciences will appoint an appropriate ad-hoc selection committee which shall include, at minimum, the Associate Dean, Research and the Associate Dean (Health Sciences) / Director of the School of Nursing. The Committee will forward its recommendation to the Senate Committee on Appointments.

#### **Term**

An appointment to the Professorship shall be for up to five (5) years, with the understanding that renewal for additional terms is possible.

#### **Acknowledgement**

The incumbent will acknowledge that she/he holds the “Alba DiCenso Professorship in Advanced Practice Nursing” in all publications, lectures and any other activities supported through the fund.

October 2017

## TERMS OF REFERENCE

### Alba DiCenso Chair in Advanced Practice Nursing

#### **General**

A transfer of funds has been directed to the Faculty of Health Sciences to provide support for the *Alba DiCenso Chair in Advanced Practice Nursing*. The incumbent will have demonstrated excellence in the area of advanced practice nursing research.

#### **Details and Duties**

The holder of the Chair shall be an individual with sufficient research and education experience in advanced practice nursing.

Specifically, the chair will:

- Hold a full-time appointment in the School of Nursing 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 advanced practice nursing which exemplifies the central values of the University and the School of Nursing;
- Contribute significantly to the body of scholarship in the area of advanced practice nursing, through research and teaching at McMaster University;
- Undertake the normal duties of a faculty member in the Faculty of Health Sciences and the School of Nursing, including participation in the education programs of the School.

#### **Selection Process**

The Dean and Vice-President of the Faculty of Health Sciences will appoint an appropriate ad-hoc selection committee which shall include, at minimum, the Vice-Dean, Research and the Vice-Dean (Health Sciences) / Executive Director of the School of Nursing. The Committee will forward its recommendation to the Senate Committee on Appointments.

#### **Term**

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

#### **Acknowledgement**

The incumbent will acknowledge that she/he holds the “Alba DiCenso Chair in Advanced Practice Nursing” in all publications, lectures and any other activities supported through the fund.

April 2020

April 14, 2020

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

**Re: Recommendation for the approval of updated terms of reference for the Vice Dean,  
Education**

On behalf of the Faculty of Health Sciences Executive Council, I would like to recommend the attached terms of reference for approval.

In 2015, the position of Associate Dean, Education was divided into two roles, the Associate Dean, Health Professional Education and the Associate Dean, Undergraduate Education. These positions were then renamed as Vice Deans in 2017. The position of Vice Dean, Undergraduate Education has been vacant since Dr. Harnish's death, with Dr. Alan Neville, the current Vice Dean, Health Professional Education has taken on this role. The Faculty has reviewed the positions and has determined that at this time, it is appropriate to once again combine these into one position.

The updated terms of reference reflect this change. Thank you for considering this recommendation. If you need further information, please do not hesitate to contact me.

Yours sincerely,



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

Encl.

POB/rc

## **Vice Dean, Education, Faculty of Health Sciences**

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The Vice Dean, Education, Faculty of Health Sciences is a senior academic administrator who assists the Dean and Vice-President, Faculty of Health Sciences with guiding the educational mission of the Faculty.

### **Reporting Relationships:**

The Vice Dean, Education reports to the Dean and Vice-President of the Faculty of Health Sciences. The incumbent works closely with the Executive Vice Dean, Vice Deans, Associate Deans, Assistant Deans and Directors of educational programs, and Department Chairs.

### **Duties and Responsibilities:**

The incumbent will lead, promote and develop both undergraduate health sciences and health professional education within the Faculty of Health Sciences in concert with the other academic objectives of the Faculty. In collaboration with the Vice Deans, Associate and Assistant Deans of the professional schools and the Vice Dean, Graduate Studies (Health Sciences), the Vice Dean Education will advocate for health sciences education and resources within the Faculty and University and externally as appropriate.

In addition, the Vice Dean Education will:

- Encourage and support health sciences education programs within the Faculty and relevant joint undergraduate and graduate programs in collaboration with other Faculties
- Ensure that all health science education programs embrace a culture of equity, diversity and inclusion
- Ensure that all health science program leads collaborate with the Indigenous Health Learning Lodge to support, coordinate and implement Indigenous health education strategic priorities
- Lead initiatives in the Faculty of Health Sciences to promote the admission of international students to undergraduate health sciences programs consistent with McMaster's internationalization strategy
- Oversee the development and sustainability of the distributed medical education network
- Oversee the development of initiatives for interprofessional education for health science students
- Chair or co-chair, as appropriate, the selection of Associate Deans, Assistant Deans and Directors of health science education programs and, as appropriate, evaluate their performance
- Oversee and support, as appropriate, the work of the Assistant and Associate Deans of the health sciences education programs including program evaluation and accreditation, curricula renewal, management of enrolment targets, admission criteria and procedures, student evaluation procedures and appeal processes, student occupational health and safety, academic accommodations and international electives
- Chair the Health Sciences Education Council
- Manage shared educational infrastructure including the Clinical Skills Laboratory, Anatomy Teaching Laboratory and Surgical Skills Laboratory

- Provide support and advice to the Associate Deans, Assistant Deans, Programs Directors and the Advisor, Professionalism on matters related to Professionalism and Faculty-Student relations
- Coordinate the development of clinical placement opportunities for learners from every discipline
- Manage the educational contracts with external agencies on behalf of the Faculty of Health Sciences, ensuring consistency with University policies and recovery of indirect costs
- Participate on Faculty committees as required by the Dean and Vice-President.

**Conditions of Employment**

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

Approved - FHS Faculty Executive - Feb 26, 2020