

UNDERGRADUATE COUNCIL
Tuesday, April 18, 2023 at 2:30 p.m.
Gilmour Hall, Council Room (Room 111)

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REPORT TO UNDERGRADUATE COUNCIL
from the
AWARDS COMMITTEE

FOR APPROVAL

a. TERMS OF AWARD

An electronic vote was held between April 5, 2023 and April 11, 2023, during which the Undergraduate Council Awards Committee approved the following for recommendation to Undergraduate Council. Items vii. and viii., *Name Changes and Award Value Changes*, are presented for information only. Further details of the proposed recommendations are contained within the circulated report.

i. Proposed New Awards

The Sara Etehadolhagh Memorial Scholarship

ii. Changes to Award Terms

The Tony Dean Scholarship in Work and Labour Studies
The Rosemary Douglas-Mercer Memorial Prize
The Edgar Lee Ware Memorial Award

iii. Curriculum Changes in Award Terms

Department of Biology
School of Labour Studies

iv. Proposed New Bursaries

The Khaled Hassanein and Hoda Kamel Bursary

v. Changes to Bursary Terms

The James E Grader Memorial Bursary
The Eric Schlichting Memorial Bursary

vi. Awards/Academic Grants Removed from the *Undergraduate Calendar*

The Steve Baxter Memorial Scholarship (20008739)
The Canadian Process Control Association Academic Grant (10773125)
The Jennifer Dunn Geology Scholarship (10773231)
The Christine Ditta Memorial Award (20008726)

vii. Name Changes

This item is for information.

viii. Award Value Changes

This item is for information.

It is now recommended,

that the Undergraduate Council approve one new award, three changes to award terms, two curriculum changes in award terms, one new bursary, changes to two bursary terms, and four awards or academic grants to be removed from the Undergraduate Calendar, as set out in the attached.

**Undergraduate Council
FOR APPROVAL/INFORMATION:
April 18, 2023**

PROPOSED NEW AWARDS FOR APPROVAL

In-Course Scholarships

The Sara Etehadolhagh Memorial Scholarship

Established in 2023 through generous donations made by Sara Etehadolhagh's friends and family.

Requirements: To be awarded to undergraduate students enrolled in a Physics and Astronomy program who attain high averages.

Typically Available: 1 x \$1,000

CHANGES TO AWARD TERMS

The Tony Dean Scholarship in ~~Labour Studies~~ Work and Labour Studies

Established in 2009 by The Association of Management, Administrative and Professional Crown Employees of Ontario (AMAPCEO) in honour of Mr. Tony Dean, M.A. (Class of '80) for his distinguished thirty-year career in public service in the Province of Ontario.

Requirements: To be awarded to a ~~Labour Studies~~ students enrolled in Level 2 or above of a ~~Work and Labour Studies~~ program and who, in the judgment of the School of ~~Labour Studies~~, has ~~have~~ attained notable academic standing and ~~has have~~ demonstrated qualities of leadership at McMaster University or in the community. Preference will ~~normally~~ be given to a students who displays a commitment to social justice. ~~A~~Students may receive this award only once.

The Rosemary Douglas-Mercer Memorial Prize

Established in 1989.

Requirements: To be awarded to a undergraduate students who has completed Level 1 and an additional 30–45 units enrolled in Level 2 of an Honours French program in French and who has attained the highest average who have attained high averages. in French 2BB3 and one of 2J03 or 2J13.

The Edgar Lee Ware Memorial Award

Established in 2022 by Syrus Marcus Ware.

Requirements: To be awarded to undergraduate students enrolled in the School of the Arts who identify as Black, Indigenous and/or racialized and demonstrate community involvement and leadership potential.

CURRICULUM CHANGES IN AWARD TERMS

Department of Biology

Terms will be changed to reflect the following changes:

- Honours Molecular Biology and Genetics (B.Sc.) - *will be changed to Honours Molecular Biology and Genetics Research Specialization (B.Sc.)*.
- Honours Biology (B.Sc.) - *will be changed to Honours Biology Core (B.Sc.)*

School of Labour Studies

Terms will be changed to reflect the following changes:

- Honours Labour Studies (B.A.) - *will be changed to Honours Work and Labour Studies (B.A.)*
- Labour Studies (B.A.) - *will be changed to Work and Labour Studies (B.A.)*

PROPOSED NEW BURSARIES FOR APPROVAL

The Khaled Hassanein and Hoda Kamel Bursary

Established in 2023 by Khaled Hassanein and Hoda Kamel.

Requirements: To be granted to undergraduate students who identify as racialized, Black, and/or Indigenous and demonstrate financial need. Preference will be given to students in the Faculty of Business or Engineering.

CHANGES TO BURSARY TERMS

The James E Grader Memorial Bursary

Established in 1964 by his sister.

Requirements: To be granted to a students enrolled in the Faculty of Science specializing enrolled in Earth Sciences The School of Earth, Environment & Society who demonstrates financial need.

The Eric Schlichting Memorial Bursary

Established in 1966 by his family, classmates and friends.

Requirements: To assist a students in a program in the Faculty of Science who demonstrates financial need. Preference will be given to a students enrolled in Earth Sciences The School of Earth, Environment & Society.

[Awards/Academic Grants Removed from the Undergraduate Calendar for Approval](#)

The Steve Baxter Memorial Scholarship (20008739)

The Canadian Process Control Association Academic Grant (10773125)

The Jennifer Dunn Geology Scholarship (10773231)

The Christine Ditta Memorial Award (20008726)

FOR INFORMATION

[Name Changes](#)

The Tony Dean Scholarship in Labour Studies Work and Labour Studies

Award Value Changes

The J.P. Bickell Foundation Mining Scholarships	\$10,000	\$2,500
The Donald Oscar Cannon Scholarship	\$2,000	\$1,400
The Citizen Action Group Award in Memory of Harry Penny	\$1,000	\$1,500
The Norman G. Koether Scholarship	\$3,000	\$1,000
The Tanner Kolody Memorial Scholarship	\$800	\$1,000
The Lloyd Memorial Scholarship	\$500	\$750
The Lino Luison & Joanne Licursi Family Academic Grant	\$3,000	\$4,000
The Douglas Perrin Academic Grant	\$3,000	\$2,000
The Schulich Leader Scholarship (Faculty of Engineering)	\$100,000	\$120,000
The Schulich Leader Scholarship (Faculty of Science)	\$80,000	\$100,000
The Gerald and Verna Simpson Memorial Scholarship	\$600	\$1,000
The South Ontario Economic Development Council Scholarship	\$3,500	\$2,000
The Frank Thorolfson Memorial Scholarship	\$2,000	\$1,200
The Jim Waddington Prize in Physics & Astronomy	\$1,500	\$1,700
The T. Russell Wilkins Memorial Scholarships	\$4,600	\$5,000



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**REPORT TO THE UNDERGRADUATE COUNCIL
from the
CERTIFICATES AND DIPLOMAS COMMITTEE**

FOR INFORMATION

a. NEW CERTIFICATE OF ATTENDANCE PROGRAMS

i. MODEL Certificate of Attendance

At its meeting on April 4, 2023, the Undergraduate Council Certificates & Diplomas Committee received, for information, the MODEL Certificate of Attendance. Further details are contained within the circulated materials.

ii. Anti-Black Racism and Critical Race Education Certificate of Attendance

At the same meeting, the Undergraduate Council Certificates & Diplomas Committee received, for information, the Anti-Black Racism and Critical Race Education Certificate of Attendance. Further details are contained within the circulated materials.

b. ESSENTIALS: PROFESSIONAL DEVELOPMENT PROGRAMMING

At the same meeting, the Undergraduate Council Certificates & Diplomas Committee received, for information, two new half-day Essentials courses, as well as a course title revision. Further details are contained within the circulated materials.

i. New ½ Day Essentials Course, Tactical Humour: Leveraging the funny to build connections, camaraderie, and community (ESS-914)

ii. New ½ Day Essentials Course, SCARED SCRIPTLESS: Improv Bootcamp Presentation Skills Training (ESS-915)

iii. Course Title Revision: Exploring Modern-day Work and the Benefits of the Multi-Generational Workplace (ESS 821)

Undergraduate Council
FOR INFORMATION: April 18, 2023



FACULTY OF HUMANITIES and MELD Office

Information on the new MODEL Certificate of Attendance

1 Certificate of Attendance Overview

The new MODEL Certificate of Attendance recognizes the efforts of EAL (English as an Additional Language) undergraduate and graduate students to strengthen their language and communication skills by participating in a *significant* number of activities offered by the MODEL program.

1.1 MODEL programming in brief

Since its introduction in 2018, the MODEL program has offered comprehensive language development programming both in small-group and individual sessions at no cost to students. Funded by the University, and offered by the MELD Office, MODEL supports the growing number of students – international and domestic – who are EAL learners.

Well-attended small-group sessions include reading circles, academic writing sessions, presentation skills workshops, conversation practice, vocabulary development sessions, pronunciation clinics, professional development sessions, and workshops aimed at fostering cross-cultural literacy.

Since the program's inception the number of one-on-one consultations (45-min individualized sessions) has grown year over year in response to student demand – in particular, demand from graduate students. Students typically book weekly sessions (up to two consecutive consultations per occasion) to work on a language-related academic matter (e.g., writing, speaking). The program also offers consultations with a student advisor who has training both in mental health counselling and second language learning.¹

Through MODEL, students can also book language testing and diagnostic services, and receive individualized feedback and guidance. The MELD Office is licensed by Cambridge Assessment English to administer the comprehensive Linguaskill language test (see Appendix 4).

It is worth noting that students continued to attend virtual small-group sessions and consultations during periods of pandemic-related disruptions. The program continues to offer programming in a hybrid format to provide students with the greatest flexibility possible.

Students can self-refer to MODEL, but there is also a straightforward process through the program website for other members of the McMaster community (e.g., Faculty, TAs, Academic Advisors) to refer students.²

¹ MELD/MODEL Office staff routinely refer students to appropriate student services as required by context (e.g., School of Graduate Studies, Student Wellness, SAS, Academic Advising Offices, International Student Services, etc.). For individualized support (one-on-one consultations), students typically schedule an intake meeting where a staff member can triage which language-related programming would best support the student's needs and goals.

² When a student is referred to MODEL by someone other than the student, the system automatically copies the student on the referral. No student can be referred without their knowledge.

1.2 Student attendance in MODEL programming

Most students attend multiple MODEL sessions over the academic year, and make a notable time investment in refining their ability to navigate the academic environment in a language that is not their first or most familiar language. Since launching in Fall 2018, the MODEL program has witnessed strong participation from graduate students, particularly those in STEM disciplines. There are many graduate students who have attended in excess of 40 of hours of programming in an academic year.

2 Certificate of Attendance requirements

Three levels of the MODEL Certificate of Attendance (MCA) have been created to recognize multiple levels of commitment. The MODEL-20 Certificate of Attendance acknowledges the completion of a minimum of 20 hours of MODEL programming; the MODEL-40 Certificate of Attendance recognizes 40 hours (or more); and the MODEL-60 Certificate of Attendance recognizes 60 hours or more. The certificates are not limited to an academic year; there are students who complete 40 hours of programming in a single term or academic year, while others complete over 70 hours over a couple of academic years. The Certificate of attendance notes the specific hours completed by the student and the general category or categories of sessions attended. Certificates are issued upon request. Sample certificates are attached (Appendices 1-3), representing a modest user of MODEL (MODEL-20 Certificate), a heavy user of MODEL programming (MODEL-40 Certificate), and a very heavy user of MODEL services (MODEL-60 Certificate).

2.1 Certificate information

As mentioned above, each MODEL Certificate of Attendance will report the total number of hours completed by the student. In addition, the general category or categories of sessions attended will be indicated. The complete list of possible categories is included below.

- Oral communication (informal)
- Presentations
- Reading, Writing & Grammar
- Pronunciation
- Socio-cultural awareness
- Academic, personal and professional development

3 Rationale for the MODEL Certificate of Attendance

The establishment of a 'credential' through a MODEL Certificate of Attendance contributes to the achievement of the following goals:

1. Recognizing a student's efforts beyond the classroom in their own linguistic development and their engagement with the broader McMaster community;
2. Providing a student with a record of their language-related activities that can be shared with an academic advisor, a supervisor, a prospective employer, etc.;
3. Raising awareness of the EAL-specific programming that exists at the University in the hope that more of the growing number of EAL undergraduate students will avail themselves of the support available;
4. Serving as a gateway for students (particularly undergraduate international students) to learn about and connect with other services and supports available at the university;

5. Continuing to provide international students and EAL learners with a space to build connections and community with others and with the university.

In cases where language is the primary barrier to a student's academic success, completion of the certificate can be a tool used by academic advising offices as part of an individualized plan for the student.

4 Statement of Academic Responsibility

The MELD Office oversees the administration of the Certificate. Student attendance information is gathered from the OscarPlus registration system maintained by the Student Success Centre and from a university-approved secure database (Caspio) securely maintained by the MELD Office.

The MODEL Certificate of Attendance is open to all McMaster undergraduate and graduate students and postdoctoral fellows.

5 Appendices

1. Sample – MODEL-20 Certificate of Attendance
2. Sample – MODEL-40 Certificate of Attendance
3. Sample – MODEL-60 Certificate of Attendance
4. Linguaskill report

This Certificate of Attendance

is presented to

Student One

*To recognize the successful completion of a total of 20
hours in the following area(s):*

- | | |
|---|--|
| <input checked="" type="checkbox"/> Oral Communication (informal) | <input type="checkbox"/> Pronunciation |
| <input checked="" type="checkbox"/> Presentations | <input type="checkbox"/> Socio-cultural Awareness |
| <input type="checkbox"/> Reading, Writing and Grammar | <input type="checkbox"/> Academic, Personal and Professional Development |

July 21, 2022

Dr. Anna Moro
Director, MELD Programs
MELD | MODEL | MERGE



Office for the
Development of
English Language
Learners (MODEL)



Office for the
Development of
English Language
Learners (MODEL)

This Certificate of Attendance

is presented to

Student Two

*To recognize the successful completion of a total of 40 hours
in the following area(s):*

- | | |
|---|---|
| <input checked="" type="checkbox"/> Oral Communication (informal) | <input checked="" type="checkbox"/> Pronunciation |
| <input checked="" type="checkbox"/> Presentations | <input type="checkbox"/> Socio-cultural Awareness |
| <input type="checkbox"/> Reading, Writing and Grammar | <input checked="" type="checkbox"/> Academic, Personal and Professional Development |

July 21, 2022

Dr. Anna Moro
Director, MELD Programs
MELD | MODEL | MERGE

This Certificate of Attendance

is presented to

Student Three

*To recognize the successful completion of a total of 60 hours
in the following area(s):*

- | | |
|---|---|
| <input checked="" type="checkbox"/> Oral Communication (informal) | <input checked="" type="checkbox"/> Pronunciation |
| <input checked="" type="checkbox"/> Presentations | <input checked="" type="checkbox"/> Socio-cultural Awareness |
| <input checked="" type="checkbox"/> Reading, Writing and Grammar | <input checked="" type="checkbox"/> Academic, Personal and Professional Development |

July 21, 2022

Dr. Anna Moro
Director, MELD Programs
MELD | MODEL | MERGE



Office for the
Development of
English Language
Learners (MODEL)



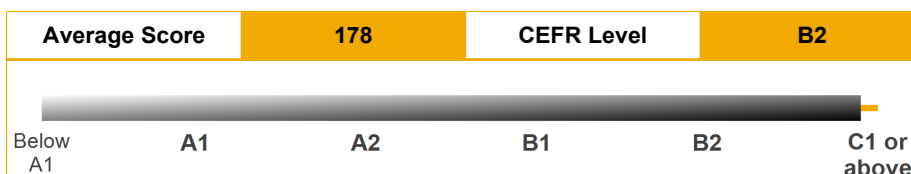
Institution	Example Institution
Username	candidate@example.com

Test Report

Linguaskill General

Candidate name	Candidate number
Example Candidate	

Date of birth	Organisation
01 January 2000	Example Organisation



Skill	Test Date	Score	CEFR Level
Listening	10 March 2020	180+	C1 or above

Can follow complex spoken language related to daily life and work and unfamiliar topics. Can extract details and key information, and infer intentions that are not explicitly stated. Can follow the sense of spoken information even when it is not clearly structured.

Skill	Test Date	Score	CEFR Level
Reading	10 March 2020	180+	C1 or above

Can understand long and complex texts on a wide range of topics in daily life and work, including unfamiliar and abstract. Can extract key information and details, and comprehend information that is implied. Can detect the writer's tone and point of view.

Skill	Test Date	Score	CEFR Level
Speaking	10 March 2020	166	B2

Can exchange views on familiar topics, accounting for and sustaining opinions. Can present clear, detailed descriptions on a wide range of topics with a degree of fluency and spontaneity.

Skill	Test Date	Score	CEFR Level
Writing	10 March 2020	177	B2

Can write clear and detailed texts on a range of subjects, which follow standard layout and paragraphing conventions.



CEFR Level Descriptors

Listening

Proficient User	C1 or above	Can understand complex spoken language even on unfamiliar topics.
Independent User	B2	Can understand complex spoken language on reasonably familiar topics and in a standard dialect.
	B1	Can understand the main ideas of clear, standard speech on familiar subjects encountered in daily life.
Basic User	A2	Can understand the main points of short, clear, slow speech.
	A1	Can recognise familiar words and very basic phrases from slow, clear speech.

Reading

Proficient User	C1 or above	Can understand long and complex texts from a wide range of settings, on both familiar and unfamiliar topics.
Independent User	B2	Can understand texts that contain frequently used vocabulary about familiar subjects.
	B1	Can understand short, uncomplicated texts using mainly everyday or work-related language.
Basic User	A2	Can understand very short, simple texts.
	A1	Can understand familiar names, words and very simple sentences in very short, simple texts.

Speaking

Proficient User	C1 or above	Can produce clear, detailed descriptions on a variety of complex topics.
Independent User	B2	Can produce clear, detailed descriptions on a variety of familiar topics.
	B1	Can produce straightforward descriptions on a variety of familiar topics.
Basic User	A2	Can produce a short series of simple phrases and sentences on familiar topics.
	A1	Can produce simple, mainly isolated phrases, on very familiar topics.

Writing

Proficient User	C1 or above	Can write clear, well-structured texts on complex subjects with few errors.
Independent User	B2	Can write clear, detailed texts on a variety of familiar subjects.
	B1	Can write straightforward connected texts on a range of familiar subjects.
Basic User	A2	Can link basic written phrases and sentences with simple connectors like 'and', 'but', and 'because'.
	A1	Can write short, simple, isolated phrases and sentences.

Linguaskill assesses English language ability from below A1 to C1 or above of the Common European Framework of Reference (CEFR). For each skill assessed, candidates are awarded a CEFR level and a score on the Cambridge English Scale. If more than one skill is assessed, an average scale score is awarded. A short description of what a typical candidate can do at the achieved CEFR level is also reported. More detailed 'Can do' statements can be found at:

www.coe.int/lang-CEFR.

More information about the Cambridge English Scale can be found at:

www.cambridgeenglish.org/cambridgeenglishscale

These results can be validated at:

<https://assets.cambridgeenglish.org/lvs/LVS.html>

CEFR Level	Score
C1 or above	180+
B2	160 – 179
B1	140 – 159
A2	120 – 139
A1	100 – 119
Below A1	82 – 99

Linguaskill assesses English language ability from below A1 to C1 or above of the CEFR and reports scores from 82 to 180 on the Cambridge English Scale.

**Continuing Education – Certificate of Attendance Program Proposal for
Information Purposes**

Department & Program Information (complete all fields)	
Program/Plan Name:	Anti-Black Racism and Critical Race Education
Credential:	Certificate of Attendance
Name of Representative:	Dr. Lorraine Carter
Effective Date:	April 4, 2023
Date of Submission:	April 4, 2023
Program Information: (complete all fields; remove rows of items not required)	
i) Program Overview	The program is offered in partnership with McMaster Continuing Education (MCE) and McMaster University Department of Psychiatry and Behavioural Neurosciences.
ii) Learning Objectives	The learning objectives for participants in this course are to gain a greater understanding of concepts such as race, racism, anti-black racism and how they can unconsciously manifest in general and organizational relations. The course will allow participants to recognize the ways that white supremacy and implicit bias have shaped social behaviors, society and our institutions. The modules may empower leaders and those in positions of power to use their influence to educate others and make the much-needed changes to systemic barriers.
iii) Meeting Learning Objectives	Participants will gain training and information grounded in the knowledge of race, racism, anti-black racism, colonialism, Indigeneity, critical whiteness, unconscious biases, and the importance of such knowledge in broader social and organizational relations.
iv) Program Completion Requirements	Participants must complete all module requirements to qualify for the Certificate of Attendance.
v) Program Delivery Format	The program is delivered online using McMaster’s Learning Management System, Avenue2Learn.
vi) Student Evaluations (Grading Process)	Students will receive a Pass/Fail grade based on completed modules.
vii) Course Evaluation	Students will complete evaluations at the end of the course to assess content, delivery, materials, method of evaluation, and instruction.

viii) Course Instruction	Facilitators for interactive virtual sessions that are part of the course will be selected based on their expertise.
Course Description	
<p>Module 1 -Introduction: Conceptualization and Operationalization of Terminologies – Part 1 This module begins with the introduction of some key concepts and terms. The primary goal is to broaden participants’ knowledge and understanding of these key concepts and terms often used in anti-racism education. The discussions will draw on examples from local, national, and global contexts to bring conceptual clarity to these terms. The following are some of the concepts that will be discussed in Module 1: Race, Racialization, Racism, Types of Racism, Anti-Black Racism, Intersectionality, Color Blindness, Meritocracy.</p> <p>Module 2 - Conceptualization and Operationalization of Terminologies – Part 2 Discussion on some of the key concepts and terms often used in everyday conversations and in anti-racism education. The primary goal is to broaden participants’ knowledge and understanding of these concepts. The module will integrate research from social science disciplines with more traditional and critical sociological paradigms to engage such questions as: what is ‘Whiteness,’ ‘White Privilege,’ ‘White Supremacy,’ ‘White Fragility,’ ‘Colonialism,’ ‘Indigenization’, and ‘Decolonization’.</p> <p>Module 3 - Historical Dimensions of Black Immigration to Canada: Unpacking the Birth of Anti-Black Racism in Canada This module traces Black peoples’ history in Canada predating the formation of Canada as a nation state. In doing so, it challenges three misconceptions about Canada regarding Black people’s history in Canada: (1) Canada never practiced slavery; (2) Canada stood against slavery by offering a safe haven for Black people escaping slavery in the United States; (3) Blacks started arriving in Canada after White Settlers had successfully built the country. The module traces the history of anti-Black racism in laws, policies, politics, and practices in Canada dating back to the 1700s to the present day.</p> <p>Module 4 - Critical Race Praxis for Educational Transformation Critical Race Theory (CRT) is a relatively new form of legal scholarship emerging from the Civil Rights and Critical Legal Studies movements in the United States during the 1950s and 1960s. The theory emerged in the 1980s from a group of, predominantly racialized, civil rights activists and legal scholars including Derrick Bell, Kimberlé Crenshaw, Richard Delgado, and Patricia Williams. These Legal scholars felt the enthusiasm that greeted racial reforms in the United States during the Civil Rights Movements was gradually dissipating. They also noted that the old approaches of conducting protests and appealing to the moral sensibilities of American citizens were yielding fewer results. After the seminal Critical Legal Studies alternative conference on the silence of race, CRT as an activist movement exploded and scholars such as Richard Delgado, Kimberlé Crenshaw, Angela Harris, Charles Lawrence, Mari Matsuda, Patricia Williams, Neil Gotanda, Eric Yamamoto, Francisco Valdes, and Kelvin Johnson built on the earlier discussion of race and racism in jurisprudence. In Canada, CRT is finding expression in some of the work of Carol Aylward and locally based community legal groups like the African Canadian Legal Clinic in Toronto. However, it has not received the same amount of support or attention as CRT work in the US. Today, CRT has expanded to several facets of academic disciplines including the field of education. In the four Module of the professionally engaged learning series, we will explore in detail the CRT and its central tenets. We will explore the similarities and differences between CRT and Anti-Racism Education, as well as the importance of CRT praxis for educational transformation.</p>	

Module 5 –Unconscious Biases and Social Inequities in the Workplace

We know through cognitive science that human behaviours, beliefs, values, worldviews, and attitudes are formed and shaped by automatic and unconscious cognitive processes (Burgess, Fu & van Ryn, 2004). Even when that information is unreliable, inaccurate, and one-sided, it does not stop the mind to rely on the information it has collected consciously and unconsciously to make decisions and judgement calls about people and situations. In Module 6 we discuss unconscious biases, their varied forms, how they get formed, the mechanisms that work against human ability to recognize them, and the most effective ways of dealing with unconscious biases in the workplace and institutional settings.

Module 6 - Critical Cultural Competency/Cultural Humility and Cultural Sensitivity Training

This module provides conceptual clarity of cultural competency, humility and sensitivity and its shifting nature. It will provide participants with the historical origin of cultural competency/humility and sensitivity and discuss the different stages of cultural competence. It will further discuss the limitations of cultural competency/humility/safety and sensitivity in critical whiteness studies and anti-racism education. What do you need to know about different cultural groups in order to work with them effectively.

Module 7 – Facilitating Cross-Racial Dialogue at Workplace Settings

What concerns you most about cross-racial dialogue? How do we position differences in ways that can make a difference? Do you need support in how your organization can engage in cross-racial dialogue in the workplace? Race is the proverbial White Elephant in a room. Everybody knows it is there, no one really wants to talk about it. Given the tensions, emotions, anxieties, and fears that come with conversations on race, we ignore race-based conversations even when legitimate issues are tabled for discussion. In Module 7, we discuss attitudes and behaviours that can make cross-racial dialogue difficult and offer multiple strategies for organizations, management and institutions to facilitate critical discussions on race in workplace environments that have a diverse workforce.

Module 8 – Science of Racism, Anti-Black Racism, and Colonialism

Explore the psychiatry of racism, anti-Black racism and colonialism and their implications in the field of mental health. The discussion will draw on readings that speak to the historical and ongoing micro and macro aggressions against Black people in Canada and the United States. It will place significant emphasis on the language used in the field of psychiatry, mental health practices and counselling to deny the humanity of Black people while justifying their dehumanized treatments. The goal here is to unpack on how whiteness is situated within mental health practices and counselling emphasizing micro/clinical aggression against racialized people.

Module 9: Working with Racialized & Indigenous Clients in Counselling & Therapy

Although the scourge of racism and anti-Black racism has been evident in the field of mental health for many years, only recently that there has been an active interest to promote antiracist and decolonial approaches to correct historical damage done to the othered communities. I agree with Dr. Angela Davis that “in a racist society, it is not enough to be non-racist, we must be anti-racist.” Healthcare providers must actively work on every single level, towards being anti-racist. This module explores the importance of culture and race in cross-racial therapeutic settings. The goal is to identify and discuss guidelines for anti-racist strategies in mental health care counselling as well as to discuss appropriate culturally and racially assessment tools for working with racialized and Indigenous clients. The section ends with discussion on treatment approaches that address the real needs and issues of racism experienced by Indigenous and racialized individuals.

ANTI-BLACK RACISM AND CRITICAL RACE EDUCATION

ABSTRACT

The training modules pay attention to historical, sociological, and ideological dynamics that produce and sustain issues of race, racism, and Whiteness. Participants will gain training and information that is grounded in the knowledge of race, racism, anti-black racism, colonialism, Indigeneity, critical whiteness, unconscious biases, and the importance of such knowledge in broader social relations as well as to specialized field of practices such as mental health, counselling, and organizational relations.

RACE, ANTI-BLACK RACISM, AND CRITICAL RACE EDUCATION:

In the book *So you want to talk about race*, Ijeoma Oluo writes, “systemic racism is a machine that runs whether we pull the levers or not, and by just letting it be, we are responsible for what it produces. We have to actually dismantle the machine if we want to make change.” These nine training modules address some of the current issues around race, racism, anti-Black racism, critical whiteness, Indigeneity, and culture as they relate to the effective operation of your organization. Such topics are of critical importance to the functioning and effective operation of a productive working environment. Tutorial discussions will largely focus on how we understand race, racism, anti-Black racism, colonialism, indigeneity, and Whiteness and their relevance in working across the field of mental health practice, organizations, and society.

LEARNING OBJECTIVES:

The learning objectives for participants in this course are to gain a greater understanding of concepts such as race, racism, anti-black racism and how they can unconsciously manifest in general and organizational relations. The course will allow participants to recognize the ways that white supremacy and implicit bias have shaped social behaviors, society and our institutions. The modules can empower leaders and those in positions of power to use their influence to educate others and make the much-needed changes to systemic barriers. In addition, the modules will help participants to understand and apply this knowledge in everyday social relations.

GENERAL TOPICS:

- ❖ **Module 1 -Introduction: Conceptualization and Operationalization of Terminologies – Part 1**
This module begins with the introduction of some key concepts and terms. The primary goal is to broaden participants’ knowledge and understanding of these key concepts and terms often used in anti-racism education. The discussions will draw on examples from local, national, and global contexts to bring conceptual clarity to these terms. The following are some of the concepts that will be discussed in Module 1: Race, Racialization, Racism, Types of Racism, Anti-Black Racism, Intersectionality, Color Blindness, Meritocracy.

- ❖ **Module 2 - Conceptualization and Operationalization of Terminologies – Part 2**
Module 2 continues the discussion on some of the key concepts and terms often used in everyday conversations and in anti-racism education. The primary goal is to broaden participants’ knowledge and understanding of these concepts. The module will integrate research from social science disciplines with more traditional and critical sociological paradigms

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to engage such questions as: what is 'Whiteness,' 'White Privilege,' 'White Supremacy,' 'White Fragility,' 'Colonialism,' 'Indigenization', and 'Decolonization'.

❖ **Module 3 - Historical Dimensions of Black Immigration to Canada: Unpacking the Birth of Anti-Black Racism in Canada**

This module traces Black peoples' history in Canada predating the formation of Canada as a nation state. In doing so, it challenges three misconceptions about Canada regarding Black people's history in Canada: (1) Canada never practiced slavery; (2) Canada stood against slavery by offering a safe haven for Black people escaping slavery in the United States; (3) Blacks started arriving in Canada after White Settlers had successfully built the country. The module traces the history of anti-Black racism in laws, policies, politics, and practices in Canada dating back to the 1700s to the present day.

❖ **Module 4 - Critical Race Praxis for Educational Transformation**

Critical Race Theory (CRT) is a relatively new form of legal scholarship emerging from the Civil Rights and Critical Legal Studies movements in the United States during the 1950s and 1960s. The theory emerged in the 1980s from a group of, predominantly racialized, civil rights activists and legal scholars including Derrick Bell, Kimberlé Crenshaw, Richard Delgado, and Patricia Williams. These Legal scholars felt the enthusiasm that greeted racial reforms in the United States during the Civil Rights Movements was gradually dissipating. They also noted that the old approaches of conducting protests and appealing to the moral sensibilities of American citizens were yielding fewer results. After the seminal Critical Legal Studies alternative conference on the silence of race, CRT as an activist movement exploded and scholars such as Richard Delgado, Kimberlé Crenshaw, Angela Harris, Charles Lawrence, Mari Matsuda, Patricia Williams, Neil Gotanda, Eric Yamamoto, Francisco Valdes, and Kelvin Johnson built on the earlier discussion of race and racism in jurisprudence. In Canada, CRT is finding expression in some of the work of Carol Aylward and locally based community legal groups like the African Canadian Legal Clinic in Toronto. However, it has not received the same amount of support or attention as CRT work in the US. Today, CRT has expanded to several facets of academic disciplines including the field of education. In the four Module of the professionally engaged learning series, we will explore in detail the CRT and its central tenets. We will explore the similarities and differences between CRT and Anti-Racism Education, as well as the importance of CRT praxis for educational transformation.

❖ **Module 5 –Unconscious Biases and Social Inequities in the Workplace**

We know through cognitive science that human behaviours, beliefs, values, worldviews, and attitudes are formed and shaped by automatic and unconscious cognitive processes (Burgess, Fu & van Ryn, 2004). Even when that information is unreliable, inaccurate, and one-sided, it does not stop the mind to rely on the information it has collected consciously and unconsciously to make decisions and judgement calls about people and situations. In Module 6 we discuss unconscious biases, their varied forms, how they get formed, the mechanisms that work against human ability to recognize them, and the most effective ways of dealing with unconscious biases in the workplace and institutional settings.

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❖ **Module 6 - Critical Cultural Competency/Cultural Humility and Cultural Sensitivity Training**

This module provides conceptual clarity of cultural competency, humility and sensitivity and its shifting nature. It will provide participants with the historical origin of cultural competency/humility and sensitivity and discuss the different stages of cultural competence. It will further discuss the limitations of cultural competency/humility/safety and sensitivity in critical whiteness studies and anti-racism education. What do you need to know about different cultural groups in order to work with them effectively.

❖ **Module 7 – Facilitating Cross-Racial Dialogue at Workplace Settings**

What concerns you most about cross-racial dialogue? How do we position differences in ways that can make a difference? Do you need support in how your organization can engage in cross-racial dialogue in the workplace? Race is the proverbial White Elephant in a room. Everybody knows it is there, no one really wants to talk about it. Given the tensions, emotions, anxieties, and fears that come with conversations on race, we ignore race-based conversations even when legitimate issues are tabled for discussion. In Module 7, we discuss attitudes and behaviours that can make cross-racial dialogue difficult and offer multiple strategies for organizations, management, and institutions to facilitate critical discussions on race in workplace environments that have a diverse workforce.

❖ **Module 8 – Science of Racism, Anti-Black Racism, and Colonialism**

Module 8 will explore the psychiatry of racism, anti-Black racism and colonialism and their implications in the field of mental health. The discussion will draw on readings that speak to the historical and ongoing micro and macro aggressions against Black people in Canada and the United States. It will place significant emphasis on the language used in the field of psychiatry, mental health practices and counselling to deny the humanity of Black people while justifying their dehumanized treatments. The goal here is to unpack on how whiteness is situated within mental health practices and counselling emphasizing micro/clinical aggression against racialized people.

❖ **Module 9: Working with Racialized & Indigenous Clients in Counselling & Therapy**

Although the scourge of racism and anti-Black racism has been evident in the field of mental health for many years, only recently that there has been an active interest to promote antiracist and decolonial approaches to correct historical damage done to the othered communities. I agree with Dr. Angela Davis that “in a racist society, it is not enough to be non-racist, we must be anti-racist.” Healthcare providers must actively work on every single level, towards being anti-racist. This module explores the importance of culture and race in cross-racial therapeutic settings. The goal is to identify and discuss guidelines for anti-racist strategies in mental health care counselling as well as to discuss appropriate culturally and racially assessment tools for working with racialized and Indigenous clients. The section ends with discussion on treatment approaches that address the real needs and issues of racism experienced by Indigenous and racialized individuals.

The author is Dr. Paul Banahene Adjei, Associate Professor, Interim Associate Vice-President (Indigenous Research), at Memorial University of Newfoundland. Paul has gained national and an international recognition as a public speaker, a trainer, a consultant, and a researcher in the areas of social justice, anti-Black racism, critical race, critical Whiteness studies, and anti-colonialism.

February 2023



DATE: March 6, 2023

TO: Chair, Certificates & Diplomas Committee

FROM: Lorraine Carter
Director, McMaster Continuing Education

RE: New ½ Day Essentials Course, Tactical Humour: Leveraging the funny to build connections, camaraderie, and community (ESS-914)

This item is submitted for information purposes. McMaster Continuing Education is currently developing a new ½ day Essentials course called Tactical Humour: Leveraging the funny to build connections, camaraderie, and community. The course is part of our professional development programming.

Currently, the Essentials program consists of over 30 courses that align with six competency areas; these areas include Business Essentials, Communication Essentials, Innovation Essentials, Leadership Essentials, Productivity Essentials, and Team Essentials. This new ½ day Essentials course is aligned with all six areas.

Based on participant, community, and corporate feedback, and in consultation with Human Resources Organizational Development, we have identified the need for this new course. This course examines humour and how it is used tactically in healthcare, education, business negotiations and cross-cultural communications.

Upon completion of this course and receipt of a passing grade, participants may use the course towards the five days of course work (including evaluation) required for a Business, Communication, Leadership, Productivity, Innovation, Team, or a Multi-Competency Certificate of Completion.

It is expected that we will be able to schedule this course and offer it to the McMaster community and external partners by Spring 2023.



DATE: March 6, 2023
TO: Chair, Certificates & Diplomas Committee
FROM: Lorraine Carter
Director, McMaster Continuing Education

RE: New ½ Day Essentials Course, SCARED SCRIPTLESS: Improv Bootcamp Presentation Skills Training (ESS-915)

This item is submitted for information purposes. McMaster Continuing Education is currently developing a new ½ day Essentials course called SCARED SCRIPTLESS: Improv Bootcamp Presentation Skills Training. The course is part of our professional development programming.

Currently, the Essentials program consists of over 30 courses that align with six competency areas; these areas include Business Essentials, Communication Essentials, Innovation Essentials, Leadership Essentials, Productivity Essentials, and Team Essentials. This new ½ day Essentials course is aligned with all six areas.

Based on participant, community, and corporate feedback, and in consultation with Human Resources Organizational Development, we have identified the need for this new course. This course is designed to help participants improve their presentation skills through a variety of approaches. Participants will feel supported and accepted, while also being challenged to tap into their creativity, trust their instincts, and learn how to "read" the room.

Upon completion of this course and receipt of a passing grade, participants may use the course towards the five days of course work (including evaluation) required for a Business, Communication, Leadership, Productivity, Innovation, Team, or a Multi-Competency Certificate of Completion.

It is expected that we will be able to schedule this course and offer it to the McMaster community and external partners by Spring 2023.

Department & Program Information (complete all fields):	
Department:	Continuing Education
Program Name:	Essentials (Professional Development Program)
Name of Representative:	Dr. Lorraine Carter
Nature of Submission:	For Information: Course Title Revision
Effective Date:	November 2, 2023
Submission Date:	April 4, 2023
Current Course Details (complete all fields):	
Course Title: ESS-821 Leading Millennials	
Is this course currently offered? Yes	
Existing Course Code: ESS-821	
Course Revision (complete applicable fields):	
Revised Course Title: ESS-821 Exploring Modern-day Work and the Benefits of the Multi-Generational Workplace	
<p>Rationale for Revision:</p> <p>For the enhancement of participant interest and enrolments, Continuing Education recommends changing the existing course title to “ESS-821 Exploring Modern-day Work and the Benefits of the Multi-Generational Workplace.” The intent is to enhance participant interest and enrolments.</p> <p>Recent findings over the past year suggest that the term “millennials” is becoming outdated. Multi-generation is more inclusive and representative to today’s workplace and is included in this session so should be captured in the course title.</p>	

REPORT TO UNDERGRADUATE COUNCIL
from the
CURRICULUM AND ADMISSIONS COMMITTEE

FOR APPROVAL

a. Addenda to Curriculum Revisions for Inclusion in the 2023-2024 Undergraduate Calendar

An electronic vote is currently being held between April 14, 2023 and April 17, 2023, during which the Undergraduate Council Curriculum & Admissions Committee will approve, for recommendation to Undergraduate Council, minor curriculum revisions for inclusion in the 2023-2024 Undergraduate Calendar.

Approval of this item at Undergraduate Council is contingent upon approval by the Curriculum & Admissions Committee.

It is now recommended,

that the Undergraduate Council approve addenda to curriculum revisions for inclusion in the 2023-2024 Undergraduate Calendar, as recommended by the Arts & Science Program.

Undergraduate Council
FOR APPROVAL: April 18, 2023

Note from Dr. Kim Dej, Vice-Provost (Teaching and Learning):

The Equity and Inclusion Office has created a consent module for first year students, which will be offered through the INSPIRE office. Course completion this year would be encouraged, with the intent to explore the possibility of making this course mandatory for first year students beginning in 2024/25.

CONSENT1A00: It Takes All of Us

Course Description

McMaster University is committed to fostering living, learning, and working environments free of gender-based and sexual violence (GBSV). In this interactive, asynchronous module, It Takes All of Us: Addressing gender-based and sexual violence on campus, students will develop a foundational understanding of GBSV, the ways GBSV manifests at post-secondary campuses, and resources available at McMaster for prevention and support. Scenarios will be used throughout to teach students about consent, bystander intervention, and supporting those who have experienced GBSV.

April 7, 2023

TO: Undergraduate Council

FROM: Dr. Kim Dej, Vice-Provost (Teaching and Learning)
Andrea Thyret-Kidd, University Secretary

RE: Proposed Revisions to the *Policy on Requests for Relief for Missed Academic Term Work (2021)*

The *Policy on Requests for Relief for Missed Academic Term Work (2021)* governs the use of the McMaster Student Absence Form (MSAF), a reporting tool housed in Mosaic. Students may self-report short-term absences, and Faculty/Program offices may record approved longer-term requests. The tool facilitates communication with course instructors so they may determine the appropriate relief, such as a deadline extension or re-weighting of a final grade.

Through conversations with academic staff and faculty members in recent years, it was apparent that the Policy required revision to address the following issues:

- Requests for retroactive relief were increasing and often received for medical or other personal circumstances that occurred much earlier in the term. Retroactive relief often jeopardizes a student's success in the course and makes it difficult for instructors to make appropriate adjustments.
- Students often sought several requests for relief (both *Type A* and *Type B*) for the same course, which often led to an accumulation of work that wasn't feasible for the student to complete. Dropping the course was often in their best interest.
- Providing and collecting medical documentation to substantiate *Type B* requests became burdensome for students and the Faculty/Program Offices and was not always effective in validating the reason for the request.
- The process of seeking and applying relief, as described in the Policy, was overcomplicated and required simplification and clarification.

To address these and other minor matters, we have applied the following proposed revisions to the Policy, which improve the opportunity for a student's success and strengthen an instructor's ability to consider appropriate relief:

- Minor wording and grammar revisions to improve clarity.
- Renamed and clarified the two types of requests listed in the Policy. *Type A* (student self-report) will now be known as simply "MSAF", and *Type B* (requests recorded by Faculty/Program offices) will now be known as "MESAR" (McMaster Extended Student Absence Report).

MSAF

- Increased the maximum of allowable MSAF requests from one to two per term but now requires that the requests be made within 24 hours after the maximum three-day absence period. Also, a new restriction that only one request may be applied to a single piece of missed work. These revisions provide additional consideration for a student's personal circumstances but also limits retroactive requests and an accumulation of incomplete work.

- A new requirement for the student to follow up with their instructor within 24 hours after the three-day absence period to facilitate an instructor's ability to apply relief.

MESAR

- Eliminated the requirement for documentation.
- Introduced a maximum of MESAR requests to two per term.
- A new restriction where a MESAR request will not be granted where the cumulative value of the missed work within a course will exceed 40% before the exam period. This revision will reduce the prevalence of an accumulation of work that isn't feasible for the student to complete.
- A greater emphasis on students communicating with their Faculty/Program Office within 24 hours after returning to their academic activities to explore their relief options.

All other requirements, thresholds, and language remain unchanged.

Feedback on the revisions was sought and applied from assistant deans, program managers, associate deans, members of Undergraduate Council, and the MUFA executive.

Attached, please find the following:

- the original *Policy on Requests for Relief for Missed Academic Term Work* (2021);
- a tracked-changes comparison of the *Requests for Relief Policy* and the revised version; and
- a clean copy of the revised *Requests for Relief Policy*.

Given the comprehensive revisions proposed for the Policy, Senators are encouraged to read the entire document.

It is now recommended,

that the Undergraduate Council approve, for recommendation to Senate, the revised *Policy on Requests for Relief for Missed Academic Term Work*, effective September 1, 2023.



Policies, Procedures and Guidelines

Complete Policy Title

Policy on Requests for Relief for Missed Academic Term Work

Policy Number (if applicable):

Approved by

Senate

Date of Most Recent Approval

March 10, 2021, effective May 1, 2021

Date of Original Approval(s)

Supersedes/Amends Policy dated

Responsible Executive

Provost and Vice-President (Academic)

Policy Specific Enquiries

Provost and Vice-President (Academic)

General Policy Enquiries

Policy (University Secretariat)

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

Student enquiries should be directed to the respective
[Faculty/Program Office](#)

PREAMBLE

1. The University recognizes that students periodically require relief from academic work for medical or other personal situations. This Policy aims to manage these requests by taking into account the needs and obligations of students, instructors and administrators. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in their course. Any concerns regarding the granting of relief should be directed to the respective [Faculty/Program Office](#).
2. Requests for relief should be made with a commitment to academic integrity in mind. Requests that deviate from this commitment will be handled under the [Academic Integrity Policy](#) and/or [Code of Student Rights and Responsibilities](#), where appropriate.

Exclusions

3. This Policy **cannot** be used:
 - a) for academic work that has already been completed or work that has been attempted (which **includes** the viewing and/or partial completion of on-line assessments (quizzes, tests, etc.);
 - b) to seek an accommodation to meet religious, Indigenous or Spiritual Observances (see the [Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances](#));
 - c) to seek an accommodation related to a permanent or temporary disability, or a retroactive accommodation (see the policy [Academic Accommodation of Students with Disabilities](#)); or
 - d) to apply for relief for any final examination or its equivalent (see [Petitions for Special Consideration](#) in the Undergraduate Calendar).

McMaster Student Absence Form (MSAF)

4. The McMaster Student Absence Form (MSAF) is a **Mosaic tool** that, for the purpose of this Policy:
 - a) is used to allow students to submit Self-Report (Type A) requests for relief; and
 - b) is used by Faculty/Program Offices for Administrative Report (Type B) requests to:
 - (i) manage requests for relief; and
 - (ii) communicate with students and instructors about these requests.
5. The MSAF is available in the [MOSAIC](#) Student Center (in the drop-down menu under OTHER ACADEMICS).

REQUESTS FOR RELIEF: SELF-REPORT (TYPE A)

6. Self Report (Type A) requests for relief are for:
 - a) missed academic work worth less than 25% of the final grade, resulting from medical or personal situations lasting up to three (3) calendar days.
7. Students are expected to use the MSAF tool to make Self Report (Type A) requests, which:
 - a) may only be submitted once per Term;
 - b) requires no supporting documentation; and
 - c) applies only to work that is due within the period for which the request applies, i.e. the 3-day period that is specified in the MSAF; however, all work due in that period can be covered by one request.
8. An email will be sent to the course instructor(s) to inform them of the request.
9. The instructor will determine the appropriate relief for the Self-Report (Type A) request.
10. Students must immediately follow up with their instructor(s) after submitting the Self-Report (Type A) request. Failure to do so may negate the opportunity for relief.

REQUESTS FOR RELIEF: ADMINISTRATIVE REPORT (TYPE B)

11. Administrative Report (Type B) requests for relief are for:
 - a) medical or personal situations lasting more than three (3) calendar days; and/or
 - b) missed academic work worth 25% or more of the final grade; and/or
 - c) any request for relief in a Term where the MSAF tool has been used previously in that Term.
12. Students must report to their [Faculty/Program Office](#) to discuss their situation and will be required to provide appropriate supporting documentation (see Documentation Requirements below).
13. If warranted, the Faculty/Program Office will process the relief request and will notify the instructor(s) and the student.
14. The instructor will determine the appropriate relief for these Administrative Report (Type B) requests.
15. Students must immediately follow up with their instructor(s) after being notified their request has been processed. Failure to do so may negate the opportunity for relief.

Documentation Requirements

16. If the reason for a request for relief is medical, the approved McMaster University Medical Form covering the relevant dates must be submitted. The student must be seen by a health care practitioner at the earliest possible date, normally on or before the date of the missed work and the health care practitioner must verify the duration of the illness.
17. If the reason is non-medical, appropriate documentation with verifiable origin covering the relevant dates must be submitted, normally within three (3) business days.
18. In some circumstances, students may be advised to submit a [Petition for Special Consideration](#).

Privacy

19. All personal information, including supporting documentation (e.g. personal health information) requested by the University to facilitate relief requests shall be handled in accordance with the [Freedom of Information and Protection of Privacy Act](#).



Policies, Procedures and Guidelines

Complete Policy Title

Policy Number (if applicable):

Policy on Requests for Relief for Missed Academic Term Work

Approved by

Date of Most Recent Approval

Senate

TBD

Date of Original Approval(s)

Supersedes/Amends Policy dated

March 10, 2021, effective May 1, 2021

- March 10, 2021, effective May 1, 2021

Responsible Executive

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[Provost and Vice-President \(Academic\)](#)

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General Policy Enquiries

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

DISCLAIMER: *If there is a discrepancy between this electronic policy and the approved copy held by the University Secretariat, the approved copy prevails.*

FORMAT: *If you require this document in an accessible format, please email policy@mcmaster.ca.*

PREAMBLE

1. The University recognizes that students periodically require relief from academic work for medical or other personal situations. ~~This Policy aims to will support the~~ managing ~~these requests by taking into account~~ ~~considering~~ the needs and obligations of undergraduate students, instructors and administrators. ~~It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in their course. While it is the responsibility of the instructor(s) of the course to provide relief, it is also their prerogative to determine what relief is appropriate.~~ Any concerns regarding ~~the~~ granting ~~of~~ relief should be directed to the respective Faculty/Program Office.

2. Requests for relief should be made with a commitment to academic integrity in mind. ~~Requests that deviate from this commitment will be handled under the~~ Academic Integrity Policy and/or Code of Student Rights and Responsibilities, where appropriate.

~~2-3.~~ ~~Students cannot apply two or more Requests for Relief (MSAF and MESAR) to the same missed work.~~

Privacy

~~3-4.~~ All personal information, ~~including supporting documentation (e.g. personal health information)~~ requested by the University to facilitate relief requests shall be handled in accordance with the Freedom of Information and Protection of Privacy Act.

Exclusions

~~4-5.~~ This Policy cannot be used:

- a) for academic work that has already been completed or work that has been attempted (which includes the viewing and/or partial completion of on-line assessments (quizzes, tests, etc.);
- b) to seek an accommodation to meet religious, Indigenous or Spiritual Observances (see the Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances);
- c) to seek an accommodation related to a permanent or temporary disability, or a retroactive accommodation (see the policy Academic Accommodation of Students with Disabilities); or
- d) to apply for relief for any final examination or its equivalent (see Petitions for Special Consideration in the Undergraduate Calendar).

McMaster Student Absence Form (MSAF) Absence Reporting Tools

~~5-6.~~ ~~The McMaster Student Absence Form (MSAF) is a~~ To support the management of student absences and requests for academic relief, MOSAIC contains two tools that, for the purpose of this Policy:

- a) is used ~~to allow by~~ students to submit Self-Reported ~~(Type A) McMaster Student Absence Form (MSAF)~~ requests for relief; and
- b) is used by Faculty/Program Offices ~~for Administrative Report (Type B) requests to:~~
 - (i) manage extended absence requests for relief (McMaster Extended Student Absence Reports (MESARs)); and
 - (ii) ~~communicate with students and instructors about these requests.~~

~~6-7.~~ The MSAF and MESAR tools ~~is-are~~ available in the MOSAIC Student Center (in the drop-down menu under Other Academics).

REQUESTS FOR RELIEF: SELF-REPORT (TYPE AMSAF)

- ~~7-8.~~ Self Report (~~Type-AMcMaster Student Absence Form (MSAF)~~) requests for relief are for missed academic work worth **less than 25%** of the final grade, resulting from medical or personal situations lasting **up to three (3) calendar days**.
- ~~8-9.~~ Students ~~are expected shall to~~ use the [MOSAIC](#) MSAF tool to make Self-Reported (~~Type-AMSAF~~) requests, which:
- may only be submitted ~~once~~ **twice** per term;
 - ~~requires no supporting documentation; and should be submitted when the student is well and able to return to academic activities fully;~~
 - must be submitted ~~using the online MSAF tool within 24 hours~~ of the end of the three (3) day period, ~~and .Failure to do so may negate the opportunity for relief; and~~
 - ~~d)~~ applies only to work ~~that is~~ due within the period for which the request applies, i.e., the three-day period ~~that is~~ specified in the MSAF; however, all work due in that period can be covered by one request.
- ~~9-10.~~ ~~An email-~~The [MOSAIC MSAF tool](#) will ~~send an automated email be sent~~ to the course instructor(s) to inform them of the request.
- ~~10-11.~~ The instructor(s) will determine the appropriate relief for the Self-Report (~~Type-AMSAF~~) request.
- ~~12.~~ Students must immediately follow up with their instructor(s) after submitting the Self-Report (~~Type-AMSAF~~) request-;
- ~~13.~~ ~~It is the student's responsibility to contact the instructor(s) promptly.~~ Failure to ~~do so follow up with the instructor(s) by the next business day following the end of the three (3) day period~~ may negate the opportunity for relief. ~~Students should expect instructors to reply within normal business hours.~~
- ~~14-14.~~ ~~Students cannot apply two or more requests for relief to the same missed work.~~

REQUESTS FOR RELIEF: ADMINISTRATIVE REPORT (~~TYPE B~~ MESAR)}

- ~~12.15.~~ Administrative Report (~~Type B~~ McMaster Extended Student Absence Report (MESAR)) requests for relief are for:
- medical or personal situations lasting **more than three (3) calendar days**; and/or
 - missed academic **work worth 25% or more of the final grade**; and/or
 - any request for relief in a term where the MSAF tool has already been used ~~previously twice in that term~~.
- ~~16.~~ Students must ~~report contact to~~ their Faculty/Program Office to ~~discuss report~~ their absence situation within 24 hours after returning to their academic activities. Failure to contact and report an absence promptly will negate the opportunity for relief. Students may or may not require an appointment to process the request and will be contacted by the Faculty/Program Office within normal business hours.
- ~~13.17.~~ Students must arrange a meeting with an academic advisor for absences that last more than two weeks.
- ~~The Faculty/Program Office may require students and will be required to provide appropriate supporting documentation:~~
- ~~documentation will not normally be required if the absence is less than seven (7) calendar days after missed work due date; and~~
 - ~~documentation will normally be required if the absence is more than seven (7) calendar days after missed work due date.~~
- ~~18.~~ If warranted, the Faculty/Program Office will process the relief request and ~~will~~ notify the instructor(s) and the student. ~~The Faculty/Program Office may~~ Relief for missed work will not be provided for:
- ~~require students to submit at least 25% of the course by a specified date~~ missed work where the cumulative value within a course is greater than 40% (prior to the exam period). ~~and students may be required to withdraw from the course~~; Students must arrange a meeting with an academic advisor for absences requiring additional relief; or
 - ~~more than two MESAR Requests for Relief of Missed Work~~ within a single course. Students must arrange a meeting with an academic advisor for absences requiring additional relief.
- ~~14.19.~~ The instructor(s) will determine the appropriate relief for these Administrative Report (~~Type B~~ MESAR) requests.
- ~~15.~~ Students must immediately follow up with their instructor(s) after being notified that their request has been processed. Failure to do so may negate the opportunity for relief.
- Documentation Requirements**
- ~~16.~~ If the reason for a request for relief is medical, the approved McMaster University Medical Form covering the relevant dates must be submitted. The student must be seen by a health care practitioner at the earliest possible date, normally on or before the date of the missed work and the health care practitioner must verify the duration of the illness.
- ~~17.20.~~ If the reason is non-medical, appropriate documentation with verifiable origin covering the relevant dates must be submitted, normally within three (3) business days.

~~48.21.~~ In some circumstances, students may be advised to submit a [Petition for Special Consideration](#).



Policies, Procedures and Guidelines

Complete Policy Title

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Approved by

Senate

Date of Most Recent Approval

TBD

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

DISCLAIMER:

If there is a discrepancy between this electronic policy and the approved copy held by the University Secretariat, the approved copy prevails.

FORMAT:

If you require this document in an accessible format, please email policy@mcmaster.ca.

PREAMBLE

1. The University recognizes that students periodically require relief from academic work for medical or other personal situations. This Policy will support managing these requests by considering the needs and obligations of undergraduate students, instructors and administrators. While it is the responsibility of the instructor(s) of the course to provide relief, it is also their prerogative to determine what relief is appropriate. Any concerns regarding granting relief should be directed to the respective [Faculty/Program Office](#).
2. Requests for relief should be made with a commitment to academic integrity in mind. Requests that deviate from this commitment will be handled under the [Academic Integrity Policy](#) and/or [Code of Student Rights and Responsibilities](#), where appropriate.
3. Students cannot apply two or more *Requests for Relief* (MSAF and MESAR) to the same missed work.

Privacy

4. All personal information requested by the University to facilitate relief requests shall be handled in accordance with the [Freedom of Information and Protection of Privacy Act](#).

Exclusions

5. This Policy **cannot** be used:
 - a) for academic work that has already been completed or work that has been attempted (which **includes** the viewing and/or partial completion of online assessments (quizzes, tests, etc.);
 - b) to seek an accommodation to meet religious, Indigenous or Spiritual Observances (see the [Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances](#));
 - c) to seek an accommodation related to a permanent or temporary disability or a retroactive accommodation (see the policy [Academic Accommodation of Students with Disabilities](#)); or
 - d) to apply for relief for any final examination or its equivalent (see [Petitions for Special Consideration](#) in the *Undergraduate Calendar*).

Absence Reporting Tools

6. To support the management of student absences and requests for academic relief, MOSAIC contains two tools that, for the purpose of this Policy:
 - a) is used by **students** to submit Self-Reported (McMaster Student Absence Form (MSAF)) requests for relief; and
 - b) is used by **Faculty/Program Offices** to:
 - (i) manage extended absence requests for relief (McMaster Extended Student Absence Reports (MESARs)); and
 - (ii) communicate with students and instructors about these requests.
7. The MSAF and MESAR tools are available in the [MOSAIC Student Center](#) (in the drop-down menu under **Other Academics**).

REQUESTS FOR RELIEF: SELF-REPORT (MSAF)

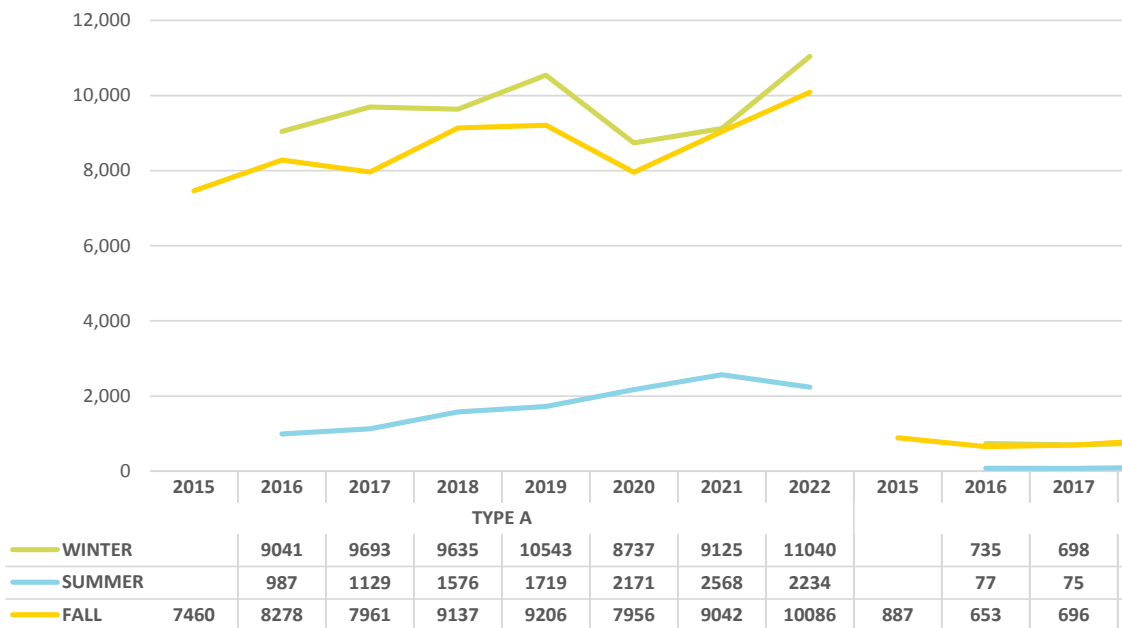
8. Self Report (McMaster Student Absence Form (MSAF)) requests for relief are for missed academic work worth **less than 25%** of the final grade resulting from medical or personal situations lasting **up to three (3) calendar days**.
9. Students shall use the [MOSAIC](#) MSAF tool to make Self-Reported (MSAF) requests, which:
 - a) may only be submitted ~~once~~ **twice** per term;
 - b) should be submitted when the student is well and able to return to academic activities fully;
 - c) must be submitted **within 24 hours** of the end of the three (3) day period, and failure to do so may negate the opportunity for relief; and
 - d) applies only to work due within the period for which the request applies, i.e., the three-day period specified in the MSAF; however, all work due in that period can be covered by one request.
10. The MOSAIC MSAF tool will send an automated email to the course instructor(s) to inform them of the request.
11. The instructor(s) will determine the appropriate relief for the Self-Report (MSAF) request.
12. Students must immediately follow up with their instructor(s) after submitting the Self-Report (MSAF) request.
13. It is the student's responsibility to contact the instructor(s) promptly. Failure to follow up with the instructor(s) by the next business day following the end of the three (3) day period may negate the opportunity for relief. Students should expect instructors to reply within normal business hours.
14. Students cannot apply two or more requests for relief to the same missed work.

REQUESTS FOR RELIEF: ADMINISTRATIVE REPORT (MESAR)

15. Administrative Report (McMaster Extended Student Absence Report (MESAR)) requests for relief are for:
 - a) medical or personal situations lasting **more than three (3) calendar days**; and/or
 - b) missed academic **work worth 25% or more of the final grade**; and/or
 - c) any request for relief in a term where the MSAF tool has already been used twice.
16. Students must contact their [Faculty/Program Office](#) to report their absence within 24 hours after returning to their academic activities. Failure to contact and report an absence promptly will negate the opportunity for relief. Students may or may not require an appointment to process the request and will be contacted by the Faculty/Program Office within normal business hours.
17. Students must arrange a meeting with an academic advisor for absences that last more than two weeks.
18. If warranted, the Faculty/Program Office will process the relief request and notify the instructor(s) and the student. Relief for missed work will not be provided for:
 - a) missed work where the cumulative value within a course is greater than 40% (prior to the exam period), ~~and students may be required to withdraw from the course~~; Students must arrange a meeting with an academic advisor for absences requiring additional relief; or
 - b) more than two MESAR *Requests for Relief of Missed Work* within a single course. Students must arrange a meeting with an academic advisor for absences requiring additional relief.
19. The instructor(s) will determine the appropriate relief for these Administrative Report (MESAR) requests.
20. Students must immediately follow up with their instructor(s) after being notified that their request has been processed. Failure to do so may negate the opportunity for relief.
21. In some circumstances, students may be advised to submit a [Petition for Special Consideration](#).

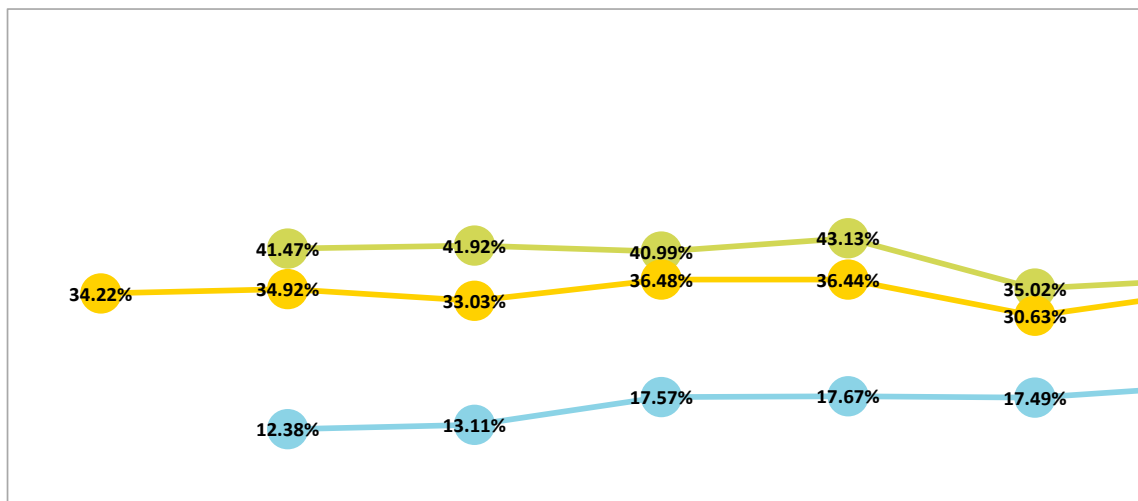
Student_Faculty (All)

MSAF Report Count, by Term and Type



Student_Faculty (All)

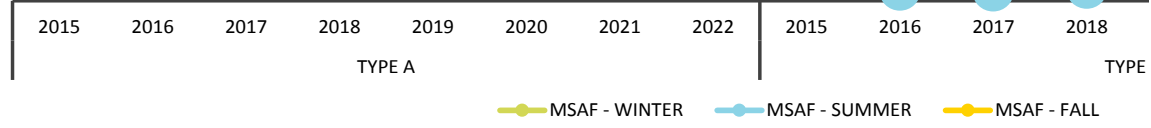
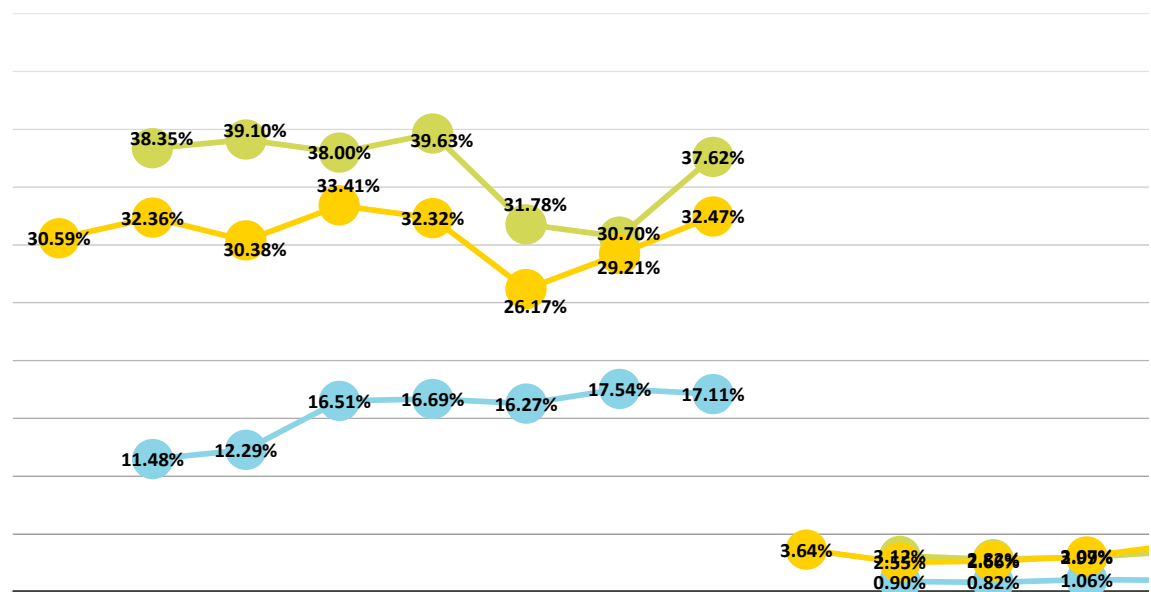
MSAF Reports as % of Total Enrolment, by Term

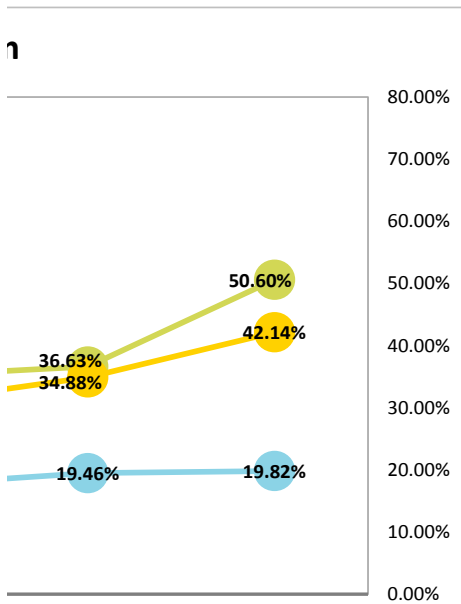
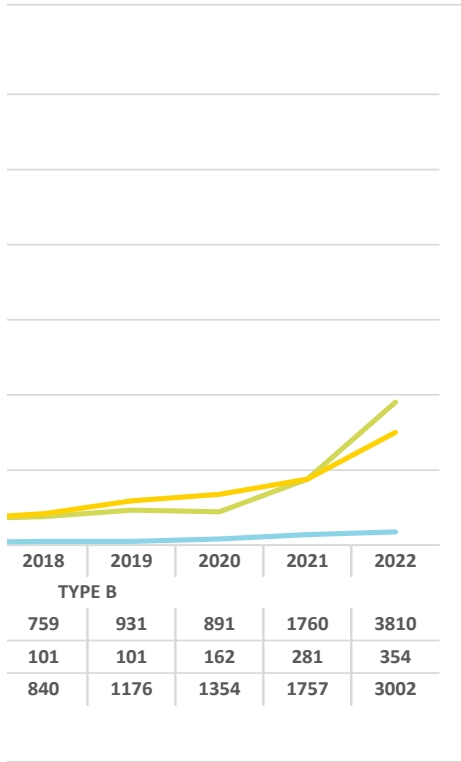




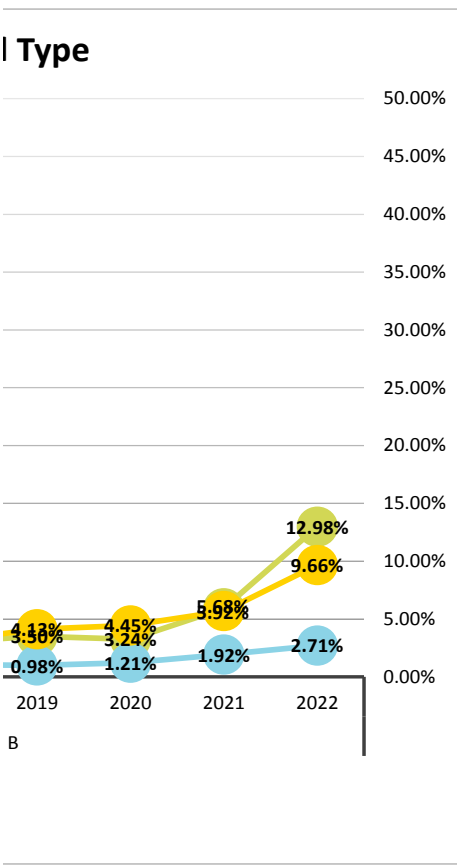
Student_Faculty (All)

MSAF Reports as % of Total Enrolment, by Term and



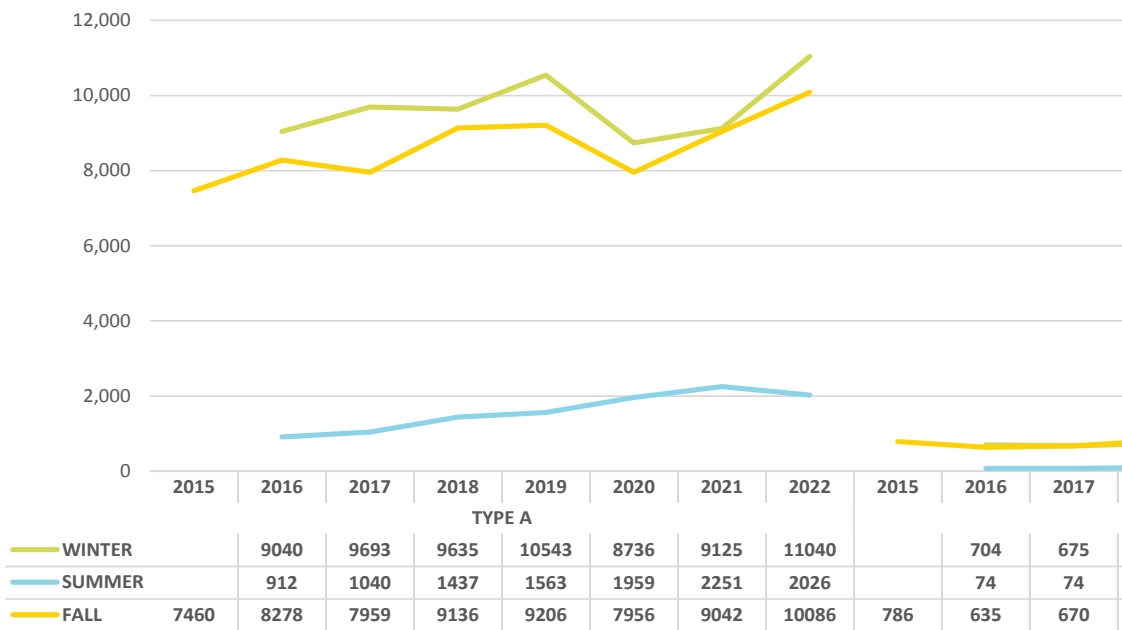


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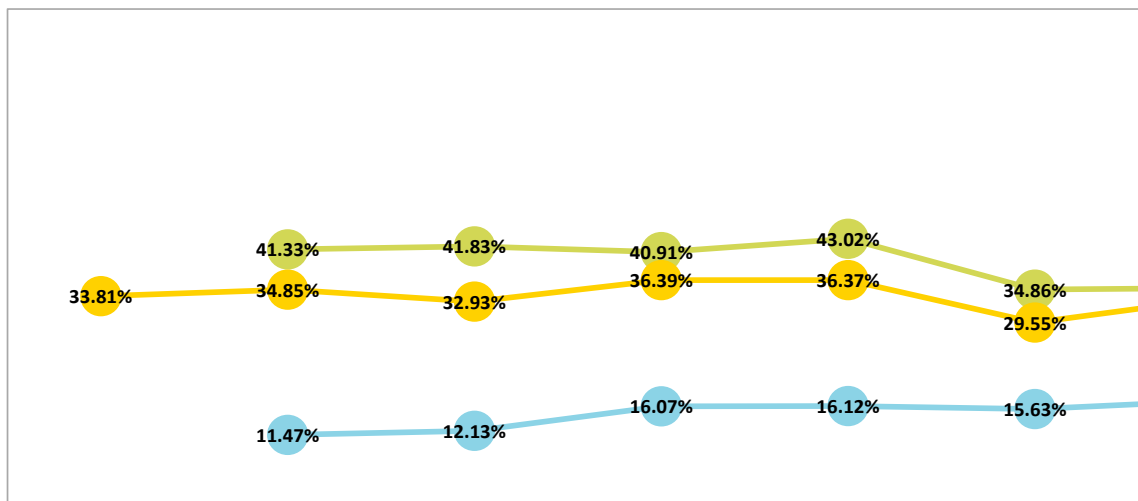
Student_Faculty (All)

MSAF Student Count, by Term and Type



Student_Faculty (All)

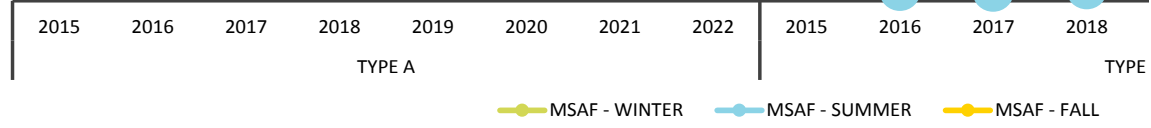
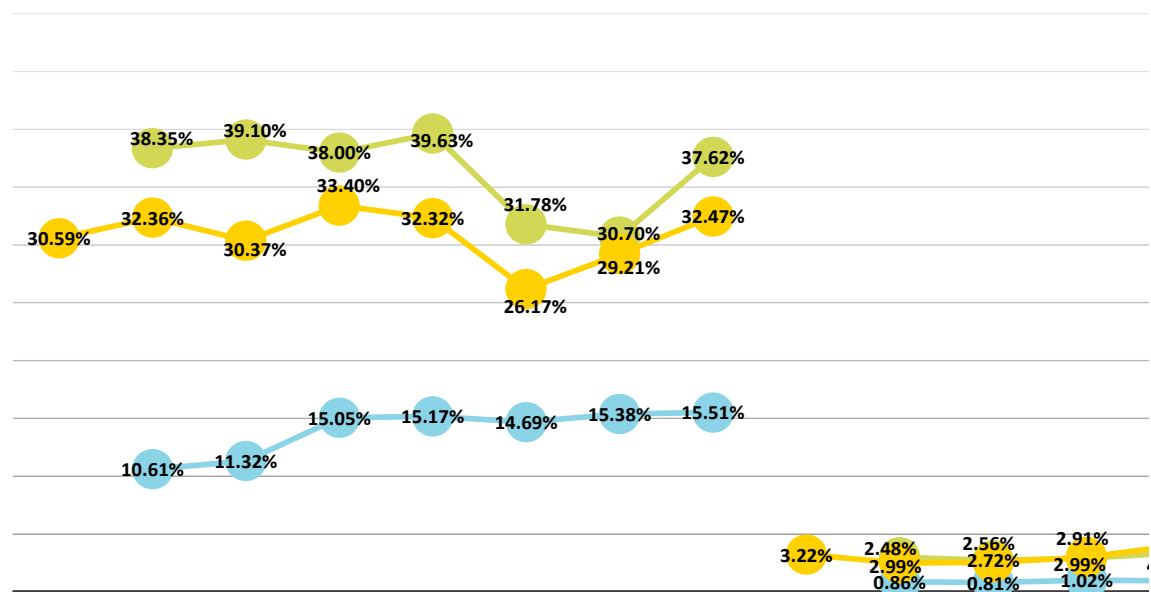
MSAF Students as % of Total Enrolment, by Term

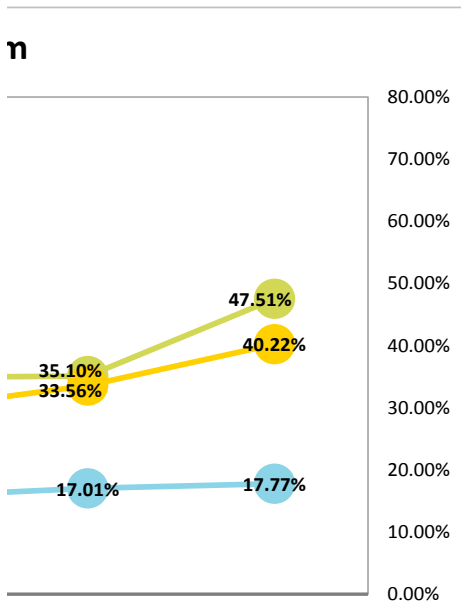
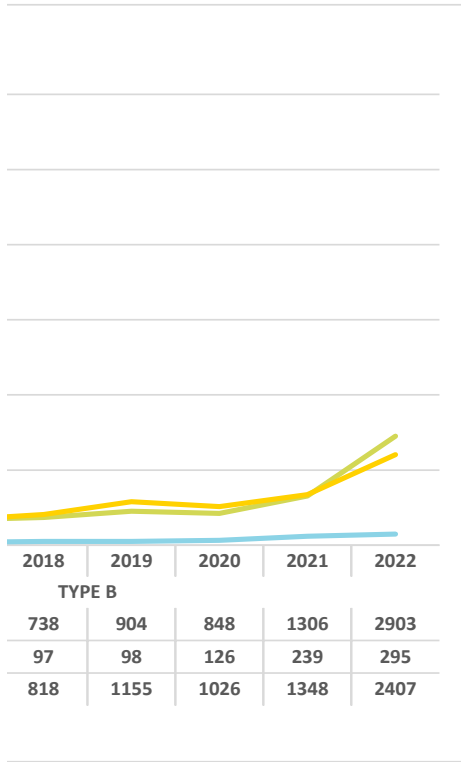




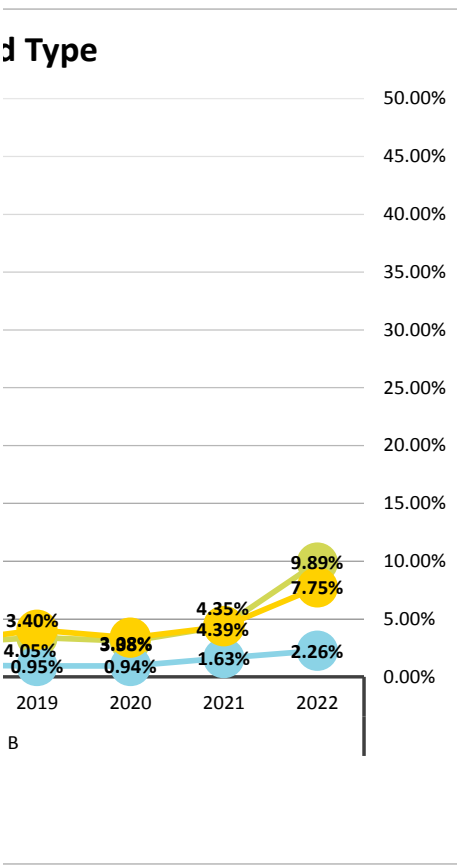
Student_Faculty (All)

MSAF Students as % of Total Enrolment, by Term and





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April 2023

TO: Undergraduate Council

FROM: Kim Dej
Vice-Provost, Teaching and Learning
Co-Chair, Quality Assurance Committee

RE: IQAP Cyclical Program Reviews

INTRODUCTION

The purpose of Institutional Quality Assurance Process (IQAP) program reviews is to assist academic units in clarifying their objectives and to assess curriculum and pedagogical policies, including desirable changes for future academic development. Although the primary objective for these reviews is the improvement of our academic programs, the processes that we adopt are also designed to meet our responsibility to the government on quality assurance. The process by which institutions meet this accountability to the government is outlined in the Quality Assurance Framework (QAF), developed by the Ontario Councils of Academic Vice-Presidents (OCAV). Institutions' compliance with the QAF is monitored by the Ontario Universities Council on Quality Assurance, also known as the Quality Council, which reports to OCAV and the Council of Ontario Universities.

The goal of McMaster's IQAP is to facilitate the development and continued improvement of our undergraduate and graduate academic programs, and to ensure that McMaster continues to lead internationally in its reputation for innovation in teaching and learning and for the quality of its programs. McMaster's IQAP is intended to complement existing mechanisms for critical assessment and enhancement, including departmental reviews and accreditation reviews. The uniqueness of each program emerges through the self-study.

All program review reports (including self studies, review team recommendations, departmental responses, and dean's implementation plans) are submitted to McMaster's Quality Assurance Committee, a joint committee of Undergraduate and Graduate Councils. The Quality Assurance Committee assesses all submitted reports and prepares a Final Assessment Report (FAR) for each program review conducted during the previous academic session. Each FAR:

- Identifies significant strengths of the program;

- Addresses the appropriateness of resources for the success of the program;
- Identifies opportunities for program improvement and enhancement;
- Identifies and prioritizes the recommendations;

Undergraduate Council and/or Graduate Council will review this report to determine if it will make additional recommendations.

2020 -2022 IQAP CYCLICAL PROGRAM REVIEWS

The following programs were reviewed during 2020-21:

Undergraduate Programs

Automation Engineering Technology
Automotive and Vehicle Engineering Technology
Civil Engineering Infrastructure Technology
English and Cultural Studies
Health, Aging, and Society
School of Nursing – BScN Program
Software Engineering Technology

The following programs were reviewed during 2021-22:

Undergraduate Programs

History

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Automation Engineering Technology

Date of Review: May 18 - 19, 2021

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the W Booth School of Engineering Practice and Technology submitted a self-study in April 2021 to the Vice-Provost Faculty to initiate the cyclical program review of the Automation Engineering Technology (AET) undergraduate program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Faculty Dean, W Booth School of Engineering Practice and Technology, and selected by the Vice-Provost Faculty. The review team reviewed the self-study documentation and then conducted a review on May 18-19, 2021. The review included interviews with the Provost and Vice-President (Academic), Faculty Dean, Vice-Provost Faculty, Associate Dean Academic, Program Chair of the B.Tech. Automation Engineering Technology within W Booth School of Engineering Practice and Technology and meetings with groups of current students, full-time faculty and support staff.

The Chair of the B.Tech. Automation Engineering Technology and the Dean of the Engineering submitted responses to the Reviewers' Report (April 2022). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The reviewers found the Automation Engineering Technology (AET) Program to be highly successful and very well aligned with McMaster’s vision and mission through its innovative and creative curriculum. They also found the program to be supportive of McMaster’s current priorities and strive for excellence.

The following program strengths were identified:

- Affiliation with industry through the Program Advisory Committee, an interdisciplinary curriculum combining business and technical courses, CO-OP experience, and applications-oriented learning based on experiential learning supported by strong laboratory program.
- Collaboration with Mohawk college give students access to well-equipped facilities, thus providing them with a rich and rewarding experience.
- Community engagement through capstone projects of multidisciplinary nature involving community or industry partners.
- Instructors with industry experience, involved in pedagogical and applied discipline research
- Graduates find employment easily upon graduating from the AET program. They adduced their fast success in securing gainful employment to their unique hands-on experiential training and employment-ready skills.

The following areas of improvement were suggested:

- Provide opportunities of online learning in post-pandemic to support continuing blended delivery of content.
- There is no formalized or recognized support for technical or discipline research, neither does it count towards faculty opportunity for promotion. The reviewers think that supporting research initiatives among the AET faculty will serve as a good complement to the “applications-oriented teaching approach” of the program.
- Invite guest lecturers in courses taught by regular teaching track faculty.

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
<p>Form a committee to discuss and implement supplementary application processes that identify the best part-time and mature degree completion students suitable for the BTech program.</p>	<p>This is not applicable to the Automation Engineering Technology Program as its students are admitted predominately straight out of high school.</p>	<p>No follow-up.</p>	<p>Not applicable.</p>

<p>Systematically integrate the business and management courses within the technical courses.</p>	<p>Valuable observation. It will be shared with instructors and there will be discussion on how to liaise between Technical and GENTECH instructors to identify opportunities to integrate and apply both concepts at all levels of the program.</p>	<p>Tom Wanyama & Michael Justason - Liaise with the Program Chairs of the technical and GENTECH courses to collect information on how to integrate their subject matter and create an implementation plan.</p>	<p>May 2023.</p>
<p>Increase of the level of teaching from intermediate to advanced level for the Smart Tech. courses (SMRTECH 4HM3, 4ES3, 4ID3, 4SC3, and 4AI3).</p>	<p>Valuable observation. It will be shared with the lead of the Smart Systems stream. In summer of 2022 the content of these courses will be reviewed to identify areas of improvement, and then the instructors will create a plan for upgrading the courses. The courses will be reviewed again in the summer of 2023 to determine how the improvements were implemented.</p>	<p>Tom Wanyama - Identify areas of improvement, create a plan, and implement the improvements.</p>	<p>Improvements should be ready by Sept 2022.</p> <p>The second course review should be ready by July 2023.</p>
<p>Include a new Level 2 course on networking and a new Level 4 technical elective course that may focus on emerging smart areas.</p>	<p>We are aware of the suggestion to include the level 2 course but find it difficult to identify which course to “sacrifice”. Simply combining the curriculum of Chemical Engineering courses may affect the requirements for the college diploma that our students get. We already have level 4 technical electives on human health (smart health) or machine condition monitoring. The human health course has not been developed because of the challenges</p>	<p>Tom Wanyama - Develop the smart health course.</p> <p>Revisit the ensue of including a level 2 networking course.</p> <p>We will review creating a space for this course by merging the contents of PROCTECH 2CE3 and PROCTECH 2EC3, into a new 3 units course.</p> <p>Such a change will need approval of Mohawk College that</p>	<p>July 2022</p>

	<p>caused by the COVID19 pandemic. All this will be revisited in the summer of 2022.</p>	<p>awards an Advanced Chemical Engineering diploma to our students.</p>	
<p>Make all industrial automation systems and smart systems technical elective to give students an option of which courses to select, based on their interest within each minor.</p>	<p>We are aware of the suggestion. It should be noted that the Smart Systems stream was born out of the effort to create electives in the fourth year. We quickly realized that many smart systems courses did not compliment industry systems courses and vice versa. We therefore decided to bundle the courses into streams. We currently have only two fourth year electives PROCTECH 4MH3 – Machine Health and Remote Monitoring, and SMRT TECH 4HM3 - Human Monitoring and Smart Health Systems.</p>	<p>Tom Wanyama - We intend to take no specific action on this suggestion, but we will continue to review the possibility of creating more electives.</p>	<p>Not applicable.</p>
<p>Include at least one technical elective course in each of the major areas of electrical engineering— machines and power systems, communications, and electronics – this might help the graduates that are interested in P. Eng. Designation.</p>	<p>We are aware of the suggestion but the issue comes down to sacrificing courses that help our students to get jobs for courses that help the few graduates interested in P. Eng designation.</p>	<p>Tom Wanyama - We intend to take no specific action on this suggestion, but we will continue to review the possibility of creating such electives.</p>	<p>Not applicable.</p>
<p>Involve industry partners in the whole process of capstone projects including the assessment of the final products.</p>	<p>We have always involved industry professionals in assessment of capstone projects. However, we noticed that they provide the best contribution to the assessment of proposals and not to the final products. Since they do not have the time to follow the project process,</p>	<p>Tom Wanyama - This suggestion will be communicated to instructors, but we do not intend to take specific action on it.</p>	<p>Not applicable.</p>

	<p>they tend to award grades based mainly on the final product.</p> <p>For the project with community partners, they are involved in the entire process except the final assessment.</p>		
<p>Incorporate peer evaluation in the assessment of group projects.</p>	<p>Peer evaluation was standard in most Automation Engineering Technology courses until 2016 -2018, when instructors noticed that many students were rewarding or penalizing their peers in assessment due to reasons that had nothing or little to do with the projects.</p>	<p>Tom Wanyama - This recommendation will be communicated to instructors to make decisions appropriate for their courses.</p>	<p>Not applicable.</p>
<p>Include oral presentation component in more courses involving group projects, to help students practice and strengthen their oral communication skills.</p>	<p>Valuable observation. It will be shared with instructors and there will be discussion on how implement this recommendation.</p>	<p>Tom Wanyama & Michael Justason - Liaise with instructors of both technical and GENTECH courses to increase the number of courses with oral presentations.</p> <p>Create a list of courses that have oral presentation and explanation of how the presentations are used to meet the course learning outcomes.</p>	<p>September 2022</p>
<p>Students interviewed felt that going back and forth between McMaster and Mohawk was inconvenient. Scheduling the labs at Mohawk to take place only on some specific days of the week, with no lectures held at McMaster on such lab</p>	<p>Labs are scheduled at Mohawk on a specific day. There is no going back and forth unless the student is off-cycle and they have lower year courses they are taking to catch up.</p>	<p>Tom Wanyama - We intend to take no specific action on this suggestion, but we will continue to work with scheduling to ensure that students have a specific day to do labs at Mohawk.</p>	<p>Not applicable.</p>

days, could reduce this issue.			
SEPT staff are overloaded. One of the most pressing needs is the amount on time spent on scheduling of courses and activities. A possible recommended solution for course scheduling will be to give staff more lead time while still allowing staff preferences to be incorporated into scheduling. Another possibility will be to pass on some of the less critical scheduling to the Central Administration at McMaster.	We are aware of the suggestion. This suggestion will be shared with B.Tech. Program Chairs, the Administrative team, and the school Director and there will be discussion on how implement the recommendation. Ultimately the scheduling process sits with the University and Mohawk College, and is above the school itself.	Tom Wanyama - Liaise with other Program Chairs, the Administrative team, and the Director on how to address this suggestion.	July 2022
Teaching support in the form of teaching assistants (TA)s and technical support was not enough. The reviewers suggest the AET program chair meet with the program advisory committee to determine minimum enrollment number to provide one teaching assistant (TA) support (e.g., at the rate of 3 hours/week). TAs can then support faculty with the grading the students' assignments, quizzes and lab reports. This will free up time for the regular teaching faculty to engage in pedagogical and applied research.	The Automation Engineering Technology program has always had small classes, with labs counted toward instructor teaching load. But as the program grows in student numbers, we have started assigning TA to classes with more than 50 students and in other special circumstances.	Tom Wanyama - We intend to take no specific action on this suggestion, but we will continue to update and improve the TA program.	Not Applicable
The reviewers encourage the program authorities to continue keeping their labs current as well as improving access to labs	Every summer all Automation Engineering Technology labs are reviewed and/or upgraded.	Tom Wanyama - We will continue the annual review and upgrade of our lab facilities.	Not applicable.

<p>for students within the McMaster University campus to improve commute time used by the students travelling between the two partner institutions.</p>			
<p>There is need for a clear mechanism that will allow recognition of faculty research and teaching productivity while indicating a clear path towards promotion. The reviewers recommend that a committee is created to define and communicate the guidelines and metrics for the career projection of the regular teaching track faculty.</p>	<p>This is a valuable observation that we are aware of. Consequently, there is several efforts within the School and the Faculty of Engineering to develop mechanisms for recognising teaching productivity. What is missing in these efforts is the development of recognising discipline research for teaching stream faculty. This recommendation will be shared with instructors and there will be discussion on how implement it.</p> <p>There is a need to direct funding towards discipline research.</p>	<p>Tom Wanyama - Liaise with other chairs and the director on setting up a mechanism for recognising discipline research for teaching stream faculty.</p>	<p>July 2022</p>
<p>The reviewers recommend prioritizing efforts to continue to reduce the percentage of technical courses taught by non-permanent (sessional) instructors. The current numbers are concerning.</p>	<p>This is a valuable suggestion that we are aware of. We have hired two more permanent faculty since the last IQAP, two faculty have attained permanence, one is on teaching track, and we are in the processing of filling another teaching track position.</p> <p>We will continue to advocate for more full-time positions in the AET program.</p>	<p>Tom Wanyama - The Program Chair will continue to liaise with the School Director to address this issue.</p>	<p>Not applicable.</p>
<p>A possible immediate solution to reducing</p>	<p>We have tried this approach. Until recently</p>	<p>Tom Wanyama - We intend to take no</p>	<p>Not applicable.</p>

sessionals in the AET program could be to ensure that Mohawk instructors teaching courses and labs at McMaster do have these courses counted toward their overall teaching load at Mohawk.	we had four Mohawk instructors with their teaching load counted towards the college load. This incentive was ended because it had many administrative complications.	specific action on this suggestion because we tried it and did not work out well.	
Occasional class sizes of 150 were mentioned as a problem during interviews with faculty and students, which the reviewers agree is rather too high and recommend being avoided.	Our largest class is 120 students for lectures with two tutorials of 60 students each. We believe this is an appreciate class size. We will discuss with instructors o determine any changes to the class sizes.	Tom Wanyama - We intend to take no specific action on this suggestion, but we will continue to ensure that classes have appropriate sizes.	Not applicable.
The reviewer team recommends that the ECCS office along with the teaching faculty should continue their effort in finding CO-OP opportunities for all the eligible students by intensifying employer awareness and involving industry more heavily in capstone projects.	This is a valuable recommendation that we are aware of. We have monthly team meetings where coop is discussed. There is an ECCS representative.	Tom Wanyama - We will continue to engage ECCS, our community partners, and Program Advisory Committee members to find coop opportunities for our students	Not applicable.
Alumni interviewed wished that there exists more active engagement with McMaster as not so many of them have been contacted since graduating. The reviewer team recommends that McMaster put in place an exit survey and/or any other necessary process to engage with the alumni of the AET program.	The is a valuable recommendation that is beyond the role of the Program Chair.	Tom Wanyama - The Program Chair will bring it to the attention of the Director.	December 2021
The reviewers recommended that a	The is a valuable recommendation that the	Tom Wanyama & Michael Justason	December 2022

<p>formal standard process for introducing sustainability principles into courses be developed by the program chair in coordination with the advisory committee and communicated to all the instructors.</p>	<p>Program Chair will follow up on by drafting a standard process for introducing sustainability principles into courses and bring to the advisory committee for discussion. Once approved the process will be communicated to all instructors.</p>	<p>Draft a standard process for introducing sustainability principles into courses.</p> <p>Bring the process to the advisory committee for discussion.</p> <p>Communicate final process to instructors.</p> <p>Review the implementation of the process.</p> <p>This can be done in conjunction with the new course, GENTECH 1BZ3 – Foundations of Business, where the concept of Sustainability is introduced to the students.</p>	
<p>To make the governance more consultative and inclusive, the reviewers recommended that the steering committee considers the inclusion of student representatives (alumni and/or current students) either the McMaster-Mohawk Joint Meetings, and/or the Program Advisory Committee.</p>	<p>Membership of the steering committee is beyond the Program Chair’s role, but the issue will be brought to the Director. Including students on the PAC committee will be discussed with the committee members.</p>	<p>Tom Wanyama - Include expanding PAC committee membership to include student representation in the PAC meeting agenda.</p>	<p>December 2021</p>
<p>Provide opportunities of online learning in post-pandemic to support continuing blended delivery of content.</p>	<p>The effort to provide online learning resources in the AET program did not start due to COVID-19. The pandemic only accelerated this effort. We started offering remote lab access in 2015 for</p>	<p>Tom Wanyama - We intend to take no specific action on this suggestion, but we will continue to increase online</p>	<p>September 2022</p>

	<p>PROCTECH4AS3. In 2018 we started developing the take home labs used in ENGTECH1EL3 and PROCTECH2EE3. We have now expanded this program to include SRMTTECH3CC3 and SMRTTECH3DE3.</p> <p>We will review other courses for which online resources and be developed and engage the associated instructors.</p>	<p>resources for our students.</p> <p>We create a budget item to support continuous development and use of online learning resources.</p>	
<p>Invite guest lecturers in courses taught by regular teaching track faculty.</p>	<p>This is a valuable recommendation. It will be discussed with instructors and community partners to create an AET lecture series.</p>	<p>Tom Wanyama - Create a program for inviting guest lecturers.</p>	<p>September 2022</p>

Dean's Response

It is clear that the reviewers dug into the program in a great deal of depth. Program responses are very appropriate and it is clear that the feedback will be implemented. In cases where no action will be taken, the department has provided a thoughtful response; in cases where there are changes to be implemented, the department has put into place a clear implementation plan. Additional staffing was again discussed, suggesting that there is a clear need. Overall, like other B.Tech programs, this one is strong.

Quality Assurance Committee Recommendation

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the B.Tech. Automation Engineering Technology program should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Automotive & Vehicle Engineering Technology (AVT)

Date of Review: May 18 - 19, 2021

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the Bachelor of Technology (B.Tech) Automotive and Vehicle Engineering Technology (AVT) Program. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the W Booth School of Engineering Practice and Technology submitted a self-study in April 2021 to the Vice-Provost Faculty to initiate the cyclical program review of the B.Tech. Automotive and Vehicle Engineering Technology program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Faculty Dean, W Booth School of Engineering Practice and Technology, and selected by the Vice-Provost Faculty. The review team reviewed the self-study documentation and then conducted a review on May 18-19, 2021. The review included interviews with the Provost and Vice-President (Academic), Faculty Dean, Vice-Provost Faculty, Associate Dean Academic, Program Chair of the B.Tech. Automotive and Vehicle Engineering Technology Program within the W Booth School of Engineering Practice and Technology and meetings with groups of current students, full-time faculty and support staff.

The Program Chair of the B.Tech. Automotive and Vehicle Engineering Technology program and the Dean of the Engineering submitted responses to the Reviewers' Report (January 2022). Specific recommendations were discussed, and clarifications and corrections were presented. Follow-up actions and timelines were included.

The reviewers were very positive about the Automotive and Vehicle Engineering Technology (AVT) program. The AVT program provides a rich student experience in the business and engineering technology domains. The engagement and interactions between McMaster University and Mohawk College are strong (and unique), with additional programs under development. The B.Tech. program family may serve to be a roadmap for other institutions, and McMaster should be proud of this.

Based on the program review, more joint activities between the professional / business aspects with the technical courses needs to be incorporated, and the number of sessional instructors should continue to be reduced where possible. No major issues with respect to admissions, governance, and other auxiliary program support are noted; however, suggestions to improve the program are provided, especially as there is potential to expand the AVT program, and the resources are heavily utilized at the present.

The following program strengths were identified:

- Graduates are exposed to experiential learning activities with hands-on labs, co-op placements, and challenging capstone projects.
- Multi-disciplinary knowledge is gained in the technical and business domains.
- The Automotive and Vehicle Engineering Technology (AVT) instructors have many years of industrial experience and are passionate about this program.
- The students are employed in related fields within a few months of graduation and are remunerated well. Graduates may continue to graduate studies programs.

The following areas of improvement were suggested:

- Introduce an optional program extension of one term that incorporates the courses that the PEO would consider acceptable for program accreditation.
- Additional technical elective courses could be drawn from Faculty of Engineering portfolio.
- Create a 'super course' for each year that combines the content from several complementary courses including business and professional course elements.
- Upgrade materials, manufacturing, and controls-based labs to allow more diverse experimental activities, and program expansion.
- Encourage local industrial supported projects for the capstone projects.
- Develop an internal enterprise-based coop program.
- Use "Kira Talent" for admissions evaluation.
- Better integration of the GENTECH courses and the technical courses.
- Continue to reduce sessional instructors where possible (primarily in the business program).
- Increase the number of tutorial hours for our courses.
- The website info, and support response times are flagged as issues in the Student Satisfaction surveys and should be addressed.

- An orientation session for the sessional instructors should be provided to streamline start of term activities and to ensure general program information is provided.

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
<p>Introduce an optional program extension of one term that incorporates the courses that the PEO would consider acceptable for program accreditation.</p>	<p>We suspect that the reviewers did not have the full picture of PEO and CEAB's responsibilities. Program accreditation is the responsibility of CEAB not PEO. Currently, PEO has assigned "5 confirmatory exams" to our graduates. There are previous PEO exam questions posted online available. Also, there are PEO preparation courses available from organizations such as OSPE (Ontario Society of Professional Engineer). Since the number of students interested in getting their P.Eng. varies every year, it is much more cost effective for our students to enroll into the OSPE courses than us creating an additional 1-year program for PEO exams preparation.</p>	<p>AVT Program Chair to inform Level 4 students about the resources available to help students prepare for their PEO confirmatory exams.</p>	<p>Start sharing resources to Level 4 students via AUTOTECH 4CI3 course in Fall 2022.</p>
<p>Additional technical elective courses could be drawn from Faculty of Engineering portfolio.</p>	<p>We agree with the reviewers' comments and we can add more technical electives. Currently the following 3 technical elective courses from other B.Tech. programs are available to our students to take. We will continue to investigate increasing the</p>	<p>AVT Program Chair to discuss with faculty members to identify new technical electives and propose to</p>	<p>Submit new technical electives in Fall 2022.</p>

	<p>number of these technical electives in the future.</p> <ol style="list-style-type: none"> 1. MANTECH 4MM3 - Design and Manufacturing of Machine Elements 2. PROCTECH 4MH3 - Machine Health and Remote Monitoring 3. SFWRTECH 4AI3 - Artificial Intelligence. 	curriculum committee.	
<p>Create a ‘super course’ for each year that combines the content from several complementary courses including business and professional course elements.</p>	<p>Currently, the Capstone Design courses are being used as a platform for our students to integrate their theoretical knowledge, technical skills and their management skills. In this course, 2 to 3 students would form a project group, and some would take on the role of the project manager and some would be the mechanical designer or software programmer. The idea is that students would apply knowledge and skills they have gained in their technical or management courses to design and build an integrated system.</p>	<p>AVT Program Chair and the Business and Management Chair to meet and discuss possibilities of eliminating existing course(s) and adding super course(s) to our curriculum.</p>	<p>Propose changes (if any) to faculty curriculum committee in Fall 2022.</p>
<p>Upgrade materials, manufacturing, and controls-based labs to allow more diverse experimental activities, and program expansion.</p>	<p>We agree with the reviewers’ comments. We will carefully consider upgrading the equipment in our labs.</p>	<p>AVT Program Chair to discuss with faculty members to identify new lab equipment to purchase and propose to school via annual budget in Dec 2022.</p>	<p>Submit new equipment budget in Dec 2022.</p>
<p>Encourage local industrial supported projects for the capstone projects.</p>	<p>We do encourage locally supported projects. Every year, a list potential projects from local industries and hospitals are given to our</p>	<p>We are already doing what was recommended. No new actions required.</p>	<p>Ongoing effort. No action dates required.</p>

	capstone projects students to choose from.		
Develop an internal enterprise-based coop program.	We already have a very close relationship with Mohawk College. On top of this, we are well connected with our alumni. Many of our alumni hired our students for co-op. Co-op numbers are very encouraging in recent years.	We are already doing what was recommended. No new actions required.	Ongoing effort. No action dates required.
Use "Kira Talent" for admissions evaluation.	We agree that Kira Talent is a useful tool for evaluating applicants for admissions into Level 1.	The Faculty of Engineering has already decided to use Kira Talent as part of a Supplementary Application for B.Tech. No new actions required.	We will use Kira Talent for Fall 2022 admissions.
Better integration of the GENTECH courses and the technical courses.	We agree with the reviewers' comments. This recommendation #8 is related to #3 above.	AVT Program Chair and Management Chair to meet and discuss possibilities of a better integration of our GENTECH courses and technical courses.	Propose new course(s) or changes to faculty curriculum committee in Fall 2022.
Continue to reduce sessional instructors where possible (primarily in the business program)	The high number of sessional instructors teaching our management courses could represent a challenge for integrating the business and technical elements of the program. We will continue to reduce the number of sessional instructors.	Ongoing effort.	Ongoing effort.

Increase the number of tutorial hours for our courses	Currently most of our tutorials are scheduled for our Level 2 courses with enrollment numbers close to 100 students. When class size starts to get bigger in our Levels 3 and 4 courses, it would a good idea to start introducing tutorials in our higher-level courses.	AVT Program Chair to monitor class size and identify needs for adding new tutorials.	Ongoing effort.
The website info, and support response times are flagged as issues in the Student Satisfaction surveys and should be addressed.	We update our website information frequently and we work very hard to improve our support response time. For example, as the program chair, I typically response to my students' emails within 12 hours.	Ongoing effort. No new actions required.	Ongoing effort.
An orientation session for the sessional instructors should be provided to streamline start of term activities and to ensure general program information is provided.	An instructors' orientation meeting is held at the beginning of each term. We always encourage our faculty members and sessional instructors to attend these meetings.	Ongoing effort. No new actions required.	Ongoing effort.

Dean's Response

It looks terrific - the responses are well thought out. I particularly liked your response around accreditation of the program. However, perhaps we can explore the PEO comment more. I agree with your take that the OSPE courses are likely the best option but if there are opportunities for us, perhaps we can consider them. If I am naive in this, of course please let me know.

Quality Assurance Committee Recommendation

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the B.Tech. Automotive and Vehicle Engineering Technology program should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Civil Engineering Infrastructure Technology

Date of Review: June 15, 2021

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the W Booth School of Engineering Practice and Technology submitted a self-study in April 2021 to the Vice-Provost Faculty to initiate the cyclical program review of the B.Tech. Civil Engineering Infrastructure Technology completion program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Faculty Dean, W Booth School of Engineering Practice and Technology, and selected by the Vice-Provost Faculty. The review team reviewed the self-study documentation and then conducted a review on June 15, 2021. The review included interviews with the Provost and Vice-President (Academic), Faculty Dean, Vice-Provost Faculty, Associate Dean Academic, Program Chair of the B.Tech. Civil Engineering Infrastructure Technology Program within the W Booth School of Engineering Practice and Technology and meetings with groups of current students, full-time faculty and support staff.

The Program Chair of the B.Tech. Civil Engineering Infrastructure Technology Program and the Dean of the Engineering submitted responses to the Reviewers' Report (November 2021 and April 2022, accordingly). Specific recommendations were discussed, and clarifications and corrections were presented. Follow-up actions and timelines were included.

The McMaster-Mohawk Bachelor of Technology (B.Tech.) Partnership is a successful university/college relationship that has a unique position in Canada. This collaboration gives the opportunity to students with an Advanced Diploma from Mohawk (or from another College) to pursue a Degree Completion Programs (DCP) in McMaster University to obtain a Bachelor of Technology (B.Tech.) degree in Civil Engineering Infrastructure Technology (CIV). It also provides a strong emphasis on management as students are required to take several management courses in addition to the technical courses. This results in a unique skill set that is highly attractive for employers. The B.Tech. in Civil Engineering Infrastructure Technology at McMaster University is a niche program, providing a high value-added to society by teaching technical and business skills to students who had previously completed college diplomas in Civil Engineering Technology, Architectural Technology, or Construction Engineering Technology.

The B.Tech. in CIV has been offered since 2006. In the past five years, the CIV program has produced 121 B.Tech. graduates. In Fall 2020, CIV's student population consisted of 142 students. CIV offers students a B.Tech. program in the area of Civil Engineering Infrastructure technology. CIV's program provides practical training, and the students are able to work during their studies. In the past five years, the number of Civil Engineering Infrastructure Technology students classified as 'part-time' ranged from 46-53% of the total, with the remainder classified as 'fulltime'. All CIV courses run during weekday evenings (6:30 – 9:30 pm) and on Saturdays (9:00 am – 12:00 pm or 1:00 pm – 4:00 pm) during the day for 12 months of the year, to accommodate working professionals. Some students completing the B.Tech. have gone on to pursue graduate school; some are pursuing licensure as professional engineers (P.Eng.); others are going on to technical careers in the civil engineering domain. The program was initially conceived to serve the Infrastructure Repair and Rehabilitation market, although the extent to which it is doing so is unclear.

Enrollment in the program has increased by approximately 25% since 2015/16. The results from a comprehensive in-course survey show a student satisfaction rate of over 60%, although this is a survey across all B.Tech. programs, and there is no specific data for the Civil Engineering Infrastructure Technology program.

In the past five years, the most significant update for the Civil Engineering Infrastructure Technology program was the 2018 PEO ARC (Academic Requirements Committee) Report and review of the program, which created a pathway of graduates to potential P.Eng. licensure: graduates of the Civil Engineering Infrastructure Technology program can now satisfy the PEO's academic requirements if they pass five PEO technical exams and submit a copy of a technical report. CIV is a unique technology program in Canada. It plans to continue being a leading program in Canada by continuing a direct interaction with the Professional Engineers of Ontario to facilitate the licensing of its graduates as P.Eng. This aspiration is consistent with the goals of McMaster University (to be recognized as one of the top innovation universities in the world) and the Faculty of Engineering (to make McMaster Engineering a truly world-class school of engineering) and attract outstanding students, employers, employees and partners around the globe.

Seventy-five percent of the Civil Engineering Infrastructure Technology are taught by sessional instructors. While sessional instructors from industry greatly contribute to the B.Tech. program, the quality, reputation, and consistency of course offerings may be improved if a further permanent instructor teaches the program. Further suggested enhancements to the program include expansion of technical elective offerings, increase of program admission cut-off, and maintenance of consistency in sessional lectures. For example, the expansion of technical elective offerings can be achieved by allowing the students to take some courses offered on Campus by other degree programs during regular working hours. Further flexibility to students could be achieved by enabling students to take asynchronous online courses or sections of courses.

The following program strengths were identified:

- The Program is unique in Canada and successful
- The Program produces graduates with an attractive mix of business and technical education that is in-demand by employers
- The Program has continued to grow since its inception in 2006
- Student satisfaction is high
- The Program was reviewed by the PEO ARC in 2018 and a prescribed pathway exists for graduates in pursuit of their P.Eng. (5 Exams + Report, with potential for only 2 Exams with 'good performance')
- The delivery and quality of the Program is consistent with McMaster's strategic priorities
- The Program structure offers a unique value proposition to students who are working full-time or part-time
- The Program has many highly skilled part-time lecturers (most working in relevant industry positions)
- Students appear happy with the quality of teaching
- The Program maintains relatively small class sizes (20-50)
- The physical space provided for the Program is adequate
- Morale among Staff seems high
- Graduates of the Program seem highly employable in addition to being capable of pursuing further studies (M.Eng., M.A.Sc., etc.)

The following areas of improvement were suggested:

- Add a second full-time Faculty member dedicated to the CIVTECH Program
- Expand the number of technical electives available to the CIVTECH students
- Offer some courses as blended in-person/virtual or completely asynchronous-online
- Increase admission cut-off average
- Maintain consistency in sessional lecturers / annual reviews for sessional lecturers
- Clarity on the rules surrounding the 're-taking' of courses for students who are not successful – request for clarity in the McMaster Course Calendar
- TAs appear under-utilized

- Negotiate with the PEO to further reduce the number of Exams for CIVTECH graduates
- Increase the number of courses offered at the 400/600 Level to improve the pathway to an M.Eng. Degree within the W Booth School

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Add a second full-time Faculty member to the Program	This recommendation requires approval at the Faculty Level. The possibility of expanding the number of full-time Faculty members will be discussed with the Director of the W Booth School who will decide if this is possible.	M Justason / Brian Baetz	July 2022+
Expand the number of technical electives available to the CIVTECH students	Currently, CIVTECH students may choose one technical elective outside the CIVTECH Program (from Manufacturing, Software, or Power & Energy). The possibility of taking a technical elective (in the daytime) will be discussed with the Chair of the Dept. of Civil Engineering.	M Justason	July 2022, earliest implementation would be Sept. 2023
Offer some courses as blended in-person/virtual or completely asynchronous-online	Expertise related to this recommendation has been developed because of COVID-19. Students are already familiar with online and virtual learning as part of the GENTECH curriculum. A virtual/online conversion will be proposed to current long-serving sessional lecturers of the technical courses and,	M Justason	July 2022, earliest implementation would be Sept. 2023

	<p>where appropriate, courses will be converted to online/virtual/or blended. Funding for this conversion would be required to ensure proper pedagogical practices. Courses may also be offered as 'hybrid' courses during a transition period. The idea of moving the entire CIVTECH Program to an online program will be discussed at the next Industry-Advisory Committee meeting.</p>		
Increase admission cut-off average	<p>The admission cut-off average has been increased from 75% to 80%, effective for the Fall 2022 intake.</p>	M Justason	Complete – _will be effective Sept. 2022.
Maintain consistency in sessional lecturers / annual reviews for sessional lecturers	<p>This recommendation is appropriate and currently being done within the framework of the sessional contracts and the available feedback mechanisms. Most sessional instructors are long-serving and of high quality. In the past, CIVTECH students have been vocal when they felt course instruction was not of sufficient quality. An atmosphere where students feel comfortable making these types of complaints will continue to be cultivated.</p>	M Justason	Ongoing
Clarity on the rules surrounding the 're-taking' of courses for students who are not successful – request for clarity in the McMaster Course Calendar	<p>B.Tech. students currently follow the same rules for continuation in their Program (and repeating courses) as Engineering students. An inquiry/attempt will be made to clarify these requirements in the McMaster Course Calendar.</p>	M Justason / Sarah Sullivan	September 2022 (next Course Calendar review)

TAs appear under-utilized	The Program Chair will communicate this observation to the CIVTECH sessional instructors and request that they consider making greater use of their TAs. Where appropriate, permission to hire Graduate TAs from the Dept. of Civil Engineering will be investigated.	M Justason / Sarah Sullivan	January 2022
Negotiations with the PEO to further reduce the number of Exams	A re-review of the Program by the PEO is due in 2021. The Program Chair has been in communication with the PEO and is awaiting further instructions (the 2018 review had a term of 3-years). The PEO ARC (Academic Requirements Committee) is unlikely to change the current prescription of 5-Exams + Report (2-Exams are <i>possible</i> for 'good-performance'). This is a favourable assessment for a College-to-University Program. There has not been any significant change to the CIVTECH curriculum since the 2018 review. There is little justification to negotiate fewer Exams; unless, the PEO has seen very strong performance from CIVTECH applicants on their Exams.	M Justason	2021-2022 (depending on the PEO ARC)
Increase in 400/600 Level Courses	This is an excellent suggestion, and it will be explored. Currently, CIVTECH students can take 3 courses at the 400/600 level (Project Mgmt; Building Science; and Technical Communications). A fourth course has been proposed (Entrepreneurship) and may be added to the curriculum in 2022/23. Adding additional courses at the	M Justason / Vlad Mahalec	September 2022 or 2023, pending the deadline for curriculum changes affecting the School of Graduate Studies

	400/600 level will be investigated in collaboration with the Associate Director of Graduate Programs.		
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Dean's Response

The comments of the reviewers are for the most part consistent with the reviews of the other programs, highlighting the need for additional full time faculty members and the need for new staff. The comments about the PEO are appropriate and I am pleased that we are looking to reduce the number of exams required for these students. The addition of new courses is an excellent suggestion - it may be prudent to consider looking to programs outside of the Booth School and crosslisting since many of the courses may be available in other departments in the Faculty.

Quality Assurance Committee Recommendation

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the B.Tech. Civil Engineering Infrastructure Technology program should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

English and Cultural Studies

Date of Review: May 13th and 14th

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the department of English and Cultural Studies program submitted a self-study in April 2021 to the Acting Vice-Provost, Faculty and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its undergraduate and graduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Humanities, and selected by the Acting Vice-Provost, Faculty and Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a remote review on May 13th and 14th 2021. The review included interviews with the Provost and Vice-President (Academic); Acting Vice-Provost, Faculty, Vice-Provost and Dean of Graduate Studies, Associate Dean, Grad Studies and Research, Chair of the Department and meetings with groups of current students, full-time faculty and support staff.

The Chair of the Department and the Dean of the Faculty of Humanities submitted responses to the Reviewers' Report (December 2021 and February 2022). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

- University Mission: The reviewers recognized the department’s positive contribution to the university’s mission to “achieve international distinction for creativity, innovation, and excellence.”
- Commitment to Teaching: They praise ECS’s commitment to teaching, including the priority area of community engagement, and note students’ appreciation of faculty members’ support for them during COVID and the high quality of tutorials (reflecting dedicated TA training).
- Research Program: The reviewers also noted that faculty members have “robust research programs including innovative community-based, socially-engaged and interdisciplinary work,” suggesting that “the long list of faculty members’ publications, awards, grants and other honours is a clear sign of not only productivity but also high quality work being produced in the department.”
- Top Overall Profile: This research strength helps to explain why, in the reviewers’ words, the department “punches above its weight in terms of the size and success of its graduate program.”. They note that ECS “was described to [them], at every level, as the strongest department in the Faculty, with the best research and graduate records”.

Areas for Enhancement or Improvement

The reviewers listed several areas for improvement, with the qualifying note that some areas in which the department could improve are beyond the department’s control, due to governance structures and/or limited resources. Among the areas detailed in the recommendations below are:

- managing the balance between literary and cultural studies in graduate and undergraduate programs;
- communication to undergraduate students about these areas in relation to learning outcomes and different paths through the program;
- fostering undergraduate and graduate student community.

Summary of the Reviewers’ Recommendations with the Department’s and Dean’s Responses

Recommendation / Proposed Follow-Up	Responsibility for Leading Follow-Up / Timeline for Addressing Recommendation
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Undergraduate Program Recommendations	
Recommendation: Evaluate the balance between cultural studies and literature offerings	Responsibility for Leading Follow-Up: Undergraduate Curriculum Committee (UCC), Graduate Studies Committee (GSC), Cultural Studies and Critical Theory Committee (CSCTC), Department Chair, MacPherson Institute
Proposed Follow-Up: The department is evaluating the entire undergraduate curriculum in light of impending retirements. Managing the cultural studies/literature balance relationship will be part of those discussions. Important to note here is that many faculty members reject the idea of a dichotomy between cultural studies and literature as inconsistent with the realities of teaching in English and Cultural Studies: in keeping with the department's strengths in "innovative community-based, socially engaged and interdisciplinary work" noted by reviewers, many of the courses taught and dissertations supervised in the department address literature, via the lenses of cultural studies and theory.	Timeline for Addressing Recommendation: 2021-2025 Work in the Undergraduate Curriculum Committee will begin this year towards reimagining undergraduate area requirements. Thinking through the way we address the relations and tensions between literature and cultural studies will be part of these conversations. A department retreat in 2022-2023 will focus on these issues and curricular changes, with the expectation that further changes will be necessary as more faculty members retire over the next 5 years. Consultations with the MacPherson Institute will assist in curricular (re)mapping and (re)assessing our program learning outcomes.
Recommendation: Ensure that students understand the relationship between these cultural studies and literature offerings	Responsibility for Leading Follow-Up: UCC, Graduate Chair, GSC, CSCTC, Department Chair
Proposed Follow-Up: The changes discussed above will go some way towards addressing this problem. However, since the report also identifies the relationship between these areas as a significant point of tension amongst some faculty, discussions at department meetings will need to go beyond specific course offerings to rethink how we see ourselves as a department (see above).	Timeline for Addressing Recommendation: 2021-2025 See above. One or two department meetings, in addition to the retreat described above, will focus on the question of our identity (to which the relationship between literary and cultural studies is central).
Recommendation: Engage in multi-year planning, with an eye to highlighting	Responsibility for Leading Follow-Up: UCC, Department Chair

student pathways through the program (see next recommendation)	
Proposed Follow-Up: We understand the rationale for this recommendation, which has come up in previous IQAP reviews. Though we have tried to put in place 2-year plans, unanticipated course cancellations (usually due to unexpected leaves or course release) make it impossible to guarantee course offerings over a multi-year period. However, our curricular reform process will result in a leaner program so most courses will be taught often. The curricular reform itself is a form of multi-year planning towards a self-sustaining program with a small faculty complement.	Timeline for Addressing Recommendation: 2021-2025 (see recommendation 1, above)
Recommendation: Develop suggested pathways to help undergraduate students craft cohesive, connected programs according to their main interests	Responsibility for Leading Follow-Up: UCC, Department Chair
Proposed Follow-Up: Our planned undergraduate curriculum review will include modifying requirements to offer and articulate different routes through the program reflective of students' interests.	Timeline for Addressing Recommendation: 2021-2025 (see recommendation 1, above)
Recommendation: Emphasize key skills and learning outcomes on the department website, and in all material used in communicating with and advising students.	Responsibility for Leading Follow-Up: UCC, Department Chair, in consultation with MacPherson Institute and the the Centre for Career Information & Experiential Education
Proposed Follow-Up: Identifying and describing key skills and learning outcomes will be part of/play an informing role in the process of reworking the undergraduate curriculum.	Timeline for Addressing Recommendation: 2021-2025 (see recommendation 1, above)
Recommendation: Explore the possibility of creating smaller class sizes to improve the undergraduate student experience	Responsibility for Leading Follow-Up: UCC, Department Chair, in consultation with Anti-Racist Teaching Practice Group ^[1] and other faculty members.
Proposed Follow-Up: We agree with the reviewers that "small class size has a direct	Timeline for Addressing Recommendation: 2021-2025 (see recommendation 1, above)

<p>impact on student experience and the sense of belonging”, while recognizing that faculty budgetary constraints make reducing class size difficult. Tutorials are one way to replicate the advantages of a small class. Planned curriculum restructuring will include extending the practice of allocating tutorials to select upper-year courses in which students encounter difficult subject matter (e.g., ENGLISH 3EE3 African American Literature). A survey of undergraduate students regarding their experience in the program (including but not restricted to courses) will provide us with data to support efforts to improve the undergraduate experience.</p>	
<p>Recommendation: Appoint a faculty mentor to work with students towards cohort-based events organized around student interests</p>	<p>Responsibility for Leading Follow-Up: Undergraduate Curriculum Chair, Department Chair</p>
<p>Proposed Follow-Up: This work is already underway. In 2019 the department negotiated 3-units teaching release for the UCC in the 2nd of a 2-year term to allow for the expansion of the role to encompass counselling, communications and mentoring. The revived McMaster English and Cultural Studies Undergraduate Society (MECSUS) and development of a creative writing magazine (Spectrum) are due largely to the efforts of the UCC, Cathy Grisé, who is starting the 2nd-year of her term following a year’s research leave.</p>	<p>Timeline for Addressing Recommendation: Present and ongoing</p>
<p>Graduate Program Recommendations</p>	
<p>Recommendation: Radically shrink the graduate program(s)</p>	<p>Responsibility for Leading Follow-Up: GSC, CSCTC</p>
<p>Proposed Follow-Up: Conversations have begun this year in GSC and CSCTC around reforming our graduate programs. While we note that we have already shrunk our graduate programs significantly (total PhD</p>	<p>Timeline for Addressing Recommendation: 2022-2025</p>

<p>numbers/supervisions may not reflect this change yet), current and projected reductions in faculty numbers will necessitate continued reductions. The GSC and CSCTC will deliberate and make decisions this year about the pace and degree of change, recognizing that, while reductions in program size will lead to reduced scholarship funding and, eventually, hamper program quality, these moves may be necessary for long-term sustainability of these programs in the absence of additional faculty resources and/or improvements to the “points” system</p>	
<p>Administrative/Larger Program recommendations</p>	
<p>Recommendation: Continue to pay an appropriately-skilled person to establish and maintain an engaging social media presence for the department</p>	<p>Responsibility for Leading Follow-Up: Chair of Publicity Committee</p>
<p>Proposed Follow-Up: As long as funds allow, the department pays a graduate student who's web/social media-savvy and familiar with the department/programs to serve as Web Assistant to maintain the department's social media presence.</p>	<p>Timeline for Addressing Recommendation: Present and ongoing</p>
<p>Recommendation: Reduce the secondment of ECS faculty to other units on campus, or institute a system whereby ECS is compensated for lost faculty labour [2] so that it is not being disadvantaged or effectively penalized for its major contributions to interdisciplinary and community-based work</p>	<p>Responsibility for Leading Follow-Up: Department Chair Dean and Assoc.Deans</p>
<p>Proposed Follow-Up: A system whereby departments are compensated for the labour faculty members commit to supporting interdisciplinary programs and EDI initiatives would be welcomed, and would require the support of the Dean</p>	<p>Timeline for Addressing Recommendation: Present and ongoing.</p>

<p>and Assoc. Deans. As the university is moving to enhance interdisciplinary offerings and to enhance EDI and other initiatives in which ECS faculty have interest and expertise, moving to “withdraw [ECS faculty] from any extradepartmental Commitments” is neither practical nor desirable. Decisions about these secondments will continue to be made on a case-by-case basis in consultation with interested faculty members.</p>	
<p>Recommendation: Organize a departmental retreat, with a professional facilitator, to explore ways of improving the department’s cohesion and morale as well as the unity of the undergraduate curriculum; these discussions must also address issues of equity and diversity</p>	<p>Responsibility for Leading Follow-Up: EIO, Professional facilitator</p>
<p>Proposed Follow-Up: Consultation has already begun, via an extraordinary summer department meeting attended by most faculty members, and small group/one-on-one conversations between the Department Chair and several faculty members (including the Graduate Chair and CSCT Director) and graduate students; and between individual faculty members and students. While some expressed surprise about the magnitude of reported issues, others described damaging dynamics including bullying, related to English/CSCT tensions and to broader issues of equity and inclusion such as racism and sexism (these encompass the difficulties/demands of decolonial/anti- oppressive work as well as some resistance to those needed changes). Recognizing that the range of problems exposed will require a range of solutions and that some issues-- including widespread reports of burnout, exhaustion and low morale--are connected to broader areas of strain, the</p>	<p>Timeline for Addressing Recommendation: Already completed/ongoing:</p> <ul style="list-style-type: none"> • summer department meeting; follow-up conversations between Chair, faculty members and students • Graduate orientation workshop on seminar participation • Grad Buddies peer-mentoring program <p>Planned:</p> <ul style="list-style-type: none"> • Possible new core course for MA students • EIO workshop (November, 2021) • Externally facilitated workshops for faculty (January, May, 2022) • Externally facilitated workshop for graduate students (January, 2022) • Department Retreat (May, 2022)

<p>department is committed to addressing the identified problems. Following what some instructors were already doing in their graduate courses, the department has begun this work in graduate orientation by initiating ongoing discussions with incoming students (continued in individual classes) about inclusive and anti-oppressive practices geared towards interdisciplinary seminars. Additional graduate community and cohort-building activities, including peer mentoring are being discussed and implemented. A workshop on bullying and harassment conducted by EIO for faculty and graduate students followed by two ½-day faculty retreats and a ½-day graduate student with a professional facilitator should help to identify and ameliorate stresses that the report describes.</p>	
<p>Recommendation: The University should understand that ECS requires additional line appointments in order to participate more meaningfully in community engagement and experientially based learning.</p>	<p>Responsibility for Leading Follow-Up: Dean, Associate Dean, Undergraduate Studies, UCC, GSC, CSCTC, in consultation with MacPherson Institute, Office of Community Engagement</p>
<p>Proposed Follow-Up: We will draw on the expertise of Cathy Grisé, who has taken a lead in developing and experiential learning initiatives in the department and Faculty, to assist in curriculum development to further incorporate EE assignments into our classes, with support from an ELAP grant. The department will continue to support its offerings in Community Engagement and Experiential- Based Learning as far as possible within current constraints. We will also continue to highlight the need for additional resources to maintain and expand them.</p>	<p>Timeline for Addressing Recommendation: Ongoing</p>
<p>Recommendation: Broaden the notion of what “counts” in the point system for teaching reduction, and award additional course releases (i.e., beyond the</p>	<p>Responsibility for Leading Follow-Up: Department Chair, Anti-Racist Teaching Practice Working Group, Dean, Associate Deans, Graduate Studies & Research</p>

<p>maximum 3 credits) for those faculty who are shouldering particularly heavy workloads. BIPOC faculty, for example, often devote considerable time to mentoring and to building community relationships, and this additional work inevitably affects the amount of time they have available for research.</p>	
<p>Proposed Follow-Up: As noted above, the department would welcome a revision of the points system to recognize the labour faculty members—especially BIPOC faculty members--commit to mentoring students, EDI initiatives and other contributions to community. Plans to review departmental governance over the next two years will focus on improving transparency and recognizing and remediating uneven workloads in the department, with particular attention to ways of alleviating the disproportionate burdens placed on BIPOC faculty (many of whom are women in mid- and early career, groups who also carry relatively heavy service loads).</p>	<p>Timeline for Addressing Recommendation: 2021-2023</p>
<p>Recommendation: Change the budget model so that the department is not disadvantaged financially by recruiting international students.</p>	<p>Responsibility for Leading Follow-Up: The budget model is beyond the purview of the department. However, we will engage in ongoing discussions with the Associate Dean of Graduate Studies and Research regarding possibilities for admitting more international students to our graduate programs.</p>
<p>Proposed Follow-Up: Graduate Chair, CSCT Director, Department Chair</p>	<p>Timeline for Addressing Recommendation: January, 2022 and ongoing</p>

[1] This group was formed in May, 2020, to understand and address instances of racism in the classroom. Goals for 2021 including expanding the group’s anti-racist focus to encompass diverse forms of oppression both within and beyond the classroom and encouraging participation in the group by other interested faculty members.

[2] ECS does receive compensation for reallocated faculty labour in the form of paid course release for some faculty members involved in initiatives (significant committees, research Institutes, etc.) beyond the department. However, these contributions outside the department are not recognized in the faculty formula on which future hiring decisions are based, and while

loss of teaching may be compensated from time to time in these arrangements, the loss of the faculty member's service to the department is not recognized or compensated (often leading to many faculty members carrying a 'double burden' of service to multiple departments or programs, exacerbating the problem of burnout).

Faculty Response

Let me begin by thanking Dr. Susie O'Brien and her colleagues, including staff, and the undergraduate and graduate students in English and Cultural Studies for contributing to the self-study and to the visit by the review team. I'd also like to thank the reviewers: Dr. Siân Echard, Department of English Language and Literatures, University of British Columbia; Dr. Warren Cariou, Department of English, Film and Theatre, University of Manitoba; and the internal McMaster reviewer, Dr. Lydia Kapiriri, Department of Health, Aging & Society. We are particularly grateful for their time and energy during the pandemic.

I am not going to comment on the template provided to the review team, as it is a university-wide document that sits outside my authority. On a second matter related to the process, I would echo Dr. O'Brien's comments that it might be best not to become too wedded to the idea of virtual site visits. While we have had some success with them during the pandemic, they may unintentionally limit the effectiveness of reviews. In this case, the chair and some colleagues believed that the remote nature of the review meant that there was less opportunity to get to know the department and that the discussion of more sensitive issues was difficult in the remote environment. Recruiting students for focus groups was also more challenging during the pandemic and may have been worsened by the remote nature of the event.

I would also like to make a couple important updates to the reviewers' report here at the outset. ECS was granted a new tenured faculty appointment in 2021, and the new colleague does not have any teaching commitments elsewhere. ECS welcomed the addition of a second tenured faculty member with shared teaching and service commitments in ECS and Indigenous Studies. The department was also offered the opportunity of making a tenure-track appt in 2021, as part of a spousal arrangement, but declined further consideration of the individual, as not fitting departmental needs.

The review team quite rightly stressed the strengths of the Department. English and Cultural Studies has an especially strong reputation in the university and beyond for its successful graduate programs and its high-quality researchers and instructors. In recent years several faculty members have also made or continue to make important contributions to McMaster outside of ECS. The chair's response targets three areas of improvement for the undergraduate and graduate programs: 1) managing the balance between literary and cultural studies courses at all levels; 2) communication to undergraduate students about these areas and paths through the program; and 3) fostering community among undergraduate and graduate program students. I support all three recommendations. Below I offer some comments on the department's implementation plan.

I appreciate the time that the department, especially Dr. O'Brien, has put into the plans for several workshops, trainings, and a retreat to discuss the causes of discord identified by the reviewers. I know as well that Dr. O'Brien has also spoken to individual faculty members and has invited graduate students to share their experiences with her in confidence. I did the same, though I was not surprised that no graduate students reached out. That said I am confident that department colleagues are taking the comments of the reviewers seriously and working to understand and respond to internal tensions. I have offered some financial resources to enrich the workshops and planned retreat this year.

I also support the re-evaluation of the undergraduate curriculum. I am happy to see the Department consider the relationship between literary and cultural studies as part of that process. I agree with the plans to ask the MacPherson Institute for assistance. I would recommend further that early drafts of potential changes be shared with the Associate Dean, Academic and Assistant Dean, as they may have further ideas and help the team avoid pitfalls. For example, the review team recommended the articulation of different 'pathways' through the program. While we agree that helping students think about their progress through the major can be productive, Associate Dean Corner and Assistant Dean Osterman may be able to advise the Department on ways to do that while retaining flexibility for students. "Streams" tend to lock students into rigid sets of options. Ideally, some middle ground can be found. The idea of additional TAs will have to be carefully considered. We have Faculty-wide standards for TA allocation and additional TAs are costly.

I am grateful to see the Department's interest in community-building activities for undergraduates and graduates. This goal is on my mind as well. I am hopeful that the Faculty's new alumni outreach coordinator can assist with some of this work both within ECS and across the Faculty. She will begin meeting with chairs in early 2022.

The Department has rejected the possibility of a 'drastic reduction' in the size of the graduate program, which was mentioned by the review team as a possible way forward, though not a recommended one. The Associate Dean, Graduate Studies, has had several discussions with the ECS graduate director, Dr. Dean, over the last year or two about such options, and while there has been agreement to decrease MA intake slightly, at the moment we also agree that a radical reduction in the size of the PhD cohort is undesirable. It does make sense, however, to continue exploring ways to balance the supervisory loads across the department better.

Beyond curricular review and community building, the report and departmental response highlight the contributions that ECS faculty make to interdisciplinary programs as a concern. I have had discussions with Dr. O'Brien about concluding some faculty members' commitments elsewhere, and I also rewrote one colleague's appointment letter in 2021, as requested, to end teaching requirements outside of ECS. We have also made changes centrally to support our interdisciplinary programs. Humanities has hired a long-term CLA, and several recent TT hires have had commitments extended to our two interdisciplinary programs, GSJ and GPSJ. With Associate Dean Horn's help, we have also constructed MOAs with other departments to ensure that there are contributions to GSJ and GPSJ from across the Faculty. It is

important that we continue to seek sustainable ways to support new and existing interdisciplinary programs, but I believe we are beginning to make progress in this regard.

The department also references the burden of providing/expanding experiential education offerings to its students and the work of mentoring students, especially BIPOC students, among other EDI initiatives. I support the department's plan to review its internal governance structures, increase transparency, and balance service commitments better across its faculty complement. Investments are being made in my office that will facilitate the expansion of experiential education and student development opportunities without requiring a commensurate commitment of faculty time. This is a new initiative that will take time to grow (and the pandemic has not helped), but we now have two terrific staff members in place to work on careers/experiential education. We have also partnered with the Alumni Office to hire a Humanities alumni engagement officer, mentioned earlier, who will begin to work with departments on events connecting current and former students. She also aims to expand our alumni mentorship program. These and other initiatives will contribute to the establishment of our new Student Experience Office, which, integrating EDI commitments, will increase support for students centrally and provide support for work being done in departments.

There is no plan to revise the points system to allow for additional teaching release, but there are other changes underway that are aimed at easing the burden of faculty members involved in EDI work, which disproportionately falls to BIPOC faculty. Part of this strategy has to be the recruitment of more BIPOC faculty members. In 2021 the Faculty hired six tenured or tenure-track colleagues and one new multi-year CLA. Of these seven individuals only one is neither Indigenous nor a person of colour. There are two searches ongoing in the Faculty at the moment: one is a targeted search only open to people of colour and Indigenous candidates, and in the other deliberate measures have been taken to attract a diverse pool of candidates and the committees is aiming to appoint a BIPOC scholar. The EIO is working to better coordinate EDI initiatives across campus, and Humanities is establishing an EDI advisory committee to partner with the EIO. The university has also been investing in greater supports for BIPOC students on campus, including the newly opened Black Student Success Center. I recognize that students will continue to seek personal mentorship from supervisors and instructors, which they should, but we are hopeful that new and expanded services for students (along with greater coordination and more BIPOC faculty and staff) will also make a difference for students and the faculty who support them now.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the undergraduate and graduate programs delivered by English and Cultural Studies should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Department of Health, Aging and Society

Date of Review: April 27 and 28, 2021

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Department of Health, Aging and Society submitted a self-study in April 2021 to the Vice-Provost Faculty and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its undergraduate and graduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Social Sciences, and selected by the Vice-Provost Faculty and Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a review on April 27 and 28, 2021. The review included interviews with the Provost and Vice-President (Academic), Vice-Provost Faculty, Vice-Provost and Dean of Graduate Studies, Dean of Faculty of Social Sciences, Associate Dean, Academic and Associate Dean, Graduate Studies of Faculty of Social Sciences, Acting Chair of the Department of Health, Aging and Society, Graduate and Undergraduate Chairs of the Department of Health, Aging and Society and meetings with groups of current students, full-time faculty and support staff.

The Acting Chair of the Department of Health, Aging and Society and the Dean of the Faculty of Social Sciences submitted responses to the Reviewers' Report (October 2021 and September 2022 respectively). Specific recommendations were discussed, and clarifications and corrections were presented. Follow-up actions and timelines were included.

The following program strengths were identified:

The review team noted that the department and its programs incorporate a number of strengths, including:

- The existence of a respectful, engaged, collaborative culture, and the shared values of faculty, staff, and students. This emerges in various activities incorporating commitments to critical inquiry, diversity, equity and inclusion, community-engagement, and interdisciplinary teaching and scholarship.
- A commitment to, and emphasis on, creative engagement and innovation throughout the undergraduate and graduate programs. This helping to foster, in students, personal growth and a passion for learning. This includes specifically a strong engagement with experiential learning and community engaged learning across the curriculum. The latter helps students transfer abstract learned concepts from the classroom to the 'real world'.
- Strong linkages in teaching and research with other faculties, departments and programs at McMaster University. This further promotes interdisciplinarity and the ability to pose and answer complex social and political questions.
- Student access to highly-published, and well-respected faculty and excellent research centres; the latter providing learning and research opportunities.

The following areas of improvement were suggested:

Many specific recommendations were made by the reviewers (described in the table below). But, in general:

- The review team noted that research and community opportunities for students could be extended, more clearly articulated and publicized.
- They also noted that more core capacity is required for teaching and supervising in the areas of mental health and aging

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

The Department acknowledges the care, effort, and time that the reviewers put into their visit and overall review. They highlighted that the reviewers understood their department and programs - including their strengths and limits - and that they had the best interests of their students, faculty, and staff very much in mind.

The Department highlight that their responses vary in terms of both their magnitude (ranging from minor tweaks to major changes in processes or content), and their state of implementation (ranging from now completed to in progress, to yet to be discussed). They also acknowledge that development and improvement is an ongoing process, and certainly does not end with their responses here.

	Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Admissions				
1.	Reconsider the designation of the undergraduate programs as limited enrollment programs.	Traditionally we have limited our Aging and Society programs the most in terms of their enrollment numbers (due to their greater use of community resources). A review of the overall situation will be conducted by the undergraduate committee. This review will be informed by a prior scoping review of comparable programs in the faculty.	Department Chair, Undergraduate Chair and undergraduate committee	2021-2022 academic year
Curriculum (UG)				
2.	Increase opportunities for field course placements with community organizations that focus on public health, social aspects of health, and mental health.	When the Government of Ontario introduced experiential education into some of the metrics for post-secondary education a few years ago, we undertook a thorough review of our programs and courses. We were able to document that a large proportion of our courses	Undergraduate Chair and undergraduate committee	2021-2022

	<p>include an experiential component:</p> <p>All of our undergraduate students are required to take one of two courses that are centred around experiential education: HLTHAGE 3B03 - Advanced Research Inquiry or HLTHAGE 3G03 - Community Based Research.</p> <p>Many of our 4th year thesis students also do projects that include experiential education.</p> <p>Finally, we note that HLTHAGE 3EE3 – The practice of everyday life, and 3BB3 – Field Research - provide multiple opportunities with over twenty community partners.</p> <p>We will continue to monitor and seek improvement of our experiential education offerings and better communicate them to students.</p> <p>More generally, the Faculty Office has recently begun work to set up paid internship opportunities (co-ops) for Social Science students. They are going to be piloted next year, before transitioning to a situation where they are regularly offered to</p>		
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		students. The department will encourage students to take part in this initiative.		
3.	Revise the thesis course (HLTHAGE 4Z03) to incorporate more opportunities for feedback on writing (proposal and thesis) and ongoing feedback on the project.	Advice will be given to thesis supervisors that they need to provide early and continued feedback. However, on the whole, over the years supervisors have provided excellent support.	Course instructor – Gavin Andrews	2021
4.	Align writing expectations and formats (for example, APA 6 or APA 7) and provide extra academic writing supports in first and second year foundational courses.	These possibilities will be discussed in a future undergraduate committee meeting. However, we do like to provide freedom and flexibility with regard to such things as referencing styles (as long as established formats are used consistency)	Undergraduate Chair and undergraduate committee	2021-2022
5.	Consider adding inquiry-based components into HLTHAGE 1AA3 for students who enter the program through the Social Science I pathway.	We note that these courses serve a dual role of providing a foundation for students who later enter our program, but also providing an elective for students who will never be in our programs. Yet we do provide inquiry-based approaches through class discussions and small group projects based on real world health issues. We will work to incorporate more inquiry into Level I courses with balancing these dual objectives in mind (and within our resource constraints).	Course Instructor Sarah Clancy	2021-2022

Curriculum (grad)				
6.	Differentiate learning outcomes - or at least establish levels of achievement- for the one and two-year MA programs.	We already make clear the differences between our one and two-year MA programs. However, we will revisit the learning outcomes for the 1-year and 2-year programs and bring them to the fore in our program information.	Graduate Chair and graduate committee	2021-2022
7.	Increase advanced course offerings for methods and gerontology for PhD students.	The two research methods courses are mandatory for all PhD students, but we will discuss alternatives (e.g., advanced method courses or gerontology as reading courses for interested doctoral students, geared toward their dissertation)	Graduate Chair and graduate committee	2021-2022
8.	Consider ways to include community engagement for learning and research into the curriculum.	These opportunities are already widely provided, although we will be able to make them more clear in the new database (discussed below)	Department Chair	2021-2022
9.	Community opportunities might be extended further with a view to future careers – for (post)graduate students	Inquire about the possibility of a student placement officer at the Faculty level	Department Chair	2021
Curriculum (general)				
10.	Reflect on lessons learned from the move to remote teaching and learning in response to the COVID-19 pandemic that could be used to increase accessibility and remove barriers to learning.	This is an exercise that the Faculty of Social Sciences will be engaging in, and we will be an active participant.	Department Chair, Undergraduate Chair and Graduate Chair	2021-2023
Teaching and Assessment				

11.	Ensure that MRP students have the opportunity to present their work (e.g., to fellow students or the department).	We will consider an annual symposium for MRP students to present their research to their peers. We will also consider regular zoom 'drop in sessions' where one or two students can present their work at a time.	Graduate Chair and graduate committee	2021-2022
12.	Include an external member in the composition of PhD Comprehensive Examination Committees.	We do not intend to add an external member to comprehensive examination committees. We already have an arms-length chair and the process is working well.		
Resources to Meet Program Requirements				
13.	Increase the availability of scholarships for international students in the graduate program. This may require creative solutions if additional financial resources are not forthcoming.	We have already committed a substantial share of our departmental discretionary funds to international student scholarships, something that we commenced with the incoming 2020 cohort. We will continue to seek ways to enhance this.	Department Chair and Graduate Chair	2021-2022
14.	Consider increasing the undergraduate administrative assistant role to a 1.0 FTE as the program grows.	This position is one that we have been actively reviewing at regular intervals in consultation with the Dean's office. This to ensure that our staff resources are consistent with those of other departments. We will review the situation again at the end of the 2021-22 academic year.	Department Chair	September 2022
15.	Find creative ways to reduce reliance on sessional instructors and increase the number of	We have consistently monitored our use of sessional instructors, and it is not inconsistent with		

	<p>core HAS faculty with a full commitment to the undergraduate and graduate HAS programs.</p>	<p>other departments. We do not have a consistent number of courses covered by sessionals each year (which would suggest a structural problem). Instead, we have seen substantial variability from year to year, reflecting the need to cover sabbaticals and teaching releases for administrative and research purposes.</p> <p>Our department has a large number of faculty serving in administrative roles outside the department, and also a high proportion of jointly appointed faculty, which we have mitigated with Contract-Limited (CLA) Assistant Professor appointments as much as possible.</p>		
16.	<p>Increase teaching capacity in the areas of mental health and gerontology/aging.</p>	<p>At the time of the review we were already in the process of redressing this through our efforts to fill the vacant Gilbrea Chair in Aging & Mental Health. The search committee has now recommended a candidate, and this person will start their appointment in January 2022.</p> <p>We also are also just starting the process of searching for a tenure track faculty in the area of social psychology and mental health (jointly with the social</p>	<p>Search Committee(s)</p>	<p>January-July 2022</p>

		psychology program). The successful candidate could well have an interest in aging. We expect them to start on July 1, 2022.		
Quality Indicators				
17.	In order to both strengthen and build on the quality of successful programs, creation of full-time faculty appointments in the areas of aging and mental health are strongly encouraged.	(answer as above)	(answer as above)	(answer as above)
Program and General Enhancement				
18.	Consider eliminating the 3-year Health & Aging BA.	We have attempted to do so previously, but the program has proven to be useful for a number of students, at no additional cost to us. To explain... the curriculum is the same for the Honors 4-year degree and the 3-year BA. The 3-year BA allows students who want to move on to other education (e.g., medical school, college diploma) or the workforce, to 'have something to show' for their efforts. The only downside to the 3-year BA is that the Faculty receives a larger provincial grant amount for Honours students. We have mitigated the impact of this funding discrepancy by individually phoning eligible students each year to encourage them to transfer to Honours.		

19.	Consider differentiating the Health & Aging MA and articulating differentiated program learning outcomes to better reflect the choice between Health & Aging or Health & Society.	We will consider this possibility at a future graduate committee meeting.	Graduate Chair and graduate committee	2021-2022
20.	Create a strategic vision for the direction of the Aging & Society BA program.	We will consider this possibility at a future undergraduate committee meeting	Undergraduate Chair and undergraduate committee	2021-2022
21.	Increase faculty capacity with aging/gerontology expertise.	(answer as above)	(answer as above)	(answer as above)
22.	Increase faculty capacity with mental health and addictions expertise.	(answer as above)	(answer as above)	(answer as above)
23.	Explore creative ways to increase advanced course offerings for PhD students.	We will investigate ways that we can offer more specialized courses to graduate students that take advantage of faculty expertise.	Graduate Chair and graduate committee	2021-22
24.	Explore ways to enhance the sense of community among undergraduate students.	<p>We always work closely with HASSA (the student association) and will continue to do so. In addition, we hold dedicated sessions with direct entry cohorts to foster a sense of identity and cohesion in them.</p> <p>The first year of the direct-entry program already includes the mandatory course 1ZZ3 which is limited to those in Health & Society I. It was designed with creating a sense of community very much in mind.</p>		
25.	Increase experiential learning opportunities for applied and	These opportunities are already widely provided, though we will be able to	Department Chair	2021-2022

	community-engaged research for graduate students.	make them more clear in the new database (discussed below)		
26.	Enhance the offerings of job-readiness workshops and seminars by including a stronger focus on non-academic jobs and career pathways for undergraduate students, and expand professional workshop offerings to MA students.	We already offer a professional development seminar for PhD students which is well attended and well received. We will consider doing more in future for MA and BA students.	Undergraduate Chair, and undergraduate committee; Graduate Chair and undergraduate committee	2021-2022
27.	Integrate opportunities for building workforce skills into the undergraduate curriculum.	We feel that this would detract from the academic nature of our programs, and would be difficult to achieve given the wide-range of careers students enter from our programs		
28.	Continue working to enhance EDI within the curriculum and among HAS faculty and students.	We have addressed this by including EDI as a new standing agenda item in our monthly departmental meetings. Faculty and staff will bring EDI teaching and research issues to the group, whilst the department chair will provide updates on EDI issues at the university level	Department Chair	Ongoing
System of Governance				

29.	Provide sessional instructors with a vision/mission/principles document based on the culture and expectations in the department.	We will consider this at a future undergraduate committee meeting. We have already created a version of the Faculty's Instructor Handbook that is specifically tailored to our department. We have started to issue this to all new sessionals and CLAs	Undergraduate Chair and undergraduate committee	2021-2022
Academic Services				
30.	Think about how to more explicitly promote links with centres and networks to encourage student involvement, and possibly attract students from other units.	As suggested by the reviewers, a database of community partners, research centres, and networks will be developed and disseminated (including their varied activities offered) so that opportunities are clearer for graduate students and undergraduate students alike.	Department Chair	2021-2022

Dean's Response

The Faculty of Social Sciences

The IQAP review team consisting of external members Dr. Lynn Martin (Lakehead University) and Dr. Fabiola Aparicio-Ting (University of Calgary), and internal member Dr. Tina Moffat (Anthropology), conducted its review of the undergraduate and graduate programs of the Department of Health, Aging and Society on April 27-28, 2021. I thank the reviewers for their thoughtful review and recommendations regarding how to enhance the educational programs in Health, Aging and Society. The recommendations will be helpful to both the department and me in the coming years as we undertake further efforts to strengthen the programs. Herein I provide my response to the report.

Overall, the assessment of the Department and its educational programs is highly positive. The reviewers emphasize the respectful, engaged, collaborative culture, and strong values shared by the faculty, staff, and students; the department's commitment to critical inquiry, equity and on community-engaged, and interdisciplinary work; and the educational programs' emphases on critical thinking,

creative engagement, and innovation. The reviewers highlight the large extent of community engagement across the curriculum through multiple types of opportunities for students.

The extensive review report also offers a large number of recommendations, many of them focused on quite detailed aspects of the department and programs. In its submission the program responds to each recommendation by outlining how it will act on each, with a particular focus on those within the Department control. In this response I focus on those recommendations and areas for improvement for which the Faculty plays a critical role or where Faculty initiatives can support the department's response.

Community engagement and experiential opportunities. While noting that there are already many opportunities for community-engaged, often experiential learning, the reviewers recommend further expansion of these efforts at both the graduate and undergraduate levels. Such an evolution of community-based, experiential programming is consistent with the priorities of the Faculty of Social Sciences, which recently hired a Senior Manager for Experiential Learning and has identified as one of its strategic priorities expanded experiential learning opportunities and expanded engagement in both learning and research with our local community. These Faculty-wide initiatives can support Health, Aging and Society in its work on these aspects of its programs.

Strengthen opportunities for career development and professionalization for students. Similarly, such work aligns with the priorities of the Faculty of Social Sciences, which recently hired a Manager of Career Services to support career development and preparation by undergraduate students. This Manager will develop both careers-related programming and events, often in collaboration with department and program student societies, and individual-level career guidance. The Faculty of Social Sciences is also developing a co-op option, starting with a pilot involving three department and subsequently to be expanded to all interested departments in the Faculty. Together, we believe that expanded experiential opportunities, career counselling and career-focused events, and the co-op option with strengthen opportunities for career development and professionalization for students in Health, Aging and Society as well as across the Faculty. At the graduate level, professionalization is a high priority for the Faculty's Associate Dean, Graduate Studies and is the focus of a cross-faculty initiative of the School of Graduate Studies. This can support the Department in its own efforts in this regard.

Increase Resources Available to the Educational programs.

The reviewers identify multiple areas for which additional resources would strengthen the program. The Faculty is working with the department in each of those areas. The Faculty has increased the staffing in the undergraduate assistant role. It has increased support for the recruitment of international graduate students (a Faculty-wide initiative). It has supported the recruitment of a new faculty member with a specialization in mental health (joint with the social psychology program; start date Nov 2, 2022) and the recruitment of a new Gilbrea Chair in Aging and Mental Health whose research focuses on social dimensions of dementia (start date January 1, 2022). This hire also addresses the recommendation to strengthen capacity in aging/gerontology. Both hires will reduce reliance on sessional instructors.

In closing, I would again emphasize that Health, Aging and Society is a strong department with growing programs at both the undergraduate and graduate levels. I know that the Department will take the recommendations seriously and act on them in ways to advance its programs. The Faculty will support the Department in this work.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the Health, Aging and Society undergraduate and graduate programs should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Power and Energy Engineering Technology

Date of Review: May 18 - 19, 2021

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the W Booth School of Engineering Practice and Technology submitted a self-study in April 2021 to the Vice-Provost Faculty to initiate the cyclical program review of the B.Tech. Power and Energy Engineering Technology Completion Program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Faculty Dean, W Booth School of Engineering Practice and Technology, and selected by the Vice-Provost Faculty. The review team reviewed the self-study documentation and then conducted a review on May 18-19, 2021. The review included interviews with the Provost and Vice-President (Academic), Faculty Dean, Vice-Provost Faculty, Associate Dean Academic, Program Chair of the B.Tech. Power and Energy Engineering Technology Program within the W Booth School of Engineering Practice and Technology and meetings with groups of current students, full-time faculty and support staff.

The Program Chair of the B.Tech. Power and Energy Engineering Technology Program and the Dean of the Engineering submitted responses to the Reviewers' Report (September 2021 and April 2022, accordingly). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The program offered is highly successful and has gained a strong following amongst students. Most students are part-time and their engagement is limited to the program and they do not generally participate in campus/university affairs. This program is primarily a professional teaching and learning type, with a focus on applied and experiential learning.

The admission requirements are highly commendable and can attract highly qualified individuals who conscientiously choose the B.Tech. stream as opposed to the B.Eng. stream.

The 3-hour long lecture periods were questioned as being too long, as the practical individual retention periods are normally shorter. However, the students preferred fewer, but longer class periods instead of more-shorter but more-often classes; this was a concern due to travel times to campus that students had to adhere to. Post COVID, it appears, online classes will be preferred by students.

The reviewers felt that the DCP ENERTECH course map should be forward-looking rather than backward-looking, and topics/subjects that were traditionally accepted in the past should be looked at in a new perspective.

The reviewers felt that there is a need to diversify the faculty and provide an extra full-time support faculty member. The heavy reliance on sessional lecturers may have some continuity and program quality concerns.

The governance system used to assess the program and implement changes appears consultative and inclusive.

The support of academic services appeared adequate. Due the amalgamation of McMaster and Mohawk activities, the scheduling concerns may need some verification.

The following program strengths were identified:

- The program offered is highly successful and has gained a strong following amongst students.
- Instructors are experienced and connected with local community and provide a high-quality teaching environment.

The following areas of improvement were suggested:

- The course map should be forward-looking rather than backward-looking, and topics/subjects that were traditionally accepted in the past should now be looked at in a new perspective.
- Diversify the faculty and provide an extra full-time support faculty member.
- Improve on-campus student engagement.

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
<p>It is recommended to develop a stronger and sustainable post-program interaction for students of the program.</p>	<p>Conduct a survey of current and former ENRTECH students to determine the kind of post-program interaction that the students would like to see.</p>	<p>Program Chair will investigate whether ENRTECH graduates will benefit from post-program activities including but not limited to:</p> <ol style="list-style-type: none"> 1. Helping with senior projects 2. Sharing of industry experience 3. Attending tutorials in preparation for PEO exams 4. Attending mini-courses on advanced power systems engineering. 	<p>Preliminary investigation completed by August of 2022.</p> <p>Recommendations ready by January of 2023.</p> <p>Implementation begins in September of 2023.</p>
<p>The course on “Power Systems and Electrical Machines” should be changed to deal with “Electromagnetics and Electrical Machines”. This is more logical since there is a heavy reliance on fundamental knowledge of electromagnetics for application in electrical machines. Since this impacts the Level 4 course on Power Transmission, this should be jointly considered with that course.</p>	<p>Review the course contents of ENRTECH 3EP3 “Power Systems and Electrical Machines” _and ENRTECH 4EM3 “Transmission Lines and Electromagnetics” _and identify whether it is beneficial to redistribute the contents of these two courses.</p>	<p>Program Chair will meet with course instructors to discuss pros and cons of the reviewers’ recommendation.</p>	<p>Preliminary study completed by August 2022.</p>

<p>Remove the course on “Mechanics of Fluids”. However, this may have negative implications on PEO accreditation. In that case, it could be merged with the course on Thermodynamics. But, this will free up one core course slot, to be replaced as a new core course on “Programming for Power Engineers.” This new course will also introduce software programming skills using Matlab, and other softwares like emtp-rv, to students who have expressed a desire for this.</p>	<p>Determine whether it is beneficial to retain ENGTECH 4TF3 “Mechanics of Fluids” as a technical elective and offer a new technical elective on computer applications in power engineering.</p>	<p>Program Chair will discuss with current and former ENRTECH students to consult their opinions.</p>	<p>Recommendation ready by August of 2022. Implementation by September of 2023.</p>
<p>Industrial Electronics should cover more general power electronics topics. A rationalization of some course content may be needed.</p>	<p>Review the course contents of ENRTECH 3IE3 “Industrial Electronics” to identify what contents can be modified and changed.</p>	<p>Program Chair will discuss with course instructor and Program Advisory Committee members on how to modify this course and perhaps rename it as “Power Electronics”.</p>	<p>Recommendation ready by August of 2022. Implementation will start in September of 2023.</p>
<p>Mathematics plays a key role in understanding concepts/fundamentals of electrical and power engineering. The two courses on mathematics should be re-named “Introduction to Mathematics” and “Advanced Mathematics.” Some course content may need to be re-examined.</p>	<p>Look into the benefits of renaming “Mathematics V” to something else. Review the course contents of Advanced Math to see if some contents can be changed.</p>	<p>Program Chair will meet with the course instructors to identify change.</p>	<p>Recommendation ready by August of 2022. Implementation will start in September of 2023.</p>

<p>Some comments on the “Senior Engineering Project” were received that this could be extended to cover two- semesters. This will incorporate flexibility and allow some research/design aspects to be added to the Project. Faculty had expressed some interest to do research-based projects rather than simply do applications-oriented projects.</p>	<p>Investigate whether it is beneficial to make the senior project a two-term project, say ENGTECH 4EP3 and a new course ENRTECH 4XX3. The first course will focus on literature search, a project proposal, and a pre-feasibility study report. The second course will cover detailed analysis and a final report/technical paper.</p>	<p>Program Chair will meet with the upper management to discuss possibilities.</p>	<p>Recommendation ready by August of 2022.</p> <p>Implementation will start in September of 2023.</p>
<p>The two courses “Renewable Power Generation from Wind, Solar and Hydro” and “Fuel Cell, Geothermal and Biomass Power Generation” should be combined into one course called “Renewable Generation”. A second course on battery storage and energy management systems should then be introduced.</p>	<p>Investigate the merits of merging the two renewable energy courses into one and introducing a new technical elective focusing on energy management systems with high penetration of renewable energy.</p>	<p>Program Chair will meet with course instructors to determine how best to implement this recommendation.</p>	<p>Recommendation ready by August of 2022.</p> <p>Implementation will start in September of 2023.</p>
<p>Course on “Power Quality” should be renamed “Converter Control for Power Systems” and should also cover components of HVDC Transmission and FACTS technology. Aspects of Microgrids and the smart grid could be covered.</p>	<p>Enhance the course content by adding state-of-the-art power quality improvement techniques based on smart grid and FACTS technology.</p> <p>The Program Chair recommends keeping the course name as “Power Quality” since it is easily understood in the power industry.</p>	<p>Program Chair will meet with the course instructor identify potential changes to the course contents.</p>	<p>Recommendation ready by August of 2022.</p> <p>Implementation will start in September of 2023.</p>

<p>Course on “Transmission Lines and Electromagnetics” should be rationalized and renamed “Power Systems and Transmission Lines”. Some content will be exchanged with Level 3 course on “Electromagnetics and Electrical Machines”.</p>	<p>See Recommendation 2</p>	<p>See Recommendation 2</p>	<p>See Recommendation 2</p>
<p>Course on “Systems and Control” should be renamed “Control of Power Systems”.</p>	<p>Investigate whether it is desirable to split this course into two, one for ENRTECH and one for MANTECH.</p>	<p>Program Chairs of MANTECH and ENRTECH will meet to discuss options.</p>	<p>Recommendation ready by August of 2022. Implementation will start in September of 2023.</p>
<p>Course on “Artificial Intelligence” should be renamed “Computational Techniques for Power Systems”. The course content should introduce other software (ETAP, EMTP, etc.) as well as deal with AI algorithms.</p>	<p>See Recommendation 3</p>	<p>See Recommendation 3</p>	<p>See Recommendation 3</p>
<p>Diversify the faculty and provide an extra full-time support faculty member. The heavy reliance on sessional lecturers may have some continuity and program quality concerns. Perhaps, McMaster should commit to maintaining at the least 50% to 75% full time tenured and/or tenure-track professors devoted to this program. These</p>	<p>This recommendation is highly desirable.</p>	<p>Program Chair to discuss with Director of SEPT on any budget constraints and succession plan.</p>	<p>First round of discussions will take place at the next performance review meeting. Any recommendation will be implemented September of 2023.</p>

professors might be cross appointed in various departments and be explicitly directed to teach these courses.			
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Dean's Response

The power and energy responses seem fine. The comments in this case were very granular and at the individual course level which is often difficult to implement. The point about sessionals is well taken and I would note that the School in general typically tries to convert faculty members as appropriate. I would also note that the BTech instructors are amongst the most dedicated in the Faculty.

Quality Assurance Committee Recommendation

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the B.Tech. Power and Energy Engineering Technology program should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

School of Nursing – BScN Program

Date of Review: May 18 - 19, 2021

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), Bachelor of Science in Nursing (BScN) program within the School of Nursing submitted a self-study in March 2021 to the Vice-Provost Faculty to initiate the cyclical program review of its undergraduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Executive Dean, Faculty of Health Sciences, and selected by the Vice-Provost Faculty. The review team reviewed the self-study documentation and then conducted a review on May 18-19, 2021. The review included interviews with the Provost and Vice-President (Academic); Faculty Executive Dean, Vice-Provost Faculty, Associate Dean, Academic, Assistant Dean, Director of the School of Nursing and meetings with groups of current students, full-time faculty and support staff.

The Director of the School of Nursing and the Executive Dean of the Faculty of Health Sciences submitted responses to the Reviewers' Report (June 2021). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The following program strengths were identified:

- High quality, with an established national and international reputation and history. It is well aligned with McMaster’s mission and academic plan.
- Well-established, high level kaleidoscope curriculum that meets the expected standards of professional baccalaureate nursing education and program outcomes in line with standards.
- Well-established, high level of nursing knowledge and entry-to-practice competencies
- Well-recognized educational framework of PBL/PBL based education across the three sites, which includes library resources, adequate faculty commitment to teaching and scholarship, an adequate system of faculty development around program expectations and goals to familiarize [new] faculty with the program, attention to student success and support, and a focus on inclusiveness, collaboration, and respect.
- A clear governance structure that includes a commitment to collaborative organizational and operational committee structures that focus on a consistent approach across three sites, while respecting differences between organizational cultures and contexts at each site, and maintains a network of connections with practice partners, alumni, and local communities.

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

The following areas of enhancement were identified for the BScN Program. Recommendations were focused on IPE, ongoing attention to EDI and continued simulation and virtual learning enhancements. More specifically, we will address each of the recommendations as outlined in the executive summary provided by the reviewers

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
<p>1. We recommend applying the currently optional facilitated review for Indigenous applicants to the nursing programs more systematically and structurally available from the initial moment an applicant who identifies as Indigenous expresses interest to apply of submits a query about the application process. Possibly apply it to all Indigenous students who</p>	<ul style="list-style-type: none"> • This is an important priority for the program. We will have an opportunity to address these gaps as we move forward with the One Admission initiative across our 3 site Consortium. • Currently, the facilitated indigenous application process (FIAP) at the McMaster site is mandatory if an applicant wishes to be considered for one of the seats that are reserved for indigenous students. In 		

<p>express an interest in applying as soon as they start the online admission process or contact the admission office. Collaborate with the McMaster Admission office and Faculty of Health Science Indigenous Learning Lodge on this [Admission section; see also 7b Quality Enhancement, comment on EDI, faculty]. We recommend exploring expansion of the facilitated admissions program to an automatic admission program for Indigenous students who meet the minimum entrance requirements in recognition of the historical quality gap. This might include a support year of study and designated advisors throughout the program. Careful exploration of the reasons that Indigenous applicants have not been accepted is warranted.</p>	<p>addition, if successful in FIAP, the applicant does receive an automatic admission based on the minimum entrance requirements as recommended. With One Admission, the two College sites will soon be integrated in this process to enhance consistency and address gaps.</p> <ul style="list-style-type: none"> • FIAP is well-communicated, with clearly delineated steps for the applicant. This process is in place for all FHS programs, including BScN. We provide a direct link to this process and all information on our website and University Undergraduate Calendar. Facilitated Admissions Self-Identification Indigenous Students Health Sciences Office. • FIAP is well-integrated in all University and McMaster site BScN recruitment events. The University recruitment team works closely with our internal BScN admission team to further disseminate information regarding indigenous admission support resources. • As above, Mohawk and Conestoga will be adapting McMaster’s FHS FIAP this upcoming admission cycle as we collaboratively implement the One Admission process. Indigenous faculty from our College sites have already been identified to assist in this FIAP review process. This process will be informed under the leadership of Dr. Bernice Downey (first inaugural Associate Dean for Indigenous Health and 		
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	<p>Tenured Faculty in the School of Nursing).</p> <ul style="list-style-type: none"> • It is important to review our involvement with the FHS Indigenous Health Initiative and the Learning Lodge. The School of Nursing (SON) has been an active participant since 2017 and engaged in all developments to date. Our BScN faculty have worked on several developments with Dr. Downey. Importantly, the BScN Indigenous Curriculum workgroup, chaired by Dr. Downey with faculty representation across our 3 sites has been facilitating curriculum change for two years. • We will attend to the recommendation of exploring rationale for indigenous applicants not being accepted in the program. This is an important area of enhancement to better understand barriers. We will integrate in our new One Admission initiative. • We will continue collaboration with FHS-ISHS (Indigenous Students' Health Science Office) to ensure indigenous students are well-supported in their journey to success. 		
<p>2. Admission for Underrepresented groups: Other underrepresented groups such as Black students, students who identify as being from LGBTQ2+ and from lower socioeconomic backgrounds would also benefit by an optional facilitated admissions process. Currently at McMaster facilitated Blac</p>	<ul style="list-style-type: none"> • As a SON, we will review the outcomes of admission pilots in the MD, Midwifery and BHSc programs. We were aware of these initiatives as leadership participated in a review of the proposals. Once One Admission is fully implemented in our Consortium, we will review the outcomes of other facilitated processes and incorporate opportunities to 		

<p>admissions process are in place in the Bachelor of Health Science and Midwifery programs with the MD program planning to implement next year. Models in place within these programs along with your current facilitated Indigenous Admission program could help to develop a similar program for these populations. It is important that along with facilitated admissions programs, it is important to provide ongoing support for all students admitted through a facilitated admission program.</p>	<p>address this recommendation. The time of the larger admission initiative made it difficult to consider new goals at this time.</p> <ul style="list-style-type: none"> • We will attain guidance from the University regarding admission processes for underrepresented groups. In addition, the EDI Strategy and the FHS EDIAC (Equity, Diversity, Inclusion Advisory Committee) will be important resources to guide future development. • We will implement our 5-year strategic plan which describes the School of Nursing commitment to diversity. This was developed with membership from the Equity and Inclusion Office. 		
<p>3. We recommend the development of a mandatory, integrated IPE curriculum that addresses the competency framework established by the Canadian Interprofessional Health Collaborative (CIHC) and accrediting bodies of the health professions (AIPHE) is required. Protected time within the curriculum is required to fully implement an IPE program. In addition, protected time is required for faculty to develop a robust IPE program as well as time for faculty education related IPE (IPE facilitation, IPE development, IPE collaboration). Effective IPE experiences involve collaboration at all levels</p>	<ul style="list-style-type: none"> • The recommendation of dedicated time for the development of IPE curriculum is very important. We will consider the current areas of scholarship across our UG faculty and determine how best to address this suggestion. • We value the feedback regarding mandatory IPE learning activities. As an active member of PIPER, the Consortium BScN Curriculum committee and Faculty leads will develop and implement a plan to integrate mandatory student participation in a select number of IPE learning activities, similar to the framework of our colleagues in Medicine. • We will review our current IPE curriculum scaffolding (developed using CIHC) and determine opportunities for 		

<p>from development to implementation. Faculty require protected time to nurture these collaborative partnerships and to actively work in collaborative teams. Further expand the use of simulation and virtual learning to include IPE simulation and virtual IPE simulation.</p>	<p>enhancement. Our program is committed to insitu IPE; thus, our learners will continue to have full exposure/immersion within health care contexts. During this pandemic time, our BScN program was one of the few across Ontario who did not substitute simulation for real immersion in hospital settings. We take pride in this curricular focus and students value team learning directly in the contexts. We will couple this with ongoing Faculty Development to prepare teachers to facilitate student learning in relation to team competencies as described in the frameworks.</p> <ul style="list-style-type: none"> • In terms of simulation-based learning, we have been immersed in this methodology of teaching for over a decade. We began with a dedicated simulation Faculty Lead about 10 years ago and evolved into a train the trainer model, where all faculty enhanced their competency in simulation-based learning. Currently, we continue to integrate standardized patients, partial/full task trainers, intra-professional simulations, and high-fidelity crisis simulation. Virtual standardized patients were integrated this past year. In addition, we have a team developing virtual simulations games. 		
<p>4. Differentiating roles: Academic Advising and Faculty. We recommend further quality assurance measures to assess satisfaction with academic</p>	<ul style="list-style-type: none"> • We will review the roles specified in this recommendation and identify strategies to enhance quality and student satisfaction, particularly as it 		

<p>advisement and to improve information students receive about accessing advisement and/or about communication lines to communicate concerns about performance in the program. Consider clarification of the difference between the roles of faculty versus academic advisor in relation to academic advising versus meeting professional and practice competencies – setting clear parameters for wait times for scheduling advising appointments also need monitoring. Development of clear communication pathways to be added to the student handbook would help students to navigate the challenging situations that arise when they have concerns with someone in a position of power.</p>	<p>relates to performance in the program. We will gather additional feedback to understand communication and informational needs at each of our 3 sites. The feedback will guide goal setting and better address cohort and geographical differences across our Consortium.</p> <ul style="list-style-type: none"> • We will review appointment wait times and integrate an assessment component following these appointments. We will review the information that is included in advising appointments to better address student communication with various roles. 		
<p>5. Enhance knowledge of current concepts: More explicit incorporation of current trends in nursing knowledge around the concepts of Cultural Safety [CS], Trauma and Violence Informed Care [TVIC], Culturally Responsive Pedagogy (CRP) and Universal Design for Learning (UDL) that can help to apply decolonizing, anti-racist, and anti-oppressive theories and practices that promote equity and inclusion within the</p>	<ul style="list-style-type: none"> • We are hoping you may have had an opportunity to review our recent College of Nurses of Ontario curricular mapping during the program review. Several of the curricular competencies within these concepts are required in our province. These were mapped with sources of evidence from our curriculum: Trauma-informed care, including survivor safety/choice and control; Recovery-oriented nursing care; Knowledge of the TRC; Indigenous health knowledge and Collaboration with healers/elders; Optimizing 		

<p>classroom) [Curriculum section].</p>	<p>Health literacy for all clients; Cultural Humility and Culturally safe environments. We will review the concepts and ensure they are well-incorporated.</p> <ul style="list-style-type: none"> • In addition to curricular work, we continue to enhance faculty development offerings in these areas. This past year, trauma informed teaching practice was a primary area of learning for our teachers. • We will continue to review Universal Design for Learning strategies. This has been an important area of focus at the University, with several supportive strategies and resources. We will continue to support BScN faculty responsible for developing curriculum, to further enhance expertise in this area. • We have started to integrate bias and diversity training in all elements of our Human Resources practices. This will require ongoing training to better address this recommendation. • Finally, since 2019, the SON has required all of FT faculty to complete cultural safety training. In the last year, this goal has been further broadened to other faculty and staff cohorts. 		
<p>6. Remediation practices to support learners: Remediation policies that are integrated into the fabric of the nursing program and that support the student are essential for student success and need to be developed. The formalized</p>	<ul style="list-style-type: none"> • A formal remediation process is an important commitment for student success. Your recommendation of early intervention is essential within this commitment. Ongoing faculty preparation and mentoring for our clinical teachers is needed, particularly during a time of 		

<p>remediation process needs to be available to students at all points in the program. This process would include a dedicated person to oversee the program while working collaboratively with faculty and students to develop individualized plans that address knowledge, skills, and performance. A successful remediation process would have both faculty and students identifying academic challenges early and referring to remediation assistance.</p>	<p>increased faculty turnover in the clinical courses. Faculty will need to be well-versed in the development of individualized, clinical remediation strategies for student success.</p> <ul style="list-style-type: none"> • Currently, there is an established process for clinical remediation in the simulation lab. All students who require remediation in clinical practice meet with our clinical instructor in the lab. We have a formal referral form that is completed by the teacher, identifying areas requiring competency development. The teacher and lab instructor collaborate with the student to develop a plan for success. • Currently, a formal policy addressing the above practices is not in place and we value the recommendation. We will formalize our informal processes across the Consortium and develop a policy to guide remediation practices and enhance support of learners. 		
<p>7. Caution with the use of proctoring tools: Considering responses from students on the impact of the use of invigilation tools, such as Proctorio, we recommend caution and possibly to consider alternative examination supervision or evaluation methods. [Teaching and Assessment section; and 7.2 Quality Enhancement section]</p>	<ul style="list-style-type: none"> • As you may be aware, the University has supported accredited programs in their use of the proctoring tool, Respondus. There have been several resources developed to support learners and teachers. • BScN has successfully utilized this program across several courses this past year. We have been attentive to student preparation, with assurance that the level of monitoring is maintained at 		

	<p>its lowest level of perceived intrusion.</p> <ul style="list-style-type: none"> At this time, with the degree of academic integrity and the importance of acquiring learning competency across our rigorous science program, we will continue to use this tool while delivering courses remotely, building on our experience this past year. 		
<p>8. Recruiting diverse faculty: Consider the overall ethnic and demographic diversity of the faculty and continue efforts to recruit ethnically diverse faculty. [Quality indicators: faculty section].</p>	<ul style="list-style-type: none"> We will continue to work on this recommendation. We have identified this as an important commitment in our current SON strategic plan. We have begun to consider practices in Human Resources to enhance recruitment when full time appointments become available. 		
<p>9. One Admission evaluation and attrition: It seems advisable to carefully track the impact of One Admission, and in the process explore attrition across sites as well as impact One Admission may have on diversity within the student body as well as in response to needs of population [Quality indicators: students' section]. Also, monitor and evaluate the impact of One Admission across sites on student achievements, performance, and progression through the program [Program Enhancement, outcomes of previous reviews sections].</p>	<ul style="list-style-type: none"> The review of attrition across our 3 sites is appreciated. As a Consortium, we are monitoring academic success and recognizing there may be greater attrition at some sites. Identifying the right candidate at the point of admission is essential for program completion. This was an important factor in determining McMaster would lead decision-making for admission to the three BScN programs. With the implementation of One Admission, an evaluation plan will be developed. The BScN admission team will identify relevant metrics, measuring change and/or success in the is program initiative. 		
<p>10. Recruitment strategies and underrepresented groups: Promotion of</p>	<ul style="list-style-type: none"> Refer to responses for recommendation 1 and 2. 		

<p>nursing to students in middle school may help facilitate interest in nursing, improve recruitment numbers and help them better prepare Indigenous students for a career in nursing. Working with the Indigenous faculty and Indigenous community to promote nursing as a career choice could be enhanced, for example, through the creation of summer camps for Indigenous students. Expanding to camps that include students from other underrepresented groups may also help to increase the percentage of student representation from these populations. A key element of such camps is the inclusion of current nursing students from the targeted groups as camp counselors so that young Indigenous students and young students from other underrepresented can see themselves as nurses. [2: admissions section].</p>	<ul style="list-style-type: none"> At present, the mandate of meeting with high schools or middle schools is supported by central University recruitment. It is important that we determine strategies to assist in these efforts to better prepare students for nursing as a career choice. This is particularly important for underrepresented groups. 		
<p>11. Diverse student representation on committees: We recommend to carefully monitor diverse student representation opportunities across committee and other student bodies across programs/sites. Based on student feedback, explore the possibility of mentoring or peer support resources for new graduates by recently graduated alumni from</p>	<ul style="list-style-type: none"> This is an important recommendation. We will review our process for recruitment of student membership on BScN committees, with attention to diverse representation. Consultation with other student groups, including MSU and the offices mentioned above, EIO, and EDIAC will be important. 		

the Consortium. [7.2 Program Enhancement, quality enhancement section].			
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Dean's Response

We were grateful to receive the Reviewers' Report of the Bachelor of Science in Nursing (BScN) program. We wish to extend our thanks to the external reviewers, Dr. Geertje Boschma of University of British Columbia and Ms. Kathryn Hayward of Dalhousie University; and to our internal reviewer, Dr. Amanda Bell. Their review of our large and complex undergraduate Nursing program was collegial, thorough, and thoughtful; and their insights were both affirming and supportive in the further evolution of the Bachelor of Science in Nursing program.

We have reviewed the report carefully alongside the Program's responses to the recommendations raised by the reviewers. We thank the reviewers for acknowledging the program's many strengths, including its high quality, national and international reputation, high level of competence of graduates, faculty development and commitment, and clear governance across a complex organizational structure.

We feel that that the program has earnestly reviewed the recommendations and provided reasonable plans to move forward with these. More specifically, we acknowledge the program's several types of responses that include full support of the reviewers' recommendations; descriptions of work that is already occurring within the program that addresses recommendations; and acceptance of recommendations with intentions to implement change, but no clear plan. Some recommendations were also rejected by the program and we will address these below along with the others.

The program expressed strong agreement with the reviewers and provided specific plans for recommendations related to the IPE curriculum; and formalizing policy related to remediation practices to support learners. The BScN Program also pointed to several places where they are already doing work in recommended areas, including, Indigenous Admissions where the ongoing work is extensive; and addressing a list of suggested current trends in nursing knowledge, many of which are explicitly addressed in the current program curriculum.

There were two recommendations where the program expressed concerns about the recommendations. We are in support of the program's interpretation and plan with regards to these. The BScN program is initiating an extensive and well-developed change to their admissions process which was created with great attention to historical data, and with extensive consultation with our College Consortium partners. The program has expressed the need to wait to develop further admission processes for other under-represented groups while this new admissions process is implemented. Given the scope of the change, this seems entirely appropriate. The program also cites other initiatives moving forward with the central university's *Equity, Diversity, and Inclusion Strategy*, as well as initiatives within other education programs within the Faculty of Health Sciences that will help inform future planning in this area in the BScN program once *One Admission* is fully implemented.

The second recommendation where the program expressed concern was with respect to the caution of the use of proctoring software for virtual examinations, and encouragement to adopt “alternative examination and supervision or evaluation methods.” We similarly agree here with the program’s response that they have successfully used the *Respondus* proctoring tool across a number of courses; that academic integrity issues have been noted to have increased with an increased use of virtual assessment throughout the COVID-19 pandemic; and that assessment stakes should reflect the competencies being measured and their importance to the competency of graduates. We support the program’s planned, continued use of online proctoring in their “rigorous science program[ming]” for remote courses. As most courses will move to in-person learning and as examinations are scheduled to be in-person this term, this may be a moot issue.

Finally, there are a number of remaining recommendations where the program has indicated an intent to better understand the contributing factors to the recommendation; and develop future planning around the concerns identified by the reviewers. In many instances, this work aligns with broader commitments in the School of Nursing, such as the recruitment of a more diverse faculty cohort as identified in the School’s strategic plan. We will work closely with the School to continue to monitor these recommendations and the commitments the program has made to address them.

Again, we thank the reviewers for their thoughtfulness in broadly considering the many issues facing our three-partner, multi-stream BScN Consortium programming; and for working with our School of Nursing team to conduct a successful, virtual review. We acknowledge the excellent organization of this review by the School of Nursing; and thank them for their earnest consideration of the recommendations put forward by the reviewers.

Quality Assurance Committee Recommendation

McMaster’s Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the Bachelor of Science in Nursing (BScN) program within the School of Nursing should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Software Engineering Technology

Date of Review: May 18 - 19, 2021

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the W Booth School of Engineering Practice and Technology submitted a self-study in April 2021 to the Vice-Provost Faculty to initiate the cyclical program review of the Software Engineering Technology undergraduate program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Faculty Dean, W Booth School of Engineering Practice and Technology, and selected by the Vice-Provost Faculty. The review team reviewed the self-study documentation and then conducted a review on May 18-19, 2021. The review included interviews with the Provost and Vice-President (Academic), Faculty Dean, Vice-Provost Faculty, Associate Dean Academic, Program Chair of the B.Tech Software Engineering Technology Program within the W Booth School of Engineering Practice and Technology and meetings with groups of current students, full-time faculty and support staff.

The Program Chair of the B.Tech. Software Engineering Technology Program, the Chair of GENTECH and the Dean of the Engineering submitted responses to the Reviewers' Report (April 2022). Specific recommendations were discussed, and clarifications and corrections were presented. Follow-up actions and timelines were included.

The online format of this program presents unique challenges and opportunities. The reviewers found the program to be well placed to take advantage of the increasing demand for online studies. In particular, it helps to fill a particular demand for students wanting to complete their studies and upgrade their knowledge and skills part time. The program would benefit from improved communication, further means for students to collaborate and interact, and by fully embracing opportunities available to online-only instruction.

The following program strengths were identified:

This is a unique program that was designed from the beginning to use a 100% online format. As a degree completion program that requires incoming students to already have a college diploma, the format allows for students to complete their degree either full time or part time. The part time option is particularly appealing to students who work full time, and the courses are offered at times that help to facilitate this situation.

- Offers flexibility with evening and weekend courses and is therefore attractive for students who already hold fulltime employment outside of their university education.
- The program engages with industry experts and meets with them annually to discuss areas of improvement.
- Co-op program is very beneficial for students to find employment.
- The continuous evolution of the technical curriculum to meet the industry needs.
- The processes for curriculum improvement, resources, quality enhancement and system of governance is very strong.

The following areas of improvement were suggested:

Since the program is 100% online, the student experience could be enhanced by the program providing further means for students to interact and collaborate. Students would also greatly benefit from better communication regarding program information such as options and offerings.

- Student Interaction: Provide opportunities for students to interact more often with peers and alumni.
- Make information pertaining to course requirements, options, electives, etc. more easily accessible to students.
- Improve the representation of female students, and other underrepresented groups.
- Improve the accessibility of the program to help students who cannot attend the live lectures.
- Ensure diversity in the panel in terms of the representatives as well as the diversity in expertise. Formalize the roles of the industry panelists, setting expectations, and get written feedback on areas of improvement.
- Define opportunities for students to engage with faculty members who have an active research profile.

- Reduce the teaching load of the faculty members since it is a fully online program, and this will allow the faculty members to pursue novel pedagogical approaches to improve the effectiveness of the teaching in an online environment.
- Faculty members with significant student supervision and/or research should have a lower teaching load. This is important for faculty members who seek promotion to full professor, as promotion to full professor requires evidence of robust pedagogical research, which is likely quite difficult under the current setup.
- Explore opportunities to internationalize the program, especially given its online nature, to recruit international students who do not necessarily need to travel to Canada to complete their studies.
- Offer bridge courses to help students meet the standards in entry level math and statistics courses.
- Align the curriculum to be closer to name of the program, and introduce courses in databases and enterprise architecture.
- To serve the program in the 4 areas increase the number of full-time faculty members and offer streams or concentrations with specific learning paths.
- The current GENTECH courses are not contextualized and are fairly general for all streams. This does not serve the software students well. Better integration of the technical and GENTECH courses are needed, with the latter covering topics pertaining to software graduates.
- Pedagogical explorations pertaining to asynchronous delivery, replacing exams with micro-assessments, and curation of learning resources beyond the textbook and notes, should be undertaken.
- Computing resources such as laptops for sessional instructors is desirable.
- A dedicated IT person for the software program is desirable.
- Round the clock access to software like minitab is desirable.
- Hire more full-time tenure track faculty members (at least 3 in the next 3 years) in the program to attract and retain talent.
- Keep track of time-to-graduation to plan the offering better.
- Quality indicators through student and instructor surveys should be done for the program instead of the entire school.
- Have smaller class sizes and offer multiple sections for quality education.
- Develop collegial governance structures in which decisions are made in consultation with the students, faculty members and the department director.

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

Note: In the table below the following personnel are indicated by their initials:

Dr. Seshasai Srinivasan – _SS; Dr. Jeff Fortuna – _JF; Dr. Marjan Alavi – _MA; Dr. Zhen Gao – _ZG; Mr. Mike Justason – _MJ; MM – _Ms. Michele Mantock; BB – _Dr. Brian Baetz

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Student Experience			
i. Create opportunities for students to interact with one another on a more frequent basis, given the online nature of the program.	i. Involve group projects, engage students in BRIC activities.	SS & Booth School Members	Winter 2022
ii. Create further opportunities for interaction with, and among, alumni.	ii. Advertise BSU events, graduation events, and socials	SS & Admin Staff	Fall 2022
iii. Improve communication with students regarding program requirements and options.	iii. Communicate more effectively through the cohort shell created on Avenue to make important announcement; keep the website updated.	Admin Staff	Ongoing
iv. Develop systematic mechanisms to address any imbalance in the student population with respect to underrepresented communities.	iv. Train with EDI office at McMaster, participate in recruiting and promotion activities, follow through with the strategic plan of the Booth school that has this component.	JF, MA, ZG	Summer 2022
Community Engagement			
i. Formalize the process of inviting industry professionals to be part of the industrial advisory board, including seeking diversity on the panel.	i. Currently 2 out of the 3 industry advisors are from visible minority group with one member being a female. More members will be added in the coming years.	SS	Ongoing
ii. Retain the co-op program and expand it where possible.	ii. co-op will continue to be part of the program.	SS	Completed

<p>Research</p> <p>i. If desirable and supported at the Faculty level, encourage research that is closely related to the areas of focus of the program.</p> <p>ii. Allow flexibility for faculty members, through reduced teaching load, to experiment with novel pedagogical approaches related to online teaching.</p> <p>iii. Explore the possibility of reduced teaching load for faculty members with significant student supervision and/or research.</p>	<p>i. The establishment of BRIC will serve well to encourage faculty members to undertake research.</p> <p>ii, iii. Faculty load reduction will be taken up with the Director of the school to determine how to account for pedagogical and domain research into the loads of the faculty members.</p>	<p>MA</p> <p>SS & BB</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>Internationalization</p> <p>i. Explore opportunities for further internationalization.</p>	<p>i. The faculty recruitment is centralized and they undertake advertisement campaigns to offshore locations to promote all the programs, including the software program.</p>	<p>Admin Staff</p>	<p>Ongoing</p>
<p>Admission Requirements</p> <p>i. Offer bridge courses or mentorship programs as needed, in particular with respect to Mathematics courses.</p>	<p>i. A bridge course will be offered to cover fundamental math topics to ensure students have strong foundation for the higher-level math courses. The current math course is also be revamped to include more pertinent topics.</p>	<p>SS</p>	<p>Fall 2022</p>

Curriculum			
i. Align program content and program title.	i. The program title was changed a few years back to the current title. We believe that since the curriculum is posted clearly on the website and our outreach activities explain the various flavours, we won't be misleading the students.	SS	-
ii. Consider including courses on databases and on enterprise architecture.	ii. We will pitch this to program advisory committee and seek their inputs before offering courses on these topics.	SS	Summer 2022 – Fall 2023
iii. Consider how best to grow the program in the four focus areas (software design, networking & security, AI & data science, and multimedia & computer graphics): i. Focus attention on one or two areas, or hire additional faculty and staff to be able to add sufficient courses in these areas ii. Consider designating such areas as streams or concentrations with specific learning paths.	iii. For the current as well as incoming students we will pitch the options as streams wherein the students can specialize in different areas, taking electives of their choice. To strengthen our expertise, we will take up a discussion at the faculty level to explore adding new fulltime faculty members in the software stream.	SS	Ongoing
iv. Consider tighter integration of technical and Gentech courses.	iv. Software specific GENTECH courses will be planned and offered exclusively to software students.	MJ	Ongoing
Teaching and Assessment			
i. Review advances in pedagogy as it relates to the online nature of this program, and how such advances might be incorporated.	i. The faculty members are actively engaged in pedagogical research as well as pedagogical experiments inside the classroom.	SS	Ongoing

Resources to Meet Program Requirements			
a. Assist part-time and sessional lecturers in obtaining access to appropriate hardware to deliver their courses.	a.Resources are being provided to sessional as well as full-time faculty members and we are ramping up support. We will work in coordination with the department Director and the Business Manager to explore allocation of more funds to make additional procurement in the upcoming years.	MM, BB, and SS	2022-2026
b. Provide access to software required for coursework during the entire term, including outside of lab times.	b. We will work in coordination with the department Director and the Business Manager to explore allocation of more funds to facilitate additional procurement in the upcoming years.	MM, BB, and SS	2022-2026
c. Provide dedicated admin support for this program.	c. This will be taken up by the Director with the Faculty of Engineering to determine a plan that could allow for additional hiring.	BB	2023
Quality Indicators			
i. Systematically collect and monitor data on students' applications and registrations, time-to-completion, graduation rates, etc.	We will work with the staff members at the W Booth School to determine a mechanism for collecting this data.	Admin Staff, MM	Fall 2021
Program Enhancement			
i.Enhance quality of faculty resources.	i.We will work in coordination with the department Director and the Business Manager to explore allocation of more funds to make additional procurement in the upcoming years.	MJ & SS	2022-2023
ii. Provide dedicated staff support.	ii. This will be taken up by the Director with the Faculty of Engineering to determine a plan		2022-2023

<p>iii. Expand curriculum into the four priority areas using advance planning and community engagement.</p>	<p>that could allow for addition hiring.</p> <p>iii. Curriculum changes are done based on the recommendation of the industry panel and full-time faculty members. Going forward, we will also consult with sessional faculty members that teach in the software program.</p>		<p>Ongoing</p>
<p>iv. Integrate program components.</p>	<p>iv. Software specific GENTECH courses will be planned and offered exclusively to software students.</p>		<p>Ongoing</p>
<p>v. Establish a committee to review online delivery mechanisms and gradually introduce effective pedagogical innovations.</p>	<p>v. We currently have a pedagogical research committee that can be brought in an advisory role. Faculty members are routinely encouraged to adopt innovative pedagogical practices in the class and this will continue.</p>		<p>Fall 2022</p>
<p>vi. Retain and strengthen the co-op program.</p>	<p>vi. Co-op shall remain in the program.</p>		<p>Completed</p>
<p>vii. Investigate capping class sizes, introducing further sections or offerings, and/or capping admissions.</p>	<p>vii. We have noticed an explosion in enrolment in the software courses and are currently considering this for several software courses.</p>		<p>Ongoing</p>
<p>System of Governance</p>			
<p>i. Address the separate management of the technical and non-technical (GENTECH) aspects of the program.</p>	<p>i. Software specific GENTECH courses will be planned and offered exclusively to software students.</p>	<p>MJ & SS</p>	<p>Fall 2022</p>
<p>ii. Consider developing a collegial governance structure that includes consultation with students and faculty members, along with the department chair.</p>	<p>ii. Currently all full-time faculty members teaching in the program are consulted before making any major changes. This is implemented after approvals from the director and associate</p>	<p>SS</p>	<p>Ongoing</p>

	director. Students are also consulted via townhall meetings when major changes are brought to the program. This practice will continue.		
Academic Services			
i. Curate and publicly share information on the program in an easy to access form for current and future students.	i. Information pertaining to the program is being regularly updated to the website. Information will also be regularly disseminated to the students enrolled in the program through mass emails and postings on our LMS.	Admin Staff, SS	Ongoing

Dean's Response

The program has taken advantage of the pandemic to create an opportunity. The major comments from the reviewers regarding interactions with the students are difficult in an online format although I suspect that our experiences will continue to shape how this is accomplished as we move forward. There are a couple of comments about the need for additional support. I would be happy to review this in comparison to other programs in the Faculty. The number of different programs until the SEPT umbrella is significant and the students need to feel supported.

Quality Assurance Committee Recommendation

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation, and the Committee recommends that the B.Tech. Software Engineering Technology program should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

BA, MA and PhD programs, Department of History

Date of Review: February 15-16, 2022

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

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

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Department of History BA, MA and PhD programs submitted a self-study in December 2021 to the Vice-Provost Faculty and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its undergraduate and graduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Humanities, and selected by the Vice-Provost Faculty. The review team reviewed the self-study documentation and then conducted a review on February 15-16, 2022. The review included interviews with the Provost and Vice-President (Academic), Vice-Provost Faculty, Vice-Provost and Dean of Graduate Studies, Dean of Faculty of Humanities, Associate Dean, Academic and Associate Dean, Graduate Studies of Faculty of Humanities, Chair of the Department of History, Graduate and Undergraduate Chairs of the Department of History and meetings with groups of current students, full-time faculty and support staff.

The Chair of the Department of History and the Dean of the Faculty of Humanities submitted responses to the Reviewers' Report (May 2022). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The following program strengths were identified:

The Department of History boasts excellent programs at both the undergraduate and graduate levels. In our meetings with faculty and our review of the materials provided by the Department, we were very impressed by the faculty's dedication to pedagogy and the quality of the program as well as its commitment to accessibility and its willingness to innovate and collaborate.

- The review committee recognized and praised the Department's commitment to pedagogy, the quality of History undergraduate and graduate programs, their commitment to accessibility and willingness to embrace innovation in a collaborative fashion.
- The review committee noted the 'excellent balance' struck between 'tried and true methods of instruction and assessment' and 'alternative forms' of instruction and assessment.
- Despite budgetary pressures the undergraduate program remains a high quality one. History students at McMaster have the opportunity to explore a wide range of historical themes and issues over the course of their degrees. Individual courses and the progression of courses through the program are well-designed to support the program's learning outcomes, which include fundamental skills such as research, critical thinking and analysis and written and oral communication.
- The review committee has also found the graduate programs to be vibrant; they are producing excellent scholarship (as evidence by the high publication rate of their students) and have favourable time to completion rates compared to similar institutions in Ontario.

The following areas of improvement were suggested:

- More professional development opportunities for both undergraduate and graduate students.
- Better communication between the department and students, including making sure feedback between supervisors and students is communicated in a timely fashion.
- Enhancing the existing suite of Equity, Diversity and Inclusion activities and initiatives in the Department and finding ways to further incorporate student concerns and participation in those issues.
- Further increasing the diversity and breadth of course offerings, particularly in non-Western and Indigenous history and of the pre-modern period.
- Addressing the issue of staff support, which was identified as insufficient for the existing programs and for the enhancements going forward.

More specific areas program enhancement described in the report are directly reflected in the recommendations, discussed below.

Implementation Plan

	Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
<u>Program:</u>				
1.	The Department of History is encouraged to continue its efforts towards inclusivity and Indigenization in the coming years. In particular, we encourage the department to continue its work through its EDI committee and to look for ways to engage students in these efforts.	<p>The Department’s EDI committee will be expanded to include an undergraduate and a graduate student representative. The EDI committee will have a formal chair (rotated annually) responsible for communication and outreach.</p> <p>Our EDI discussions have always been advertised as welcoming student participation. The committee will, however, make more efforts at outreach to both undergraduate and graduate students.</p>	The Chair of the Department and the Chair of the EDI Committee.	<p>The EDI Committee Chair position will be written into the Department’s governance document.</p> <p>The EDI Chair each year (starting Sept. 2022) will oversee the appointment of undergraduate and graduate representatives each year.</p> <p>The EDI committee will make a point of communicating its initiatives to students through our improved communication strategy (see below).</p>
<u>Curriculum:</u>				
2.	Consider developing a career for historians series or other initiatives to help undergraduate students see the various ways in which their degree in History can prepare them for future employment.	The Department will task one colleague to serve as is professionalization facilitator. Working with the Undergraduate Chair and the Graduate Chair, the professionalization facilitator will organize some professionalization/career events each year for both	The Chair of the Department.	The Chair will appoint the professionalization facilitator when the other service commitments are assigned in the summer of each year.

		undergrads and graduate students.		The professionalization facilitator will work with the Grad Chair and Undergrad Chair each year to arrange events.
3.	Consider enhancing the cohort experience for students throughout the program.	The Undergraduate Committee will consider improvements to the curriculum to improve cohort experience.	The Undergraduate Chair.	Consultations undertaken over the course of 2022-2023, with any changes to be proposed in the fall of 2023.
4.	Ensure that students are aware of the opportunity to pursue the 4th-year thesis option and of the requirements for doing so.	The Undergraduate Chair and Administrative staff will highlight these opportunities during the balloting process for seminars each year. Requirements will be more clearly explained on the balloting forms.	The Undergraduate Chair and Administrative Assistant.	Will be done annually, starting in Winter term 2023.
<u>At the MA and PhD levels:</u>				
5.	Reinforce expectations among Faculty regarding turn-around times for feedback on student work to ensure a more consistent supervisory experience.	The Graduate Chair will remind colleagues of the need to provide timely supervisory feedback according to the School of Graduate Studies guidelines. Grad students will be told what those guidelines are in the grad orientation session every September. The Grad Chair will encourage grad students through the Graduate Committee representative to indicate if there is a persistent problem with faculty feedback not meeting the SGS guidelines.	The Graduate Chair.	Immediately and ongoing.

6.	Introduce more professional development opportunities in the program, for example, a pass/fail professional development course or a future career series focussing on both academic careers and alternative career paths.	The professionalization facilitator (noted above) will work with the Grad Chair on future career talks and initiatives. This will be complemented by the faculty-wide graduate professionalization series recently proposed by the Associate Dean, Research and Graduate Studies.	The Chair of the Department and Graduate Chair.	See #2 above.
7.	At the PhD level, consider ways to further support students in transitioning to the job market.	The professionalization facilitator along with the Graduate Chair and Graduate Committee will explore the best way to provide such supports.	Grad Chair and Professionalization Facilitator.	Consultations undertaken over the course of 2022-2023, with proposals to be implemented in the fall of 2023.
8.	Consider ways to support PhD students who wish to embark on archival research in year two. One possible avenue might consist of reserving TAships in online courses for PhD students who need to undertake research travel.	The Chair already has done this in the past. Course offerings vary from year to year and no guarantees can be made, but we propose where possible archival research considerations will factor into TA allocations.	The Chair of the Department.	Immediately and ongoing.
9.	Improve communication with graduate students. Possible options include a digital message board or a biweekly newsletter.	A revised digital communications strategy for our students has already been proposed. A curated message board for our students (a collaboration of the UG and Grad Chairs, the admin staff, and student representatives) will be developed.	The Chair of the Department.	This is dependent on when our admin staff get full access to our website and training on how to manage it. This should happen in 2022, and so the plan is to launch the new messaging board in the fall of 2022.

<u>Teaching and Assessment:</u>				
10.	At the undergraduate level, continue to support and encourage faculty to explore new pedagogical approaches and innovative types of assessments where appropriate.	This suggestion is built into our new Department Strategic Plan (see # 14 below). Ongoing experimentation will depend to a degree on the new guidelines that the Faculty of Humanities is working on regarding its digital teaching strategy and updated methods of assessment.	The Chair of the Department and Undergraduate Chair	The Undergraduate Committee has already undertaken a discussion and provided suggestions to the department. New course proposals and innovations ongoing.
11.	Review existing TA training and consider ways to introduce discipline-specific training at the departmental level, particularly training that addresses grading History essays.	The Chair of the Department and the Grad Chair will review existing training practices and after consultation with other departments, revise the existing training regime.	The Chair of the Department and Graduate Chair.	Review and consultation over the summer and fall of 2022. Preliminary changes to be implemented in fall of 2022. Further improvements for 2023.
12.	At the graduate level, consider increasing the length of the MRP at the MA level to align with other comparable programs (40-50 pages is standard).	The Graduate Committee will review and decide what revisions the requirements of the MA MRP require.	The Graduate Chair.	Study and consultation over the course of 2022-2023. Implementation of changes in fall of 2023.
<u>Resources to meet Program requirements:</u>				
13.	In order to ensure the department's ability to meet its undergraduate and graduate learning outcomes and to maintain the quality of its academic programs and student experience, it is essential to provide additional administrative support. If the appointment of an	Administrative staffing is not directly within the Department's control. However, working with the Dean's Office, steps have already been undertaken to alleviate some of the burdens that fall on the office staff. A pilot project that centralizes reimbursements in the	The Faculty of Humanities Finance Director and the Chair of the Department.	Process underway. Full review and implementation of staffing changes should be complete by fall of 2022. Thereafter staffing will be monitored by the Chair and any further

	<p>additional staff member is not possible, other measures to consider include: hiring a graduate student on an annual basis to provide support for social media and event organization; moving the administration of the Global Peace and Justice Program out of History; and/or ensuring that the Wilson Institute for Canadian Studies does not rely on the History Department for administrative support.</p>	<p>Dean’s Office is underway. The impending retirement (June 2022) of the current Administrative Co-ordinator of the Department will trigger a review of staffing requirements and an adjustment of the terms and responsibilities of the staff.</p>		<p>adjustments proposed on an ongoing basis.</p>
14.	<p>Given the BA, MA, and PhD program learning outcomes and anticipated upcoming faculty retirements, the Department will need to begin planning for future hires. A reduction in History student numbers has allowed the Department to continue to offer a high quality program despite a reduction in faculty complement. That said, the termination of the Wilson postdoctoral fellows and loss of teaching this entailed as well as the significant number of faculty who have been seconded or have positions that come with teaching reductions means that the Department is operating with little excess capacity. The</p>	<p>As a result of our IQAP self study and associated feedback, we began the process of drafting a new Department Strategic Plan prior to the IQAP review team’s visit. The plan was drafted and discussed by both the Executive Committee and the wider department. In addition to suggestions for improving our undergraduate enrollments moving forward, including introducing new certificates directed not solely at History Majors, the plan provides a rationale for suggested hires for the next five years. These hires are effectively to replace retiring faculty, but also move us towards broadening our curricula coverage, addressing EDI</p>	<p>The Chair of the Department and the Dean of Humanities.</p>	<p>The plan was approved by the Department in May of 2022 and will be the blueprint (with changes possible if needed) for the next five years.</p>

	<p>modest rebound in History student numbers noted in the self-study (and apparent in other Ontario History departments) coupled with anticipated retirements in the coming years suggest that the Department will not be able to continue to offer its high quality programs without faculty renewal. We would urge the Department to begin planning now.</p>	<p>priorities, and supporting the two research units associated with the Department (the Wilson Institute and the Centre for Human Rights and Restorative Justice). The plan is premised on the assumption that our undergraduate enrollments remain steady and our faculty complement will not further shrink. Hires are, of course, the prerogative of the Dean of the Faculty so the plan provides rationales for the nature of the replacements we'd like to make.</p>		
<p><u>Physical resources:</u></p>				
<p>15.</p>	<p>Given that the move to the new space in the Wilson Institute has reduced interactions between MA and PhD students as well as physically separated graduate students from the rest of the department, consider ways to increase interactions and informal mentoring between PhD and MA students and better integrate both into the life of the department.</p>	<p>The Wilson Institute space will be re-organized so that all the PhDs and MAs will share the same study space (requiring the purchase of more open carrels that the PhD use) and the former MA room will be turned into a lounge/meeting space for discussion. This will allow the PhDs to be more integrated and build community.</p> <p>We also plan to revive the brown-bag lunch series of talks (grad students and faculty sharing their current research in an informal setting) in the new lounge space.</p>	<p>The Chair of the Department.</p>	<p>New carrels have been ordered (with monies provided by the Dean and from the Department's donations fund). The reorganization of the space should be complete by the end of the summer of 2022 in advance of the arrival of the new MA class in September 2022.</p> <p>Brown bag talks to resume in fall 2022.</p>

Dean's Response

The Faculty of Humanities

Let me begin my response by thanking Dr. Sofie Lachappelle (Wilfrid Laurier); Dr. Rebecca Manley (Queen's University); and our own Dr. Mark Johnstone, Dept of Philosophy, for their thoughtful and comprehensive review of History's undergraduate and graduate programs. The department also took the process very seriously, produced an excellent self-study, and has already begun moving on some of the suggested recommendations. For this work, I want to thank Dr. Stephen Heathorn, the rest of his departmental colleagues, and the department's two staff members, Ms. Debbie Lobban and Ms. Aurelia Gatto. I would also like to echo the sentiments of the reviewers with respect to the quality of my colleagues' research and teaching – and their willingness to try new things. This department was the first on campus to welcome the potential benefits of a fully online undergraduate degree, and in recent years has taken several steps to increase elective enrollments in History among non-program students and to make the program more accessible to majors. Trends in enrollments, as noted also by the external reviewers, have reflected the experiences of history departments across North America. Happily, we are currently seeing the stabilization of undergraduate enrollments here at McMaster.

Most of the recommendations cited by both the reviewers and the department do not request direct support from the dean's office, so I will respond below only where I think central supports can be helpful.

1. EDI: The department has been quite active over the past couple years in this realm. Trying to engage students more in these activities is a good suggestion. The Faculty will be launching its own Humanities Advisory Committee on Equity (ACE) this summer (2022), which should help the department learn from others and stay connected to cross-campus initiatives.
2. Careers support: This issue comes up regularly in Humanities IQAP reviews. In response, the Faculty has invested considerably in the last two years in our Humanities career services, and we should be leveraging that support for our undergraduates, in particular. In addition to two full-time staff people in our Humanities Student Experience office, we also now have an alumni engagement officer, who can support career-focused events for upper-yr students and recent alumni.

Career advice for graduate students remains a sticking point, and the Associate Dean, Graduate Studies will once again try to build support for Faculty-wide programming among the graduate chairs in 2022-23. I have concerns about already-stretched departments each trying to reinvent the wheel, when it comes to support for those completing MAs or PhDs in Humanities and looking to transition to (non-academic) careers. I would rather see a central program for all Humanities graduate students and recent alumni, but there needs to be buy-in from the programs.

3. Graduate programming and culture:

- a) I support the department's desire to improve the layout of the spaces in LRW Hall, and I have committed some funds to pay for the furniture needed.
- b) With respect to the supervisory relationship and responsibilities to review chapters within a reasonable timeframe, I would recommend that the graduate chair consider asking colleagues to use the SGS-developed supervisory relationship guide as a basis for discussion between students and their supervisors at the annual meeting. The form asks students and their supervisors to commit to certain behaviors to avoid problems such as the ones mentioned in the reviewers' report.
https://gs.mcmaster.ca/app/uploads/2020/02/supervisory_relationshipjuly_222016.pdf.
- c) The idea of archival travel during the second year is an interesting one. The financial question remains. Scholarship funds are portable, but it is not clear at present if students will be able to hold TAs, while living out of province, even if the course is fully online. The union agreed to this option temporarily during the pandemic, but it remains a topic for negotiation going forward. I also wonder about the eligibility terms for travel support. Would something like language training be eligible? I look forward to hearing further discussion of this idea.

4. Administrative staffing: the Faculty's DFA has begun to implement some changes in the Faculty's administrative structure. Given the needs identified by the chair, History was selected for a pilot program in which some of the transactional work generated in the department is being handled centrally in the dean's office. The initial experience of the pilot has been positive, and more centralization of tasks may be explored. The Faculty is also undergoing searches for several staff roles, including History's department manager. Filling this position and rethinking others should help address the department's needs.

5. Faculty complement: the department has recently been the beneficiary of a spousal appointment in Canadian history following two retirements. President Farrar's endowment of the Wilson Chair in Canadian History also ensures there will be another new appointment in Canadian history at some point in the future. At the moment the Faculty is only making a small number of TT appointments per year, but my goal is renewal to the greatest extent possible. I look forward to seeing the department's planning document.

Quality Assurance Committee Recommendation

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the Committee recommends that the History BA, MA and PhD programs should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted 7 years after the start of the last review.