

**UNDERGRADUATE COUNCIL**  
**Tuesday, April 19, 2022 at 2:30 p.m.**  
**Zoom**

**AGENDA**

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**3. CHAIR'S REMARKS**

**4. NOTICE OF UNDERGRADUATE PROGRAM CLOSURES (Approval)**

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- a. [Undergraduate Program Closures of Studio Art, Theatre & Film and Art History Degree Programs](#)

**5. REPORT FROM THE AWARDS COMMITTEE (Approval/information)**

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- a. **Terms of Award**  
i. **Proposed New Awards (*approval*)**  
ii. **Changes to Award Terms (*approval*)**  
iii. **Proposed New Bursaries (*approval*)**  
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**6. REPORT FROM THE CERTIFICATES AND DIPLOMAS COMMITTEE**

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*Approval*

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*Approval*
- i. **Closure of Business Administration Diploma with the Business Analysis Concentration**  
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**7.      2019 - 2021 IQAP CYCLICAL PROGRAM REVIEWS**

*Information*

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                 ii. **Classics (2021)**  
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**8.      OTHER BUSINESS**

- a.    **Topic: UGC - April 19, 2022**  
      **Time: Apr 19, 2022 02:30 PM Eastern Time (US and Canada)**

**Join Zoom Meeting**


**<https://mcmaster.zoom.us/j/99045283755?pwd=dGdXczhqUjJlb2dwcGF6eUM0cStkZz09>**

**Meeting ID: 990 4528 3755**

**Passcode: 785586**

April 12, 2022

To: Kim Dej, Acting Vice-Provost (Faculty)

From: Pamela Swett, Dean, Faculty of Humanities 

Re: Undergraduate Program Closures of Studio Art, Theatre & Film and Art History Degree Programs

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On behalf of the Faculty of Humanities and our School of the Arts, I write to inform you of the recommendation that our undergraduate programs in Theatre & Film Studies and Art History be closed, with final intake into these level II programs as of Fall 2023, and also of the closure of the Studio Art program, with final intake into level II as of Fall 2022.

The School of the Arts has historically offered four distinct undergraduate programs: Art History, Music, Studio Art, and Theatre & Film Studies. Recent years have seen waning interest in several of these programs, while the fields of study and work undertaken by our SOTA faculty have become increasingly interdisciplinary in nature. An intensive review of both the SOTA administrative unit and its academic programs has led to the development of a new Integrated Arts (iARTS) program, which will see its first enrolments in the direct entry level I B.F.A. option begin as of this coming academic year, in Fall 2022, and additional options for entry into level II of the Honours B.A. the following year.

The iARTS program, offered as both an Honours B.F.A. (direct entry) program and Honours B.A. program will offer an innovative arts program reflecting contemporary arts practice, transcending old disciplinary siloes and integrating arts practice, across media, with critical theory. The program offers at its core a critical engagement and interdisciplinarity that is adaptive and responsive to a changing job market, and allows students a new freedom to engage with the arts from a more holistic perspective.

iARTS was developed through an extensive consultation process over the last five years. This process included consultation with students, staff and faculty, and involved a thorough analysis of current standards and practices in the Arts, and that of societal demand. In 2019, the iARTS program proposal was put forward through the necessary university approvals, and prior to final Ministry approval of the program opening. This past fall these changes were once again put forward through curriculum approvals for addition to undergraduate calendar. Each stage of the program's approval process has involved discussion of the intended transition from three distinct programs into a new Integrated Arts program. This has allowed ample opportunity for

university units and governing bodies to review and address any questions or concerns with this transition.

Considerable care and thought have been given to the impact this may have on current students in these programs and the School has ensured that sufficient advance notice of the timing of these programs' phase-out was provided in university publications. All students who have entered or will enter into one of these three programs prior to its closure will be allowed the opportunity to complete the degree which they began within a reasonable timeframe. The School of the Arts has communicated its openness to providing flexibility for these students, and most notably will be integrating appropriate new iARTS courses, as they become available and existing program courses are deleted, into these existing programs.

This recommendation of the program closures of Studio Art, Theatre & Film and Art History undergraduate programs is made with the knowledge and approval of the School of the Arts. The Faculty offers its full support to this exciting initiative, the offering of an Integrated Arts program, and the consequent amalgamation of these distinct programs into a more integrated School of the Arts.

cc:     Stephanie Springgay, Director, School of the Arts  
          Sean Corner, Associate Dean, Faculty of Humanities  
          Melissa Pool, University Registrar  
          Andrea Thyret-Kidd, University Secretary  
          Marcy Murchie, Director of Finance & Administration, Faculty of Humanities  
          Jackie Osterman, Assistant Dean, Faculty of Humanities  
          Rose Mannarino, Administrative Coordinator, School of the Arts

REPORT TO UNDERGRADUATE COUNCIL  
*from the*  
AWARDS COMMITTEE

FOR APPROVAL

a. Terms of Award

At its April 5, 2022 meeting, the Undergraduate Council Awards Committee approved the following for recommendation to Undergraduate Council. The Awards Name Changes were received for information only.

i. New Awards

The Douglas Perrin Academic Grant  
The Lawrence Tse Scholarship in Electrical and Computer Engineering  
The Hutton Kaufman Midwifery Scholarship

ii. Changes to Award Terms

The ITCA Community Involvement Prize Scholarship  
The Manuel and Lillian Zack Scholarship

iii. Proposed New Bursaries

The Miller Family Bursary  
The Norma Moores Bursary for Women in Technology  
The Dr. R. Neil Lamont Medical Bursary

iv. Awards Name Changes (information)

The Dr. John S. and Barbara Scott (Class of 1953) Memorial Bursary Fund  
The Convera Western Union Business Solutions Bursary Fund  
The ITCA Community Involvement Prize Scholarship

It is now recommended,

**that the Undergraduate Council approve three new awards, revisions to two award terms, and three new bursaries for inclusion in the Undergraduate Calendar, as set out in the attached.**

Undergraduate Council  
April 19, 2022

## PROPOSED NEW AWARDS FOR APPROVAL

### In-course Academic Grants

#### **The Douglas Perrin Academic Grant**

Established in 2021 in memory of Douglas Perrin (Class of '49), who as an undergraduate student was enrolled in the Political Economy program.

**Requirements:** To be awarded to undergraduate students enrolled in an Economics program who attain high averages and demonstrate financial need.

**Typically Available:** 1 x \$3,000

### In-Course and Renewal Awards

#### **The Lawrence Tse Scholarship in Electrical and Computer Engineering**

Established in 2021 by Lawrence Tse, B.Eng. Electrical (Class of '81).

**Requirements:** To be awarded to undergraduate students entering Level 2 in an Electrical or Computer Engineering program who attain high averages and demonstrate leadership qualities on campus or in the community-at-large. The recipient may not hold another scholarship of equal or greater value.

**Typically Available:** To be determined annually to cover the equivalent of domestic tuition fees.

#### **The Hutton Kaufman Midwifery Scholarship**

Established in 2018 by clients, colleagues, friends, and family of Dr. Eileen Hutton in celebration of her retirement and to recognize her high impact career. This award recognizes the profound influence of both Dr. Hutton, assistant dean of the Midwifery Education Program at McMaster from 2007-2018 and of founding assistant dean of the program, Dr. Karyn Kaufman who served from 1993-2006. Together with their peers, these two luminaries paved the way for midwifery care, midwifery education and midwifery research in Canada.

**Requirements:** To be awarded to undergraduate students, including those taking a second degree, enrolled in Level 3 of the Midwifery Education Program who attain high averages.

**Typically Available:** 1 x \$1,500

## CHANGES TO AWARD TERMS FOR APPROVAL

#### **The ITCA Community Involvement Prize Scholarship**

Established in 1982 by Italian Canadian Community Involvement Incorporated.

**Requirements:** To be awarded to students who are enrolled in Level 2 or above and who, in the judgement of the Department of Linguistics and Languages, have attained notable standing in at least 6 units of Italian courses above Level I. The recipient must have graduated from a secondary school in the Hamilton area.

#### **The Manuel and Lillian Zack Scholarship**

Established in 1984 by Manuel and Lillian Zack (Class of '40) of Hamilton.

**Requirements:** To be awarded to a student enrolled in Level 3 or above of a program in Nursing and who, in the judgment of the School of Nursing, has demonstrated achievement, initiative, and commitment to gerontological nursing through clinical practice, term papers, research interest, or community activities and who pursues/pursued these interests in Level 4.

### PROPOSED NEW BURSARIES FOR APPROVAL

#### **The Miller Family Bursary**

Established in 2021 by Rachel Miller (Class of '96), FCPA, FCA.

**Requirements:** To be granted to undergraduate students enrolled in any program who identify as Indigenous and demonstrate financial need. Preference will be given to students enrolled in the DeGroote School of Business.

#### **The Norma Moores Bursary for Women in Technology**

Established in 2022 in memory of Norma Moores by her friends and colleagues at IBI Group to support the next generation of engineers who will take good care of our planet.

**Requirements:** To be granted to undergraduate students enrolled in the Department of Civil Engineering who demonstrate financial need. Preference will be given to students who identify as female.

Submitted by the Faculty of Health Sciences

#### **The Dr. R. Neil Lamont Medical Bursary**

Established in 2021 by Dr. R. Neil Lamont (MD '87).

**Requirements:** To be granted to students enrolled in the Michael G. DeGroote School of Medicine who demonstrate financial need and have an interest in pursuing a career in surgery. Preference will be given to students who have an Arts background.

### FOR INFORMATION

#### AWARD NAME CHANGES

~~The Dr. John S. and Barbara Scott (Class of 1953) Memorial Bursary Fund~~

~~The Convera-Western Union Business Solutions Bursary Fund~~

~~The ITCA Community Involvement Prize Scholarship~~



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

**I. FOR APPROVAL**

**a. New Concurrent Certificate Proposals**

At its meeting on April 5<sup>th</sup>, 2022, the Certificate & Diplomas Committee approved, for recommendation to Undergraduate Council, the proposal for the Concurrent Certificate of Critical Practice in Child Welfare Concurrent Certificate. Details of the program is contained within the circulated report.

It is now recommended,

**that the Undergraduate Council approve for recommendation to Senate, the establishment of the Practice in Child Welfare Concurrent Certificate, as circulated.**

**b. Establishment of New Certificate and Diploma Programs**

At its meeting on April 5<sup>th</sup>, 2022, the Certificate & Diplomas Committee approved, for recommendation to Undergraduate Council, the proposal for Certificate in Management Principles and Practises, and the Certificate of Professional Learning in Management Principles and Practises. Details of the programs are contained within the circulated report.

**i. Management Principles and Practices - Certificate, and Certificate of Professional Learning**

It is now recommended,

**that the Undergraduate Council approve for recommendation to Senate and the University Planning Committee, the establishment of the Certificate in Management Principles and Practices, as set out in the attached.**

It is now recommended,

**that the Undergraduate Council approve for recommendation to Senate and the University Planning Committee, the establishment of the Certificate of Professional Learning in Management Principles and Practices, as set out in the attached.**

**c. Closure of Certificate and Diploma Programs**

At its meeting on April 5<sup>th</sup>, 2022, the Certificate & Diplomas Committee approved, for recommendation to Undergraduate Council, the following diploma closures. Details of the closures are contained within the circulated report.



- i. Closure of Business Administration Diploma with the Business Analysis Concentration
- ii. Closure of Business Administration Diploma with the Management Concentration
- iii. Closure of Business Administration Diploma with the Project Management Concentration

It is now recommended,

that the Undergraduate Council approve, for recommendation to Senate, the closure of the Business Administration Diploma with the Business Analysis Concentration, the closure of the Business Administration Diploma with the Management Concentration, and the closure of the Business Administration Diploma with the Project Management Concentration as set out in the attached.

## **II. FOR INFORMATION**

### **d. New Certificate of Completion Program**

At its April 5th, 2022 meeting, the Certificates & Diplomas Committee received, for information, the Starting Your Own Business, Certificate of Completion Program. Details of the program are contained within the circulated report.

#### **i. Starting Your Own Business**

### **e. Closure of Certificate of Completion Program**

At its April 5th, 2022 meeting, the Certificates & Diplomas Committee received, for information, the Closure of the Entrepreneurship Program, Certificate of Completion. Details of the program are contained within the circulated report.

#### **i. Closure of Entrepreneurship Program**

## **FOR APPROVAL/INFORMATION**

Undergraduate Council  
April 19, 2022

## Proposal for a Concurrent Certificate Critical Practice in Child Welfare

### 1. Certificate Overview

The proposed Concurrent Certificate *Critical Practice in Child Welfare* is designed to enhance preparedness and readiness of graduates of the Bachelor of Social Work (BSW) program to work in the areas of child welfare and child protection. The Certificate emphasizes knowledge, skills and attitudes that underpin child welfare work, and nurtures student attitudes and critical thinking abilities by drawing on current research and best practice from around the world. It is designed to strengthen students' capacities to practice from critical, decolonizing, and anti-oppressive standpoints, thereby increasing their accountability, community engagement skills, and capacity to focus on family and community wellbeing through less-intrusive social work interventions. It prepares BSW students for long-term careers in any child protection system in Canada and similar child protection settings internationally. Emphasis is placed on the policy and practice limitations and possibilities of various child welfare systems that students may work within. Course curricula, field education experiences, and collaborations with representatives from the child welfare sector are integrated to bridge classroom and practical field learning. Through these elements, attention is paid to producing social workers with the potential for future leadership within child welfare who can successfully work within the system while also having the ability to think outside the system.

The Certificate is offered to students enrolled in the BSW program. The BSW program prepares students for generalist practice in accordance with the Canadian Association for Schools of Social Work Education Standards for Accreditation. Students who complete the Certificate graduate with enhanced readiness for long-term careers in child welfare in the context of achieving all the objectives of an accredited generalist BSW.

#### **a. Background and Rationale:**

This certificate was initiated informally, as a 'pathway' in the BSW program. The Preparing for Critical Practice in Child Welfare (PCPCW) pathway was established in response to a request from local child welfare agencies to develop an increased focus on child welfare in the BSW program as a way to better prepare social work students for long-term careers in child welfare. Concerns were expressed by local child welfare agencies about BSW graduate readiness to practice in this complex, highly regulated and fast-paced sector, in which staff turnover has tremendous negative impact on the children and families served. The School of Social Work partnered with child welfare agencies in southwestern Ontario to create this enhanced educational experience for BSW students in the areas of child welfare and child protection and in response to concerns raised by leaders in the child welfare sector within the Grand River Zone.

The three-year pilot with 25 PCPCW students was evaluated using a mixed methods approach and with significant input from community partners. Central findings from the evaluation are:

1. PCPCW graduates increased their knowledge and practice skills related to child welfare legislation, working with and engaging children and parents involved in child welfare and assessing child abuse and neglect.
2. PCPCW graduates report an increase sense of preparedness for child welfare practice compared to non-PCPCW BSW students.
3. Field placement supervisors reported that PCPCW students began their field placements with a higher level of knowledge and critical analysis about child welfare than non-PCPCW students.
4. In keeping with the generalist nature of the BSW program, PCPCW fosters critical skills and capacities that are transferable beyond the child welfare sector to social and community services concerned with family and child wellbeing, and broadly to justice-oriented social work practice.

**b. Structure:**

The Certificate will require students to complete a total of 15 units of course work that includes existing courses currently offered through the School of Social Work. The courses reflect generalist and specialist curricula in the areas of anti-oppressive and critical child welfare social work practice. Six of the units are child welfare specific electives (SOCWORK 4W03 and SOCWORK 4SA3) and 9 units reflect required courses as part of the BSW program (SOCWORK 2A06 and SOCWORK 4DD6).

## **2. Academic Merit**

**a. Learning Outcomes**

By completing the courses required for the Concurrent Certificate *Critical Practice in Child Welfare*, all students will acquire enhanced knowledge and practice skills in the areas of child welfare and child protection. Specific learning outcomes include:

- Develop a working familiarity with child welfare law, policy, and practice as well as the roles and responsibilities of the child protection worker;
- Understand the strengths and limitations of current child welfare systems including the ways that whiteness, white supremacy, and colonization shape child welfare and create disproportionalities for specific communities; and
- Strengthen capacity to practice from critical, decolonizing, anti-racist, anti-oppressive and intersectional standpoints thereby increasing their accountability, community engagement skills, and capacity to focus on family and community well-being through less-intrusive and prevention-focused social work interventions.

**b. Certificate Requirements**

Any student\* in the McMaster BSW program may declare the Concurrent Certificate in Critical Child Welfare on their transcript provided that they satisfy the following requirements:

- Completion of these 15 units:
  - SOCWORK 2A06 – Theory, Process and Communication Skills for Social Work
  - SOCWORK 4W03 – Child Welfare (to be taken before SOCWORK 4SA3)
  - SOCWORK 4SA3 – Critical Child Welfare – from Theory to Practice (limited enrollment and taken upon completion of SOCWORK 4W03; see details below)
  - SOCWORK 4DD6 A/B S – Field Practicum II – for students to complete the Certificate, this Practicum will take place in a specific setting: a child welfare agency partnered with the School of Social Work

*\*BSW Post-Degree students who only require completion of one Social and Political Context of Social Work course will need to take an additional course to complete the Concurrent Certificate. Students should consult with the Administrator of the School of Social Work.*

#### **c. Access to Concurrent Certificate Courses/Field Placements**

- This Concurrent Certificate is only open to students in the Honours BSW or BSW post-degree program and only among BSW students admitted to the limited-enrollment course SOCWORK 4SA3 (Critical Child Welfare – from Theory to Practice).
- SOCWORK 4SA3 is taken after SOCWORK 4W03 and requires special permission as registration in this course is limited to 12 students. In order to assess and grant permission for students to register for SOCWORK 4SA3, the School of Social Work will utilize evaluations completed as part of SOCWORK 4W03 when possible and also the SOCWORK 3DD6 Field Practicum and Seminar. If students are exempt from the SOCWORK 3DD6 Field Practicum due to relevant work and/or educational experiences, they will be considered for SOCWORK 4SA3 on a case-by-case basis. Students who have been granted an exemption are asked to contact the Administrator to determine what is required to confirm eligibility for the Concurrent Certificate. Students who wish to take SOCWORK 4SA3 should consult with the Administrator of the School of Social Work.
- Consideration around field placements:
  - Students who plan to complete the Concurrent Certificate will complete their 3<sup>rd</sup> year placement (SOCWORK 3DD6) in an area related to child welfare, but not at a child welfare agency in order to maintain the generalist nature of the BSW degree.
  - Concurrent Certificate students will have the opportunity to interview for a SOCWORK 4DD6 field placement with at least one, and if necessary two, of the partnering child welfare agencies who are collaborating with the School of Social Work on this Concurrent Certificate. In these placements, students will be provided with support and mentorship from Field Instructors who are linked to and familiar with the Concurrent Certificate.

### **3. Resources**

- a. All of the courses to be offered in the Concurrent Certificate *Critical Practice in Child Welfare* are already being offered in the School of Social Work; no new courses or teaching resources are required at this time.
- b. Costs of the course SOCWORK 4SA3 (Critical Child Welfare – from Theory to Practice) and of every second year of the course SOCWORK 4W03 (Child Welfare) are covered by

a donation to the School of Social Work. This donation covers the costs associated with the Certificate until 2027 and will make it available to Honours BSW students until the year 2024 (students entering at that time would complete the program in 2026/27). The School is exploring opportunities for funding beyond 2027, but should that not be successful the FSS has committed to fund the courses given the importance of this Pathway/ Certificate to the Social Work program and students.

- c. Child welfare agencies who partnered with the School to create the PCPCW will continue to ensure placement spots for students enrolled in the Concurrent Certificate.
- d. The Certificate will be administered through the School of Social Work.

McMaster Continuing Education Academic Program Submission – For Approval

Department & Program Information:	
Program Name:	Management Principles and Practices
Academic Credential:	Certificate
Name of Representative:	Lorraine Carter
Effective Date:	May 2, 2022
Date of Submission:	April 5, 2022
Academic Merit:	
Program Overview:	<p>The proposed program will focus on core foundational theories and best practices of management. The program is designed for individuals interested in developing their competencies in supervision, management, and leadership to further their career growth opportunities.</p> <p>The Management Principles and Practices Certificate will attract participants seeking to add to their Business Administration studies with McMaster Continuing Education as well as individuals seeking management training for their professional development goals. The core courses and elective options will equip learners with essential skills for supervision and management and provide opportunities to develop their personal management and leadership style. Elective options are taken from McMaster Continuing Education's Senate approved courses in design thinking, intercultural competency, and Essentials program.</p>
Learning Objectives:	<p>Upon completion of the program, students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the importance of interrelationships, including their impact on a company's success</li> <li>• Demonstrate understanding of the functional areas of management, such as human resources, finance, marketing, operations, and general management</li> <li>• Demonstrate appropriate knowledge, skills, attitudes and behaviours required to work effectively independently, and with others in a changing business environment</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe strategies for ongoing personal and professional development to enhance work performance in the business field</li> <li>• Identify, select and compile information appropriate to a given communication strategy</li> <li>• Demonstrate knowledge and skill in the areas explored in their elective studies</li> </ul> <p>The following additional objectives will be threaded within each course:</p> <ul style="list-style-type: none"> <li>• Demonstration of awareness of ethical practices and professional standards applicable to a field of employment and/or academic study.</li> <li>• Exemplification of the knowledge, skills, attitudes, and behaviours required to work and collaborate with people from different cultural backgrounds and to develop effective personal management skills.</li> </ul>
Meeting Learning Objectives:	The program's courses are designed to achieve the stated program objectives. Individual course objectives will be mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
Program Admission Requirements:	<p>The program does not require an application for admission.</p> <p>Recommended program requirements will be posted to Continuing Education's website:</p> <p>"In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the Management Principles and Practices program should meet the following requirements based on their education and work experience:</p> <ul style="list-style-type: none"> <li>• Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Centre for Continuing Education</li> <li>• Be knowledgeable with basic computer program applications and skills, such as Word, PowerPoint, web browsing, email</li> <li>• Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years"</li> </ul>

Program Pre-requisites (if applicable):	Not applicable.
Program Completion Requirements:	<p>To qualify for the Certificate, students must successfully complete 9.0 units of required study in three core courses and 6.0 units of elective study. Elective options include:</p> <ul style="list-style-type: none"> <li>(i) two 3.0 unit courses or</li> <li>(ii) one 3.0 unit course and 3.0 units from the Essentials program</li> </ul>
Program Delivery Format:	<p>Program courses may be delivered in-person, online, and/or in a blended format. All formats will include instructor lectures and/or presentations, group discussions, and practical application activities. Each required course will be a minimum of 36 hours delivered over an 8 or 10-week session.</p> <p>Elective courses will vary in length. While two elective choices are longer courses, courses from the Essentials program will follow that program's established mode of delivery and length.</p>
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, application activities, individual or group projects, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.
Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with <i>McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , the selection will be based on academic background and/or experience within the field. Instructors must have a Master's degree (or equivalent) and significant professional experience and teaching within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	Students may be eligible to transfer up to 3.0 units of study to the Management Principles and Practices Certificate program with the exception of previously completed courses from the Essentials program. No transfer credit is permitted for the Essentials courses. Approved course transfers are based on the following requirements:



	<ul style="list-style-type: none"><li>• courses must have an 80% overlap in content/curricula and a similar number of classroom or contact hours</li><li>• courses must have been taken within the last five years</li><li>• courses must have been taken from an accredited academic institution and listed on an official transcript with a grade a final grade of “C-” or better to be eligible</li></ul>		
<b>Statement of Financial Viability:</b>			
<p>I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).</p> <p><i>Lorraine Carter, Director, McMaster Continuing Education</i></p>			
<b>Statement of Administrative Responsibilities:</b>			
<p>Statement of Faculty Alignment:</p> <p>The staffing and systems infrastructure to support the following functions already exists within McMaster Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by McMaster Continuing Education.</p> <p>McMaster Continuing Education program responsibilities:</p> <ul style="list-style-type: none"><li>• budget development and monetary responsibilities</li><li>• program and course development</li><li>• course registrations/administration</li><li>• supervision of instructors to ensure all required policies and practices are adhered to and courses are taught according to program requirements and standards</li><li>• marketing and promotions</li></ul> <p>The DeGroote School of Business will act as an academic liaison and is charged with the responsibility of ongoing academic review and assessment of the curriculum. The Faculty’s letter of support is included at the end of this document.</p>			
<b>Listing of Courses</b>			
<b>Course Name</b>	<b>Required/Elective</b>	<b>Unit Value</b>	<b>Term</b>
<b>Management Fundamentals</b>	<b>Required</b>	<b>3.0</b>	<b>Fall 2022</b>
<p>Course Description:</p> <p>This course will provide students foundational understanding of the theories and concepts of management and its evolution in modern organizations. Students will learn about the many dimensions of the managerial role including but not limited to planning, organizing, staffing, and influencing. Students will also learn the differences between the roles and responsibilities of supervisor, manager, and leader. The diverse skills and knowledge of the successful manager are the focus of this course.</p>			
<b>Strategic Communication</b>	<b>Required</b>	<b>3.0</b>	<b>Fall 2022</b>
<p>Course Description:</p> <p>Communication is consistently rated as one of the top skills required in the modern workplace. In addition to covering the basics of communication (writing, speaking, presenting, etc.), the course will explore the purpose and impact of strategic communication on organizational effectiveness and success. Topics will include the following: clarity of purpose (or mission); the need for self-</p>			

awareness; the importance of influence over control; building rapport; the need to listen more and speak less; the importance of empathy; addressing diversity, equity and inclusion (DEI); the power of storytelling; giving voice to others; and leveraging technology without creating barriers. With knowledge and skill in these areas, students will have tools that will enable them to move beyond conventional management.

<b>Change Management</b>	<b>Required</b>	<b>3.0</b>	<b>Fall 2022</b>
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<p><b>Course Description:</b> It is often said that change is the only constant in our turbulent world, especially in the highly competitive and increasingly globalized conduct of business. Change, and the disruption it often causes, is also cited as a common fear among managers. Developing a 'change mindset' will enable students to anticipate and respond positively to change by reframing challenges, influencing outcomes, and leading others who may lack this attribute. The knowledge, skills and confidence to 'manage' change of all kinds is essential for business, career and life success.</p>
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<b>CCD 103 Design Thinking</b>	<b>Elective</b>	<b>3.0</b>	<b>Fall 2022</b>
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<p><b>Course Description:</b> This course will enable students to use design thinking methodology to assess problems and challenges, discover and use relevant data, develop design solutions, and construct prototypes for validation. Students will also learn how design thinking is a valuable tool in today's global and mobile world with applicability in diverse fields and how it is a 'go to' tool for innovators and creators.</p>
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<b>ICL 103 Intercultural Workplaces</b>	<b>Elective</b>	<b>3.0</b>	<b>Fall 2022</b>
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<p><b>Course Description:</b> In this course, you will explore today's workplace including how your understanding of cultural competency and your skills in intercultural communication affect the organization and team. You will examine strategies associated with building and managing a successful intercultural team and analyze challenges associated with overt and underlying cultural attributes as present in employees, leaders, and teams. Course activities and case studies will assist in the process of identifying strategies for combatting discrimination and promoting equity and inclusion in the workplace.</p>
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<b>Course list from the Essentials Program</b>	<b>Electives</b>	<b>Students may select courses from the Essentials Program for 3.0 units of study</b>	<b>Fall 2022</b>
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<p><b>ESS 902 Coaching and Mentoring (1.0 units)</b> The coaching and mentoring course is highly interactive and experiential, giving participants the opportunity to understand the concepts and practice the use of the skills in a coaching conversation. Mentoring relationships have existed for many years in the workplace on an ad hoc basis. While the concept has existed, there is still mystique around the meaning and value. Participants will understand the value of mentoring and more importantly, develop skills to create and manage mentoring relationships, both as mentors and mentees. The last portion of the course is devoted to coaching. Coaching is fundamentally about facilitating change that will lead to desired results: facilitating movement from a current state to a desired future state. This will provide leaders with</p>
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the skills needed to use coaching to leverage the organization's investment in human capital (people).

**ESS 877 Negotiation Skills (0.5 units)**

Negotiation is the art and science of securing agreements between two or more interdependent parties. It can be very difficult to do well. Even the most experienced negotiators often fall prey to common biases and errors in judgment. The purpose of this course is to help you understand the theory and process of effective negotiations. The best way to learn negotiation skills and actually internalize them is to negotiate in a setting where insight is offered, feedback is plentiful, personal reflection is encouraged, and careful analysis is required. Therefore, the course relies primarily on "hands-on" learning to help participants understand the negotiating process and their own strengths and weaknesses. Note: This course is intended for general business situations.

**ESS 835 Emotional Intelligence at Work (0.5 units)**

A growing body of research shows that Emotional Intelligence is more important to personal and professional success than IQ and that it is the single most important contributor to effective performance and leadership. During this interactive presentation, you will be introduced to a wide variety of concepts and techniques related to effectively applying emotional intelligence. Explore how to better understand, manage and leverage your and others' emotions in order to manage conflict, deal with stress and relate to others more effectively and productively. Implications for leadership and management capacity will also be discussed. A common theme that runs through this course is people, and the ability to understand, connect, react and relate to them.

**ESS 899 Conflict Resolution in the Workplace (0.5 units)**

This course will assist you in understanding your individual style of conflict resolution and both the positive and negative impacts of your style in managing conflict effectively. Discuss why conflict happens in the work setting, and discover practical tips for managing conflict. You will also learn about constructive routes to communication and agreement, consider your own ways for dealing with conflict and practise various ways of communicating more effectively.

**ESS 804 Strategic Planning Fundamentals (0.5 units)**

It's hard to be strategic when the internal and external environments are constantly in flux rendering the long-term view increasingly difficult. But an organization without a strategic plan makes proactive and smart decision-making less common. Further, it is more vulnerable to sudden changes. Strategic planning helps staff prepare for change even if the guiding direction has to be frequently adapted to suit the changing circumstances. This introduction to the fundamentals of strategic planning will provide you as a leader of a department, unit or team with how to structure and develop a plan and involve your staff and stakeholders. This one-day course is a hands-on, interactive session aided by practical tools and processes for developing a "living, breathing" strategic plan.

**ESS 834 Giving and Receiving Constructive Feedback (0.5 units)**

Interested in honing your verbal delivery skills and your ability to really hear and process feedback? Typically one of the most dreaded interpersonal interactions we face, this course is packed with interactive and practical techniques for both the "giver" and "receiver" of constructive feedback. Learn how to remove or minimize the fear that surrounds this common and often stressful communication necessity.

**ESS 874 Finance for non-Financial Managers (1.0 units)**

This course will raise your level of financial acumen and enable you to use financial information to make better short-term and long-term decisions in managing your firms. The course covers basic financial principles and financial management tools necessary for decision-making. Participants are introduced to the basic language of financial reporting and guided through the basic corporate financial statements to "decode" the "encoded" information. A financial statement is analyzed using ratios and participants analyze another statement in groups. The connection between strategy and budgets will be explored and the importance of time value of money in project planning will be discussed while developing Pro-forma statements.

**ESS 862 Creative and Critical Thinking (1.0 units)**

Increase your innovative thinking skills and improve your performance in unstructured situations in this dynamic course. This model is an organized approach to problem-solving which emphasizes finding opportunities for improvement in products, processes, teamwork and the implementation of solutions to everyday problems. Develop a better understanding of the nature of problems and how to apply tools and concepts to your work-related problems and opportunities.

**ESS 809 Gender Inclusive Communication and Collaboration (0.5 units)**

In this course, we recognize the significance of gender diversity training but go beyond it to become gender-inclusive. First, we distinguish between the biological-driven aspects of our behaviour from the socially and culturally entrenched ones, likening it to an iceberg. Next, using organizational studies and through interactive learning activities, we examine the interplay in how gender shapes the workplace and its organizational culture, from our communication patterns, perceptions of hierarchy and power, to our networking, collaboration and leadership styles. Then, we use various insights from researchers, organizational development experts and thought leaders to showcase workplaces that are more gender-diverse and gender-inclusive in their culture and decision-making. As a key learning outcome and takeaway, learners will be given a diagnostic tool that can help assess the relative gender inclusion at their workplace and learn strategies to help create more gender-inclusive workplaces.

**Continuing Education Academic Program Submission – For Approval**

<b>Department &amp; Program Information (complete all fields):</b>	
Program Name:	Management Principles and Practices
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Lorraine Carter
Effective Date:	May 2, 2022
Date of Submission:	April 5, 2022
<b>Academic Merit (complete all fields; write “not applicable” as needed):</b>	
Program Overview:	<p>The proposed program will focus on core foundational theories and best practices of management. The program is designed for individuals interested in developing their competencies in supervision, management and leadership to further their career growth opportunities.</p> <p>A Certificate of Professional Learning in Management Principles and Practices will attract participants seeking to add to their Business Administration studies with McMaster Continuing Education as well as individuals seeking management training for their professional development goals.</p> <p>Graduates of the Certificate of Professional Learning may apply the three courses in the program to the Certificate program for Management Principles and Practices which explores additional topics and management skills.</p>
Learning Objectives:	<p>Upon completion of the program, students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the importance of interrelationships, including their impact on a company’s success</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the functional areas of management, such as human resources, finance, marketing, operations, and general management</li> <li>• Demonstrate appropriate knowledge, skills, attitudes and behaviours required to work effectively independently, and with others in a changing business environment</li> <li>• Describe strategies for ongoing personal and professional development to enhance work performance in the business field</li> <li>• Identify, select and compile information appropriate to a given communication strategy</li> </ul> <p>The following additional objectives will be threaded within each course:</p> <ul style="list-style-type: none"> <li>• Demonstration of awareness of ethical practices and professional standards applicable to a field of employment and/or academic study.</li> <li>• Exemplification of the knowledge, skills, attitudes, and behaviours required to work and collaborate with people from different cultural backgrounds and to develop effective personal management skills.</li> </ul>
Meeting Learning Objectives:	The program involves three courses aligned with the stated program objectives. Individual course objectives will be mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
Program Admission Requirements:	<p>The program will not require an application for admission. Recommended program requirements will be posted to Continuing Education's website:</p> <p>"In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the Management Principles and Practices program should meet the following requirements based on their education and work experience:</p> <ul style="list-style-type: none"> <li>• Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an</li> </ul>

	<p>exceptional case by the Centre for Continuing Education</p> <ul style="list-style-type: none"> <li>• Be knowledgeable with basic computer program applications and skills, such as Word, PowerPoint, web browsing, email</li> <li>• Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years"</li> </ul>
Program Pre-requisites (if applicable):	Not applicable.
Program Completion Requirements:	To qualify for a Certificate of Professional Learning, students must successfully complete the three required courses of the program for 9.0 units of study.
Program Delivery Format:	Program courses may be delivered in-person, online, and/or in a blended format. All formats will include instructor lectures and/or presentations, group discussions, and practical application activities. Each course will be a minimum of 36 hours delivered over an 8 or 10-week session.
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, application activities, individual or group projects, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.
Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with <i>McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , the selection will be based on academic background and/or experience within the field. Instructors must have a

	Master's degree (or equivalent) and significant professional experience and teaching within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	<p>No transfer credits will be permitted for the Certificate of Professional Learning.</p> <p>Students may use the courses from this Certificate of Professional Learning in McMaster Continuing Education's Certificate program called Management Principles and Practices according to existing policies and procedures.</p>
<b>Statement of Financial Viability:</b>	
<p>I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).</p> <p><i>Lorraine Carter, Director, McMaster Continuing Education</i></p>	
<b>Statement of Administrative Responsibilities:</b>	
<p>Statement of Faculty Alignment:</p> <p>The staffing and systems infrastructure to support the following functions already exists within McMaster Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by McMaster Continuing Education.</p> <p>McMaster Continuing Education program responsibilities:</p> <ul style="list-style-type: none"> <li>• budget development and monetary responsibilities</li> <li>• program and course development</li> <li>• course registrations/administration</li> <li>• supervision of instructors to ensure all required policies and practices are adhered to and courses are taught according to program requirements and standards</li> <li>• marketing and promotions</li> </ul>	



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

#### **Listing of Courses**

<b>Course Name</b>	<b>Required/Elective</b>	<b>Unit Value</b>	<b>Term</b>
<b>Management Fundamentals</b>	<b>Required</b>	<b>3.0</b>	<b>Fall 2022</b>

#### **Course Description:**

This course will provide students foundational understanding of the theories and concepts of management and its evolution in modern organizations. Students will learn about the many dimensions of the managerial role including but not limited to planning, organizing, staffing, and influencing. Students will also learn the differences between the roles and responsibilities of supervisor, manager, and leader. The diverse skills and knowledge of the successful manager are the focus of this course.

<b>Strategic Communication</b>	<b>Required</b>	<b>3.0</b>	<b>Fall 2022</b>
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#### **Course Description:**

Communication is consistently rated as one of the top skills required in the modern workplace. In addition to covering the basics of communication (writing, speaking, presenting, etc.), the course will explore the purpose and impact of strategic communication on organizational effectiveness and success. Topics will include the following: clarity of purpose (or mission); the need for self-awareness; the importance of influence over control; building rapport; the need to listen more and speak less; the importance of empathy; addressing diversity, equity and inclusion (DEI); the power of storytelling; giving voice to others; and leveraging technology without creating barriers. With knowledge and skill in these areas, students will have tools that will enable them to move beyond conventional management.

<b>Change Management</b>	<b>Required</b>	<b>3.0</b>	<b>Fall 2022</b>
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#### **Course Description:**

It is often said that change is the only constant in our turbulent world, especially in the highly competitive and increasingly globalized conduct of business. Change, and the disruption it often causes, is also cited as a common fear among managers. Developing a 'change mindset' will enable students to anticipate and respond positively to change by reframing challenges, influencing outcomes, and leading others who may lack this attribute. The knowledge, skills and confidence to 'manage' change of all kinds is essential for business, career and life success.

DATE: February-28-22

TO: Certificate & Diploma Committee

FROM: Dr. Sue McCracken, Associate Dean (Academic), DeGroote School of Business

RE: Proposal for **Management Principles and Practices, Certificate and Certificate of Professional Learning** for McMaster Continuing Education (MCE)

I have reviewed the program submission documents presented by McMaster Continuing Education (MCE) concerning:

- a new program proposal for **Management Principles and Practices, Certificate**
- a new program proposal for **Management Principles and Practices, Certificate of Professional Learning**

I have determined that each program meets all relevant criteria set out by Undergraduate Council in its guidelines for Certificates and Diplomas. Given this, I am pleased to endorse this submission on behalf of the DeGroote School of Business.

At my request, the proposals were reviewed by Marvin Ryder. His review concluded that the objectives of the proposed **Certificate and Certificate of Professional Learning** are viable. These new credentials will continue to fulfil and enhance the stated objectives of the current Business Administration program and meet Undergraduate Council's criteria for the designations of "Certificate" and "Certificate of Professional Learning".

I also support McMaster Continuing Education's intention to close three existing Concentrations within the broader Business Administration offerings: they are the Business Diploma with a Concentration in Business Analysis, the Business Diploma with a Concentration in Project Management, and the Business Diploma in Management. I am aware that these decisions are based on a comprehensive review and that the decisions to close these Concentrations are based on trends of decreasing enrollments.

The DeGroote School of Business is pleased to support the proposed new programs (Certificate and Certificate of Professional Learning in Management Principles and Practices) and the aforementioned Concentration closures (Business Analysis, Project Management, and

Management). We support these programs and changes as their academic affiliates, providing review expertise upon submission and overview of ongoing curriculum issues. Additionally, we have provided McMaster Continuing Education with information about the advanced standing rules for students entering our degree programs with credit from the completion of these programs.

Sincerely,

A handwritten signature in black ink, appearing to read "Susan McCracken". The signature is fluid and cursive, with the first name "Susan" written in a larger, more prominent script than the last name "McCracken".

Dr. Sue McCracken  
Associate Dean (Academic)  
DeGroote School of Business



DATE: 28 February 2022

TO: Dr. Sue McCracken, Associate Dean (Academic), DeGroote School of Business

FROM: Prof. Marvin Ryder, Associate Professor, Marketing & Entrepreneurship,  
DeGroote School of Business

SUBJECT: Evaluation of the **Management Principles and Practices, Certificate** and  
**Certificate of Professional Learning** Program Proposals for McMaster  
Continuing Education

At your request, I have reviewed the academic submission documentation for the development of a new Certificate and Certificate of Professional Learning, each called **Management Principles and Practices**.

My examination of the content covered in the proposed Certificate and Certificate of Professional Learning entitled **Management Principles and Practices** indicates that they are both appropriately aligned with McMaster Continuing Education's Business Administration program. The courses as well as teaching and testing methods reflect intellectual rigour comparable to that found in undergraduate degree courses.

The submissions also indicate that the courses will be taught by qualified individuals (possessing a Master's degree or equivalent), as defined by Undergraduate Council's Certificate and Diploma requirements. The students taking the programs will meet the minimum requirements set out in the Senate's Certificate and Diploma Policy (2020) for Undergraduate Council.

Sincerely,

Marvin Ryder  
Associate Professor, Marketing & Entrepreneurship  
DeGroote School of Business

Cc: Michael Andich, Program Manager  
Dan Piedra, Assistant Director



CONTINUING  
EDUCATION

DATE: February 25, 2022

TO: Certificates & Diplomas Committee

FROM: Lorraine Carter, Director, Continuing Education

RE: Closure of Business Administration Diploma with the Business Analysis Concentration

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Effective May 1, 2022, Continuing Education plans to close the Business Administration Diploma with the Business Analysis Concentration.

The concentration was launched in 2015. As part of a comprehensive review of all Business Administration offerings, the decision to close this option is based on enrolment trends which show a steady decline over the last few years.

Students currently enrolled in the Business Administration Diploma with the Business Analysis Concentration will be able to complete their existing program up to the Winter 2023 term. Winter 2023 will be the last term when students can complete any outstanding courses.

Sincerely,

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

Lorraine Carter

Director, McMaster Continuing Education



CONTINUING  
EDUCATION

DATE: February 25, 2022

TO: Certificates & Diplomas Committee

FROM: Lorraine Carter, Director, McMaster Continuing Education

RE: Closure of Business Administration Diploma with the Management Concentration.

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Effective May 1, 2022, Continuing Education plans to close the Business Administration Diploma with the Management Concentration.

The concentration was launched in 2015. As part of a comprehensive review of all Business Administration offerings, the decision to close this option is based on enrolment trends which show a steady decline over the last few years.

Students currently enrolled in the Business Administration Diploma with the Management Concentration will be able to complete their existing program up to the Winter 2023 term. Winter 2023 will be the last term when students can complete any outstanding courses.

Sincerely,

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

Lorraine Carter

Director, McMaster Continuing Education



## CONTINUING EDUCATION

DATE: February 25, 2022

TO: Certificates & Diplomas Committee

FROM: Lorraine Carter, Director, Continuing Education

RE: Closure of Business Administration Diploma with the Project Management Concentration

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Effective May 1, 2022, McMaster Continuing Education plans to close the Business Administration Diploma with the Project Management Concentration.

The concentration was launched in 2015. As part of a comprehensive review of all Business Administration offerings, the decision to close this option is based on enrolment trends which show a steady decline over the last few years.

Students currently enrolled in the Business Administration Diploma with the Project Management Concentration will be able to complete their existing program up to the Winter 2023 term. Winter 2023 will be the last term when students can complete any outstanding courses.

Sincerely,

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

Lorraine Carter

Director, McMaster Continuing Education

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

<b>Department &amp; Program Information</b> (complete all fields)	
Program Name:	Starting Your Own Business
Credential:	Certificate of Completion
Name of Representative:	Alix Stosic
Effective Date:	May 1, 2022
Date of Submission:	April 5, 2022
<b>Program Information:</b> (complete all fields; remove rows of items not required)	
i) Program Overview	<p>This program is based on the three-part program in Entrepreneurship offered by McMaster Continuing Education (MCE).</p> <p>The 30-hour, <i>Starting Your Own Business</i> program is structured to assist future and new small business owners assess their potential to work for themselves and begin their dream business. Participants will learn key strategies and skills to assess their entrepreneurial potential, determine the viability of a business idea, and understand the process of growing a business from the ground up. Participants may arrive at the program with an existing business idea and apply their knowledge and skills to their business plan. Program facilitators will provide feedback on participants' business ideas at key points in the program and through program activities.</p>
ii) Learning Objectives	<p>Upon successful completion of this program, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply practical strategies to identify and assess their entrepreneurial potential,</li> <li>2. Recognize the key characteristics of successful entrepreneurs and start-up businesses,</li> <li>3. Identify industry key success factors and conduct a competitive analysis to determine the viability of a business idea,</li> <li>4. Develop sound marketing, financing and staffing plans for a new business, and</li> <li>5. Articulate a compelling case for a new business idea to potential investors and stakeholders.</li> </ol>



iii)	Meeting Learning Objectives	Application activities are mapped to the overall program objectives. The delivery format and facilitation methods are structured to have a maximum effect on achieving the learning objectives.
iv)	Program Completion Requirements	Participants must attend all program sessions and activities to receive the Certificate of Completion.
v)	Program Delivery Format	The program will be delivered online using McMaster's Learning Management System, Avenue2Learn. Supplemented webinars with the facilitator will be scheduled throughout the program.
vi)	Student Evaluations (Grading Process)	Participants will receive a Pass/Fail grade based on completed program activities and attendance.
vii)	Course Evaluation	Participants will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
viii)	Course Instruction	Facilitators are selected from a pool of qualified external professionals. Selection will be based on academic background and/or experience within the field.
<b>Program Details:</b>		
<b>Starting Your Own Business (30 hours, non-credit)</b> Learn what makes for a successful entrepreneur and small business owner. This program will present strategies to bring out your innovative and entrepreneurial abilities as you explore and assess your business concept. You will be introduced to analytical approaches and strategies to help you rigorously assess if a business idea is likely to break through and determine how to make the most of this opportunity. Application activities will build your understanding of the dynamics of the market in which a business will thrive by successfully marketing, team building and establishing solid financial operations. Bring your entrepreneurial idea or new business plan to complete program activities and receive facilitator feedback.		



CONTINUING  
EDUCATION

DATE: April 5, 2022

TO: Certificates & Diplomas Committee

FROM: Lorraine Carter, Director, Continuing Education

FOR INFORMATION PURPOSES: Closure of Entrepreneurship Program, Certificate of Completion

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This letter is to inform the Committee of Continuing Education's plan to close the Entrepreneurship program as of May 1, 2022.

The decision to close this program is based on a review to update the content into one, 30-hour course focusing on strategies and processes to start a new business. The new program will be called *Starting Your Own Business* and will be delivered online. A submission document for this new program is provided to the Committee for information purposes.

Students currently enrolled in the program will have until December 31, 2022, to complete their program requirements. Communication plans are underway to inform past and current students of this change and to provide the opportunity for students to complete the present program if they wish.

Sincerely,

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

Lorraine Carter

Director, Continuing Education



March 2022

TO: Undergraduate Council

FROM: Kim Dej  
Acting Vice-Provost, Faculty  
Co-Chair, Quality Assurance Committee

RE: 2020 - 2021 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.

#### 2019 -2021 IQAP CYCLICAL PROGRAM REVIEWS

The following programs were reviewed during 2019-20:

##### Undergraduate Programs

Peace Studies

The following programs were reviewed during 2020-21:

##### Undergraduate Programs

Classics

Music & Music Cognition

Social Work

French

**DRAFT FINAL ASSESSMENT REPORT**  
**Institutional Quality Assurance Program (IQAP) Review**  
**Peace Studies**

**Date of Review: November 19 - 20, 2019**

*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 Peace Studies Program. This report identifies the significant strengths of the programs, 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 Peace Studies Program submitted a self-study in October 2018 to the Vice-Provost, Faculty to initiate the cyclical program review of the 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-studies 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, one from British Columbia, one from Boston, USA 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 site visit to McMaster University on November 19-20, 2018. The visit included interviews with the Provost and Vice-President (Academic); Vice-Provost, Faculty, Dean, Faculty of Humanities, Associate Dean (Academic), Director of the program and meetings with groups of current students, full-time faculty and support staff.

The Director of the program and the Dean of the Faculty of Humanities submitted responses to the Reviewers' Report (February 2019/June 2020). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

The reviewers' report highlighted the strengths and potential of the program, as well as provided recommendations and suggestions for areas of improvement.

### Strengths

The program strengths highlighted included:

- the program's curriculum is well-formulated, and its learning outcomes appear to have been reached at the global level.
- the student experience for Peace Studies seem to be "quite positive" and the program is "well-liked by its undergraduate major and minors."
- the Faculty is "clearly committed to the program success" and "showed a degree of passion for it which was admirable given how few resources they have to work with"

### Areas for Enhancement or Improvement

The areas for improvement are largely reflected in the recommendations listed below, but included:

- An increase the number of full-time faculty to provide the program with identity and stability.
- A "large injection of financial resources to develop the program."
- Improvement in the marketing of the program inside and outside the university.
- Rebranding the program to make it more relevant to the needs of students and faculty.
- Implementation of faculty cross-appointment.
- Providing more information about the program to students.
- Agreement on where the Program is situated.

### 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
<i>Full Time Faculty:</i> "There clearly needs to be an increase in the number of full-time faculty to complement the sessional faculty. This would provide continuity and the opportunity for faculty to have a real stake in the program, its existence and survival" (...) "There needs to be at least 2 full time faculty to work on the program. This would not	We welcome the reviewer's recommendations and we recognize that the lack of full-time faculty and over-reliance on sessional instructors is a key shortcoming of our program. We agree with these observations and support their conclusion that the <b>program needs at least 2 full time faculty</b> . Without additional faculty, the	Director of Peace Studies Dean of Humanities	September 2019: (Contingent on resources availability)

necessarily require a huge amount if these faculty were hired at the assistant professor level. The continuity and consistency of this would be crucial though to the maintenance and continued existence of the program" (...) "There is, of course, as has already been noted, a serious shortage of full-time faculty... This has been a common trend through the review."	program cannot achieve its potential, and many of the improvements and enhancements actions will be limited. The Program of Peace will request the Faculty of Humanities to hiring of at least 2 full-time faculty (long term) and 2 contractually Limited Faculty (short term), to teach introductory and advanced courses in conflict transformation, sustainability, international law and international security as suggested by the reviewers. These new faculty will contribute in the short term to consolidate the program, performed currently under-resourced activities in teaching, administration, and marketing. A long- term strategic vision of the program is to transform Peace Studies into a stand-alone undergraduate department, and ultimately, to develop an interdisciplinary graduate program. We hope that with the hiring of new faculty and the injection of resources, we would be able to perform such a mission.		
<i>Resources:</i> "There is no doubt that programs in Peace and conflict studies are growing. We would suggest a large injection of financial resources is required to develop the program and promote it	We welcome the reviewer's suggestions and their optimism about the potential of growth of our program. We will submit a plan to the Dean of Humanities requesting funds to produce	Director of Peace Studies Dean of Humanities	May 2019: Submit promotional plan to the Dean  September 2019: Implement plan

across Canada and internationally.” (...) “One problem is the Program’s overall... lack of resources to develop and promote and identity” (...) “The program suffers grammatically from underinvestment”	program-specific promotional materials to advertise our program at student recruitment fairs. The promotional materials will also be distributed to High School guidance counsellors.		
<i>Academic Home:</i> “There needs to be some agreement on where the Program is situated. If it could be situated in the social sciences program this might make more sense. It would provide the program with a stronger sense of identity.”	We welcome the reviewer’s suggestions, but no further action will be taken now for the considerations outlined above. We welcome re-opening discussions about transforming Peace Studies into a joint Humanities and Social Science if there is interest from the Faculties Social Sciences.	N/A	N/A
<i>Marketing Plan:</i> “The marketing of the program is very poor. We saw little attempt to actively market inside or outside the university. We were given a fairly standard brochure, that had relatively little creativity, but there are no apparent plans for how to make Peace Studies more broadly known. ...this would require some re-definition of the program perhaps along the lines of renaming it (Peace and Conflict studies might be an idea). It needs rebranding in one way or another”	We recognize the need to improve our marketing strategies inside and outside the University. In the short term, the Peace Studies Program will request to Dean of Humanities to: 1. Design and create dissemination marketing products targeted to specific audiences. 2. Provide funding to support the participation of Peace Studies faculties in academic fairs and visits to secondary institutions in our catchment area. 3. Create a bi-annual newsletter to promote news about the activities and research of the	Director of Peace Studies Dean of Humanities	May-June: Consult with faculty and students on marketing and promotional plan  September 2019: Implement marketing plan



	Program and Center of Peace Studies. The inclusion of new full-time faculty member will facilitate the realization of these activities.		
<p><i>Rebranding:</i> “Rebranding of the program to make it more relevant to needs of students and faculty.... “The program needs to be rebranded to keep up with changing times. Perhaps Peace and Conflict Studies might be used. Whatever is used needs to reflect the content and curriculum. Students are attracted to programs because of their name etc., but the content must match up.”</p>	<p>We welcome and accept the reviewer’s suggestions concerning the rebranding of the Program. The question of rebranding the Program was raised as part of this self-study as one strategy to enhance the program's visibility. This is in line with the reviewer's suggestions. Based on the reviewer’s recommendations, the Director will initiate the formal process to change the name of the program to “Peace and Conflict Studies” to better effect our current curriculum. A formal request to the Curriculum Committee, the first step of this process, will be submitted by October 2019.</p>	<p>Director of Peace Studies</p>	<p>October 2019: Submit request for program name change to Faculty Curriculum Committee</p> <p>September 2020: Implement program name change</p>
<p><i>Curricular Matters:</i> “There needs to be program level outcomes than can be matched to learning outcomes across the board for each of the courses in Peace Studies. This is so we can assess whether these are being met and there is consistency between these.” (...) “Greater emphasis on skills used in the field and how to</p>	<p>We welcome and accept the reviewers’ recommendation for specific curriculum revision to align the program. The Director will work with instructors to better align degree Level Expectations (DLE) with Program Learning Outcomes (PLO) with emphasis on practical peacebuilding and conflict resolution skills</p>	<p>Director of Peace Studies</p>	<p>Ongoing: Director will work with instructors to match course learning outcomes with overall program learning outcomes</p> <p>September 2020: Revise program learning outcomes</p>

<p>resolve conflicts and create peaceful outcomes, support peacebuilding etc." (...) "This should see a reworking to stress the new threats and dangers to domestic and international peace, such as terrorism for instance, ethno-political violence and failed states among others..."</p>	<p>used in the field as recommended by the reviewers. Instructors will also be encouraged to work with the McPherson Institute on course resign and re-design. The hiring of full-time faculty will enhance this process as they will be involved in program curriculum development and provide new opportunities of growth. In addition, we will request hiring faculty with teaching and research interest in international security, as suggested by the reviewers.</p>		
<p><i>Student Information and Support:</i> "There needs to be a systematic and student-focused look at calendar copy, counseling and course availability for students in the program. Cohort building needs to be approached thoughtfully for this highly motivated group of students. The calendar copy for the experiential course needs a supplementary website giving practical details on how students can arrange a volunteer practicum experience." (...) "It is clear from the students' comments that when they tried to organize certain things they had little support to do so."</p>	<p>We recognize the need to provide more information to Peace Studies students. We will implement some the reviewers' suggestion by September 2019. We will provide clearer and more student-focused information in our website and calendar, particularly for experiential courses. Furthermore, we have put in place some additional strategies to provide more information and support to our students, including: 1. Supporting the Peace and Conflict Studies Association (PACS) as a way to connect students, strengthen the sense of identity and promote student initiatives. 2. Organizing regular meetings between Faculty and Students - "Meet the Profs" events,</p>	<p>Director of Peace Studies</p>	<p>September 2019</p>

	and a general meeting with peace studies students to hear their concerns, suggestions and questions. The appointment of full-time faculty members will provide new opportunities to improve communications with students. We plan to appoint a dedicated undergraduate Student Advisor responsible for curricular and career-oriented counselling to Peace Studies students and organising a bi-weekly Lecture Series.		
<i>Shared Space:</i> "Another problem identified is that there is no shared space for Peace Studies students. It was noted that graduate TA's typically use the space of the office of their home department, but undergraduates have nowhere to go. This creates a problem in a program that claims activism is a major part of the educational experience. It also means that there is no real physical space around which to create an identity."	We acknowledge the need of a shared space for Peace Studies Undergraduate Program. The Director of Peace Studies will work with the Dean to find suitable shared space for Peace Studies Teaching Assistants and students "around which to create an identity" and to perform institutional activities noted above, including the bi-weekly Lecture Series and cohort-building events.	Director of Peace Studies Dean of Humanities	September 2019 (Contingent on resources availability)
<i>TA's:</i> "Both students and sessionals indicated dissatisfaction with having TA's from other departments. The students felt that the TA's marking them had less	We recognize that the unavailability of TA's from our field might be an obstacle for students and instructors. As a provisional measure, a training document will be	Director of Peace Studies	April-May: Director consults with McPherson Institute on TA training workshop

knowledge of the material. The sessionals found that TA's needed to use their hours of work on developing their knowledge, leaving few hours for actual marking."	prepared to aid new TA's to transition to Peace Studies. The Director will also work with the McPherson Institute to organise training workshops for TAs. Since Peace Studies does not have a graduate program, we will continue to rely on TA's from other departments. With the inclusion of new faculty and the growth of the program, we expect in the long term to have our own graduate program from which we can recruit specialized Peace Studies TA's for our courses.		September 2019: Implement TA training Workshop
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#### **Dean's Response, Faculty of Humanities:**

Humanities' Peace Studies undergraduate program was reviewed in late 2018. The acting director, Dr. Bonny Ibhawoh submitted his response to the review in the spring of 2019. The outgoing dean, Dr. Ken Cruikshank, did not provide comment before leaving office on June 30, 2019. On July 1, 2020 I began my term as dean, and Dr. Chandrima Chakraborty began her term as Peace Studies Director. During the 2019-2020 academic year, Dr. Chakraborty and I have had several conversations about Peace Studies' future. This statement reflects the year's developments as well as provides commentary on the IQAP review and program response.

The reviewers noted that despite the lack of resources that have been invested in Peace Studies, the individual faculty members and the program's students remain committed to the program. That has remained the case since the IQAP review. Dr. Ibhawoh continues to be a committed advocate, and Dr Chakraborty has brought a renewed energy to the program. I wish to thank them both for their efforts.

Knowing that multiple tenure track hires are unlikely in Peace Studies, given the small number of program students and competing needs elsewhere, Dr. Chakraborty has decided to invest her time in a rethinking/rebranding of Peace Studies as a Humanities-based social justice program. As she knows, I support this direction. I believe an updated name would have greater purchase among today's students and provide more opportunities for expanding faculty involvement. We have many faculty members who currently teach and research in areas connected to social justice (critical race studies,

decolonization, community-engaged research, gender and class inequalities, environment and animal studies, Indigenous research, and medical humanities among others).

Dr Chakraborty has already mobilized others in the Faculty to explore changes, including, chiefly, Dr. Christine Quail, Acting Director of the Gender Studies and Feminist Research MA. I have offered money to hire an RA (summer/fall 2020) to assist them in their work: researching comparator programs, surveying students, liaising with MacPherson Institute about curricular reform, and more.

Dr. Chakraborty and I were also engaged in 2019/20 in the search for the next Hope Chair in Peace and Health. We had a very good search and have identified 4 possible candidates who could help guide these program changes, bring greater profile to the program at Mac (particularly in FHS) and in the Hamilton community, and provide some stability to the program as a permanent Peace St contributor. The pandemic has temporarily delayed the completion of the search, as the committee hopes to meet the finalists in the fall. If this is not at all possible, we will proceed virtually.

A third development this year was the physical move of Peace Studies to the 6<sup>th</sup> floor of CNH. Shifting the administrative support staff model did not go as smoothly as I had hoped, and I will admit that the difficulties encountered slowed Dr. Chakraborty's progress. However, I am optimistic that the new Peace Studies location, alongside the new Centre for Human Rights and Restorative Justice, will allow for joint programming (speakers, and other activities) and a greater sense of 'home' for the students. GSFR is also being relocated to CNH, and a joint lounge for both programs' students will be established. I believe that this location might solve some of the issues identified by the reviewers. While Dr. Chakraborty and I have had initial conversations with our colleagues and counterparts in FSS, I agree with Dr. Ibhawoh that at this moment a move to Social Science is not on the table.

2019-20 was a challenging year for Humanities. A new dean, two new associate deans, an acting Director of Administration and four new program directors and department chairs meant that there was a lot of learning to be done, but the groundwork has been set for some progress on the long-standing challenges plaguing Peace Studies. I look forward to continuing this work in 2020-21.

#### **Quality Assurance Committee Recommendation:**

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with a progress report and subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.

## FINAL ASSESSMENT REPORT

### Institutional Quality Assurance Program (IQAP) Review

#### Classics B.A., M.A., Ph.D.

**Date of Review: March 22 - 24, 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 **Classics Department**. This report identifies the significant strengths of the programs, 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**

The Classics Department submitted a self-study in January 31 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 all course outlines associated with the program and the CVs for each member in the program.

Two arm's length external reviewers, both from Ontario and one internal reviewer were endorsed by the Dean, Faculty of Humanities, and selected by the Vice-Provosts. The review team reviewed the self-study and supporting documentation and then conducted a virtual site visit on March 22 - 24 2021. The visit included meetings with the Provost, Vice-Provosts, Dean, Associate Dean and faculty and students and members of the pertinent administrative units.

The Chair of the Classics Department and the Dean of the Faculty of Humanities 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.

#### **Strengths**

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In their report (April 2021), the Review team noted that the department has demonstrated itself to be ahead of the curve in embracing new modes of delivery and online technology long before the onset of the pandemic and has introduced innovative initiatives in the teaching of both undergraduate and graduate students.

The reviewers highlighted the following strengths of the programs:

Highlighted strengths of the Classics Department are a spirit of teamwork and dedication to make the most of the available resources, “collegial volunteerism and entrepreneurial innovation”, continued development of online courses, international and experiential learning opportunities for both grad and undergrad students, new collaborative graduate programs with the University of Rome “La Sapienza,” and “an innovative new exam structure designed to increase the proportion of PhD students who complete the program on time without sacrificing the rigor of the exams.”

#### **Areas for Improvement**

The reviewers note that “we would like to stress that there is no area in which there is an urgent need for improvement or enhancement.” They do point out the challenge presented by imminent retirements and especially the impact this has on the proportion of undergraduate courses taught by permanent faculty and the threat this poses to our ability to offer a comprehensive range of supervision to graduate students.

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

<b>Recommendation</b>	<b>Proposed Follow-Up</b>	<b>Responsibility for Leading Follow-Up</b>	<b>Timeline for Addressing Recommendation</b>
1. The department should work closely with the administration to ensure the maintenance of teaching and supervisory capacity in Ancient History.	The Chair will discuss this with the Dean.	Chair	July 2022
2. The reviewers encourage the administration to work closely with the Classics unit to address the	Since the report was made, one retirement has already happened. The Chair will work with the Dean to address the impact of	Chair	July 2022

implications for the program from the two impending retirements.	this and to plan for future retirements.		
3. The department should work with the administrative staff to compose a handbook outlining the responsibilities of the position of Administrative Assistant.	The Chair will inquire to find out the responsible parties here, i.e. whether the determination of the responsibilities of the Admin Asst. reside with the department or in the administrative sphere, whether such a guide might exist elsewhere, and who should compile one.	Chair	September 2021
4. The department should collect data over the next several years to assess the success of the new Greek and Latin comprehensive exam structure. While the first year of the new structure was highly successful, the small number of students in any one year makes it difficult to judge the success of the change after just one year.	The Department will collect this data and evaluate the success of the changes to the comp exam structure over the span of 3 years.	Graduate Advisor	May 2024
5. The department should look into the possibility of installing master copies with site licenses of specialized software programs onto a shared computer to	Provision of a dedicated computer room is probably not possible due to cost, but the department will work with individual students to ensure that their computer needs are met.	Graduate Supervisors, Grad Advisor	ongoing



which the graduate students could have evening and weekend access.			
6. If possible, the department should consider setting aside a space dedicated to graduate students.	The department provides all graduate students with an individual desk in a shared office; we will try to maintain this, but are unlikely able to expand the space provided to grad students beyond this.	Chair, Grad Advisor	ongoing
7. The review team suggests that the department consider instituting a series of pro-seminars for the graduate students to provide concrete advice on serving as a TA, teaching, publication, alternative academic or non-academic careers, etc.	This was the one recommendation the Department was surprised by, as we do offer an ongoing series of proseminars for the graduate students on similar topics (and in fact, two of these were led by grad students themselves in the past year). We will consult to see whether we can expand our offerings.	Grad Advisor	ongoing
8. The department should make an effort to collect data about the post-graduation employment of alumni of the PhD program.	The Department will make every effort to keep in touch with our graduates although it was noted that this is sometimes difficult, especially for those students who leave the academic field.	Grad supervisors, Grad Advisor	Ongoing
9. The review team suggests that the university administration support the department in its	The recommendation is aimed at the "university administration". We are keen to be supported in our	"university administration", Chair	Ongoing

international initiatives in Italy, as they could potentially be expanded to offer opportunities to the university community beyond the Classics department.	international endeavours.		
10. The department should consult with the Recruitment Coordinator and the Careers Officer to develop recruitment strategies and the development of careers-oriented professional skills for the undergraduate Classics programs.	These are newly created offices. We will consult with them on how to improve our recruitment and how better to provide career-oriented skills for our graduates.	Chair or designate	ongoing

**Dean's Response, Faculty of Humanities:**

The review team was correct to praise McMaster's Classics department. The reviewers' report notes in several places that the department has shown consistent creativity in its determination to serve the needs of its program students, those interested in Classics electives, its graduate students, and the faculty members' research agendas. According to the reviewers, the department's innovations may serve as models to Classics departments elsewhere. Some of these strategies include the creation of a high-enrolment elective course (Medical Terminology); the pre-pandemic development of online courses; the establishment of experiential education opportunities via researchers' archaeological digs and the international partnership with La Sapienza in Rome; the generation of revenue through Radix publishing that supports undergrad instruction in Classics; and the curricular reforms that seek to enable undergrad and graduate students to fulfill the demands of a rigorous Classics education, even if they got a late start learning Latin and Greek. I want to thank my colleagues in the department for all their efforts. Their willingness and ability to find solutions to the challenges they face should be commended – and it should not be taken for granted.

As the review and departmental response note, one retirement for July 2022 has been announced and a second will likely follow in a few years. As everyone in the Faculty knows, I cannot promise that all retirements will be replaced, but I am aware that the department is already very lean. We will work on a solution together. I would recommend that the idea of a handbook for administrative assistants and it makes sense to have a Faculty-wide template as a first step.

With respect to the specialized software for graduate students, the chair should speak with John Bell about equipment. Unfortunately, we don't have the resources to establish graduate lounges for all our programs at this time. As the department response notes, however, the Faculty has been and will continue to invest in new supports around alumni development and careers education for our undergrad students. I encourage the department to contribute to this work by maintaining and deepening all connections they have to past students and by encouraging undergrads to attend the workshops put on by our new Humanities careers manager. Our Associate Dean Grad Studies is also looking for new ways to connect the Faculty's graduate students with information on non-academic careers. Some of these efforts have been sidelined in 2020-21, but we look forward to more events in the future.

I believe the institution's administrators at the Faculty and University levels have been supportive of the new La Sapienza agreements, but if problems arise, the department chair and grad chair should be sure to reach out. We all want to see the new partnership enhance our current students' experiences and help the department recruit students in the years to come. To that end I would recommend that the chair connect with our communication manager to prepare some promotional stories for the newsletter and/or testimonials for the website featuring students who participate in the exchange.

In sum, there are no substantial areas of improvement recommended by the reviewers. The main challenge identified will be faculty renewal, and my colleagues in Classics will also want to track how their new language comprehensive exam structure works out. Early results look promising, but they will need to review results over the next three to five years.

Lastly, I would suggest that the department continue to think of ways to promote the undergraduate program in Classics. I recognize that in the current climate doing so can be a challenge, and as I've commented, the department has done well to grow its electives instead. But I would be remiss if I didn't take this opportunity to encourage the department to continue to pursue creatively new opportunities to promote the undergraduate major in Classics.

**Quality Assurance Committee Recommendation:**

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with a progress report and subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.

## **FINAL ASSESSMENT REPORT**

### **Institutional Quality Assurance Program (IQAP) Review**

#### **Music and Music Cognition**

**Date of Review: March 22 - 24, 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 Music programs delivered by the **School of the Arts**. This report identifies the significant strengths of the programs, 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**

The School of the Arts submitted a self-study in January 2020 to the Vice-Provost, Faculty to initiate the cyclical program review of its undergraduate music 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 member in the program.

Two arm's length external reviewers, one from Manitoba and one from Saskatchewan and one internal reviewer were endorsed by the Dean, Faculty of Humanities, and selected by the Vice-Provost. The review team reviewed the self-study and supporting documentation and then conducted a virtual site visit on February 1 - 3 2021. The visit included meetings with the Provost, Vice-Provosts, Dean, Associate Dean and faculty and students and members of the pertinent administrative units.

The Director of the School of the Arts and the Dean of the Faculty of Humanities 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.

#### **Strengths**

In their report (April 2021), the Review team recognized the faculty's strengths in research and teaching and the interdisciplinary potential for new programs with STEM faculties.

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The reviewers highlighted the following strengths of the programs:

Reviewers commented on the high quality performance spaces, the opportunities for STEM collaborations, and faculty research as strengths.

**Summary of the Reviewers' Recommendations with the Department's and Dean's Responses**

<b>Recommendation</b>	<b>Proposed Follow-Up</b>	<b>Responsibility for Leading Follow-Up</b>	<b>Timeline for Addressing Recommendation</b>
2. Implement the proposed STEM/Music B.Mus. degree ASAP	This is currently proceeding. Music, Science and Health Science were awarded a SAF to provide support for preparing the IQAP proposal.	Matthew Woolhouse is leading this proposal.	Proposal is due for Dean's approval October 2021
3. Appoint a minimum of 2 full time tenure track faculty music positions in: (A) Instrumental Conducting / Music Education and (B) Choral Conducting / Music Education.	Faculty feel strongly that faculty complemented be taken very seriously.	Dean of Humanities and Director of the School of the Arts	
3a. Develop on campus special event music activities such as annual honour concert band, jazz band, and choir weekend projects.	The music programs existing ensembles and choirs are quite active on campus (outside of the Pandemic). More could be done to promote to highschool students and alumni.	Led by ensemble and choir directors.	ongoing
3b. Work in consultation with local school-based music educators to develop and increase the musical abilities of local and regional high school music ensembles and make	Such collaborations are already in place in music, primarily led by the CLA and adjunct sessional faculty member. This work could be better cemented with full time faculty dedicated	Tracy Wong	ongoing

critical social and professional connections with McMaster University.	to these collaborations. More publicity and communication of these projects could also be mobilized on the website and through social media.		
3c. Adjudicating at local, regional and national music festivals	Some faculty have been doing this in the past (Golden Horseshoe festival) and faculty recognized they could do more as a recruitment strategy.	All faculty	ongoing
3d. Develop appropriate publicity and communication avenues between all regional pre university music teachers and individual applied teachers in your community and beyond as well	Music faculty are mobilizing a social media campaign spring 2021 based on data collected during auditions that demonstrates many students learn about the program via social media.	Andrew Mitchell and Tracy Wong	May 2021
3e. Develop regional pre university band, jazz and choir festivals <i>on campus</i>	Faculty felt that this would be difficult to manage and preferred to focus on collaborations with high schools at this point, as it is work that has already started and has proven successful.	n/a	
3f. Champion various interdisciplinary and intra-disciplinary ensemble-based performance projects with on campus STEM partners.	We assume this will emerge out of the STEM music program that is being developed.	Matthew Woolhouse	Future (once or as new degree is being rolled out).
3g. Champion various Canadian social justice issues and initiatives on	There have been discussions about an Indigenous music and	Matthew Woolhouse	Academic year 2021-2022

McMaster's campus. One of many examples to articulate this point is the UofS Jazz Ensemble's Truth and Reconciliation 500 Years Indigenous-focused concert.	dance course, with Rheanne Chartrand from the Museum. With a new Indigenous Studies director in place such conversations will resume. It is crucial that such projects be Indigenous-led.		
3h. Serve as B.Mus. student faculty advisors for McMaster B.Mus. students who wish to go on to pursue a career in school-based Music Education.	Currently faculty members do consult with students about required courses and career options. Faculty will use social media and other communication strategies to get this messaging out to students.	Andrew Mitchell	Academic year 2021-2022
3i. Start a McMaster alumni (not just B.Mus. alumni) band, jazz band and choir 'homecoming' projects and/or ongoing alumni projects	There is an existing alumni choir and they are in touch with Tracy Wong and are collaborating together.	Tracy Wong	ongoing
3j. Develop virtual concert videos	During the past year of the pandemic ensembles and choirs have been recorded and showcased on youtube. Faculty will continue to do this once they return to campus.	Ensemble and choir directors.	ongoing
3k. Develop music-area specific bi-annual e-newsletters (e.g. UofS Dept of Music newsletter	The launch of the music Instagram account fall 2020 will continue to be used to promote music events, open houses, concerts and other activities.	Tracy to lead	
3l. Develop in-person and/or virtual	Open houses are led by the faculty of	SOTA director and music faculty	ongoing



McMaster University B.Mus.-specific Open House events and/or weekends	humanities and each area from within SOTA participates annually including music. Music specific open houses (there were 3 in fall 2020) on zoom will continue to be developed. The virtual format allows students, teachers and counsellors to attend.		
4. Appoint a 3 <sup>rd</sup> full time tenure track music faculty position in the area(s) of jazz and/or contemporary/world music	See point 3 above. Crucial is balancing all priorities in music; TT should be able to contribute broadly to the full program.	SOTA director and Dean of Humanities	
5a. Develop 2-year course rotations model for all music techniques courses (e.g. Brass, Percussion, Woodwind) and selected upper year music electives and then publicly publish (which includes committing to) these course rotational models so that your current B.Mus. and non-B.Mus. majors alike can plan their courses for the next 2 years accordingly.	Faculty felt this was a good idea and will be meeting in May 2021 to draft a rotational schedule.	Matthew and Andrew to lead.	May 2021 (deadline by Curriculum time fall 2021)
5b. Encourage students performing violin, viola, cello, bass, flute, trumpet, clarinet to buy or rent their own instruments from a local retailer while maintaining McMaster's	Faculty felt this is also a good idea but want to caution not removing accessibility issues to students who don't have access to instruments.	SOTA director and Manager of Operations	Academic year 2021-2022

compliment or rarer and/or specialized instruments (i.e., bass flute, oboe, bassoon, all percussion, bass trombone, tuba, etc.).			
6. Appoint a <i>music</i> faculty member ( <i>not support staff from SOTA</i> ) to have governance over hiring and pedagogical management of all hourly music instructors.	While the staffing of the hourly instructors is lead by SOTA admin team, music faculty will develop a kind of “code of conduct” and equity training for instructors.	Andrew take the lead and then work with SOTA director.	For summer 2021
7. Allow for and facilitate on-campus instrument-specific (including voice) master classes, given by applied teachers (hourly and where appropriate full time) and make these evening and weekend master classes open to the general public (living or virtual).	This year a donor provided funds for a series of master classes for the ensembles. If funding continues faculty felt they were highly successful and could be opened up to the public as well.	Music faculty	ongoing
8. Consider developing a for profit pre university conservatory of music area that would be active on weekends, evenings and the summer	Faculty felt if donor funds could be realized a summer camp would be a great idea.	Tracy lead	Summer 2022
9. Create incentive structures for all programs within SOTA to benefit through <i>rewarding</i> the creation of unique and attractive innovative service and core course programming. Do this by awarding a portion	Faculty would like a sense of if they have large numbers in service courses how that is reflected in allowing/enabling some of the smaller upper year courses.	SOTA director	ongoing

of all service teaching back to the program said teaching ultimately comes from			
10. Appoint a clear administrative & governance music leader, a person with music-specific experience, to coordinate all things B.Mus.-related on a daily operations and general long term planning basis.	Faculty recommended appointing a music faculty as assistant director who would have a vote at DAC and assist the director with overseeing the music program.		

#### **Dean's Response, Faculty of Humanities:**

**Faculty complement:** It is the case that the reviewers recommend 2-3 TT hires over the short term to support the B. Mus program. This is quite common in IQAP reviews. The Faculty, unfortunately, is not currently growing its faculty complement, nor is it, I'm afraid, keeping up with retirements and departures. That reality aside, the current faculty cohort is able to cover the program's needs, and the program review seemed to indicate that new TT faculty were needed primarily to run outreach efforts. As the program response indicates, the Music faculty already engage in a fair amount of outreach. More could be done, for sure, but we will need to think of other ways to strengthen existing outreach and introduce new efforts than new TT lines at the present time.

**Declining enrollments:** as noted above, I agree we may wish to think about whether we are maximizing our outreach and recruitment efforts. We have only recently hired a full-time recruitment officer in the Faculty and Communications Manager. We can certainly leverage their expertise, along with the efforts already underway in Music to get the word out more. I'm glad to hear the Music faculty discussed the launch of a social media campaign this spring, and I was very impressed by Joe Resendes' virtual concert that brought high school musicians together with the McMaster Concert Band. The new SOTA director has lots of good ideas and experience when it comes to engaging with schools and community groups. I am sure she will work with the Music faculty on some new recruitment initiatives that reflect their interests.

All that said, I felt the external reviewers downplayed the significance of the new SAF-funded B.Sc/B. Mus and B. HSc/B. Mus degree combinations that we are currently working on in the Faculty, under the leadership of Prof. Matthew Woolhouse. We are hopeful that these new combined honours offerings will be of interest to some of the same students who participate in our ensembles but currently major only in STEM and Health disciplines. I want to thank Dr. Woolhouse for his work on this cross-Faculty initiative and look forward to

seeing the outcomes. Promotion of this new option will be important when the time comes. An international certificate in music cognition currently under discussion, offering international experience to students, might further bolster the profile of the program and strengthen recruitment.

In tandem with these efforts to rework the B. Mus degree to make way for combined options with STEM program students, I recommend that Music faculty also work with Associate Dean to think of additional ways to open the stand-alone B. Mus program to afford greater access to more students and further interactions with other programs in the Humanities

**Additional recommendations and comments:**

- I was happy to see the reviewers recommend that we can cut back on the number of instruments that we purchase, maintain and store for student use. I recognize that some of the less common instruments should still be provided for by the Music program.
- I support the course rotation idea if it would benefit students, though the assistant dean should be consulted, to make sure the plan does not inadvertently create inflexibilities. While a rotation should support student planning, we will need to make clear that alterations are sometimes unavoidable.
- I support greater engagement around social justice causes. What I would recommend, however, is that the Music faculty and SOTA director think about how Music can work with other SOTA and/or Humanities faculty on such projects. There is no need to duplicate efforts, and the impact will be greater by combining ideas and energy.
- Relatedly, I did not see any reference to other forms of collaboration within SOTA and only one reference to Music-related faculty researchers outside of SOTA in either the external review report or the program response. I recognize that the focus of the review is on
- The B. Mus alone, but one way of strengthening the B. Mus is to leverage relationships with others. I applaud the B. Mus/STEM proposals for this reason. I would therefore also recommend that the 3 permanent faculty and SOTA Director work on deepening relationships within SOTA and between Music faculty and other music-adjacent faculty in Humanities and other Faculties (music cognition), to maximize outreach, recruitment, research and teaching activities.
- One item that I did not see reference to in the program's response was the reviewers' recommendation that ensemble members in other programs be charged a participation fee. There is a substantial cost to the Faculty to run the ensembles, and other Faculties regularly charge fees for learning and co-curricular experiences with success. Clearly other Music programs do it for ensembles, according to the external reviewers.
- **Finances:** Associate Dean Corner, in particular, has worked hard over the last two years to communicate with the Music faculty about the Faculty's budget and how it works. This communication has aided the development of the new B. Mus/STEM proposals, for example. We will continue to educate all members of the Faculty about the financial situation. As part of this effort, the annual costing exercise begun

under the previous dean is expected to resume after a hiatus owing to staff leaves and the pandemic.

- **Governance:** there is no voting at DAC, it is an advisory council. I have full confidence that the Director of the School can adequately represent the needs of all faculty members in her unit. She should, of course, maintain open communication within the School to facilitate her representation of all interests and needs of its members.

**Quality Assurance Committee Recommendation:**

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with a progress report and subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.

## **FINAL ASSESSMENT REPORT**

### **Institutional Quality Assurance Program (IQAP) Review**

#### **School of Social Work**

**Date of Review: April 5<sup>th</sup> and 6<sup>th</sup>, 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 School of Social Work. 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 School of Social Work program submitted a self-study in March 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 5<sup>th</sup> and 6<sup>th</sup>, 2021. The review included interviews with the Provost and Vice-President (Academic); Faculty Dean, Vice-Provost, Faculty, Vice-Provost and Dean of Graduate Studies, Associate Dean, Graduate Studies and Research, Associate Dean, Academic, Assistant Dean Director of the School of Social Work and meetings with groups of current students, full-time faculty and support staff.

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

External reviewers recognized:

- The “quality and dedication” of faculty and staff at the School, their “commitment to students, to the community, and to excellence”; the strengths of faculty members’ programs of research and educational leadership; the pride expressed by students, alumni and community partners about their association with the School
- The School’s “foresight and... alignment” with directions taken by key partners and stakeholders (CASWE, the University, and the Faculty of Social Sciences) and its “commitment to being forward thinking, always intent on responding to the changing, emerging needs of the wider community.”
- The “extensive experimentation and innovation” the School has demonstrated in evolving its undergraduate program, including the introduction of the Honours BSW degree, enhanced inclusion of Indigenous content and ways of knowing in undergraduate courses, creation of an Indigenous pathway in the BSW degree, creation of the Preparing for Critical Practice in Child Welfare (PCPCW) pathway, and the Community-University Policy Alliance on Gender-based Complex Homelessness. “These are both necessary directions for post-secondary programs in social work and offerings that have compelling relevance for the community.”
- The introduction of an MSW in Critical Leadership (MSW CL) and two new graduate diplomas (Community-Engaged Research and Evaluation (GD CERE) and Critical Leadership (GD CL)): these programs “are particularly exciting, as they are directly relevant to community needs at both the regional and national levels.”
- The School’s PhD students are “both highly capable and well-supported,” successful in funding competitions, and filling academic and sector-specific positions across Canada.

***Areas for improvement:***

- Further work to integrate equity, diversity & inclusion into undergraduate programs, delivery models and governance, and to ensure that faculty with lived experience of complex issues have an opportunity to provide leadership and teaching in relevant courses/ that the School and its instructors reflect the populations they work with and serve.
- Undergraduate students “bring less professional experience, more diverse learning needs, and more complexity than seen in past years. This means they require more supports—including field education and mental health supports.”
- The Graduate Diplomas: “With continued evolution, marketing and support they could become programs subscribed by students from across the country.” Currently, however, the sustainability of the Graduate Diplomas is in question.
- “The collective and individual sustainability” of faculty and staff members’ current work. “The faculty complement is 0.5 FTE lower than in 2014 despite significant program growth and increasing student demands”; faculty and staff members’ “passion and dedication can mask the

impacts of workload demands.” The reliance on sessional instructors has increased, and “while these colleagues are invaluable at every school, their availability and ability to help build and sustain a school is limited.”

More specific areas for improvement described in the report are directly reflected in the recommendations, discussed below.

### Implementation Plan

Please outline the recommendations made by reviewers and indicate how you plan to address the recommendations in the chart below.

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Continue to focus on goals of Equity, Diversity, and Inclusion (EDI).	<p>Prioritize equity goals in upcoming faculty hire (and continue to integrate EDI ‘inclusive excellence’ process in all hiring)</p> <p>Through the Social Work Practice Learning Platform, curate and develop curriculum resources that attend to equity and identity (especially in micro practice).</p>	<p>Director</p> <p>Undergraduate Chair</p>	<p>Upcoming academic year</p> <p>Three-year horizon</p>
Continue to review the Field Education program to ensure there are adequate supports and that the School continues to respond to the rapidly changing and complex needs of the communities, placements, and students	Building on the review initiated through this self-study, consult colleagues in the field regarding the needs of communities, goals for placement-based learning, and factors in student success. Present results of the review, resource implications recommendations to the Dean.	Director and Field Education Coordinator	Summer 2021
Continue to review recruitment strategies for attracting	Review and strengthen approaches to recruitment and support for Indigenous students	Chair, Circle for Indigenous Social Work Action (CISWA)	Summer 2021 & upcoming recruitment cycle



undergraduate and graduate students		supported by Administrator	
Continue to review/strengthen BSW, MSW, and graduate diploma curricula	<p>Review curricula of BSW and MSW for attention to Indigenous knowledge, methodologies and histories – draw on the forthcoming <i>Indigenous Education Primer</i></p> <p>Pilot a co-teaching model in SW 2BB3 (2022/ 23 year) as one approach to addressing decolonization, equity, and diversity</p> <p>Initiate discussion with Experiential Education and MacPherson Institute colleagues, and Associate Dean, about an emerging partnership with Mission Services and the potential to develop a community-based teaching site with multiple placement opportunities</p> <p>In consultation with the Associate Dean, develop a proposal to sustain the <i>Preparing for Critical Practice in Child Welfare Pathway</i> (including formal designation and required resources), for presentation to FSS Undergraduate Curriculum committee &amp; Dean.</p> <p>Further develop the Social Work Practice Learning Platform (including: consider curriculum development in areas identified in review: ‘on the ground’ advocacy/ change skills, documentation skills, death and bereavement, post-colonial social work practice)</p>	<p>Undergrad and Grad Chairs in collaboration with Chair of CISWA</p> <p>Director (proposal to Dean for teaching resources)</p> <p>Director</p> <p>Director</p> <p>Undergrad and Grad Chair, and Field Education Coordinator</p>	<p>Three-year horizon</p> <p>Late fall 2021</p> <p>Summer 2021</p> <p>Summer 2022</p> <p>Ongoing</p>
Continue to promote student wellness	Further develop analysis of and approaches to self-care in BSW curriculum	Undergraduate Chair	Two-year horizon

	Discussion about students' mental health (especially in pandemic) as regular agenda item at faculty meetings	Director	Upcoming academic year
Expand and refine supports for students with diverse accessibility and (dis)ability learning needs	<p>Confirm capacity and process for the <i>Faculty of Social Sciences Liaison to Student Accessibility Services</i> to support BSW &amp; MSW placement accommodations</p> <p>Support instructors to take up recommendations in the FlexForward guide for accessibility in the remote teaching &amp; pandemic context</p>	<p>Director in consultation with FSS Liaison and Dean</p> <p>Director</p>	<p>Summer 2021</p> <p>Upcoming academic year</p>
Continue to refine MSW programs, examining in particular issues related to curriculum design, scheduling, and recruitment.	<p>Review MSW programs for opportunities for online and blended teaching and learning</p> <p>Review recruitment: consider an approach that recognizes strength of applicant pool for MSW CL, and challenges in MSW CA</p> <p>Seek out leadership placement opportunities in clinical contexts</p>	<p>Graduate Chair</p> <p>Graduate Chair</p> <p>MSW Field Education Co-ordinator</p>	Two-year horizon
Review and refine the positioning and structure of Graduate Diplomas within the School's graduate programs.	Building on the self-study, undertake a review of the Graduate Diplomas: purposes, current audiences, opportunities presented by remote learning, new delivery arrangements and structures (e.g. micro-credentials that ladder to MSW), funding models (especially in light of new corridor funding arrangements), resources required for sustainability.	Director, in consultation with Graduate Chair, GDip CERE program facilitator & Associate Dean Grad Studies & Research	Recommendations Summer 2022
Continue to review PhD student experience	Review attrition and times to completion to determine if program changes to support student success are merited	Director, with Graduate Chair	Summer 2021

Continue to be proactive regarding faculty and staff wellness	As part of CASWE self-study, initiate formal conversation with faculty and staff to assess well-being as program growth and increasing complexity make their roles more demanding.  In CASWE review, identify steps to protect well-being and balance demands and identify required adjustments to faculty and staff numbers.	Director and Administrator	CASWE self-study this summer and fall; external review Spring 2022
Encourage the inclusion of student voices by fostering student caucus participation within governance and decision-making structures	Review processes for seeking student input into governance and decision-making; consider designated spots for members of caucus groups	Undergraduate Chair	Two-year horizon
As a School, review the University's commitment to Internationalization and explore stronger action to be better aligned with this particular direction reflected in the institution's strategic plan	Consult with faculty members with interest/ expertise in internationalization; consider alignment with the University's Internationalization commitments, and any actions to foster greater alignment	Director	Two-year horizon

### Faculty Response

The Dean thanked the reviewers for their thorough review and thoughtful recommendations regarding how to enhance the educational programs of the School of Social Work, noting the recommendations will be helpful to both the School and the Dean in the coming years as they work to strengthen the programs.

The reviewers offer high praise for the School and its educational programs. The review notes that the School is forward-thinking and responsive to the needs of the community, making it a leader among Schools of Social Work in Canada. The reviewers highlight the commitment and dedication of all faculty and staff to provide a high-quality education to

its students, and emphasize the innovation and experimentation undertaken by the School in response to both recommendations from the 2014 IQAP review and changes in the broader environment in which the School operates. Of particular note is the development of programming to respond to calls by the Truth and Reconciliation Commission, new pathways that address challenging areas of social work practice such as child welfare, and new programs that serve needs for life- long learning and alternative pathways for pursue graduate education in social work. The School's faculty are research leaders in Canada. The School is recognized by all as fostering a strong collegial environment that supports consensus decision-making and effective governance. Overall, the review offers a strong endorsement of the current work of the School while offering recommendations for further enhancing its programs.

Most of the recommendations focus on areas already identified by the School as needing attention, and the review offers helpful, creative options for the School to consider in addressing them. The Dean noted in particular the increasing challenges with respect to field placements, due both to students who are less prepared than in the past (due to more limited life experiences) and the increasingly competitive context for arranging placements, which requires finding placements outside the traditional types of organizations. The School has and will continue to devote resources to address these challenges. The School has long focused on issues of EDI, Indigenous Strategies, and social justice, sensitive to the need to integrate such perspectives into both learning settings and in the practices of the School. The School has clear plans for deepening this work. And the School has already begun re-thinking the design and role of its still relatively new diploma programs in response to its experience thus far. The Dean reviewed the School's response to the review recommendations and discussed the response with the School Director. The response is thorough, responding to each of the recommendations offered, and outlines realistic actions that can be taken to address each of them effectively. The School is committed to meaningful change in each area, and we have already agreed on some areas that require resources from outside the school, such as enhanced support for the field education programs. The Dean was fully satisfied with the School's response and looked forward to working with its members in the coming years to implement the recommendations.

#### **Quality Assurance Committee Recommendation**

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with a progress report and subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.

## FINAL ASSESSMENT REPORT

### Institutional Quality Assurance Program (IQAP) Review

#### French B.A., M.A., Ph.D.

**Date of Review: May 3 - 4, 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 **French Department**. This report identifies the significant strengths of the programs, 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**

The French Department 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 all course outlines associated with the program and the CVs for each member in the program.

Two arm's length external reviewers, both from Ontario and one internal reviewer were endorsed by the Dean, Faculty of Humanities, and selected by the Vice-Provosts. The review team reviewed the self-study and supporting documentation and then conducted a virtual site visit on May 3 - 4 2021. The visit included meetings with the Provost, Vice-Provosts, Dean, Associate Dean and faculty and students and members of the pertinent administrative units.

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

#### **Strengths**

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In their report (June 2021), the Review team noted that the department is playing a key role in training students in one of Canada's two official languages.

The reviewers highlighted the following strengths of the programs:

According to the external review team, the department of French's fundamental strength is its student-centered vision and mission. On the teaching front, we prepare graduates to think, work and actively participate in the evolving political and cultural environments of the 21st century, but in French. Our graduate and undergraduate programs combine the intellectual agility and other benefits of cultural knowledge and competencies in French within an overall rich liberal arts learning experience. We work to foster our students' critical awareness to develop conceptual problem-probing as well as community engagement, specifically evidence of the ability to challenge socialized ideas and dialogue from multiple perspectives. These goals are among the key features of our dual umbrella theme "Francophonie et Diversité".

#### **Areas for Improvement**

In their report, the IQAP reviewers identify, in addition to its ten recommendations, four areas in which the Department of French could introduce improvements to our undergraduate and graduate programs.

1. *Creation and Implementation of a Placement Test for entering Level 1 Students.*
2. *More curricular offerings at the undergraduate and graduate levels.*
3. *Curricular Revisions*
4. *Review Departmental Committee Structure and Meetings Schedule*

#### **Summary of the Reviewers' Recommendations with the Department's and Dean's Responses**

<b>Recommendation</b>	<b>Proposed Follow-Up</b>	<b>Responsibility for Leading Follow-Up</b>	<b>Timeline for Addressing Recommendation</b>
Faculty who retire in the next 3-5 years must be replaced at a one for one ratio (1:1)	The department concurs and the chair will consult with Dean.	Dean, Faculty of Humanities.	3-5 years
Administrative assistant position should be made full-time, at the latest, with the return to campus. Some of the tasks that currently fall to the administrative coordinator could be	The department concurs and the chair will consult with Dean.	Dean, Faculty of Humanities.	Immediately

passed on to the administrative assistant (for instance, assigning TAs to faculty or courses, assisting the head, and the graduate and undergraduate chairs, etc.).			
A greater number of language sections taught by part-time faculty or graduate students.	The department concurs but there are issues related to collective agreements with MUFA and CUPE that will slow or deter implementation.	Dean, Faculty of Humanities and other concerned parties.	Ongoing
Consider hiring 1-2 full-time language instructors and / or a faculty member specialized in second-language pedagogy.	The department concurs and the chair will consult with the Dean.	Dean, Faculty of Humanities.	Ongoing
Class size in language courses should be decreased to 30 students.	The department concurs and the chair will consult with Associate Dean and Dean.	Dean and Associate Dean, Faculty of Humanities.	2022-2023
Consider renewing or converting the position currently held by a postdoctoral fellow to ensure ongoing development and enhancement of the language courses.	The department concurs and the chair will consult with the Dean.	Dean, Faculty of Humanities.	Ongoing
The creation of a first-year level course that	The department has addressed this issue	Chair, and undergraduate chair,	Ongoing

would welcome specifically students from 11-12th Grade Core and separate French 1Z06 by levels: one for beginners up to Grade 10 core, one for 11/12 grade core students and another one just for the French immersion students.	with its significant curricular reforms and the implementation of a new placement test ( <i>Ev@lang</i> ) that will assign students to the appropriate level: A1, A2, B1, B2.	French language courses revamping <i>ad hoc</i> committee.	
Consider making one business French course available as part of the French degrees to French majors and minors.	This recommendation has been addressed by opening these courses to students minoring or majoring in French.	Chair, undergraduate chair, undergraduate committee, and the Academic Advising Office.	Complete
Consider offering a few more courses at the 3rd-4th year level; possibly offer 1-2 courses in French linguistics. (Some students said that they were required for some education programs.)	French education programs require that students be taught in French and the Chair will pursue discussion with Chairs and Dean on how best to meet this need.	Chair, Dean of Faculty of Humanities.	2021-2022
Consider ways for graduate students to explore career paths outside of university teaching. (This might be done at the Faculty of Humanities level, given that alternative career paths are relevant to many graduate students in the humanities.)	The department is moving on this recommendation and the chair will consult with relevant parties to offer more volunteer and employment opportunities.	Chair, graduate chair French, Associate Dean of graduate studies, Faculty of Humanities (Internship Coordinator) and other university services.	6-12 months



### **Dean's Response, Faculty of Humanities:**

The Dean is happy to see that the review team recognized the steps that have been taken since the last review to update and rationalize the undergraduate curriculum, headlined by the introduction of the European standards, known as DELF. With the help of an SAF-funded postdoctoral fellow, the new curriculum is now on offer, and we hope that students will see the advantages of a certificate for French achievement that is recognized internationally. We will want to monitor the impact of the new curriculum over the next several years. The Dean recommends that the Department continue to gather data from students via an exit survey, or other mechanism and also recommends that the Department work with the Communications manager to regularly promote the advantages of our new DELF pedagogy.

With respect to the implementation table provided the Department's response, there are several ideas that the Department notes have already been achieved. The call for a commitment to replace all retired faculty members is premature, as I know of no impending retirements in French. When retirement plans are made official, the Dean will consider the possibility of an appointment. In the meantime, the Dean remains open to all opportunities.

The Faculty's Director of Finance and Administration has been working closely with the Admin Coordinator and Chair in French on a staffing solution. It is a priority of the Chair to have an AA with native French ability, and the Dean has committed to that request.

With respect to the level I curriculum, the reviewers' recommendation appears to involve a misunderstanding: 1Z06 is for students with only grade-10 French. Currently, students with grade 12 are admitted to 1A06/2M06, whereas students with only grade-11 have to take 2Z06 first and students with only grade-10 have to take 1Z06 and 2Z06 before 1A06/2M06, which is required for the major. 1A06/2M06 is a problem, not only because the level of French required for entry to the program is so high (such that students without grade-12 can't become majors and graduate in 4 years), but also because it serves as a prerequisite for any student wishing to take higher-level courses. Further, even for students with grade-12, the gap between Immersion and Core students leads to many of the latter dropping 1A06. The placement test seeks to address this by redirecting weaker students with grade-12 to 2Z06, thus in fact increasing the number of students who face extra hurdles.

To address the problem the reviewers rightly identify that the department needs to think of ways to open access to the major—and indeed to courses—to students without such a high level of French (e.g., remove 2Z06 while making 1Z06 more robust and/or admitting students achieving high grades in 1Z06 and/or 2Z06 to the major without requiring them to take 1A06/2M06, or at least without requiring an extra 6 units by splitting 1A06/2M06 into two 3-unit courses—itsself facilitating access—and allowing students to place directly into the second).

There are several recommendations that the reviewers make with respect to hiring instructors, class size and program numbers. It is worth noting, however, that 1Z06 is the only course in which enrolment exceeds 50 in a section, though in most cases intake is less than 30. Enrolments in 1A06 last year were 39, 37, 43, & 20. It is also the case that 2020-21 was the first year in which the number of sections of 1A06 was reduced from 5 to 4, and this shift has not resulted in an increase in class size, while the number of sections of 1Z06 was increased from 2 to 3 (to facilitate the new pedagogical approach),

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reducing class size. Therefore, the claim that these changes have diminished program enrolments is unwarranted, given that they only went into effect last year. Similarly, the claim that there has been a net cut to the resourcing of the program is also inaccurate, as one fewer 1A06 section must be viewed alongside the addition of one new 1Z06 section.

There was also a recommendation to add more upper year courses to the annual offerings. The Dean recognizes that this has been a desire of the department for a few years, but it is important that we recognize the following. It is true that the department agreed to reduce the level-3 requirement by 3 units in order to meet the expanded resource demands of the curriculum owing to new pedagogy, reducing the required total program units to 51. However, that total is still higher than most Humanities programs. It also remains difficult to see a need for more level-3 and -4 courses when enrolments in half of these are below 15 (with only a couple of courses exceeding 30). Moreover, since no honours student needs more than 17 units in each year (51/3), there is a reasonable amount of choice: we have 27 at level 2 and 15 at levels 3 & 4, for a total of 57 units. Given that some courses are available on rotation and that students can take electives across different levels, the total number of choices is even greater than those numbers indicate.

The Dean commends the department for opening up the Professional French courses to majors and minors. (Presumably the reviewers mean Professional not Business French). The Department's decision is welcome. But the problem is that the certificates attract few students because Essential French requires three 6-unit courses and 1A06/2M06 is a prerequisite for Professional French 1. If professional French could be taught at a less advanced level such that students with only grade-12 could enroll in Professional French 1, the professional French courses would be likely to attract more students (and further French would still be required for the certificate). The department needs to consider that 6-unit courses have become quite rare on campus, especially in our Faculty. Requiring three 6-unit courses makes scheduling very difficult for students. If the department agrees that the name "Essential French" should be changed, we could pursue other options, though the Dean would also recommend a review of the certificate requirements.

With respect to career readiness, the Dean recommends that the Chair speak to the manager of career and experiential programs to ensure that she is also seeking French-language internships or post-graduation jobs in the Hamilton area. The Dean also agrees that the Department should do more to help its graduate students consider and prepare for non-academic careers. The Department's Graduate Director should raise this issue when the Associate Dean Graduate Studies next brings all the Graduate Directors together.

#### **Quality Assurance Committee Recommendation:**

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with a progress report and subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.