

**UNIVERSITY PLANNING COMMITTEE**  
**Wednesday, March 6, 2024 at 10:30 AM**  
**Gilmour Hall, Council Room (Room 111)**

**AGENDA**

Page

**OPEN SESSION**

1. **Notice of Meeting - February 21, 2024**
2. **Minutes of the Previous Meeting – February 7, 2024 (Open Session)**  
3 - 4      [University Planning Committee - February 7, 2024 - Minutes - Open Session](#)
3. **Chair's Comments and Update**
4. **Business Arising**
5. **Report from the Vice-Provost (Teaching & Learning)**  
5 - 15      [Office of the Vice-Provost Teaching and Learning Tri-Annual Report to the University Planning Committee](#)
6. **Report from Undergraduate Council**  
16 - 20      [Report from Undergraduate Council](#)  
                  1. [Closure of Certificates of Professional Learning Programs](#)
7. **Other Business**

# TRI-ANNUAL REPORT TO THE UNIVERSITY PLANNING COMMITTEE

Winter  
2024



## Overview of the Unit

### Office of the Vice-Provost, Teaching & Learning

The current responsibilities of the Vice Provost, Teaching and Learning (VPTL) and the associated Office of the Vice Provost, Teaching and Learning (OVPTL) were defined in 2022. This was the result of splitting the prior Vice-Provost (Faculty)'s responsibilities into this redefined role and the new Deputy Provost role. The scope of this inaugural report will cover the 18 months since the establishment in July 2022 of the Vice-Provost, Teaching & Learning role.

#### Mandate

- **Vision** - A thriving teaching and learning community.
- **Mission** - By 2026, the Office of the Vice-Provost, Teaching and Learning, has built institutional capacity and momentum for teaching and learning by connecting people, creating infrastructure, supporting collaborative partnerships, and celebrating and recognizing teaching and learning success.
- **Our Four C's**
  1. Support **collaborative** partnerships in the implementation of the Partnered in Teaching & Learning Strategy
  2. **Create** high quality Teaching & Learning infrastructure
  3. **Celebrate** & Recognize Teaching & Learning Success & Lessons Learned
  4. **Connect** and engage with teaching and learning communities

#### Key Stakeholders

McMaster's Teaching and Learning portfolio engages with internal stakeholders, including McMaster leadership, faculty, staff, and students across campus in Faculties and central units. In addition, the role works in partnership with external stakeholders, such as academic, community, and industry partners at the local, national, and international levels. Some examples include:

- The VPTL and Vice-Provost, International Affairs, co-hosted the [U21 Educational Innovation Symposium](#) in the Summer of 2023 at McMaster.
- The VPTL has been participating in a group of Vice-Provosts, Teaching & Learning, from the U15 who have begun to meet on an annual basis to share information, challenges and opportunities.
- The VPTL is McMaster's institutional lead on the [CityLAB Hamilton](#) Steering Committee along with representatives from the City of Hamilton, Mohawk College and Redeemer University.

#### Size

The Office (OVPTL) itself is a small team of four, but in addition there are three units that report up to the VPTL (Figure 1):

1. Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching
2. Office of Community Engagement
3. INSPIRE Office for Flexible Learning

Although McMaster Continuing Education also reports to the VPTL, reporting on their activities is out of the scope of this report given their nature as an ancillary unit and as it is not included in

the VPTL's budget envelope. The Director of the Arts and Science Program also reports to the VPTL, but this academic unit has a separate budget.



Figure 1: Central Teaching & Learning Units and their Programs and Services

## Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching

The MacPherson Institute (MI) offers a wide variety of programs, workshops, services and supports to all members of the McMaster community to cultivate an environment where learning deeply matters, and teaching is valued and recognized. Through these activities, educators have the opportunity to build teaching skills, develop and redesign courses, gain knowledge of educational technology tools and much more. Educators include students and TAs, instructors, faculty, and staff, as well as chairs, directors, and Deans. There are 32 ongoing staff members across three primary areas: Learning Technologies, Educational Development, and Communications and Events. Within Educational Development, the areas of focus are Professional Development of Teaching, Digital Pedagogies, Curriculum Development, and Scholarly Teaching. Workshops, virtual resources, fellowship opportunities, and 1:1 supports can be found on the [MI website](#).

MI participated in a self-study in 2018 to help inform their [2019- 2022 Strategic Plan](#). Following the completion of our Strategic Plan in 2022, the MacPherson Institute produced a [Final Performance Report](#) and invited the Review Team to return for a follow-up exploration of our progress. The [Progress Review](#) validated the work completed so far and provided helpful insight into important next steps for MI.

### Office of Community Engagement

The Office of Community Engagement aims to support community-campus relationships with a focus on fostering community-based research and education for an inclusive, sustainable Greater Hamilton. This is achieved through providing advice and guidance to the McMaster community and community partners, program development support, capacity building, networking and supporting strategic initiatives.

The Office has a team of 7 ongoing staff with two faculty members in the roles of Academic Directors (AD, Community Engaged Teaching and Learning and AD, Community Engaged Research and Partnerships). In 2023, the OCE officially moved into 8 Mayfair Crescent. In addition to their regular [programs and initiatives](#), the Office also just launched [Yaffle](#) – a unique digital platform where campus and communities connect to mobilize knowledge and resources and create a space to collaborate and find solutions to complex challenges through research and education. In 2023 the ExCel Faculty Group, consisting of a faculty member from each Faculty, created the [Fundamentals of Community Engagement: A Sourcebook for Students](#).

Additionally, both the [Interdisciplinary Minor for Community Engagement](#), and the community-engagement courses have grown. The suite of Community Engaged course (CMTYENGA) has grown to five over the past three years from the single foundations course that was introduced in 2016 and the most recent course added in 2022. Annual enrolment is about 315 students. Two of these courses are in partnership with the McMaster Children and Youth University (MCYU). Two CityLab Semester in Residence courses are offered in Fall of each year (30 students per year). The growth potential of the Semester in Residence is under discussion. Expansion of the Foundations course for new interdisciplinary programs is also underway.

### **INSPIRE Office for Flexible Learning**

The INSPIRE Office of Flexible Learning creates flexible, interdisciplinary, and unique courses that encourage students to explore different topics of interest and push the boundaries of their academic pursuits. The INSPIRE Office has collaborated with campus and community partners to deliver courses that provide curriculum flexibility to better manage academic and personal commitments; novel interdisciplinary teaching opportunities especially in the Intersession term offered by staff, graduate students, postdoctoral fellows, and community partners; as well as academic space to recognize co-curricular activities for credit with McMaster service units. Topics are determined in consultation with a faculty-based curriculum committee and a student committee. Both committees are led by a faculty member who directs the INSPIRE offerings. The Office also provides a hub for supports and resources for a set of inter-Faculty [Interdisciplinary Minors](#) including Community Engagement, African and Black Diaspora (ABLD) Studies, and Latin American and LatinX (LATAM) Studies and administrative supports for ABLD and LATAM courses. The INSPIRE Office is also a key communication hub for Intersession, Spring, and Summer term courses, a launching point for building more awareness of [Summer@Mac](#) learning opportunities, and an evolving hub for microcredential learning including provincial reporting of microcredentials. The office staff consists of an academic administrator and, starting May 1, 2024, an office manager.

[Ongoing INSPIRE course offerings](#) have resulted from partnerships with central units, Faculties, or other campus initiatives. [Intersession topics-based INSPIRE offerings](#) are offered in Intersession term (May, 4 week-long term). Enrolment in Intersession and INSPIRE courses is healthy: FY21 (24), FY22 (400), FY23 (585), FY24 (950), and FY25 (1100). This is a steady-state enrolment that supports current office operations.

### **Overview of Key Activities**

The following key activities represent the work of the OVPTL, much of which has been done in collaboration with the reporting units and other campus and community partners.

## McMaster's First Teaching and Learning Strategy

McMaster's inaugural [Teaching and Learning Strategy: Partnered in Teaching and Learning \(PTL\)](#) was [launched in 2021](#). The PTL Strategy lays out a plan to grow our teaching and learning excellence, to continue to lead into the future, and to provide McMaster students with unique ways of building their own knowledge and potential. Our goal is to encourage collaborative partnerships across all areas of campus, building on the expertise of our whole community to ultimately inspire and support excellence in teaching and learning. Our commitment to advancing teaching and learning is summarized in the following impact areas:

- [Encouraging Partnered and Interdisciplinary Learning](#)
- [Supporting a Holistic and Personalized Student Experience](#)
- [Fostering Inclusive and Scholarly Teaching](#)
- [Developing Active and Flexible Learning Spaces](#)

Implementing the Teaching and Learning Strategy has been a campus-wide effort. Many of the key activities outlined demonstrate our collaborative approach to implementing the Strategy.

## Digital Learning Strategic Framework (DLSF)

One of the impact areas included in McMaster's Teaching and Learning Strategy is to Develop Active and Flexible Learning Spaces. A key objective within this area is to develop a Digital Learning Strategy for the University. A Project Team comprised of staff from the OVPTL, University Technology Services, and the MacPherson Institute was struck in August 2021 to advance this work, and a Steering Committee was struck in May 2022 to support the development of the Framework. McMaster's DLSF is comprised of a vision, guiding principles, strategic priorities, and commitments that were developed with the input of over 850 students, staff, faculty, and senior leaders. In May 2023, the [final Digital Learning Strategic Framework](#) was launched to the McMaster community, and since then the Project Team has grown to include the Libraries.

## Online Learning Fellowship Program

The OVPTL and MacPherson Institute are pleased to announce the Online Learning Fellowship Program, which is funded through McMaster's DLSF. 2024-2025 will be the inaugural year of this program, with Faculty leadership nominating instructors to support the strategic goals of their academic programs. This fellowship program aims to achieve three main goals:

1. [Support the design and development delivery of high-quality online or hybrid courses offered at McMaster](#), particularly during the Spring/Summer/Intersession terms, to enhance flexible learning opportunities for McMaster students and open courses to non-McMaster students
2. Connect educators interested in online and blended teaching with one another and units on campus to [build capacity, celebrate innovative teaching, and demonstrate that online and flexible learning is valued at McMaster](#)
3. Help educators navigate the plethora of resources available to them to facilitate digital teaching and learning, such as the [Open Educational Resources \(OER\) grant](#), [accessible digital content training](#), and the new [One Button Studio \(MacPherson\)](#) for video recording.

## Generative Artificial Intelligence (AI)

Over the summer of 2023 a Task Force worked to develop [Provisional Guidelines](#) on the use of generative AI in teaching and learning. The [Taskforce's final recommendations report](#) was

published in the Fall along with a new [website](#) with more information and resources for the McMaster community to learn about generative AI and how to integrate it into their teaching and learning activities. This winter an ongoing Advisory Committee related to generative AI with a broader scope to include research, teaching and learning and the world of work was struck. The VPTL will chair the teaching and learning group. The OVPTL has also been engaging with students in partnership with the McMaster Library to understand student perspectives on generative AI. So far, this project has engaged over 1300 students.

### Grants and Awards

The OVPTL has hired a full-time Grants and Awards Specialist to support with the facilitation of internal grants and awards, and applications to external grants and awards to support Teaching and Learning Strategic initiatives. The following is a summary of grants and awards activities.

#### MacPherson Endowments

Paul R. MacPherson (1993-2021) was a long-time McMaster supporter and has left behind an incredible [legacy](#) at McMaster. There are two endowments he created to support teaching and learning initiatives at McMaster. From the larger fund, we have been able to fund the [Professor Hippo-on-Campus Mental Health Education Program](#) and generative AI teaching and learning initiatives and contribute to funding the implementation of McMaster's first Digital Learning Strategic Framework. The MacPherson family also indicated interest in supporting Indigenous education initiatives, and so the smaller endowment will be directly supporting the Indigenous Studies Department. As per the endowment's expectations, an advisory committee will be created to oversee the use of endowment funds. This committee will be co-chaired by the Vice-Provost, Teaching and Learning, and the Vice-Provost and Dean of Graduate Studies.

#### Partnered in Teaching & Learning Grants

The Office of the Provost and the MacPherson Institute have partnered to establish [PTL grants](#) to support the McMaster community with opportunities to engage in the PTL strategy's implementation. These grants seek to enable innovations in teaching and learning within and beyond the classroom and across disciplines and Faculties, elevate teaching as a professional discipline, and improve student experiences and outcomes. Three grants are available to support educators seeking to implement innovative and evidence-based initiatives and projects which align with one or more of the impact areas within the PTL Strategy.

#### Training, Equipment, and Renewal Fund

For each of the last three years, McMaster University received the maximum \$1 million grant from the Provincial Training, Equipment, and Renewal Fund competition, totaling \$3 million in award funding which represents 10% of the total funds available. This year's project, titled "Hybrid, Digital, and Accessible Learning Spaces to Enhance Student Outcomes," will enhance accessible, authentic, and outcomes-oriented education for undergraduate and graduate learners. We will expand the reach of classroom spaces by enhancing hybrid delivery capabilities, enabling more simulation-based and experiential learning, and ensuring all students develop and hone the digital skill sets expected by employers. The projects in this application support McMaster's SMA3 agreement, and Digital Learning Strategic Framework.

#### Micro-credential Challenge Fund

The Ministry of Colleges and Universities (MCU), in partnership with the Ministry of Labour, Training and Skills Development (MLTSD), developed the Ontario Micro-credential Challenge Fund to support the development of employment-oriented micro-credentials in post-secondary

institutions. The first grants were awarded in 2021 and completed in 2022. A total of 4 projects received \$650,000 in funding for work completed from November 2021 to January 2023. Industry partners include the Hamilton YWCA, Six Nations Polytechnic, Correctional Service Canada (CSC), and the Greater Hamilton Health Network. The [MMRI micro-credentials](#) support the [YWCA Hamilton Uplift Program](#), providing opportunities for women and non-binary people to enhance skills in manufacturing and leadership. They have also partnered with CSC on programs to reintegrate formerly incarcerated individuals into communities. The [Caregiving Essentials micro-credential](#) is also currently being offered through McMaster Continuing Education. For the second cycle, McMaster University has put forward an institutional application containing five proposed micro-credential projects, requesting a total of \$250,000. We are still awaiting the results of this application.

#### **External, non-research grants**

We have led applications to four non-research grants, soliciting over \$20 million in grant funds to support teaching technology, creation of work-integrated learning opportunities, and enhance accessibility in education. Two grants have been awarded and three are pending decisions. Our office also supported one grant to advance anti-racist initiatives led by the EIO.

### **Policy and Governance**

#### **MSAF Policy Revisions**

In 2022/2023, the Associate Deans Group reviewed and made recommendations to update the Policy on Requests for Relief for Missed Academic (colloquially known as the McMaster Student Absence Form or MSAF policy). The changes made sought to accomplish the following: reduce the ability of students to postpone work to a point at which they could not reasonably catch up, provide language that allowed instructors to decline unreasonable requests (e.g. requests occurring very late or requests for repeat deferrals), enable advisors to provide guidance in the best interests of student success, and ideally reduce the number of MSAF uses. In 2023/2024, a follow-up Task Force was created to review the policy changes, observe impact, and refine the language. These most recent changes are going to UGC and Senate for approval in 2024.

An offshoot of this policy work was the realization that policy alone will not significantly change the student culture around MSAF use. Two recommendations that are being presented are (1) the support, creation, and implementation of best practices for Universal Design in Learning that provide embedded and clearly communicated flexibility to reduce common MSAF usage (e.g. grace periods, multiple grading schemes) and (2) the creation of clear communication to students about the use of MSAFs and the risks or pitfalls of delaying work and using the MSAF for simply time-management. This work will be done with the MacPherson Institute and Student Affairs (Student Success Centre), respectively.

#### **Teaching-Stream Faculty Working Committee**

As part of the MUFA bargaining agreement in 2022, a working committee was struck “to review all policies and bylaws at the university, faculty, and department levels that affect faculty including but not limited to: workload, promotion criteria, voting privileges, and eligibility for committee membership, senior positions, and graduate supervision. The committee will pay special attention to policies that make a distinction between teaching-stream and tenure-stream faculty and provide rationale as to whether such distinctions are warranted.” The committee met for the first time in January 2023 and met weekly for five months, reviewing and discussing McMaster policies and comparable policies at other universities. During spring and summer, the



committee led a survey (with an almost 80% response rate), a townhall meeting, and a series of small in-person and virtual focus groups with teaching stream faculty members. Meetings have continued biweekly and then monthly. The report has been prepared and will be released pending a meeting with Joint Committee in Winter 2024.

### **Micro-Credentials Taskforce and Policy**

Since 2019, two distinct task force groups were assembled to consider how to incorporate language about microcredentials into our previous Certificates and Diplomas Policy. In 2022/23, a task force created in partnership between undergraduate and graduate studies led to final recommendations for policy revisions approved at Senate in Spring 2023. This also led to the creation of a joint Undergraduate and Graduate Certificates, Diplomas, and Microcredentials sub-committee. As per policy, the INSPIRE Office will coordinate the inter-Faculty committee that oversees, communicates, and coordinates microcredential offerings.

### **Experiential Learning**

Over the last three years, the OVPTL with funding from McMaster's Strategic Alignment Fund has been working to develop infrastructure to support experiential learning initiatives. This project has been made possible by working with staff across the Faculties, the Student Success Center (SSC), MacPherson Institute, and Office of Community Engagement. Some of the key deliverables include the development of [EXPLORE: an Experiential Learning Opportunities Resource](#) for students co-developed with the SSC, the creation of an Experiential Learning Network with staff representing Faculty co-op, career, and experiential learning teams, and the development of an experiential learning framework for the institution. The next steps include a set of recommendations for developing additional infrastructure to support experiential learning, as well as the creation of a central website to provide educators and learners with coordinated support and resources for experiential teaching and learning.

### **Institutional Quality Assurance Process (IQAP)**

The Institutional Quality Assurance Process (IQAP) is an Ontario Quality Assurance process for both undergraduate and graduate programs. The McMaster Quality Assurance Committee (QAC) is co-chaired by the Vice Provost, Teaching and Learning and the Vice Provost and Dean of Graduate studies. The cyclical process involves four steps: preparation of a self-study report (prepared by program approved by QC chairs), a virtual or in-person site visit (three reviewers, one internal and two external), preparation of site visit report (prepared by reviewers), preparation of a final assessment report (response to reviewer report by program and approval at QAC), and preparation of a progress report (18 months after the final assessment report by the program). The IQAP process is administered by a team within the MacPherson Institute that works in collaboration with Graduate Studies.

### **Interdisciplinary Minors**

The INSPIRE Office provides a support hub for the administration, communication, and outreach of some of the Interdisciplinary minors, depending upon the needs of each. The INSPIRE Office also maintains a network of collaboration and communication between some of the inter-Faculty interdisciplinary minors including Community Engagement, Sustainability, African and Black Diaspora Studies, Latin American and LatinX Studies, and most recently connections with the Globalization Studies Minor, CIVDEM minor, and the Nexus interdisciplinary minors. A working group for interdisciplinary minors was struck in May 2022.

The INSPIRE Office supports outreach, storytelling, and communications at events such as May@Mac, Fall Preview, and Level 2 information sessions. Through shared resources, the working group has focussed on creating impactful, meaningful, and transformative teaching and learning opportunities for students. Highlighting the importance of interdisciplinary learning and pathways for success through strategic communications efforts, the working group has forged a more fulsome online and campus presence through the collective efforts of the group and our campus partners.

### Course Outline Portal

Over the past two years, the Office of the Vice Provost (Teaching and Learning) worked closely with a cross-functional steering group to better understand the decentralized processes and challenges of managing course outlines across McMaster University. The group included representation from the MacPherson Institute, University Technology Services (UTS), the Library, the Faculty of Humanities, the Faculty of Science, the Faculty of Social Science, Institutional Research and Analysis (IRA), and the Registrar's Office. Throughout the process, the group also engaged in broad consultations with instructors, learners, and various service units across McMaster University.

As a result of this collaboration, a new Course Outline tool, called "Simple Syllabus," was selected to better support a streamlined and simplified Course Outline creation and archiving process across all Faculties. The project team engaged with Faculties to develop custom templates. In the fall of 2023, the [Course Outline Library](#) was launched for all undergraduate courses. Learn more by reading the [2023 Course Outline Project Progress Report](#).

### Student Course Experience Survey

Over 2021-2022, the VPTL worked with partners in University Technology Services (UTS) and Institutional Research and Analysis (IRA) to implement a new platform for student course experience surveys (formerly known as course evaluations). As of Fall 2022, McMaster has moved to a new platform for student course experience surveys, Blue by Explorance. Blue by Explorance is a cloud-based confidential course evaluation system based in Montreal, Canada. It has been widely adopted across many Canadian Higher Education Institutions. More information about this decision and the transition to the new system can be found [here](#). In addition, a project in collaboration with the MacPherson Institute has reviewed the questions used in the Student Experience Survey and made [recommendations for changes](#).

### Learning Management System

In 2021 a thorough Request For Proposal (RFP) procurement process was undertaken to evaluate McMaster's learning management system (LMS), D2L Brightspace, which is the platform for Avenue to Learn. This process was followed in 2023 by a needs assessment analysis and preparation for a full RFP (co-led with UTS), as is required by the McMaster Planning Resource Committee (PRC). This process thoroughly evaluated D2L Brightspace against our campus' needs and the BPS guidelines in advance of our next contract review in 2026. McMaster University has been able to confirm its ongoing commitment to use D2L Brightspace as its LMS by leveraging an Ontario Education Collaborative Marketplace (OECM) competitive Request for Proposal (RFP) process undertaken in 2023. The corresponding needs assessment we undertook will be used as part of our negotiations with D2L to achieve the best outcomes for the institution at that time.

## Looking Ahead – the Next 3 Years

### Accessibility in Teaching & Learning Roadmap

In Fall 2022, a team of McMaster staff led by the VPTL connected to propose a Strategic Excellence and Equity in Recruitment and Retention (STEER/R) Program project to develop a plan to best serve students with disabilities and foster an accessible teaching and learning experience. The project was fully funded by the Office of the Provost in December 2022 and began in March 2023 in partnership with the Student Success Center, Student Accessibility Services, Equity and Inclusion Office and additional Faculty partners. Over 2023-2025, the Accessible Teaching and Learning Roadmap STEER/R project will develop a 5-year plan to better facilitate accessible learning experiences at McMaster through development of organizational systems, structures, and processes which mobilize and sustain an institutional commitment to accessibility through leadership, proper resourcing, and accountability. The Roadmap will be underpinned by the early adoption of the [Accessibility for Ontarians with Disabilities Act Postsecondary Education \(AODA PSE\) Standard final recommendations](#) to best serve students with disabilities and foster an accessible teaching and learning experience.

This proactive approach to educational accessibility, led centrally in collaboration with McMaster Faculties and administrative units, aims to reduce time expenditure on individual adjustments to recover energy for universal design. Furthermore, it will aim to improve access to post-secondary education and academic outcomes for McMaster students with disabilities through a holistic, systemic approach. This project complements the Student Accessibility Services self-study that was completed in 2023 and is being coordinated with our partners in Student Affairs. This initiative aligns with the following priority areas for inclusive excellence, (Priority 1), teaching and learning (Priority 2) and operational excellence (Priority 5).

### Summer Teaching & Learning Hub

At McMaster, learning opportunities during the Spring and Summer terms are much lower than at our comparator universities. This includes undergraduate courses, graduate workshops, transition programs, and opportunities for increasing our professional learning networks. We have pockets of exceptional programs across campus, but no coordinated hub for communicating the opportunities. This means that we are not taking advantage of our innovative learning spaces on campus for four months of the year nor our growing expertise in teaching in hybrid and online formats. We lose tuition when our students take summer courses at other universities, we are not attracting new undergraduate revenue from students at other universities looking at our unique offerings in the Spring and Summer terms, and we are not providing more flexible curricular pathways that includes Intersession, Spring, and Summer offerings that would better enable students to complete their programs in ways that respect their off-campus responsibilities. We also have professional learning opportunities in our areas of research expertise that are being offered in silos, resulting in an inefficient duplication of administration responsibilities, or are not being offered due to the lack of a coordinated support.

In partnership with the INSPIRE Office, the MacPherson Institute, University Technology Services, the Registrar's Office, the Libraries, McMaster Continuing Education, Faculty champions, and others we will be initiating a scan of current summer teaching and learning activities to understand our educator and learner stakeholders and propose a model for a

Summer Teaching and Learning Hub. This initiative aligns with the priority areas for teaching and learning (Priority 2) and operational excellence (Priority 5).

### Carnegie Classification for Community Engagement

The [Carnegie Foundation's Classification for Community Engagement](#) is an elective classification that has been the leading framework for institutional assessment and recognition of community engagement in US higher education for the past 13 years. The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments. There are currently 361 campuses with the elective Community Engagement Classification in the US.

Between January 2019 and June 2021, sixteen Canadian institutions participated in a Canadian Pilot Cohort (CPC) to explore the Carnegie Community Engagement Classification and to consider how it might support community engagement in diverse Canadian context, including McMaster. Since July 2022, McMaster has worked with a collaborative of four institutions across Canada to share the role of Host for the Canadian Carnegie Classification for Community Engagement. The Canadian Carnegie Host will be the official research, operational and administrative home of the Canadian Carnegie Community Engagement Classification. We anticipate this partnership will be finalized in Spring 2024. This initiative aligns with Institutional Priority 4: Engaging Local, National, Indigenous, and Global Communities.

### Collaborative specializations and associated educational opportunities

The MacPherson Institute will be refining its current EDUCATN courses to meet the requirements for a Collaborative Specialization, Graduate Academic Certificate, and Academic Microcredentials. There will be course fees assigned for the 3-unit courses that lead to the Collaborative Specialization and Graduate Academic Certificate. Once launched, there will also be fees assigned for the new 1-unit Academic Microcredentials. The existing Teaching and Learning Certificate of Completions offered by the MacPherson Institute will be phased out and replaced with these credentials. This will serve as a model for parallel collaborative educational opportunities in partnership with the Office of Community Engagement. This initiative aligns with the priority areas for teaching and learning (Priority 2) and operational excellence (Priority 5).

### McMaster Continuing Education Self-Study

For over 90 years, McMaster Continuing Education (MCE) has been delivering excellence in lifelong learning and is one of Canada's largest and leading providers of certificate and diploma programs, professional development education, custom and corporate training. They achieve this through a values-based approach including respect for all, integrity, innovation, evidence-informed decision-making, and accountability. The [vision and mission statements](#) guide the work we do through collective aspiration and commitment.

Noted earlier, the VPTL oversees this ancillary unit, and has proposed a self-study to be completed in 2024-2025. The inspiration for this self-study is to reflect on how the MCE can support a coordinated, decentralized partnership approach with our other McMaster units, and to understand what opportunities exist to leverage existing strategic teaching and learning initiatives (i.e. micro-credentials, digital teaching and learning). The completion of this self-study will support our institutional priorities for teaching and learning (Priority 2) and operational excellence (Priority 5).

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

**FOR APPROVAL**

**1. Closure of two Certificate of Professional Learning Programs**

At the meeting held on February 27, 2024, the Undergraduate Council approved the closure of two Certificate of Professional Learning Programs in Intercultural Competency (ICL) and Foundations in Workplace Intercultural Competency & Communication. Further details can be found within the circulated materials.

- a. Closure of the Intercultural Competency (ICL) Program**
- b. Closure of the Foundations in Workplace Intercultural Competency & Communication Program**

It is recommended,

**that the University Planning Committee approve, for recommendation to the Senate, the closure of the *Certificate of Professional Learning Program in Intercultural Competency (ICL)*, and the closure of the *Certificate of Professional Learning Program in Foundations in Workplace Intercultural Competency & Communication*, as circulated.**

University Planning Committee  
**FOR APPROVAL**  
March 6, 2024



CONTINUING  
EDUCATION

DATE: February 6, 2024  
TO: Joint Certificates, Diplomas & Microcredentials Committee  
FROM: Lorraine Carter, Director, McMaster Continuing Education  
RE: Closure of Intercultural Competency (ICL) Certificate of Professional Learning Program

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Effective December 31, 2024, McMaster Continuing Education (MCE) will close the Intercultural Competency (ICL) Certificate of Professional Learning program. The decision to close the program was based on a review conducted in Fall 2023.

The program review included stakeholder engagement with MCE instructors and McMaster University's Equity and Inclusion Office. Interviews were conducted with representatives from various sectors, including government, public safety, business, healthcare and not-for-profit. The conclusion of the review was that there was no clear consensus or direction regarding the type of intercultural and/or equity, diversity, and inclusion programming MCE should offer. Instead, MCE looks forward to evolving its relationship with the Equity and Inclusion Office and other partners on the campus to assist with learning and training requests they receive pertaining to intercultural values and practices.

#### Plans to Wind Down the Program

Every effort will be made to ensure that students currently enrolled in ICL courses will have time to take their courses and to earn their Certificate of Professional Learning before closure of the program. The following provides detail about the steps that will be used to communicate closure of the program and manage the wind-down phase:

- Instructors will be informed about the closure and the effect on their course load.
- An email has been prepared for all students enrolled in ICL courses since the program's launch.

- Those wishing to complete the program will be able to do so through a carefully constructed plan and schedule.
- Course scheduling information will be distributed to all students to enable their planning.

The specific courses that will be closed are as follows:

ICL 101, Foundations of Intercultural Competencies

ICL 102, Intercultural Communication


ICL 103, Intercultural Workplaces

The closure of the ICL program affects two other programs:

1. Foundations in Workplace Intercultural Competency and Communication (WICC)  
Certificate of Professional Learning: This program is being closed since two of the three courses in the WICC program derive from the ICL program.
2. Business Admin Generalist Diploma: This program presently permits students to take ICL 101 as an elective course. This course will no longer be available after the ICL program closes.

Further information about how the above two programs are affected by the closure of the ICL program is found in the two documents that follow this letter. Finally, I have advised Dr. Sean Corner about the closure of the ICL program and appreciate his support in launching the program and at this time.

Sincerely,



Lorraine Carter  
Director, Continuing Education



CONTINUING  
EDUCATION

DATE: February 6, 2024  
TO: Joint Certificates, Diplomas & Microcredentials Committee  
FROM: Lorraine Carter, Director, Continuing Education  
RE: Closure of Foundations in Workplace Intercultural Competency & Communication

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Effective December 31, 2024, McMaster Continuing Education (MCE) will close the Certificate of Professional Learning program called Foundations in Workplace Intercultural Competency and Communication (WICC).

The program is being closed because of the closure of the Intercultural Competency (ICL) Certificate of Professional Learning program.

Consisting of three courses, the WICC program requires completion of two ICL courses. The third course in the program will continue to be offered as part of the Human Resources Management program.

#### Plans to Wind Down the Program

Every effort will be made to ensure that students currently enrolled in ICL courses will have time to take their courses and earn the WICC Certificate of Professional Learning before the closure of the program. The following provides details about the steps that will be used to communicate the closure of the program and manage the wind-down phase:

- Instructors will be informed about the closure and the effect on their course load.
- An email has been prepared for all students enrolled in ICL courses and in the WICC program.



- Those wishing to complete the WICC program will be able to do so through a carefully constructed plan and schedule.
- Course scheduling information will be distributed to all students to enable their planning.

Sincerely,

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

Lorraine Carter,  
Director, Continuing Education