

UNIVERSITY PLANNING COMMITTEE
Wednesday, December 4, 2024 at 10:30 AM
Gilmour Hall, Council Room (Room 111)

AGENDA

Page

OPEN SESSION

1. **Notice of Meeting - November 20, 2024 (10:30 a.m.)**
2. **Approval of Agenda (10:30 a.m.)**
3. **Business Arising (10:30 a.m.)**
4. **Minutes of the Previous Meeting – October 30, 2024 (Open Session) (10:30 a.m.)**

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[University Planning Committee - October 30, 2024 - Open Session](#)

5. **Chair's Comments and Update**
6. **Report from Undergraduate Council (10:35 a.m.)**

K. Dej
Approval

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[Report from Undergraduate Council](#)

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1. [New Non-Academic Microcredential Programs](#)

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2. **Program Closures**
 - a. [Canadian Health Care Certificate](#)
 - b. [Certificate and the Certificate of Professional Learning in Health and Social Service Skill Development](#)

7. **Report from Graduate Council (10:45 a.m.)**

S. Hranilovic
Approval

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[Report from Graduate Council](#)
[Graduate Diploma in Critical Leadership in Social Services and](#)

Communities - Cancellation form with track changes

8. Proposed Name Change for CanChild Centre for Childhood Disability Research (10:55 a.m.)

O. Kraus de Camargo

Approval

36 - 37

[Name Change for CanChild Centre for Childhood Disability Research](#)

9. Report from Facility Services (11:00 a.m.)

E. Kamarah

Information

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[Report from Facility Services](#)

10. Other Business (11:20 a.m.)

Report to the University Planning Committee from the Undergraduate Council

1. New Non-Academic Microcredential Programs

At its meeting on November 5, 2024, the Undergraduate Council reviewed and approved three-non academic microcredential programs in Foundational Competencies and Tools for Equity-Based Co-Creation.

It is recommended,

that the University Planning Committee approve the following non-academic microcredentials in Foundational Competencies and Tools for Equity-Based Co-Creation, as circulated.

- a. **McMaster Equity-Based CoCreation Ambassador**
- b. **McMaster Equity-Based Co-Creation (EqCC) Coach**
- c. **EqCC Experience Advisor.**

2. Program Closures

At the same meeting, the Undergraduate Council reviewed and approved the following program closures.

- a. **Canadian Health Care Certificate**
- b. **Certificate and the Certificate of Professional Learning in Health and Social Service Skill Development**

It is recommended,

that the University Planning Committee approve, for recommendation to the Senate, the closure of the Canadian Health Care Certificate.

It is also recommended,

that the University Planning Committee approve, for recommendation to the Senate, the closure of the Certificate and the Certificate of Professional Learning in Health and Social Service Skill Development.

University Planning Committee
For Approval
December 4, 2024



Foundational Competencies and Tools for Equity-Based Co-Creation Proposal for Non-academic Microcredentials

Rationale/Importance of Training

Co-creation approaches, such as co-design and co-production are increasingly recognized as a best practice approach to power-sharing and collaboration between service providers and service users from diverse groups, recognizing the specific insights each group can provide to improve health and other public services (Moll et al., 2020). There is currently a significant demand for Equity-Based Co-Creation (EqCC) among employers within the health and social service sector. Health Standards Association and Accreditation Canada (2023), for example, launched a new strategy in 2022 that emphasizes the importance of inclusion and collaboration with patient partners as essential elements in providing quality of care. As such, advancing equity, diversity and inclusion (EDI), and incorporating the patient voice into health system design is embedded into the strategic plans of healthcare organizations across the province.

There is a labour market gap in training related to inclusive approaches to co-creation. Over the past two years, our team, the McMaster Equity-based Co-Creation Hub, has received an increasing number of requests for training from a range of health and social service organizations, including small community services, hospitals, Home and Community Support Services (formerly known as LHINs), and agencies who support newcomers, Indigenous youth, and persons with disabilities. We have secured letters of support from a range of organizations supporting diverse communities (e.g., Regional Diversity Roundtable, North York General Hospital, Health Canada, Mental Health Commission of Canada, Inclusive Design for Employment Access) who see the importance of EqCC, but are searching for tools to do this work, and for 'lived experience experts' (service users who face barriers to inclusion) to support the process.

There is a need for training among both service providers and service users to build knowledge and skills in EqCC. This includes upskilling current service providers in the health and social service sector, creating new positions for 'patient partners' to provide input into service design, and ensuring that trainees entering the field are prepared to meet demands for equity-based approaches to service design and delivery. For learners, microcredentials provide an efficient, flexible way to build their skills in this growing field from a credible educational institution.

For McMaster University, and the McMaster Equity-Based Co-Creation Hub, the microcredential program provides a 'value added' learning opportunity that recognizes expertise within our faculty, responds to a need in the community, and provides an opportunity for modest revenue generation.

Our target learning audience will include: a) current service providers and decision makers in health and social services who have an interest in and are involved in service design and delivery with equity-deserving communities; b) 'experience experts' who have experienced challenges in the system (individuals with disabilities, recent immigrants, Indigenous and racialized communities) and who have experiences that could inform system re-design, but face barriers to engagement, and c) current students who plan to work in health and social service sector and

have an interest in EqCC. Funding for initial development is provided by the Ontario Ministry of Colleges and Universities, so our initial focus will be local and provincial, with an opportunity for an onsite session with the Coach and/or Experience Advisor courses. There is, however, an opportunity to expand nationally and internationally given the global connections with the McMaster EqCC. The Ambassador program is online and asynchronous, therefore can be widely available. The Coach and Experience Advisor courses are designed to be offered online, but in cohorts over a series of 9 consecutive weeks. The discussions are asynchronous, therefore we are able to accommodate learners who may have other work or school commitments or who may be in different time zones.

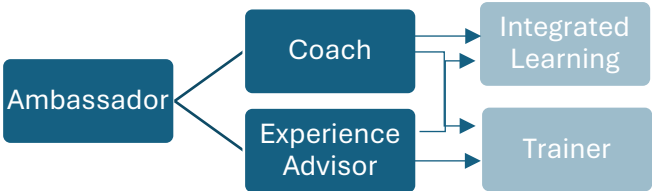
Learning Pathway

Our overall plan is to build five distinct, but related non-academic micro-credentialling opportunities that in the future could be combined into an Equity-Based Co-Creation (EqCC) certificate:

- MC1 - EqCC Ambassador (entry-level foundations);
- MC2 - EqCC Coach (more intensive tools and strategies to implement principles into practice);
- MC3 - EqCC Experience Advisor (tools for lived experience experts from equity-deserving communities to participate in co-creation);
- MC4 - An integrated learning experience (community fieldwork placement); and
- MC5 - EqCC Trainer (skills to train others in EqCC).

Our focus in the next year will be to build and pilot three initial microcredentials; the EqCC Ambassador, EqCC Coach and EqCC Experience Advisor. Specific content and activities in these courses will be co-created with input from our EqCC Centre community (includes trainees, clinicians, policy makers, service users, people with lived/living experience).

Figure 1 - Pathway for EqCC MicroCredential Training



Although our goal is to develop five courses, at this time we are seeking approval for only the first three. The plan is for the first three courses to be delivered in 2025/2026. Development of the final two courses will follow if the initial courses are successful. Each course is stand-alone, meaning it will be offered independently of the others and will issue its own microcredential badging upon completion. However, the courses are also sequential. All participants must complete the entry level Ambassador program as a prerequisite to completing either MC2 (coach)

or MC3 (experience advisor), depending upon their learning needs. MC2 and MC3 will run in parallel, with an opportunity for cross-learning and collaboration on project work in the final two weeks of the course. This will provide an important opportunity to apply their learning (coaches learning to work with experience advisors and vice versa).

Completion of either MC2 or MC3 is required in order to participate in MC4 (integrated fieldwork experience) or MC5 (train the trainer). Development of MC4 and MC5 will be considered at a later date, depending on the success of year 1.

M/C #1 - Ambassador

Department & Microcredential Information	
Microcredential Name:	McMaster Equity-Based CoCreation Ambassador
Credential:	Non-academic Microcredential (co-branded – McMaster Equity-Based Co-Creation Centre)
Name of Representative:	Sandra Moll/ Amy Pachai
Date of Submission:	October 2024
Microcredential Information	
Overview:	
<p>The McMaster Equity-Based Co-Creation (EqCC) Ambassador is an entry-level online course designed to highlight foundational principles and practices of EqCC, to prepare the trainee to become an ambassador for this knowledge within their community or organization.</p> <p>This microcredential course will take approximately 5-8 hours to complete. The format will be asynchronous, using online self-study to maximize accessibility. Trainees can work through the course materials at their own pace within the allotted time frame, with no need to log in at a specific time. If there are questions, they can reach out to a course instructor.</p>	

Learning Outcomes:

By the end of this course, learners should be able to:

- Define their own positionality and describe its potential impact on interactions with equity-deserving communities
- Identify and honour a range of worldviews, through listening, acknowledging historical harms, unlearning harmful myths, and valuing lived experience)
- Plan for how to engage in critical allyship with equity-deserving communities

Attaining Learning Outcomes:

Attainment of learning outcomes will be supported through:

- Instructional videos, readings, and case study examples
- Multiple choice questions as “Knowledge Checkpoints” after each section
- Reflection prompts throughout the learning experience

Evaluation of Learning Outcomes:

- LO1 – Defining positionality and impact on interactions with equity-deserving communities
 - Personal action plan will include a personal positionality statement
 - Positionality statements are an important tool to facilitate awareness of multiple identities based on group memberships, roles and personal values and characteristics, and to consider how these lived experiences and perceptions may influence interactions with others. It helps to make transparent what shapes our work.
 - Opportunity to apply learning from module on positionality and self-reflection with knowledge checkpoints
- LO2 - Identifying and honouring a range of worldviews
 - Personal action plan will include a section for reflections on the perspectives of equity-deserving groups and structural barriers that impact their experience
 - Opportunity to apply learning from modules on equity-deserving groups, Truth & Reconciliation and reciprocity/critical allyship
- LO3 - Plan for how to engage in critical allyship
 - Personal action plan will include identification of strategies to engage with equity-deserving communities within and outside their network.
 - Opportunity to integrate and apply learning from modules Critical Allyship and Ambassador skills

Evaluation:

Learning outcomes will be **assessed** through a final “Personal Action Plan” assignment, which includes creating a positionality statement, reflecting on stereotypes and historical harms that affect their target communities, and generating a plan for having conversations with people within and outside their networks. Evaluation is pass/fail, with feedback on strengths & areas for improvement provided by a course instructor.

Completion Requirements:

To receive this non-academic microcredential, learners must complete all learning and evaluative components. The microcredential course will be assessed using a pass/fail model.

Delivery Format:

Sessions will be delivered online via asynchronous activities using the Avenue to Learn platform. Note: We will explore Teams as an alternate option during the pilot testing process.

Credit Toward Another Credential:

Completion of this course is a prerequisite for the EqCC Coach and EqCC Experience Advisor microcredentials.

Upon completion of the sessions including relevant assessment, we will issue a digital certificate of completion. The certificate will outline the specific skills, competencies and specialized learning from the program, via a tamper-proof, directly verifiable credential that includes the issuing institution, date earned, learning outcomes and evaluation criteria

Course Evaluation:

The McMaster Equity-Based Co-Creation Centre will distribute a student course experience survey to gather feedback on the value of the course materials and facilitation.

Instructors/facilitators:

We will hire a part-time instructor with expertise in EqCC who will review the Personal Action plan. Faculty members affiliated with the McMaster Equity-based Co-Creation Centre will oversee the evaluation process.

Listing of Modules / Sessions

1. What is Equity-Based Co-Creation?
 - a. What is equity-based co-creation?
 - b. Language of Equity-Based Co-Creation
2. Positionality and Self-Reflection
 - a. What is positionality?
 - b. How to Explore Your Own Positionality
 - c. What is intersectionality?
 - d. Why does positionality matter in equity-based co-creation?
3. Equity-Deserving Groups
 - a. Who are these equity-deserving groups?
 - b. Structural Barriers
 - c. Historical and Ongoing Harms
4. Truth and Reconciliation
 - a. What does Truth and Reconciliation mean?
 - b. Actioning Truth and Reconciliation in Co-Creation
5. Reciprocity and Critical Allyship
 - a. What does reciprocity and allyship mean when working with equity-deserving communities?
 - b. What's the difference between being an Ally vs. Advocate?
 - c. A Case Study: Mental Health Services in the UK

6. Ambassador Skills

- a. Practically, what does this mean for you as an EqCC Ambassador?
- b. A Case Study: What's best for Esther?

7. Wrap Up

- a. Bringing it all together: Being an Equity-based Co-Creation Ambassador
- b. Personal Action Plan

Resource Requirements:

- Marketing
- Application/registration/enrolment
- Technology management
- Assignment feedback – 30 mins per assignment
- Fee for microcredential 'badging'

Proposed Fee: \$250

M/C #2 – EqCC Coach

Department & Microcredential Information	
Microcredential Name:	McMaster Equity-Based Co-Creation (EqCC) Coach
Credential:	Non-academic Microcredential (co-branded)
Name of Representative:	Sandra Moll/ Amy Pachai
Date of Submission:	September, 2024
Microcredential Information	
Overview:	
<p>The focus of this course is on building capacity to apply the skills of Equity-Based Co-Creation (EqCC) with diverse, equity deserving communities. It will build on foundational knowledge from the Ambassador course, with more in-depth skill development in co-design/co-creation, as well as understanding the core principles and practices of inclusive design.</p> <p>This microcredential course will take approximately 10 -15 hours to complete over a 9 week period. The format will be a combination of virtual synchronous sessions (at the start and the end of the course), asynchronous learning modules with an online discussion board, and collaborative group work at the end of the course to apply principles in practice. There is an option for an in-person session at the end of the course if there are local participants.</p>	
<p>Upon completion of the sessions described above including relevant assessment, we will issue a digital certificate of completion. The certificate will outline the specific skills, competencies and specialized learning from the program, via a tamper-proof, directly verifiable credential that includes the issuing institution, date earned, learning outcomes and evaluation criteria.</p>	
Learning Outcomes	
By the end of this course, learners will be able to:	
<ul style="list-style-type: none">• Co-create a vision for carrying out EqCC in different contexts• Implement strategies to meaningfully engage in co-creation with stakeholders, including individuals with lived experience• Build culturally safe, accessible spaces for co-creation• Promote innovation and transformation of service delivery• Evaluate the impacts of co-creation processes	
Attaining Learning Outcomes:	
Attainment of learning outcomes will be supported through:	
<ul style="list-style-type: none">• Instructional videos, readings, and case study examples• Multiple choice questions as “Knowledge Checkpoints” after each section• Discussion board posts (moderated by course instructor)• Reflection prompts throughout the learning experience• Three synchronous co-creation sessions	

Attainment of learning outcomes will be evaluated based on the following assessments completed by learners:

- Participation in moderated discussion board (weeks 3-6)
- Report on EqCC group experience shared between Coaches & Experience Advisors (week 9)
 - Learners will be asked to summarize process, including how they integrated learned concepts, and reflect on the outcomes
- Coach Action Plan (written or video) summarizing how they applied/would apply principles of EqCC within a health/social service setting (week 10):
 - Summary of vision, target group
 - Description of process for engaging target group, including key strategies to foster inclusion
 - Description of proposed outcomes and evaluation approach

Completion Requirements:

To receive this non-academic microcredential, learners must complete all learning and evaluative components. The microcredential course will be assessed using a pass/fail model.

Upon completion of the sessions including relevant assessment, we will issue a digital certificate of completion. The certificate will outline the specific skills, competencies and specialized learning from the program, via a tamper-proof, directly verifiable credential that includes the issuing institution, date earned, learning outcomes and evaluation criteria.

Delivery Format:

Sessions will be delivered via synchronous and asynchronous activities using Avenue to Learn platform.

Credit Toward Another Credential:

Completion of this course is required to be eligible for the integrated learning experience and/or trainer course.

Learner Evaluations (Grading Process):

The final grade for learners will be “pass/fail” with feedback on their reflection and plans.

Course Evaluation:

The McMaster Equity-Based Co-Creation Centre will distribute a student experience survey at the end of the course to gather feedback from learners regarding the relevance of the course content and facilitation.

Instructors/facilitators:

A co-instructional model is proposed, with an academic instructor as well as a community member who has experience in working with equity-deserving communities (service provider and/or service user).

Listing of Modules / Sessions

Week 1: Introduction to Course (online, asynchronous, 1 hour)

- Logistics, course design, review Ambassador course content
- Introducing approaches to co-creation
- Homework: Readings on co-design/co-creation

Week 2: Design Sprint (synchronous, 1.5 hours)

- What is co-creation & the design process?
- Learners will complete a design sprint using the Double Diamond model of design

Week 3: Equity-Based Principles Part 1 (asynchronous, 1 hour)

- EqCC Charter Principle 1: Honouring Worldviews
- EqCC Charter Principle 2: Acknowledging Ongoing and Historical Harms
- Discussion board activity

Week 4: Equity-Based Principles Part 2 (asynchronous, 1 hour)

- EqCC Charter Principle 3: Operationalizing Inclusivity
- EqCC Charter Principle 4: Creating Safer and Braver Spaces
- Discussion board activity

Week 5: Equity-Based Principles Part 3 (asynchronous, 1 hour)

- EqCC Charter Principle 5: Valuing Lived Experience
- EqCC Charter Principle 6: Being with and Fostering Trust
- Discussion board activity

Week 6: Equity-Based Principles Part 4 (asynchronous, 1 hours)

- EqCC Charter Principle 7: Cultivating an EqCC Heartset and Mindset
- Discussion board activity

Week 7: Co-Creation Experience Part 1 (synchronous, 2 hrs)

- A co-creation experience with the Coach course and Experience Advisor course cohorts
- Focused on the Discover and Define phases of co-creation

Week 8: Co-Creation Experience Part 2 (synchronous, 2 hours)

- A co-creation experience with the Coach course and Experience Advisor course cohorts
- Focused on the Prototyping phase of co-creation

Week 9: Wrap up & Final assessment (asynchronous)

- Evaluation of EqCC approaches module (1 hour)
- Reflection assignment and Coach action planning (2 hours)

Resource Requirements:

- Marketing
- Application/registration/enrolment
- Technology management
- Moderating online discussions

- Coordinating synchronous design sprint (session 2) and co-creation experience (sessions 7 & 8)
- Assignment feedback – 30 mins per assignment (final reflection & action plan)
- Fee for microcredential 'badging'

Proposed Fee: \$750

M/C #3 – Experience Advisor

Department & Microcredential Information	
Microcredential Name:	EqCC Experience Advisor
Credential:	Non-academic Microcredential (co-branded)
Name of Representative:	Sandra Moll/ Amy Pachai
Date of Submission:	September, 2024
Microcredential Information	
Overview:	
<p>The focus of this course is on building capacity among individuals with personal experience of inequities and injustices to overcome barriers to engaging in co-creation processes. To enroll, they must have lived experience as a service user (or family caregiver) who has experienced barriers to accessing quality care. This course will build on foundational knowledge from the Ambassador course, with a more in-depth exploration of the design skills and strategies from the perspective of lived experience.</p> <p>It will parallel the Coach course in terms of the number of hours and mix of both asynchronous and synchronous elements. A planned overlap with trainees from the Coach will enable the two groups to learn from each other since this congruent with the principles and practices of co-creation. Since trainees in this course will be from equity-deserving communities who face structural barriers to service delivery, we will be intentional in building a flexible schedule with access to a range of accommodations (e.g., closed captioning, translation, assignment extensions etc.) and financial bursaries as needed to attend. Course development will draw upon principles of anti-racism, and trauma-informed pedagogy.</p> <p>This microcredential course will take approximately 10 -15 hours to complete over a 9-10 week period. The format will be a combination of synchronous sessions (at the start and the end of the course), asynchronous learning modules with an online discussion board, and collaborative group work at the end of the course to apply principles in practice. Two sessions in this course will involve an interactive session with EqCC Coach participants.</p>	
Upon completion of the sessions described above including relevant assessment, a microcredential (non-academic) badge will be issued in digital format.	
Learning Outcomes:	
By the end of this course, learners will be able to:	
<ul style="list-style-type: none">• Reflect on the value of personal experience and positionality• Identify and articulate needs for accommodations if/when relevant• Communicate their perspective with others to foster and inspire change• Apply strategies to maintain personal boundaries, health and well-being	

Attaining Learning Outcomes:**Attainment of learning outcomes will be supported through:**

- Instructional videos, readings, and case study examples
- Multiple choice questions as “Knowledge Checkpoints” after each section
- Discussion board posts
- Reflection prompts throughout the learning experience
- Two synchronous co-creation sessions

Similar to the Coach training, there will be a combination of self-study, an online moderated discussion board, and synchronous collaborative sessions with other trainees and instructors.

Attainment of learning outcomes will be evaluated based on the following assessments completed by learners:

LOI 1 - Reflect on the value of personal experience and positionality

- Participation in moderated discussion board (1-2 posts per week)

LOI 2 - Identify and articulate needs for accommodations if/when relevant &

LOI 3 - Communicate their perspective with others to foster and inspire change

- Participation in and Reflection on EqCC group experience with Coaches & Experience Advisors (week 9)

LOI 4 - Apply strategies to maintain personal boundaries, health and well-being

- Experience Advisor Action Plan Submission (written or video) summarizing how they plan to apply the learning

Completion Requirements:

To receive this non-academic microcredential, learners must complete all learning and evaluative components. We will be intentional in building a flexible schedule with access to a range of accommodations (e.g., assignment extensions, learning supports etc.) to enable participation. The microcredential course will be assessed using a pass/fail model.

Delivery Format:

Sessions will be delivered online via synchronous and asynchronous activities with an option for in-person participation (weeks 7 & 8) if local cohort.

Learner Evaluations (Grading Process):

The final grade for learners will be “pass/fail.” Feedback will be provided from instructors on the reflections and action plan.

Course Evaluation:

The McMaster Equity-Based Co-Creation Centre will distribute a student experience survey at the end of the course to gather feedback from learners regarding the relevance of the course content and facilitation.

Instructors/facilitators:

A co-instructional model is proposed, with an academic instructor as well as a community member from an equity-deserving community (service provider and/or service user).

Listing of Modules / Sessions

Week 1: Introduction to Course (asynchronous, 1 hour)

- Logistics, course design, review Ambassador course content
- Introducing approaches to co-creation and story telling

Week 2: Design Sprint (synchronous, 1.5 hours)

- What is co-creation & the design process?
- Learners will complete a design sprint using the Double Diamond model of design

Week 3: Equity-Based Principles Part 1 (asynchronous, 1 hour)

- EqCC Charter Principle 1: Honouring/Reflecting on Worldviews
- EqCC Charter Principle 2: Acknowledging Ongoing and Historical Harms
- Discussion board activity

Week 4: Equity-Based Principles Part 2 (asynchronous, 1 hour)

- EqCC Charter Principle 3: Operationalizing Inclusivity (accommodations)
- EqCC Charter Principle 4: Creating Safer and Braver Spaces
- Discussion board activity

Week 5: Equity-Based Principles Part 3 (asynchronous, 1 hour)

- EqCC Charter Principle 5: Valuing Lived Experience
- EqCC Charter Principle 6: Being with and Fostering Trust
- Discussion board activity

Week 6: Equity-Based Principles Part 4 (asynchronous, 1 hour)

- EqCC Charter Principle 7: Cultivating an EqCC Heartset and Mindset
- Discussion board activity

Week 7: Co-Creation Experience Part 1 (synchronous, 2 hours)

- A co-creation experience with the Coach course cohorts
- Focused on the Discover and Define phases of co-creation

Week 8: Co-Creation Experience Part 2 (synchronous, 2 hours)

- A co-creation experience with the Experience Advisor course cohorts
- Focused on the Prototyping phase of co-creation

Week 9: Wrap up & Final assessment (asynchronous)

- Exploring Volunteer & Employment opportunities (1 hour)
- Submission of final project reports (1 hour)

Resource requirements:

- Marketing
- Application/registration/enrolment
- Accommodation supports
- Moderating online discussions

- Coordinating synchronous design sprint (S2) and co-creation experience (S7 & 8)
- Assignment feedback – 30 mins per assignment (final reflection & action plan)
- Fee for microcredential 'badging'

Proposed fee: \$500

Timelines

Fall 2024

- Pilot testing Ambassador course (8-10 participants)
- CoCreation of Coach and Experience Advisor courses (n=20-30 community members)
- McMaster approval process
- Secure resources & infrastructure for marketing, registration, badging system; recruit instructors

Winter/Spring 2025

- Launch ambassador course (recruitment, registration, implementation & evaluation) -20-25 per cohort
- Pilot feedback on EqCC Coach course & Experience Advisor course

Fall 2025

- Launch EqCC Coach and EqCC Experience Advisor courses (summer recruitment & registration)
- Continue Ambassador course (3x/year with goal of approx 50-75 students/year)

Budget & Resources

Revenue from Tuition

The EqCC Ambassador program will ideally be offered three times a year, with approximately 25 trainees per cohort for a total of 75 graduates per year. Graduates must complete this initial course to be eligible to enroll in the other EqCC training programs.

Ambassador course Proposed Fee: \$250 @ 75 trainees = \$18,750

We estimate that 20-25% of trainees who complete the Ambassador program will proceed to the EqCC Coach or EqCC Experience Advisor training. Both of these micro-credentials will be offered twice a year with approximately 10-15 people per cohort, for a total of 40-60 trainees per year across both programs.

Coach course proposed fee: \$750 @ 20 participants: \$15,000

Experience advisor proposed fee: \$500 @ 20 participants: \$10,000

The total annual numbers at steady state is estimated to be approximately 160 students annually across the 3 microcredentials. If 115 pple = \$43,750

Note: A bursary/scholarship program will be developed for people with lived/living experience to access to offset or cover the tuition costs for the course in order to optimize accessibility.

Expenses

- *Admin Coordinator (manage student enrolment, marketing, links with community partners)
 - \$25/hour x 10 hours/week x 52 weeks + FB = \$13,000 (+ 25% fringe benefits)
 - Learning Management System (Avenue, Teams or Moodle) – no cost
 - **Verified micro-credential system – no cost (sponsored by DeGroot)
 - Instructor/evaluator – academic (30 hours per course @ 1.5% teaching based on standard stipend rate of 10% (200 hours) = \$1500) (for each of the coach & experience advisor courses – add 5 hours for reviewing submissions from Ambassador trainees)
 - Instructor/evaluator – Community member (30 hours/course @ 1.5% teaching load based on stipend rate noted above) = \$1500 (for each of the coach & experience advisor courses)
 - **Overhead & administrative costs associated with managing funds (online registration receiving/managing tuition fees, instructor payment, income disbursement) = \$6000
- Total expenses: \$24,000

*Note: Funding from the Ministry of Training, Colleges & Universities will cover the costs of course development and project coordination (2 days a week) for the first year.

**Note We are in process of confirming with DeGroot School of Business details re: admin costs associated with adding course to their current online offerings. They also have offered to link with their microcredentialing system (at no charge) to produce the digital certificate.

References

¹Health Standards Organization and Accreditation Canada (2023). A Year of Action: Safer Care. A Healthier World. Our Strategy 2022-2026. https://healthstandards.org/files/AC-HSO-2022-A-Year-of-Action-Report_EN_v7-Final-May-29-2023.pdf

Moll, S., Wyndham-West, M., Mulvale, G., Park, S., Buettgean, A., Phoenix, M., Fleisig, R., & Bruce, E. (2020). Are you really doing “co-design”? Critical reflections when working with vulnerable populations. *BMJ Open*, 10:e038339. doi:10.1136/bmjopen-2020-038339

To: Dr. Aaron Schat, Chair, Joint Committee on Certificates, Diplomas and Microcredentials Committee

From: Dr. Lorraine Carter, Director, McMaster Continuing Education (MCE)

Re: Closure of Canadian Health Care Certificate

Date: September 10, 2024

Effective January 1, 2025, McMaster Continuing Education (MCE) plans to close the Canadian Health Care Certificate.

This program was launched in 2017. The reason to close this program now is two-fold: enrolment trends show a steady decline over the last few years and the development of new courses for MCE's Health Information Fundamentals and Health Informatics programs have made the following courses redundant as electives:

- HTH 100 Understanding Canadian Health Care
- HTH 200 Medical Terminology
- HTH 300 Anatomy and Physiology
- HTH 116 Pathophysiology Part 1
- HTH 117 Pathophysiology Part 2

The closure announcement is planned for January 2025, with Spring 2025 being the last term for new students to begin program. Students enrolled in this program will have until the end of the Spring 2026 term to complete any outstanding courses.

MCE is committed to helping all students complete their program should they wish to do so.

Sincerely,



Lorraine Carter

Director, McMaster Continuing Education

CC. Dan Piedra, Kathleen Geelen

To: Dr. Aaron Schat, Chair, Joint Committee of Certificates, Diplomas and Microcredentials Committee

From: Dr. Lorraine Carter, Director, McMaster Continuing Education (MCE)

Re: Closure of Health and Social Service Skill Development Programs, Certificate and Certificate of Professional Learning

Date: September 10, 2024

Effective January 1, 2025, McMaster Continuing Education (MCE) plans to close the Health and Social Service Skill Development Certificate and Certificate of Professional Learning (CoPL).

These programs were launched in 2017. The decision to close them is based on enrolment trends which show a steady decline over the last few years.

The closure announcements are planned for January 2025, with Spring 2025 being the last term for new students to begin either program. Students enrolled in these programs will have until the end of the Spring 2026 term to complete any outstanding courses.

MCE is committed to helping all students complete their programs should they wish to do so.

Sincerely,



Lorraine Carter
Director, McMaster Continuing Education

CC. Dan Piedra, Kathleen Geelen

To : University Planning Committee

From : Christina Bryce
Assistant Graduate Secretary

At its meeting on November 12th, Graduate Council approved the cancellation of the Graduate Diploma in Critical Leadership in Social Services and Communities.

Graduate Council now recommends that the University Planning Committee approve the cancellation of the Graduate Diploma in Critical Leadership in Social Services and Communities as outlined in the attached.

Attachment

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

<u>Please read the following notes before completing this form:</u>			
<p>1. This form must be completed for all changes involving degree program requirements/procedures. All sections of this form must be completed.</p> <p>2. An electronic version of this form (must be in MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
DEPARTMENT	School of Social Work		
NAME OF PROGRAM and PLAN	Critical Leadership in Social Services and Communities		
DEGREE	Graduate Diploma		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Creation of a New Milestone <input type="checkbox"/>			
Change in Admission Requirements	<input type="checkbox"/>	Change in Comprehensive Examination Procedure	<input type="checkbox"/>
Change in the Description of a section of the Graduate Calendar	<input type="checkbox"/>	EXPLAIN:	
Other Changes:	<input checked="" type="checkbox"/>	Explain: Cancellation of program (CRITLEADIP).	

Describe the existing requirement/procedure:

N/A

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

Graduate Diploma in Critical Leadership in Social Services and Communities Calendar program cancellation.

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

Low enrolment.

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

September 2025.

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

All students who were in the program have completed their degree.

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

Please delete Graduate Diploma in Critical Leadership program section of the Calendar.

Existing Calendar wording with track changes:

Graduate Diploma in Critical Leadership in Social Services and Communities

This Graduate Diploma is designed for people who have an MSW or an MA and who are currently providing formal or informal leadership in social services or communities. It offers critical analyses and conceptual frameworks about changing conditions in social services and communities (with particular attention to evidence-based practice, audit and accountability); a range of models for progressive and transformative leadership, and opportunities to reflect on leadership practice with respected local leaders; opportunities to share knowledge with people who are engaged in the daily work of leading and sustaining progressive public services. Candidates are enrolled on a full-time or part-time basis. Full-time students will complete the program in twelve consecutive months of study, beginning in September. Part-time students will normally be expected to complete the diploma in two years.

Curriculum

Students take one of three courses that consider specific contexts of social work practice: institutional contexts (SOC WORK 740), community contexts (SOC WORK 721) or community-based research (SOCSCI 708). They take two courses focused explicitly on aspects of leadership: a theory and praxis course, and a course focused on leadership specifically in the contexts of contemporary social services and communities. Their final course considers critical approaches to evidence and evaluation, a key feature of contemporary leadership.

Students will be required to complete four (4) half courses; three required and one elective which include:
Three Required Courses:

- [SOC WORK 741 / Changing Social Services, Changing Communities: Focus on Leadership](#)
- [SOC WORK 742 / Organizational and Social Change: Theories, Practices and Possibilities for Leadership](#)
- [SOC WORK 743 / Critical Approaches to Evidence and Evaluation in Social Services & Communities](#)

One Elective Course:

One of:

- [SOC WORK 740 / Changing Social Service Organizations: Implications for Workers and Service Users](#)
- [SOC WORK 721 / Changing Communities: Tensions and Possibility for Citizenship and Social Justice](#)
- [SOCSCI 708 / Critical Approaches to Community Based Research](#)
- OR
a graduate-level course linked with the student's program of study offered by Social Work OR by another department or academic unit (provided that permission has been obtained from those departments or academic units, and School of Social Work's Graduate Chair).

Additional Comments

1. Students entering the Critical Leadership in Social Services and Communities diploma program who have already successfully completed [SOC WORK 721](#) in their previous master's degree, must

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take either [SOC WORK 740](#), [SOCSCI 708](#) or an elective (in the School of Social Work or in another department) approved by the School of Social Work's Graduate Chair.
Students entering the Critical Leadership in Social Services and Communities graduate diploma program who have already successfully completed Soc Work 743 may receive advanced credit if approved by the School of Social Work's Graduate Chair.

[Graduate Diploma in Critical Leadership in Social Services and Communities](#)

Formatted Table

[Return to: Faculty of Social Sciences](#)

This Graduate Diploma is designed for people who have an MSW or an MA and who are currently providing formal or informal leadership in social services or communities. It offers critical analyses and conceptual frameworks about changing conditions in social services and communities (with particular attention to evidence-based practice, audit and accountability); a range of models for progressive and transformative leadership, and opportunities to reflect on leadership practice with respected local leaders; opportunities to share knowledge with people who are engaged in the daily work of leading and sustaining progressive public services.

Candidates are enrolled on a full-time or part-time basis. Full-time students will complete the program in twelve consecutive months of study, beginning in September. Part-time students will normally be expected to complete the diploma in two years.

Admission

To be eligible for admission to the Critical Leadership in Social Services and Communities diploma program, applicants must have:

- A completed M.S.W. or M.A. degree with an average of at least an A- on whole degree. In exceptional circumstances, applicants with a B.S.W. or B.A. and an A- average on senior level undergraduate courses may apply if they have extensive leadership experience;
- Community or social service leadership experience.

Curriculum

Students take one of three courses that consider specific contexts of social work practice: institutional contexts ([SOC WORK 740](#)), community contexts ([SOC WORK 721](#)) or community-based research ([SOCSCI 708](#)). They take two courses focused explicitly on aspects of leadership: a theory and praxis course, and a course focused on leadership specifically in the contexts of contemporary social services and communities. Their final course considers critical approaches to evidence and evaluation, a key feature of contemporary leadership.

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- [SOC WORK 742 / Organizational and Social Change: Theories, Practices and Possibilities for Leadership](#)
- [SOC WORK 743 / Critical Approaches to Evidence and Evaluation in Social Services & Communities](#)

One Elective Course:

One of:

- [SOC WORK 740 / Changing Social Service Organizations: Implications for Workers and Service Users](#)
- [SOC WORK 721 / Changing Communities: Tensions and Possibility for Citizenship and Social Justice](#)

• ~~[SOCSCI 708 / Critical Approaches to Community-Based Research](#)~~

• ~~OR~~

~~a graduate level course linked with the student's program of study offered by Social Work OR by another department or academic unit (provided that permission has been obtained from those departments or academic units, and School of Social Work's Graduate Chair).~~

~~Additional Comments~~

~~2. Students entering the Critical Leadership in Social Services and Communities diploma program who have already successfully completed [SOC WORK 721](#) in their previous master's degree, must take either [SOC WORK 740](#), [SOCSCI 708](#) or an elective (in the School of Social Work or in another department) approved by the School of Social Work's Graduate Chair.~~

~~3.1. Students entering the Critical Leadership in Social Services and Communities graduate diploma program who have already successfully completed Soc-Work 743 may receive advanced credit if approved by the School of Social Work's Graduate Chair.~~


Contact information for the recommended change:

Name: Ameil Joseph Email: ameilj@mcmaster.ca Date submitted: September 24, 2024

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

MEMO

TO: University Planning Committee

FROM: Dr. Martin Horn, Vice-President, Research (Acting) 

RE: **Name Change for CanChild Centre for Childhood Disability Research**

DATE: November 21, 2024

On behalf of the Governing Board of CanChild Centre for Childhood Disability Research, I request a centre name change to CanChild Centre for Childhood On-set Disability Research.

Please see the attached letter which provides additional details of the request.

Atch.

cc: Provost and Vice-President (Academic)
Dean and Vice-President, Faculty of Health Sciences
Vice-Provost and Dean of Graduate Studies
University Secretariat and Freedom of Information and Protection of Privacy Officer



October 10, 2024

Dr. Andy Knights
Acting Vice-President, Research
Gilmour Hall, Room 208

Re: Renaming of the CanChild Centre for Childhood Disability Research

On behalf of the Governing Board of the CanChild Centre for Childhood Disability Research, I am requesting approval to modify the name of the centre to the CanChild Centre for Childhood-Onset Disability Research.

In the field of childhood disability, as medical advances and rehabilitation supports help to increase the lifespan of children born with neurodevelopmental conditions, more are growing up as adults and into their older years. There is a paucity of research for children with childhood-onset disabilities as they grow up, and for this reason there are more CanChild scientists doing research with this population as they age. For this reason, we are proposing that the name of the centre be revised to reflect the expansion in research and research partners (i.e., adults with neurodevelopmental disabilities).

Thank you for considering this recommendation. If you require further information regarding this naming request, please do not hesitate to contact me.

Yours sincerely,

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

Encl.

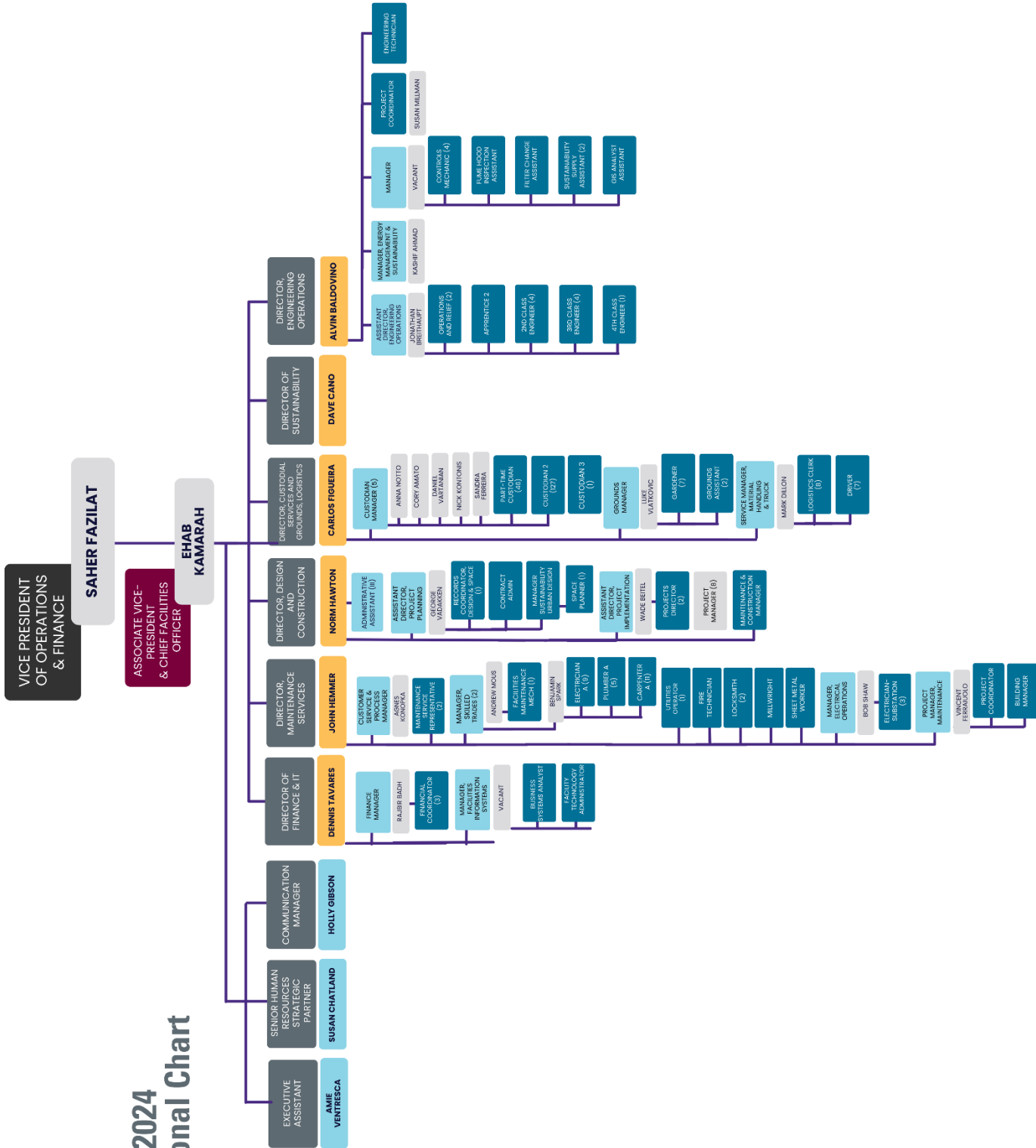
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Facility Services

Facility Services
Report for University
Planning Committee
December 2024

November 2024 Organizational Chart



UNIVERSITY PLANNING COMMITTEE REPORT

WHO WE ARE

The Facility Services team proudly cares for over 67 campus buildings, encompassing approximately eight million square feet of space across 377 acres of land. Our team operates around the clock, managing over 50 active construction projects at any given time and completing more than 12,000 service requests annually.

Our team of 350 hardworking, devoted, and diverse professionals takes immense pride in supporting a world-renowned teaching and research institution. We are dedicated to serving the campus community by delivering excellence across our areas of operation, developing innovative solutions and focusing on customer service. As responsible stewards of the university's resources, we ensure the highest standards in everything we do.

Facility Services includes the following offices and departments:

- The Office of Sustainability
- Design and Construction
- Maintenance Services
- Custodial and Grounds
- Mail and Logistics
- Utilities
- Financial Services

These teams provide essential campus services, including building maintenance, capital projects, custodial services, customer services, energy conservation, engineering design services, finance, fleet management, grounds, mail and logistics, sustainability, utility production and distribution, and waste management and recycling. Our internal communications, human resources, finance, and information technology staff support these operations.

HOW WE WORK

The Facility Services team strives to provide the McMaster community with an inspiring, state-of-the-art, sustainable, safe and inclusive physical environment to enable McMaster students, faculty and staff to thrive and advance McMaster's status in the world as a global institution.

The Facility Services team ensures the university obtains the best value for each dollar by utilizing comprehensive and competitive procurement practices. We engage in extensive Value Engineering exercises to look for alternative materials, equipment, products, processes, means and methods – and hold our vendors accountable, to realize the highest possible efficiency and quality while managing costs.

This fiscally responsible approach optimizes the university's resources to support the current fiscal situation, funding other strategic initiatives and improvements, reducing the research overhead, increasing the competitiveness of McMaster's research proposals and attracting the best and brightest minds to McMaster.

OUR MISSION

To deliver service excellence on time and on budget to a satisfied customer. We are committed to providing a healthy, safe, supportive and inspiring physical environment conducive to learning, teaching, research and community partnering while attracting and retaining quality students, faculty and staff.

OUR VISION

Embracing innovation and commitment in designing, building and maintaining facilities and grounds that ensure McMaster's continued placement as a world-class university.

OUR VALUES

- Trust

- Respect
- Accountability
- Integrity
- Teamwork
- Perseverance

WHERE WE ARE GOING – STRATEGIC PLAN REFRESH

To translate the vision, mission, and values into measurable goals and objectives, the Facility Services team is developing a refreshed strategic plan in alignment with the university's vision and mission.

The strategic plan will define how we support the university's education, research and outreach missions by:

- improve the physical condition of the facilities and grounds,
- reduce energy consumption through education and use of alternative fuel sources, and
- invest in people – our most valuable asset – by ensuring they have the skills, training and tools that enable them to contribute to our strategic goals.

These objectives outline our commitment to service excellence, fiscal responsibility, sustainability and increasing customer satisfaction by providing quality services in a responsive, reliable and customer-focused manner. The plan will be launched early next year.

HOW WE SUPPORT THE INSTITUTIONAL PRIORITIES

Whether they are caring for our university grounds, ensuring the lights stay on, or working on the latest campus construction project, the Facility Services team is privileged to witness the daily impact of their efforts on the university community.

While the projects highlighted below represent some of our most high-profile achievements from the past year and ongoing into 2025, they are just a glimpse of the extensive and vital work we do every day to advance the mission of the university.

Operational Excellence: Laboratory for Sustainability

The infrastructure of the university is built and maintained by Facility Services. As such we also have the greatest opportunity to improve the sustainability of campus operations through intentional improvements to how our physical spaces are constructed and renovated, electrified, heated and cooled. This year, two major strategies were created and presented to governance that will significantly shift our sustainability course, with plans to create more sustainable practices in place in 2025.

Completed in 2024

New net zero strategy: An updated version of the **Net Zero Carbon Roadmap** was presented to the Planning & Resources Committee in November 2024 and will be presented to the Board of Governors in December 2024. Once approved, the roadmap will share an updated action plan to achieve a 70% reduction in Scope 1 campus greenhouse gas emissions by 2030, with an aggressive target of achieving a net zero carbon campus by 2040.

Also aligned with Operational Excellence – Campus Environment

A greener, cleaner campus: An updated **Sustainable Building Policy** with accompanying standards will ensure all future major renovations and construction projects are completed with Sustainability at the forefront. With the proposed goal of new construction projects targeting LEED® silver certification or higher, these standards showcase our commitment to a carbon-free campus while creating state-of-the-art living, working and research spaces.

Also aligned with Operational Excellence – Campus Environment

Work continues in 2025

What's the score?: For the first time, McMaster is joining institutions across the globe by participating in the **Sustainability Tracking, Assessment & Rating System™**

(STARS®). This framework allows post-secondary institutions around the world to measure and benchmark their sustainability performance. We expect to receive our score (ranked in the Report as Bronze, Silver, Gold or Platinum) in spring 2025.

Measure what matters: Facility Services is working on the implementation of a campus-wide **Energy Management System** (EMS). Working on the efforts from our Utilities team to install meters in all buildings on main campus, the EMS will help showcase real-time energy use on campus through public dashboards, as well as analyze trends, benchmark facilities and consumption to identify potential issues before they become a concern.

Also aligned with Operational Excellence – Campus Environment

Reduce, reuse, recycle: **Waste Management** is an important aspect of sustainability at McMaster. Aligned with our efforts towards net zero carbon, McMaster would like to take a more strategic approach and set aggressive waste diversion rate targets. Facility Services is working with other on-campus partners (such as Hospitality Services, Housing and the MSU) to create a Waste Management Strategy to guide future diversion practices.

Also aligned with Operational Excellence – Campus Environment

Operational Excellence: Campus Environment

It is critical that the university increases its space capacity for students, researchers, faculty and staff, while investing in the reliability and quality of our current built-environment. This past year has marked the completion and progression of substantial housing, teaching and research facilities across our campus and into the downtown core, along with significant and sustainable improvements in existing infrastructure.

Completed in 2024

Expanding student housing capacity: This year, McMaster University completed its first graduate student residence, the new **10 Bay** building, situated at the southwest

corner of Bay Street and King Street in Downtown Hamilton. This residence, McMaster's first Public-Private Partnership (P3) project, provides accommodation for 630 graduate students and includes an integrated parking garage.

Life Science Building gets its greenhouse: The new 13,000-square-foot **McMaster Learning and Discovery Greenhouse** features a tall, spacious plant-friendly design and advanced technology like a sustainable geothermal system for year-round heating and cooling. This summer, the new biology learning and discovery greenhouse was completed. The state-of-the-art greenhouse includes two large research cell and eight small research cells. The new space is a game changer for the Department of Biology and will help biologists to customize light, automate watering and support ideal research conditions for the thousands of plants encompassing more than 200 species.

Also aligned with Teaching and Learning - Active and Flexible Learning Spaces; Teaching and Learning - Holistic, Transformational and Personalized Student Experiences; Operational Excellence – Laboratory for Sustainability; Research and Scholarship: Economic Prosperity and Social Innovation

A cooler, more energy efficient campus: The ten existing cooling towers at McMaster's central plant have been replaced with **eight new cooling towers** that will increase efficiency and campus cooling capacity for future growth. This improvement will also reduce noise to maintain environmental compliance approval with the Ministry of the Environment. The final phase of this project will replace the existing acoustic wall with a sound wall by end of 2027.

Also aligned with Operational Excellence – Laboratory for Sustainability

Work continues in 2025

Progress continues on **Lincoln Alexander Hall**, McMaster's next student residence building. When open, it will house an additional 1,366 students, in an amenity-rich, LEED® Gold certified building. This project is a \$250 million dollar project delivered using P3 Model, with our partner Knightstone Capital Management. The building is

approximately 600 thousand square feet, and when it is completed in summer of 2026, the university will, for the first time, be able to guarantee a bed for all first-year students.

Also aligned with Operational Excellence – Laboratory for Sustainability

Completion of MCCD: The **McLean Centre for Collaborative Discovery** project creates a 10-story building on approximately 180 thousand square feet to enhance learning experiences for graduate and undergraduate students and create a space for collaborative learning environment for the DeGroot School of Business and Faculty of Health Sciences including Health Leadership Academy, Masters in eHealth and the Biomedical Discovery and Commercialization program. The project budget is \$129M. The project is progressing and its target completion date is aimed for Summer 2025.

The building also includes:

- An event space for 600 people
- A new auditorium with 240 seats
- Four new active learning classrooms
- The reopening of the Innis library featuring new collaborative meeting spaces
- A new 370 seat banquet hall on the 10th floor

Also aligned with Teaching and Learning - Active and Flexible Learning Spaces; Teaching and Learning - Holistic, Transformational and Personalized Student Experiences

Work continues in 2025

LSB Renovations – Phase Two: Constructed in 1970, the **Life Sciences Building** is home to the Biology department. The majority of the building systems in the 5-storey structure are original and at the end of their service lives. A major retrofit of the entire building has been approved with the procurement of consultant services to complete the design and contract documents and assist with procurement and contract administration, which is intended to be in place by February 2025.

Also aligned with Teaching and Learning - Active and Flexible Learning Spaces; Teaching and Learning - Holistic, Transformational and Personalized Student Experiences

Reducing greenhouse gas emissions: The next step in McMaster's [Net Zero Carbon Roadmap](#) is the acquisition of **two new electric boilers**, which, when installed in late 2025, will reduce our campus's carbon emissions by 23%. The project has two main components: the installation of five natural gas generators (also known as Peak Shavers) and the installation of an Electrode Boiler. To date, the installation of four peak shaving natural gas generators is complete. The installation of the ET Clarke emergency generator is expected to start this winter and be completed by Fall 2025. The design for the Electrode boiler is to be completed this fall with procurement closed by end of 2024. ***Also aligned with Operational Excellence – Campus Environment***

Operational Excellence: Integrated Planning

We are committed to delivering the highest level of customer service to our campus community, across the entirety of our operations. We are taking considerable steps to increase the quality and frequency of our customer touchpoints, while encouraging feedback for continuous improvement.

Completed in 2024

Communicating with our customers: Facility Services completes over 12,000 work orders per year. **New work order communication** strategies are improving the customer experience to ensure clarity throughout the life cycle of each request. This process is also seeking customer feedback to continually improve these services.

Launched in July, the new enhanced communication protocol ensures the service requesters receive at least three communications during the life cycle of the work order

to inform about its status, start date, completion date, regular updates if the actual date deviates from the original date, final cost and a form to provide feedback.

Space, the next frontier: Work is underway to update the **Space Management Framework**, modernizing the existing policy from 1992 to align with the newly published Campus Plan 2023-33 as well as our Future of Workplace Strategy. Engagement with university stakeholders around a draft outline will begin in the new year, with a final framework ready for governance approvals expected in late Spring 2025.

Also aligned with Operational Excellence – Campus Environment

Work continues in 2025

New era of project management: The Facility Services team is developing a new **Project Management Manual (PMM)** to enhance the Capital Program team’s ability to deliver capital projects efficiently and effectively, on time, on budget and to the satisfaction of the campus community. PMM is an easy-to-use guide that provides tools and techniques tailored to suit the operation of the university and is necessary to successfully manage projects of all sizes and complexities. It is divided into five phases to represent the life cycle of the project; Planning, Design, Bid & Award, Construction and finally Closeout. It includes documents and templates supporting the project management process that are developed to meet the needs of pre-designed decision support tools.

Also aligned with Operational Excellence – Campus Environment

Inclusive Excellence: Systems and Structures

Facility Services is striving to embed inclusive excellence into our operations. We continue to look to how we can improve our systems, structures, policies and processes in alignment with our commitment to Equity, Diversity and Inclusion (EDI).

In early 2025, the first-ever **McMaster Facility Accessible Design Standards (MacFADS)** and its accompanying Policy will be shared with UPC. Created in

partnership with the Barrier Free Design Committee, this standard sets the bar (above and beyond the current building code standards) for accessible, universal design in all future major renovations and construction projects.

***Also aligned with Teaching and Learning - Active and Flexible Learning Spaces;
Teaching and Learning - Holistic, Transformational and Personalized Student
Experiences***