

UNIVERSITY PLANNING COMMITTEE
Wednesday, November 22, 2023 at 10:30 AM
Gilmour Hall, Council Room (Room 111)

AGENDA

Page

OPEN SESSION

1. **Minutes of the Previous Meeting – October 18, 2023 (Open Session)**
3 - 5 [University Planning Committee - 18 Oct 2023 - Open Session Minutes](#)
2. **Chair's Comments and Update**
3. **Business Arising**
4. **Report from the School of Graduate Studies**
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5. **Report from Graduate Council**
Approval
18 - 40 [M.A. in Indigenous Studies](#)
6. **Other Business**



Report
of the School
of Graduate Studies
University Planning Committee

BRIGHTER WORLD

GRADUATE
STUDIES



Introduction and Framework

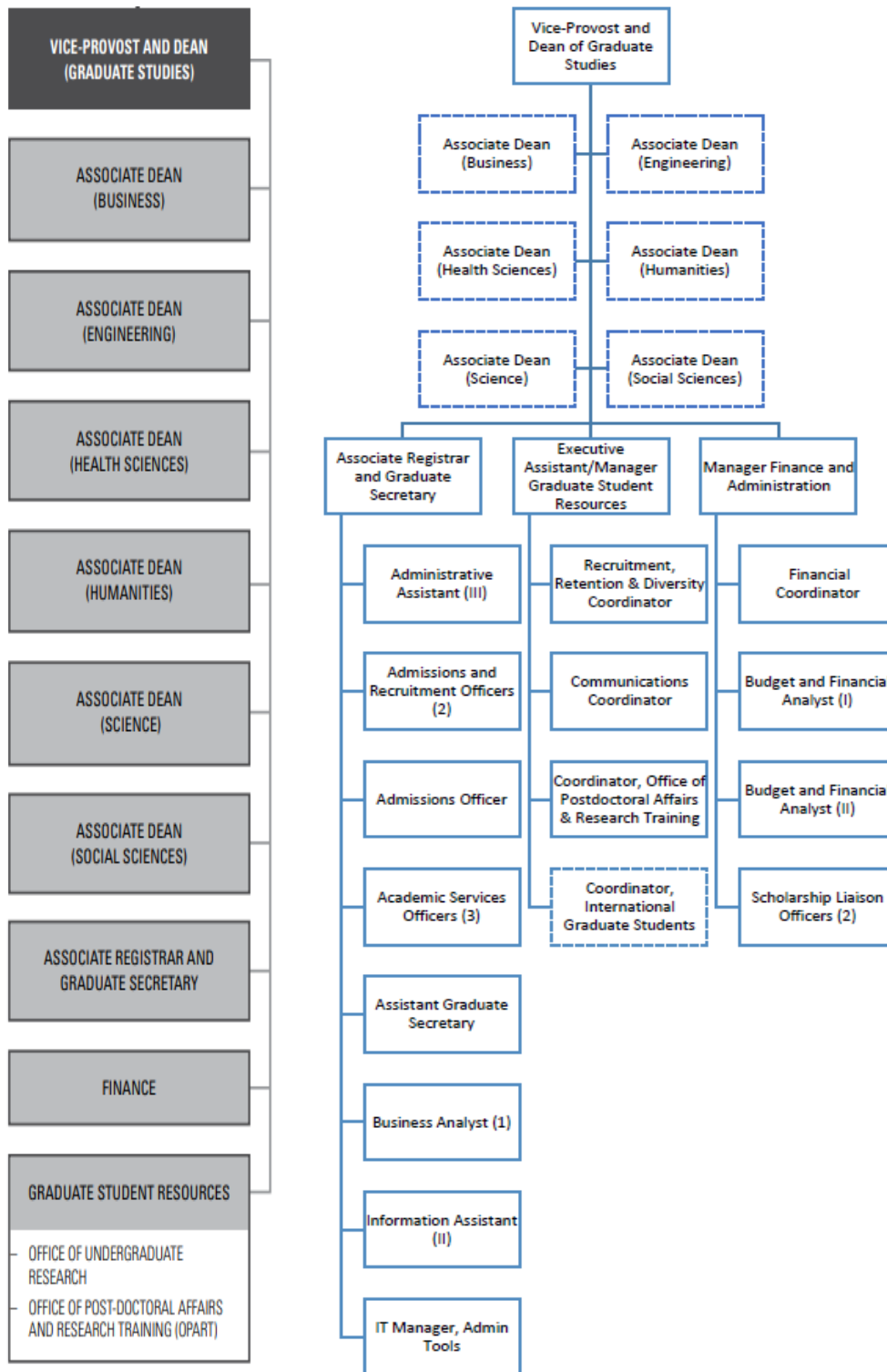
McMaster University is renowned for innovation in education and research. The graduate students, postdoctoral fellows, undergraduate researchers as well as their supervisors and support staff play an integral role in realizing this innovation and research intensity and for providing a positive influence on our communities. The School of Graduate Studies (SGS) provides central services to the Faculties and the University in pursuit of the highest quality of research and professional training for our graduate students and postdoctoral researchers. SGS is responsible for communicating and encouraging best practices in graduate recruitment, admissions, scholarship support, supervision, and in maintaining graduate records. The School shepherds strategic planning for graduate enrolment and guidance on the development of new disciplinary and interdisciplinary graduate programs; channels scholarship support; facilitates and oversees the application and awarding of endowed and external fellowships; works to promote a comprehensive view of the graduate student experience at McMaster; and plays a key role in supporting knowledge translation, professional development, and research training across all levels of research: undergraduate, graduate, and postdoctoral. This is accomplished by working collaboratively with a wide range of internal and external partners.

SGS Organizational Structure

The School of Graduate Studies is headed by the Vice-Provost & Dean of Graduate Studies.

The Dean is supported by six Associate Deans who report jointly to the Dean of their Faculty and the Dean of Graduate Studies. The Associate Deans represent SGS in their respective Faculties and serve as a liaison between the central role of SGS and the academic units on campus. The Associate Deans are the first contact point for graduate students and faculty concerning all matters of graduate education, process administrative requests on behalf of SGS (e.g., leave of absence, change in program, etc.). They lead the graduate curricular revision processes in their Faculties and coordinate periodic program reviews. At the direction of the Dean, the Associate Deans are tasked to lead strategic initiatives in SGS to move forward graduate education and to revise key policies concerning graduate studies and postdoctoral affairs.

Additionally, the School consists of 22 FTE Staff organized into three functional units: Academic Services, Graduate Scholarships and Finance, and the Student Resources Team, each led by a TMG member. Academic Services is led by the Associate Registrar and Graduate Secretary, reporting jointly to the University Registrar and the Dean of Graduate Studies. Graduate Scholarships and Finance is led by the Manager of Finance and Administration. The Student Resources team is led by Executive Assistant/Manager Graduate Student Resources.



Academic Services

The Academic Services group of the School of Graduate Studies supports the development of new graduate programs, curricular revisions for existing programs, and the creation of policies to support graduate students and their programs. They support the student experience through the full life cycle of their time at McMaster, from admissions, through time spent in graduate programs, to the final defense and graduation. Additionally, this group develops and leads graduate program staff training and communication related to operational changes and policy updates. This area also supports the activities of non-degree seeking students (Visiting, Exchange etc.) and those engaged in international collaborations and specialized graduate programs (dual degrees, cotutelle etc.) This area supports the systems used in SGS (Admin Tools, Slate, iThenticate, DocuShare) and manages reporting and data governance on SGS areas of common university systems (i.e., Mosaic).

Our stakeholders are diverse and dispersed across the University with functions related to all areas of the Academic Services team. They include graduate students, academic and departmental program staff, faculty members and a variety of administrative partners at McMaster. These partners include the Office of the Registrar (RO), Office of International Affairs, the Office of Institutional Research and Analysis (IRA), MacPherson Institute, Accounts Receivable, the University Secretariat, Faculty offices and all graduate program offices.

The team is organized into five main areas: Admissions, Student Records, Systems, Quality Assurance and Policy and Curriculum

In addition to their day-to-day work, individuals on this team participate in several cross functional work teams within SGS and with partner offices on special projects and initiatives. This team often identifies opportunities for improvement of the student experience for special populations or programs and helps find solutions across Faculties. Members of this team are also standing members of: RO management team, EDI working groups, University Student Fees Committee, Curriculum and Policy Committees, Convocation coordination, IQAP working groups, Privacy and Records Management Community of Practice and technology projects across campus including Data Governance.

The Academic Services group also has an important role to play both within the School of Graduate Studies and across the institution. Working closely with the Dean of Graduate Studies and Associate Deans, members of this team develop processes to serve both policy and curriculum and then translate those into the processes that underpin the student record and experience. Because this work is conducted centrally, SGS can see across all Faculties and programs and identify common processes and create linkages for similar programs in different Faculties. This integrated approach within SGS offers a strong service model to programs, students, and faculty.

Challenges and Future Directions

The Academic Services team is a highly engaged and nimble group who has embraced many changes in recent years. Members of this team are leaders in their areas, across SGS and the University, often suggesting improvements, championing new developments, and supporting each other. There has been a great deal of success to highlight with this team's performance.

Highlights include:

- The move to paperless operations and ensuring a complete digital record from application to graduation. There is still work to be done through the IT project but the work to date has been well received.
- Working on strategic international partnership processes such as establishing processes and infrastructure to create and develop dual degree pathways, and consistent arrangements for cotutelle, visiting students and international research collaborators.
- Slate for graduate admissions project implementation of Phase 1 and Phase 2 including offers for the Graduate Student Residence
- Improvements to Governance processes, specifically how committees are formed, membership, terms of reference and bylaws.
- Improvements to service levels from time to offer, to processing records requests to training and communications.
- The establishment of an integrated Systems team
- Greater collaboration and integration across SGS specifically on matters related to graduate payments, and the Student Resources team for matters relating to international collaborations, supervision and mentorship resources, and EDI training.

Graduate Scholarships & Finance

Graduate Student Funding involves a broad range of services from the pre-award application stage through to facilitating the deposit of funds to the student account, managing due diligence, reporting to donors and external funding agencies, and informing, developing, and managing the SGS annual operating budget allocation. There is significant collaboration with several areas of the University to meet the objectives of the team and its stakeholders. These include, Human Resources, Research Finance, Program Departments, Associate Deans of Graduate, Aid and Awards in the Registrar's Office, PI's/Supervisors, program faculty, Financial Affairs (primarily Accounts Payable & Accounts Receivable), amongst other units on a smaller scale. The principal stakeholders for the majority of this team's work, are our graduate students. Additionally, this area develops and leads program staff through training and communication related to operational changes and advises on relevant policy.

Centralized model for Graduate Scholarships

The Scholarship team is responsible for the administration of university and donor-funded scholarships, bursaries, academic grants, government, and private sponsored financial

scholarships, that promote financial accessibility and student retention. This encompasses involvement in:

- Award Development: Terms of Reference and spending criteria (for new awards as well as monitoring for updates), creating/updating awards in AwardSpring, promotion, and establishing selection committees
- Support: Provide information to students and programs regarding the application process, eligibility requirements, and appropriate institutional deadlines, for both internal and external awards. Coordinate, train, and orient selection committee members
- External Award Support: Liaise with various internal and external funding agencies, including, but not limited to, monitoring agency websites for updates and technical issues, changes in student status or award terms and workflow processes. Interpret government guidelines for students and staff as they pertain to eligibility and application requirements to ensure ongoing compliance.
- Communication: Inform students, departments, donors, and external agencies, as applicable, regarding application status, results, reports, statistical data.
- Collaboration with Aid & Awards in the Registrar's Office to review University-wide bursaries, review and support emergency bursary requests and develop strategies to increase opportunities for students, both undergraduate and graduate.
- Annually, distribute budgeted allocation of SGS scholarship funding amongst the 6 faculties. Review, monitor and analyze eligibility compliance, process payments, and analyze annual performance.

Administering Payments for Graduate Supports

The Finance team is responsible for the administration of graduate awards within the School of Graduate Studies encompassing all academic-related disbursements. Examples include scholarships and tuition awards from Faculties, departments, and programs; scholarships and merit awards funded by donors; bursaries and academic grants for those with financial need, as defined by the Ministry; travel awards; and scholarships paid from research projects.

The "Mass Hire" process facilitates all payments to the students each academic term. The team coordinates timelines amongst several stakeholders across the University that are involved in the payment process. This includes academic departments/grad admins, HR, Aid & Awards, Research Finance, other SGS staff, Accounts Receivable, Accounts Payable and PI's. The Finance team guides and supports each of the stakeholders throughout the process, to ensure timely payments to the students.

Throughout the year, there are changes required to a student's financial supports, as changes in their student status occur. For example, leave of absences, program changes, course load changes, clear to graduate dates, etc. Additionally, there are other mass payments made (bursaries, scholarships by application, etc.) that occur. These are all outside of the mass hire process and requires significant manual intervention for everyone involved.

Graduate Student Life and Research Training

The Graduate Student Resources Team (SRT) provides support, resources, training, and programming to the Graduate Community at McMaster. Our role is to support and enhance the lifecycle of Graduate Students and postdoctoral fellows as they navigate through their academic journey at McMaster, and we value the positive experiences we can provide. We strive to improve processes and access to information to benefit the Graduate students and Post Docs as a whole.

The portfolio for the SRT team is varied and includes the following areas.

- New Student Orientation
- Postdoctoral Affairs
- Career Development and Research Training
- Equity and Inclusion
- International Graduate Student Support
- Indigenous Initiatives
- Mental Health and Wellness
- Internships/Industry Partnerships
- Student-led Initiatives
- Social Media and Communications

The SRT provides specific services/programming for our key stakeholders.

- **Graduate Students** - work and collaborate with many partner offices including the Student Success Centre, McMaster Libraries, MacPherson Institute, Student Accessibility Services and Student Wellness to provide graduate student resources and support.
- **Postdoctoral Fellows** provide advisement to departments and supervisors as well as the postdoctoral fellows themselves.
- **International Students** - work collaboratively with International Student Services, Student Success Centre, the International Graduate Students' Association and Office of International Affairs.
- **Indigenous Students** - work in partnership with MIRI to support their Undergraduate Student Research Program
- **Undergraduate Researchers** - coordinate a variety of undergraduate research initiatives including MITACS and Globalinks programs.

Championing Graduate Education Innovation

SGS/SRT provides leadership to the faculties (departments and individual stakeholders) regarding the expectations, roles, and responsibilities of graduate supervision and the supervisory relationship. We communicate high-level principles, guidelines, and standards for quality supervision, to be taken up at the faculty and departmental level as guidance and clarification on norms, processes, and regulations managing supervisory relationships. SGS is the centralized support and provides guidance that can assist with conflict prevention and resolution.

Graduate Student and Postdoc support processes (recruitment, retention, advising, accommodation, mental health and "student at risk" identification and assistance)

Currently SGS does not have a role recruiting postdoctoral fellows. Those tasks are carried out by HR and talent acquisition specialists in the departments. Neither SGS, nor the Coordinator Office of Postdoctoral Affairs, influence the retention of fellows, as issues of conflict are currently handled at the department level. SGS provides advising to postdoctoral fellows when aid is requested, and accommodation, similarly, is handled by HR, as postdoctoral fellows are employees.

Identification of mental health issues, and referrals to appropriate services for postdoctoral fellows, would be managed by the supervisor or department and HR. Currently, SGS would provide referrals if contacted by the department, however, we are currently not involved in this process.

Professional Development Supports for Graduate Students

There are a variety of these professional development opportunities for McMaster Graduate Students at the program and Faculty level, and the current role of SGS is to offer advisement and assistance in the creation of content as requested. Though we recognize the need for this professionalism programming is large, there are currently limited resources in SGS to provide such programs.

We recognize this is a gap and an opportunity for significant improvement as it is such a critical aspect of a Graduate Students' educational path. A more wholistic approach to professional development design and evaluation may be possible were SGS to partner with Faculties over content and execution of these supports. This would allow for continual improvement and evolution of offerings and the best possible outcome for the students.

We envision SGS/SRT as a service and support hub for graduate students and postdoctoral fellows.

Ongoing and future directions for SGS

The School of Graduate Studies is the administrative center for graduate studies at McMaster.

Though some administrative functions are decentralized (e.g., recruitment), some are in hybrid format (e.g., research training), a vast majority are centralized in SGS (e.g., admissions, records, finance). In contrast to the well-developed administrative functions currently available in SGS, there remain many avenues for more holistic support for graduate education that have yet to be followed particularly as partners in the overall holistic development of graduate students, postdoctoral fellow and undergraduate researchers.

SGS as a center of administrative excellence for graduate studies (current)

The School of Graduate Studies fulfills core administrative functions which touch stakeholders across campus. To provide high levels of service to our graduate community, SGS and its stakeholders require a both a student-centered and data-driven approach. Such approaches require IT infrastructure and tools to deliver real-time data to the graduate community to support proactive advising of graduate students and to support decision makers in graduate education. There are ongoing developments that are already underway with the ongoing roll-out of Slate for admissions functions. Significant steps to the development of an integrated SGS administrative tool encompassing admissions, records and graduate finance are currently underway and lie at the core of satisfying this component of our mandate.

Perhaps the most significant project on the horizon in the Records, Systems and Payment Optimization projects. In January 2023, these two project proposals received endorsement by the University's Enterprise Administrative Technology Committee and were provided financial support for phase 1 through and SAF Office of the Provost in February 2023.

SGS has embarked on phase 1 of the Records projects to improve functionality and reporting with a specific goal of improving response times, data integrity and communication to students while reducing the degree of transactional work and overtime currently required by staff. This will allow for greater integration and better workflow with enhanced communication and reporting underpinning all administrative functions in SGS. This project will transform the processes within the Graduate administrative community.

In parallel, SGS is working on phase 1 of a new graduate payment system to mitigate the high risk of failure and a tremendous reliance on manual efforts of the current system. Requirements gathering and environmental scans have been completed and a final recommendation on preferred implementation pathway is imminent.

Alignment with Strategic Priorities

Operational Excellence: This project will enable the administrative operations of the University to support the institutional vision and aspirations of our community of researchers, scholars, teachers, and learners most effectively and efficiently mitigating the inherent risk in our legacy systems.

Teaching and Learning: The new records processes will allow for proactive support of graduate students. The system will provide clear metrics to evolve graduate programming

and for the first time, it will allow programs, supervisors, and SGS to have oversight on student progress to provide timely service and support as necessary to ensure successes and improve attrition rates and time to completion.

Research & Scholarship: The financial database component of the project will provide researchers with a clearer window into their financial commitments to students and postdocs.

Inclusive excellence: The development of a robust records system can be leveraged to support data-informed approaches to advancing EDI across campus.

SGS as venue of training for the graduate community (current/planned)

SGS has a central and powerful role in training throughout our graduate community. Graduate studies includes not only the academic and research components of programs but is much broader. SGS could serve as a conduit and cluster for broader training of graduate students and postdoctoral fellows in collaboration with the Faculties and other central units.

Examples of potential directions include:

- career-readiness and professionalism training
- coordination and support of cooperative education and work-integrated learning opportunities
- research data management processes, digital scholarship (in collaboration with the library)
- communication skills and conflict resolution (in collaboration with SSC)
- graduate school navigation (across entire graduate student lifecycle)
- entrepreneurship education for graduate students including IP and commercialization.

SGS can also have a leadership role in training faculty and staff involved in graduate education. Some examples include:

- providing onboarding and ongoing training in graduate supervision across the institution as a component of professional development for graduate supervisors.
- Conflict resolution training
- Training for staff (e.g., program graduate administrators) and faculty (e.g., Associate Chairs, Chairs, Associate Deans, etc.) in administrative functions and best practices around graduate studies.

Alignment with Strategic Priorities

Operational Excellence: As a venue for training the graduate community, SGS continues to enhance operational excellence through its centrally coordinated approach to delivering specialized expertise to our broad and diverse community of graduate students, faculty, and staff. Leadership in onboarding for students transitioning into and through graduate studies, as well as training and guidance for collaborative staff and administrators of graduate programs accelerates operational excellence.

Teaching and Learning: Innovative co-curricular elements support graduate students and postdoctoral fellows with specialized academic competencies as well as career-readiness and professional development skills. Pedagogical training and support for graduate supervision and mentorship advance the teaching and learning confidence of both students and instructors.

Research & Scholarship: Training the graduate community accelerates research and scholarship through measures that tie to degree completion, research and scholarship excellence through the consolidation and mobilization of resources, training, and opportunities that support graduate student success.

Engaging Local, National, Indigenous and Global Communities: Networks of longstanding and respectful partnerships with local, national, Indigenous, and Global communities continue to deepen in meaningful ways to enrich graduate education.

Inclusive excellence: As a training venue and leader for the graduate education community, SGS embeds an inclusive approach through collaborative engagement with equity, diversity, inclusion, and accessibility issues.

SGS as a support hub for graduate students and postdoctoral fellows (Grad Hub) (proposed)

McMaster SGS is ideally situated to support the graduate community of students, faculty, and staff as a centralized resource and navigation hub. By pooling knowledge, resources and leveraging partnerships with other specialized campus offices, SGS would be able to consolidate and lend specialized expertise about the graduate ecosystem (administration, funding, student experience, teaching and learning, equity and inclusion) by collaborating with established services and campus offices historically designed for the undergraduate population, so that services can be suitably tailored to provide services efficiently to our graduate education environment.

In this hub model, we envision an organized partnership system with specialized campus services integrated intentionally in a dual report way. Early successes have already been demonstrated through exemplary partnerships with Student Success Centre (SSC) International Student Services, SSC Writing, SSC career, Okanagan GrowGrads, MacPherson Institute, and the library.

McMaster's stated Inclusive Excellence priority "aspires to embed an inclusive approach that intentionally engages and respects a diversity of peoples, perspectives, and ways of knowing, in everything we do". The *Grad Hub* model would support this goal through direct engagement with specialized partner offices (Equity and Inclusion Office, Black Student Success Centre, Student Accessibility Services, Spiritual Care and Learning Centre, Indigenous Student Services, and the Indigenous Education Council) towards the co-design of a sustainable, integrated service model for the graduate student learning community, built on principles of equity, diversity, inclusion, accessibility, and Indigeneity. The hub would not

only support graduate student/postdoc experience through direct outreach and community building, but it would also serve as a centre of support to provide expertise and engage staff and faculty across campus involved in equity-focused graduate recruitment, admissions, and retention strategies. The *Hub* will understand health, wellbeing, and belonging as integral to equity, inclusion, and student success, so cooperating with campus partners such as the Student Wellness Centre will form an important avenue to ensure the *Hub's* holistic approach.

SGS has been working in partnership with the McMaster Okanagan Office to mobilize a central strategy for Graduate Supervision and Mentorship Excellence (findings which are due to be released shortly). This entails a centrally coordinated strategy to bring longstanding community recommendations to action including:

- Training for supervisors and students, more specialized supports for presenting and resolving conflict, increasing graduate student self-efficacy, supervision policy and pedagogy to support healthy, inclusive, and equitable research relationships in the academy.

This *GradHub* would be the site of new services such as graduate academic advising to proactively support graduate student success in connection with the Faculties. With such a collaborative approach, SGS can become an aggregator of services in support of graduate students and postdoctoral fellows across campus.

Alignment with Strategic Priorities

The *GradHub* will enhance Operational Excellence through specialized and streamlined supports to our community who navigate graduate studies. The students, staff, and faculty members who access this hub receive relevant services and guidance through an integrated and collaborative 'hub and spoke' model. The *GradHub* will further advance and support innovation in Teaching and Learning, within and beyond the classroom, and across disciplines and Faculties, by elevating graduate level teaching, supervision, and mentorship in its distinct pedagogical approaches. The *GradHub* supports Research and Scholarship as a priority for expertise on recruitment, transition, and navigational support for graduate students and research trainees as they move into and through the institution. The *GradHub* will engage networks and work in partnership with Local, National, Indigenous and Global Communities to recruit and retain diverse and talented scholars collaboratively, across the graduate education continuum. The *GradHub* embeds Inclusive Excellence by applying an accessible equity, diversity, and inclusion lens to its engagement, program design, implementation, and evaluation.



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To : University Planning Committee

From : Christina Bryce
Assistant Graduate Secretary

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

Graduate Council now recommends that the University Planning Committee approve the establishment of the M.A. in Indigenous Studies as outlined in the attachments.

Attachment

McMaster University



EXTERNAL REVIEWERS' GUIDEBOOK FOR NEW PROGRAM PROPOSAL REPORT

CONTACT INFORMATION

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

UNDERGRADUATE PROGRAMS

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MEETING INFORMATION

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

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

REVIEWERS' REPORT

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

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

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



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

Reviewer 1

Name: Dr Paul McKenzie-Jones

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

Reviewer 2

Name: Dr. Shailesh Shukla

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

Internal Reviewer

Name: Dr. Marie Elliot

Department: Biology

Outline of the Visit

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

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

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

Yes No

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

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

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

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

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

PROGRAM

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

Comments:

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

Specific Recommendations:

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

ADMISSION & ENROLMENT

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

Comments:

Current academic entry requirements are appropriate.

Specific Recommendations:

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

STRUCTURE

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

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

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

Comments:

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

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

Specific Recommendations:

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

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

CURRICULUM AND TEACHING

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

Comments:

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

Specific Recommendations:

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

ASSESSMENT OF LEARNING

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

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

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

Comments:

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

RESOURCES TO MEET PROGRAM REQUIREMENTS

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

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

Comments:

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

Specific Recommendations:

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

QUALITY AND OTHER INDICATORS

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

Comments:

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

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

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

CONFIDENTIAL SECTION

Provide any commentary or recommendations on confidential areas.

Comments: n/a

Specific Recommendations: n/a

SUMMARY & RECOMMENDATIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

graduate administrator to ensure the smooth running of the program.

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

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

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

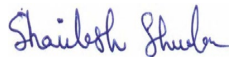
Recommendation 12: *Given that the community research projects are an integral component of the proposed graduate program, it will be important to have dedicated funding available to support these projects, and scholarships for land/place-based projects to ensure that students pursuing this option are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

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

Signature: Paul McKenzie-Jones



Signature: Shailesh Shukla



Signature: Marie Elliot



Date: Oct 21, 2023

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

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

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

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

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

Program Response and Implementation Plan date prepared: October 2023

Overall Commentary

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

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

Executive Summary of the Proposed New Graduate Program in Indigenous Studies

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

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

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

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

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

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

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

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

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

Re: IQAP review Proposed MA Program in Indigenous Studies

Date: November 1, 2023

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

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

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

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

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

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

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