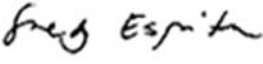


March 19, 2013

To : Graduate Council

From : Medy Espiritu 
Assistant Secretary and SynApps System Administrator

The next meeting of Graduate Council will be held on **Tuesday, March 26, 2013** at **2:00 p.m.** in the **Council Room, Gilmour Hall 111.**

Listed below are the agenda items for discussion.

Please email espiritu@mcmaster.ca if you are unable to attend this meeting.

A G E N D A

- I. Minutes of the meeting of January 22, 2013
- II. Business arising
- III. Report from the Associate Vice-President and Dean of Graduate Studies
- IV. Report from the Graduate Associate Deans
- V. Report from the Assistant Dean, Graduate Student Life and Research Training
- VI. Report from the Associate Registrar and Secretary of Graduate Studies
- VII. Teaching Assistant and Graduate Student Teaching and Learning Program
- VIII. New graduate scholarships
- IX. Graduate Calendar revision: Section 2.1.9 – English Language Requirements
- X. Graduate Calendar revision: Section 5.2.1 – Financial Support for Full-time Students
- XI. Graduate Calendar revision: New section - Advance Credit and Determination of Course Equivalency
- XII. Cotutelle Policy
- XIII. Other business

GRADUATE COUNCIL
JANUARY 22, 2013, 2:00 P.M.
COUNCIL ROOM, GILMOUR HALL 111

PRESENT: Dr. A. Sekuler (Chair), Dr. N. Agarwal, Ms. B. Bassey, Dr. P. Baxter, Dr. P. Bennett, Mr. A. Carrothers, Dr. T. Chamberlain, Mrs. B. Gordon, Dr. D. Goellnicht, Dr. P. Graefe, Dr. A. Guarné, Dr. C. Hayward, Dr. M. Heath, Dr. A. Holloway, Dr. M. Horn, Ms. Y. Hunter, Mr. J. Jaskolka, Dr. M. Lawford, Ms. V. Lewis, Dr. J. McDermid, Dr. B. Milliken, Mr. P. Self, Dr. C. Sinding, Ms. E. Tatham, Mrs. A. Thyret-Kidd (Secretary), Dr. D. Welch, Dr. W. Wiesner, Mrs. M. Espiritu (Assistant Secretary)

REGRETS: Dr. A. Campos, Dr. S. Crosta, Dr. S. Fast, Dr. R. Hackett, Dr. T. Hoare, Dr. B. Ibhawoh, Dr. V. Igniski, Dr. T. Porter, Dr. H. Sheardown

BY INVITATION: Dr. J. Connolly, Dr. S. Searls-Giroux

I. Minutes of meeting

After introductions, the minutes of the meeting of November 20, 2012 were approved on a motion by Dr. McDermid, seconded by Dr. Chamberlain.

II. Business arising

There was no business arising from the minutes of the previous meeting.

III. Report from the Associate Vice-President and Dean of Graduate Studies

Dr. Sekuler reported on the following activities:

- The topic for the December 11, 2012 *Best Practices Lunch* was Institutional Quality Assurance Process (IQAP). 60 attendees. Facilitator: Mrs. Stephanie Baschiera. The next *Best Practices Lunch* will be on January 23, 2013 and the topic is Due Diligence in terms of Academic Integrity, Student Appeals, and the Environmental & Occupational Health Support Services (EOHSS). Facilitators: Mrs. Andrea Thyret-Kidd and Mrs. Michelle Bennett (University Secretariat)
- There will be an IQAP information session on February 8, 2013 at 10:00 a.m. in Gilmour Hall 111. The session will discuss the new quality assurance process such as the evaluation criteria for new program proposals and the procedures involved for reviewing existing programs. Facilitators: Dr. Donna Woolcott (Executive Director) and Ms. Cindy Robinson (Manager) of the Ontario Universities Council on Quality Assurance

- *Dine with the Dean*, December 12, 2012. Topic: Work/Life Balance. Guest speakers: Dr. Charlotte Yates (Dean, Social Sciences), Dr. Heather Sheardown, and Mr. Nathan Cooper (Student Wellness)
- *Dine with the Dean*, January 11, 2013. Topic: Building Transnational Research and Learning Cultures. Guest speakers: President Patrick Deane and Dr. Diana Broydon (University of Manitoba)
- The next *Dine with the Dean* will be held on January 30, 2013. Topic: Student Learning Portfolio. Guest speaker: Ms. Laura Harrington (Health Sciences)
- The School of Graduate Studies launched a new funding program called, Student-proposed Projects for Intellectual Community and Engaged Scholarship (SPICES). The objective of the program is to support projects created and led by graduate students that will enhance McMaster's community and beyond. One proposal has been received from the Department of Health, Aging and Society concerning a conference. The deadline to submit applications is March 31, 2013.
- The School of Graduate Studies is collaborating with Mr. Nathan Cooper (Student Wellness) and the Student Success Centre's "Student Success Leaders" program in recruiting a small group of graduate students to develop and facilitate writing support for other graduate students. Three graduate students already signed up for the project.
- McMaster University is hosting its first *3-Minute Thesis Competition* in April 2013. The competition seeks participation from graduate students to present their research in 3 minutes or less to a panel of non-specialist judges. Registration for the competition will open in mid-February 2013. The provincial competition will be held on April 18, 2013 at Queen's University.
- The current total number of graduate applications is down by 8%, with the exception of Geography and Earth & Environmental Sciences, Health Management, Mechanical Engineering, and Psychology. The final application numbers will be relayed to the Faculty Deans once they become available.
- The scholarship allocation information will be available end-January. It is anticipated that the funding allocation for each Faculty for next academic year will be quite similar to the current year. The allocation of the scholarship funding for programs will depend on how Faculty Deans distribute the scholarship monies.
- McMaster is still in growth mode in terms of accepting students in the Master's and Ph.D. programs.

IV. Report from the Graduate Associate Deans

Dr. Agarwal will have a meeting next week within the Faculty of Business to discuss the graduate curriculum changes proposed by the Area Chairs.

Dr. Hayward is involved in the development of three new graduate programs. Dr. Hayward announced the Faculty of Health Sciences *Research Plenary* scheduled for May 2013.

V. Report from the Assistant Dean, Graduate Student Life and Research Training

Mr. Self explained that 16 universities are competing this year for the *Ontario 3-Minute Thesis Competition* which will be held on April 18, 2013 at Queen's University. He added that future competitions with the same number of participants will be held at McMaster University in 2014 and Western University in 2015.

VI. Report from the Associate Registrar and Secretary of Graduate Studies

Mrs. Thyret-Kidd reported that the Admissions Workshop for graduate advisors and graduate administrative assistants held on January 17, 2013 was well-attended. The workshop focused on the application process, assessing applications, recommendation summary (offers, financial support, supervisors, etc.), visiting students, and exchange students. She added that a workshop to be hosted by the School of Graduate Studies will be held in March 2013 for students who are ready to defend their theses.

VII. New graduate scholarships

This agenda item was withdrawn because the graduate scholarships listed have already been approved at the November 20, 2012 meeting of Graduate Council.

VIII. Good Academic Standing

Mrs. Thyret-Kidd explained that the current admission offer letter used by the School of Graduate Studies does not include a statement that would allow programs the ability to revoke a conditional offer, if the student receives a grade of F or an academic dishonesty/misconduct notation. It is recommended for the current statement in the offer letter to be amended as follows:

"This offer is conditional upon the receipt of an official transcript confirming that your Bachelor's degree has been conferred with at least a B- average in the final year (in the discipline you are entering) and have maintained good academic standing."*

*Average pertains only to Engineering.

Mrs. Thyret-Kidd added that the change will result in revising the *“Notes for Successful Applicants for Graduate Study”* document (included in the offer letter) to incorporate the meaning of “Good Academic Standing.” She explained that “good academic standing” refers to a passing grade in all currently in-progress courses and free of academic misconduct/dishonesty.

Dr. Chamberlain moved, and Dr. Baxter seconded,

“that Graduate Council approve the proposal to add a statement concerning “good academic standing” in the admission offer letter, as discussed above and described in the document.”

The last line of the statement was amended to read: *“and you have maintained good academic standing.”*

The motion was carried.

IX. Revisions to McMaster’s Policy on Academic Program Reviews

Dr. Sekuler referred to the document and reviewed the proposed revisions to McMaster’s *Policy on Academic Program Reviews*. She explained that the revisions are necessary to clarify further the procedures involved in reviewing academic programs.

After the discussion, the Council made the following changes:

- Page 7, section 5.3.4.d. – last line: “700-graduate level” was replaced with “700-level”
- Page 10, first paragraph that starts with “Reviewers will be selected from a list.....”, second line, “endorsed with the Dean” was replaced with “endorsed by the Dean”

Dr. Chamberlain moved, and Dr. Hayward seconded,

“that Graduate Council approve the proposed revisions to McMaster’s Policy on Academic Program Reviews, as described in the document.”

The document will also be submitted to the Undergraduate Council for approval.

The motion was carried, subject to the amendments mentioned above.

X. M-Bridge Program

Dr. Sekuler explained that McMaster currently has a graduate course, *SGS #301 – English as a Second Language Training*, which is offered in collaboration with Mohawk College to students in the School of Engineering Practice who have not yet satisfied the English proficiency requirement at the time of admission. If the McMaster-Mohawk contract for this course (which will expire in February 2013) is renewed, there is a possibility of offering the course to students

in other graduate programs. Dr. Sekuler invited Dr. Connolly and Dr. Searls-Giroux to speak about the proposed McMaster ESL Bridging (M-Bridge) program. The Department of Linguistics and Languages is proposing the M-Bridge program for undergraduate students who meet program-specific academic requirements but do not possess the English proficiency requirements. Dr. Connolly said the proposal may also serve the needs of graduate students to further their academic English proficiency. Dr. Connolly explained that most Ontario universities are offering bridging programs with the exception of McMaster, OCAD and Nipissing. Dr. Connolly explained in detail how the M-Bridge program works (timing, courses involved, program fees, etc.).

Upon reviewing the proposal, the members made the following comments/suggestions:

- Create a bridging program that is specifically designed for graduate students, as it may be difficult to convince graduate students to take a level 1 undergraduate course.
- Offer a student service on a case-by-case basis, such as drop in centres for help, instead of a course
- Since students in the program are not considered McMaster students because they were only granted conditional admission offers, they are not governed by any McMaster policies—how will the University classify the status of these students? If problems arise, how will McMaster deal with these issues? These concerns are not addressed in the proposal.
- If the program is offered in the summer, issues such as living in residence and meal arrangements are not addressed in the proposal.
- Visas are not granted to international students with conditional admission offers—the document does not address how the program will handle immigration issues.
- The proposal should probably be a certificate program (6-month duration, etc.) for international students to be able to obtain a visa.
- There is a large number of good applicants who pass the language requirement, and programs can choose from this group. Is a bridging program necessary at the graduate level?

Dr. Sekuler thanked Drs. Connolly and Searls-Giroux for their presentation and the Graduate Council members for their comments/suggestions.

XI. Other business

Library update

Ms. Lewis, Acting University Librarian, reported that graduate students who normally have 2-week loan privileges will now be granted extending borrowing privileges at the library.

Update - Ontario Graduate Scholarships (OGS) competition

In response to a query concerning the OGS competition, Dr. Sekuler explained that the initial plan is to provide a university-wide OGS competition in March where each program will have an allocation of nominations for its returning and new students. However, in determining the number of nomination allocations for each program, several issues arose concerning the process. Dr. Sekuler explained that one of the concerns is that the OGS internal deadline would occur before the results of the NSERC, SSHRC, and CIHR competitions are announced. It was anticipated that students who will win these awards would have been nominated for OGS as well. This will increase the number of nominations that will be assessed, which in turn will expand the reversion list, and therefore result in an increased workload for the Faculties and programs.

After the discussion, Graduate Council made a final decision as to how to handle the OGS competition for 2013-2014.

Dr. McDermid moved, and Dr. Welch seconded,

“that Graduate Council approve the allocation of OGS awards for 2013-2014 as follows: allocations will be made to programs based on their recent past performance in scholarship competitions. All awards for 2013-2014 (including new programs with students who are eligible for OGS awards) will be for one year.”

It was noted that programs should contact their Faculty Deans if they have not received their allocations. Dr. Sekuler explained that awards not allocated by the programs will be returned to the Faculty for redistribution.

The motion was carried.

There was no other business and the meeting adjourned at 3:45 p.m.

**Teaching Assistant and Graduate Student
Teaching and Learning Program**

(Non-Academic Certificate of Completion)

Submitted by:

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Centre for Leadership in Learning

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x27473

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Executive Summary

The Centre for Leadership in Learning (CLL), in partnership with the School of Graduate Studies, is developing a Teaching Assistant and Graduate Student Program in Teaching and Learning (TAGS: Teaching and Learning). Components of the program will be available to all McMaster teaching assistants, graduate students, and postdoctoral fellows. Participants who successfully complete particular combinations of program components (see [Program Details](#) for information) can build toward either a 30-hour or a 90-hour Certificate of Completion. These will be called, respectively, the Teaching Foundations and the Teaching Scholar Certificates of Completion.

Developed in response to research by CLL and SGS that found McMaster's TAs to be highly interested in and committed to pursuing professional development as teachers, TAGS: Teaching and Learning builds upon existing CLL programming, such as the graduate-level course Education 750: Principles and Practices of University Teaching and workshops that already are being run at the centre. TAGS will require an expansion of programs and services to include micro-teaching workshops, increased workshop offerings, and a self-directed study course for participants in the 90-hour Certificate of Completion. Piloting for two years starting in Fall 2013, with support from SGS, the program eventually will require further support to scale up and meet the needs of McMaster's teaching assistants and graduate students over the longer term.

Introduction and Background

The CLL, in partnership with the School of Graduate Studies (SGS), is developing a Teaching Assistant and Graduate Student Program in Teaching and Learning (TAGS: Teaching and Learning), with two available levels of certification (30 hours or 90 hours), to be piloted in 2013-2015. This effort builds upon research conducted by the CLL and SGS (headed by CLL/SGS postdoctoral fellow Erin Aspenlieder, under the supervision of CLL Director Sue Vajoczki) during 2011-2012, and is well aligned with the priorities identified in "Forward with Integrity". This research involved: a literature review to determine best practices in teaching assistant development; an Institutional Comparison Survey to identify

commonalities and differences in teaching assistant services and support at Canadian institutions; a Teaching Assistant Information Survey assessing the specific needs and interests of teaching assistants at McMaster University, along with extensive discussions with graduate students and faculty members about the current level of training and needs for additional training in preparation for a range of career opportunities. The findings of this research are reported in *Teaching Assistant Development: Current Conditions and Future Directions* (please see [Appendix A](#) for key findings). This report provides a clear and motivating message, which is consistent with other studies of graduate student needs both from McMaster (e.g., Sekuler, Crow & Annan, *Beyond labs and libraries: Career pathways among graduate students*, forthcoming from HEQCO) and beyond (e.g., Maldonado, Wiggers & Arnold, *So, you want to earn a Ph.D.? The attraction, realities, and outcomes of pursuing a doctorate*, forthcoming from HEQCO): TAs at McMaster are eager and ready to invest their personal time in professional development to improve their teaching now and for their future careers - an opportunity that is readily available to their peers at other universities. The CLL and SGS are keen to respond to students' appetite for professionalization in postsecondary instruction.

This research also reveals that McMaster's current teaching and learning support for graduate students is not competitive with that provided by some other universities. Motivated by the same commitment to improving student experience and teaching excellence that are articulated in "Forward with Integrity," this flexibly designed, yet intellectually rigorous, program will enrich McMaster's strong culture of support for teaching and learning at all levels. The certificate is intended to complement the development and training gained in students' home disciplines, creating highly-qualified personnel whose instructional abilities make them competitive in a wide range of professions and areas of work and study.

The Proposed Initiative

In response to the desire for a formal training opportunity for graduate students, the CLL and SGS propose the implementation of TAGS: *Teaching and Learning* program. Students' participation in program elements can build toward two possible levels of certification,

depending on the students' interest and time commitment. TAGS: Teaching Foundations requires 30 hours of work, and can be completed in conjunction with a traditional graduate program over the course of 1-2 years. It offers an introduction to concepts and techniques in postsecondary teaching. TAGS: Teaching Scholar builds on the components of TAGS: Teaching Foundations to provide a professional development opportunity with an increased focus on academic engagement. Completion of the Teaching Scholar Certificate requires 90 hours and can be completed in conjunction with a traditional graduate program over the course of 2-4 years. Workshops and other components of these programs will be available to all teaching assistants, graduate students, and postdoctoral fellows, and will be offered cyclically over all three semesters so that students in the certificate streams can complete requirements at times that work well with their schedules, and do not detract from the attention and time needed for their other commitments. Finally, participants will not be required to commit to a certificate program to access components of the *TAGS: Teaching and Learning* program.

Intended Outcomes

TAGS: Teaching and Learning will have many positive outcomes for McMaster's students and TAs, as well as for the institution as a whole. Students will leave the program better prepared to take on their work both in their current roles as McMaster TAs and in future work as instructors here and at other institutions of higher learning. McMaster's TAs and Graduate Students will enter the labour market with a more honed set of teaching, communication, and management abilities; understanding of the scholarship and climate of postsecondary education; and better documentation of professional instructional development.

On a broader scale, the program's outcomes will manifest in the form of cultural and institutional changes. It will: support the ongoing FWI process by facilitating a cultural shift that prioritizes teaching as a vital element of academic life; strengthen McMaster's reputation as an institution that deliberately and sustainedly supports teaching and learning; and improve the quality of undergraduate students' experience by exposing them to a higher number of increasingly well-prepared TAs throughout their time here. By

exposing TAs and graduate students to the lively and growing body of scholarship on teaching and learning, the certificate program will foster the development of teaching and learning research and practice among new practitioners at the university and beyond, creating skilled practitioners of, and advocates for, effective, evidence-informed, pedagogy.

TAGS: Teaching and Learning – overview of program streams

The following tables summarize the components required to complete each certificate program. Please note that participants may move from one stream to another or complete program components without being tied into either Certificate of Completion.

TAGS: Teaching and Learning Program

	Teaching Foundations	Teaching Scholar
Topical Workshop Series Participants choose 6 or 12 workshops from a variety of 2-hr workshops	Choose 6 =12 hrs	Choose 12 = 24 hrs
Peer Evaluated micro-Teaching Experience (PETE)	18 hrs	18 hrs
EDU 750		36 hrs
Self-Directed Study		10 hrs
Contributed Workshop		2 hrs
Total Required Hours	30 hrs	90 hrs

Certificates of Completion: Program Details

TAGS: Teaching Foundations is a short introduction to current topics in university teaching. Its target participants are graduate students, postdoctoral fellows, and teaching assistants who would like to develop their teaching skills with a relatively small time commitment. To obtain this certificate, participants will complete six 2-hour sessions of the Topical Workshop Series (these sessions are grouped around several key themes in university teaching and learning, described in further detail below) and complete a Peer Evaluated micro-Teaching Experience (PETE). This certificate is intended to be achievable concurrently with traditional academic programs within 12-24 months, requiring a total commitment across that time of 30 hours. The combination of workshops and teaching experience aims to provide a thorough introduction to the theoretical and practical aspects of teaching in higher education.

TAGS: Teaching Scholar builds on the activities of **TAGS: Teaching Foundations** to include a more intensive, scholarly professional development experience. This program is intended

for graduate students and teaching assistants who are here for a longer tenure and/or who would like to devote more time to a sustained engagement with the practice, scholarship, and research of promising practices in university teaching. Participants will complete 12 2-hour sessions from the Topical Workshop Series, and PETE, as described above, and also will complete CLL's Education 750 graduate course, and an independent study of scholarship on teaching and learning on a subject related to their own disciplinary research and interests. Finally, participants will co-facilitate a workshop, based on their self-directed study, as part of a subsequent Topical Workshop Series. This Contributed Workshop offers participants an opportunity to put their learning into practice by teaching others based on their learning and training through the program.

A note on flexibility

The development of the *TAGS: Teaching and Learning* program is part of a bigger commitment to developing more robust professional development and training opportunities for McMaster's TAs and graduate students within the School of Graduate Studies and across the University. For this reason, as mentioned above, components of the *TAGS: Teaching and Learning* program will be freely available to all interested graduate students, teaching assistants, and postdoctoral fellows; and participants will not be required to commit to a certificate program to access these components. Because it is very resource-intensive, participation in the Self-Directed Study is restricted to participants in *TAGS: Teaching Scholar*.

We recognize that students' schedules and commitments can be hectic and demanding, and that our efforts to support them must be designed with this fact in mind. To best serve participants' needs, we have designed the course to be as flexible as possible in terms of the order in which components are completed, time frame to completion, and the ability to move between streams according to interest and available time. Workshops and other face-to-face components of the programs will be offered at varying times of day and during different semesters to improve accessibility. Completion of components will be tracked by the CLL so that students can build toward a Certificate of Completion, issued by the CLL, gradually over a long period of time or intensively during a period of focus on teaching

development. Participation in the certificate and its component parts is strictly voluntary, driven by students' needs and interest, and every effort will be made to accommodate the differing schedules and needs of students.

Further, many participants will have difficulty attending all elements of the program face-to-face on campus (for example, when they are enrolled in part-time programs, or when they are doing research off-campus), and for this reason we are exploring ways to create an online component to the program. In this early phase, modules are being developed with an eye toward their compatibility with an online or blended delivery, and content will be moved online as it becomes possible to do so. Students' Self-Directed Study outcomes will be published and freely available in our online TAGS: e-Resource Collection. We are also planning to incorporate use of the Learning Portfolio into as many aspects of the TAGS program as feasible, both to help participants keep track of and reflect upon the skills they have acquired, and also to form the foundations of a Teaching Portfolio, which would be an extremely useful and desired outcome for participants above and beyond the Certificate of Completion.

TAGS: Teaching and Learning – Program Components

Peer Evaluated Teaching Experience (PETE)

Participants will form groups of four and participate in a microteaching experience over the course of three days, completing a total of 18 hours of teaching and reflection on their teaching practice. Each participant will conduct a short lesson (10 minutes) which will be video recorded and subject to critique by each member of the group, including the 'teacher' student. Participants will be encouraged to present components of their research / core concepts in their fields of study to become better at concise discussions of the material. PETE will offer participants an opportunity to observe, reflect upon, and refine their teaching strategies and classroom preparation with the assistance of their peers. This component will be required for both levels of certification.

Education 750

This course, which is weighted as a half-course and comes with transcript notation, is offered every term by the CLL, with financial support from SGS and other areas, and focuses on the development of practical teaching skills and knowledge related to teaching and learning. Participants will gain knowledge of teaching strategies, forms of assessment and other skills which will contribute to their success as educators at McMaster University and in future teaching work. This course also provides the opportunity for students to reflect on their professional identity, and craft a teaching philosophy that is aligned with their educational aspirations. As a pre-existing resource at the CLL, Education 750 is a natural inclusion in the program. Education 750 is conducted by Educational Consultants at the CLL and will be an element of the *TAGS: Teaching Scholar*.

Self-Directed Study

Once participants have completed Education 750, they will have the opportunity to engage in a detailed study of teaching and learning scholarship on a topic of their choice. Through this one-on-one program component, participants will benefit from the mentorship of a CLL staff member or other qualified staff/faculty member with expertise in their chosen field. Their study will culminate in a short scholarly paper on their chosen subject, to be submitted for publication in a journal of teaching and learning, or in a teaching resource to be shared with others via publication in our *TAGS: e-Resource Collection*, hosted on the CLL's website. Self-Directed Study outcomes must demonstrate a critical stance on the subject of study and a familiarity with existing scholarship on their chosen subject. This is a required component of *TAGS: Teaching Scholar*.

Contributed Workshop

Participants' final project in *TAGS: Teaching Scholar* will be to incorporate the results of their Self-Directed Study into a special Topical Workshop Series session delivered, with the support of a CLL staff member, to current program participants. By co-facilitating a workshop on their subject of emerging expertise, participants will gain valuable experience presenting their research results in a public, academic context; in-stream participants will benefit from the breadth of supplementary topics they can learn about from their peers.

Participants will also be encouraged and supported in submitting their work for presentation at other conferences including McMaster's annual "Research on Teaching and Learning: Integrating Practices" conference. This is a required component of *TAGS: Teaching Scholar*.

Topical Workshop Series

The Topical Workshop Series, required for both levels of certification, will be a collection of workshops, each dedicated to a particular theme in higher education. Participants in the *Teaching Foundations* stream must complete at least one workshop from each theme, with a more extensive focus within one stream, so that each participant will experience breadth across the themes, and complete at least six hours focusing and reflecting on one theme. Participants in the *Teaching Scholar* stream must complete a minimum of three workshops in each of the themes, providing greater depth across a wider range of topics. Students in both streams may, of course, complete more than the minimum number of required workshops. These workshops are intended to introduce graduate students to a wide array of important topics in higher education, and to offer a survey of teaching techniques that will aid them in their classrooms. The Topical Workshop Series themes are described below.

Topical Workshop Series Themes

The following is a collection of broad themes that will serve as a framework for the Special Topics Series workshops. These themes encompass many important facets of teaching at the university level. Participants in *TAGS: Teaching Scholar* who co-facilitate a workshop will contribute to one of these themes groups.

Instructional Skills

This series of workshops will focus on the strategies, skills, and techniques that characterize effective teaching in the varying contexts of university education. It is intended to offer a comprehensive look at the mechanics of education in the postsecondary classroom. Participants will select workshops from this series that are most relevant to their teaching. Topics will include:

- Lecturing/effective presentations;

- Leading productive discussions;
- Problem-based learning and Inquiry;
- Active Learning
- Leading your first tutorial or lab, and
- Managing group dynamics.

Professional Teaching Development

These workshops will help participants to hone their skills in designing, implementing, and managing their teaching duties. This series is intended to assist graduate students in developing their course management skills as they progress towards their teaching careers.

Topics will include:

- Marking;
- Relating professionally with students;
- Working as an international TA;
- Lesson planning; and
- Course design.

Policies, Practices, and Politics in University Teaching

This Special Topics Series takes on the broader concerns and forces at play upon and within the scene of university instruction. Attendees will explore higher-level issues of relevance to their work as instructors, and will gain strategies and resources to help them successfully navigate these challenges. Topics will include:

- Human rights in the classroom;
- Accommodation and accessibility;
- Academic Integrity;
- Employer/employee relations in an academic environment; and
- Power in the classroom / safe and open discussions.

Teaching Technologies

These workshops will enable participants to develop familiarity and competence with the various kinds of technology they will be increasingly expected to integrate into their pedagogical practice. With technological innovation a driving force behind the emerging

forms postsecondary education is taking, it is important that graduate students and future faculty members be adept, creative, and confident in their use of teaching technologies.

Topics will include:

- Effective pedagogical use of Avenue to Learn;
- iClickers as an engagement tool;
- From distractions to pedagogical resources: effective use of social media
- ePortfolio; and
- Technology and Academic Integrity.

Program Delivery

Most components of *TAGS: Teaching and Learning* will be delivered in person by CLL staff, making use of resources from other areas of the University and broader community as appropriate. As noted above, we are working to develop an online component to the program to address the needs of students whose locations and/or schedules make attendance a challenge.

Learner Evaluation

Evaluation will be performed by CLL staff, and will vary across program components. In short, it will include: critical reflections on workshops; assignments and presentations in EDU 750; teaching practice and improvement in PETE micro-teaching sessions; paper or teaching resource from the Self-Directed Study. All outcomes will be graded on a pass/fail basis.

Program Admission Requirements

There are no prerequisites or admission requirements for the *TAGS: Teaching and Learning* program. Participation is free and open to all McMaster teaching assistants, graduate students, and postdoctoral fellows.

Appendix A: Findings of the *Teaching Assistant Development* report:

The quantitative and qualitative findings based on the Teaching Assistant Information Survey revealed that the majority of responding McMaster TAs:

- strongly disagreed or disagreed that their degree requirements prepared them to teach;
- are very interested or interested in participating in teaching and learning development activities; and
- are very interested or interested in a certificate program with a transcript notation.

The development of *TAGS: Teaching and Learning* is not only of value to our current cohort of TAs and the undergraduates they instruct, but also would add value to the current programs of study available to graduate students at McMaster. The Institutional Comparison Survey revealed commonalities between the offerings of other Teaching and Learning Centres (TLCs) and those of the CLL including a credit course in university teaching and one-day orientation / training in the form of Graduate Student Day workshops. One notable gap, however, is McMaster's lack of a certificate program for TAs—something that is offered at the majority of TLCs in Canada. It is imperative, then, that McMaster establish its own teaching certificate program, not only to align our activities with current trends in graduate student professional development, but to position our graduate students, teaching assistants, and postdoctoral fellows better for success regardless of their chosen career path. The CLL is well positioned to create a formalized training program considering its mandate; and the program fits well with the mandate of the School of Graduate Studies to enhance graduate student life and professional development training. The services, programs and expertise offered by the CLL, including teaching technology support, educational consultation, and ongoing training opportunities, are resources that position us to implement and maintain a certificate program for the teaching assistant and graduate student body. Our existing workshops for TAs and graduate students and our graduate level course *Education 750: Principles and Practices of University Teaching* will readily become components of the program; as the program expands, we will seek further resources to scale up our programming.

It is important to note that *Teaching Assistant Development* reveals that **a majority of Teaching and Learning Centres perceive certificate programs to be the most successful means of impacting teaching assistant performance and the quality of undergraduate education.** Particularly because the literature on teaching and learning indicates that one-off workshops are pedagogically ineffective as a means of long-term learning, it is critical that McMaster offers its graduate students and postdoctoral fellows access to a training and development program whose intended outcomes will include improved undergraduate education and experience, better skills development in graduate students and TAs, and McMaster's continued growth as a leader in teaching excellence.

NEW SCHOLARSHIPS – FOR APPROVAL

The Farzin Yousefpour Academic Grant

Established in 2012 by Haniyeh Yousofpour, Ph.D. (Class of '10) in honour of her father Farzin Yousofpour. To be awarded to a student enrolled in the MBA program that has achieved notable academic standing and demonstrates financial need. Selection will be made by the MBA Awards Committee. Included with the application must be a one-page submission by the student outlining the applicant's experience relating to their involvement in promoting diversity at McMaster University or within their community.

Davis Ontario Graduate Scholarship

Established in 2012 by Marie Davis, M.A. (Class of '95) to contribute to the funding of the Ontario Graduate Scholarship programs at McMaster University. To be awarded by the School of Graduate Studies to a student within the Faculty of Humanities. Preference will be given to a student from Western Canada who is pursuing graduate studies in the Department of English and Cultural Studies.

The Gray/Vinall Ontario Graduate Scholarship

Established in 2012 by Kerry Gray BCOM (Class of '77), MBA (Class of '82), and Luann Gray to mark the 50th anniversary of the MBA program. This fund will contribute to the funding of Ontario Graduate Scholarship programs and be awarded by the School of Graduate Studies to a master or doctoral student enrolled full-time at the DeGroot School of Business. Preference will be given to students enrolled in the MBA program.

FOR INFORMATION:

Harry Lyman Hooker Senior Fellowships Competition changes to the award schedule for OGS award winners (*see attached document*)

2013 - 2014 HARRY LYMAN HOOKER SENIOR FELLOWSHIPS COMPETITION

The Harry Lyman Hooker Senior Fellowships are made possible through a bequest from the estate of Harry Lyman Hooker. These awards are given to **Canadian citizens** or, **Permanent Residents** who are **ENTERING** the **first year of a Master's or Doctoral program effective May 2013 or September 2013** at McMaster University in those disciplines that receive funding primarily from the Social Sciences and Humanities Research Council (SSHRC).

Doctoral awards are valued at \$24,000 in each of the first four years that the student continues to remain registered in good standing in the doctoral program she/he originally entered at this University.

Master's awards are valued at \$18,000. The award is for one year only for students in a one-year Master's program. A student in a two-year Master's program may receive \$6,000 per term for each of the first two terms of his/her second year, provided that she/he remains registered in good standing in the Master's program she/he originally entered at McMaster University.

In the case of **both Doctoral and Master's awards**, funding beyond the first year is **conditional upon the Hooker Fellowship holder applying for all scholarships** for which she/he is eligible, including but not limited to Canada Graduate Scholarships, Social Sciences and Humanities Research Council Doctoral Fellowships, and Ontario Graduate Scholarships. In cases where a Hooker Fellowship holder also receives another fellowship or monetary award from any source, the Hooker Fellowship will be reduced in accordance with the schedule below. Winners may hold a Full or Half Teaching Assistantship in each year that they hold the Hooker Award.

Hooker Fellowship - Master's (Year 1):

OGS @ \$15,000. + Hooker @ \$7,500. = \$22,500.

CGS SSHRC MASTER'S@ \$17,500. + Hooker @ \$5,000. = \$22,500.

Hooker Fellowship - Doctoral:

OGS @ \$15,000. + Hooker @ \$15,000. = \$30,000.

SSHRC Doctoral @ \$20,000. + Hooker @ \$10,000. = \$30,000.00

Awards not listed will be assessed by the Associate Deans (graduate).

Hooker Fellowship holders who win a Canada Graduate Scholarship Doctoral or Vanier Doctoral will forfeit the Hooker Fellowship (effective 2011).

2.1.9 English Language Requirements

English is the language of instruction **and evaluation** at McMaster, except in the M.A. **and PhD** programs in French. Hence it is essential that all students (except in the French programs) be able to communicate effectively in English.

Applicants whose native language is not English will be required to furnish evidence of their proficiency in the use of the English language. Such applicants are required to supply this evidence as part of their application.

5.2.1 Financial Support for Full-time Students

The University normally provides four types of financial support to full-time students. They are employment income, graduate/department or research scholarships, internal scholarships and bursaries, and external awards tenable at the university. A student's letter of offer or award letter from the University will include all details of financial support. Students with questions regarding financial support should contact their department or graduate program directly for assistance.

The University provides graduate scholarship awards to most regular graduate students in Ph.D. programs and in many Master's programs. These students must be full-time as defined in section 2.4. Such scholarships are awarded annually. A Ph.D. student is normally eligible for his/her first four years. Students in Master's programs are usually supported for their first three to six terms depending on the department. Subsequent support is at the department or graduate program's discretion, unless the offer of admission guarantees otherwise. **Students who are out of time (see section 3.6 for Master's or 4.6 for Ph.D.) are normally not eligible for funding.**

Teaching Assistantships (TA) (or Research Assistantship-in-lieu under the collective agreement between Canadian Union of Public Employees, Local 3906, Unit 1 and McMaster University) and contract employment income are offered to many graduate students registered in full-time programs. TA duties vary according to department but will normally consist of performance in connection with undergraduate teaching, such as leading tutorials, demonstrating labs, and marking assignments. The award of a TA may vary but should not exceed 10 hours per week, plus three hours of training per term. TA funding is contingent on fulfillment of the employment obligations and maintaining satisfactory work performance, as stated in the letter of offer or employment contract. No exceptions totalling 505 hours or more in a single academic year will be approved. Employment is paid as earned over the period in which the work is performed. Note that employee number and student number are different.

Advance Credit and Determination of Course Equivalency

Application for advance credit is normally done through the admissions process or as a petition and requires an Associate Dean's approval. Credits from other institutions must have been received in the last 5 years with a minimum grade of B-. In general, no credits used towards a previous degree or used as a basis of admission will be approved as credit toward a McMaster graduate degree. Normally, a maximum of 50% of the course degree requirements only will be approved for advance credit. Approved advance credit appears as a sentence on the student's transcript with no grade.

Credits from other institutions can be used to substitute a specific McMaster University course requirement; however, the student may be required to take alternate courses.

Students wishing to apply for advance credit or course requirement equivalency should fill out the Petition for Advance Credit or Course Requirement Equivalency form and submit it to the School of Graduate Studies (GH 212).

McMaster students enrolled in a program wishing to take a course at another institution need to fill out the OVGS form (see section 6.10).

Cotutelle Policy

1. Introduction:

A cotutelle is a single PhD jointly awarded by two post-secondary institutions, typically from different countries. A cotutelle degree is a unique way to promote and structure research collaborations, and allows students access to a broader range of research supervision than would be available at a single institution.

2. Requirements:

- a) The student must meet McMaster's admission requirements.
- b) The student must apply to be in a cotutelle program within the first 12 months of their PhD study.
- c) The student is required to be registered full-time at both institutions.
- d) The student must meet the degree requirements at both institutions.
- e) Each institution must have a qualified supervisor for the student.
- f) A cotutelle Memorandum of Understanding (MOU) must be created between both institutions. At a minimum, the MOU will outline:
 - which institution is the "Home Institution" and which is the "Host Institution",
 - a listing of degree requirements for each institution,
 - who the supervisors are,
 - the residency, class, exam, and research schedule for the student,
 - financial/tuition/funding details,
 - insurance coverage and visa requirements,
 - intellectual property and publication details,
 - a schedule for progress reports and committee meetings,
 - the language of the thesis and defence (normally English), and details of the examination procedure,
 - options for completion if the supervisory relationship with either supervisor breaks down, or if the student fails to complete degree requirements,
 - agreement that both institutions will award a doctoral degree designated as having been completed "in cotutelle" with the other institution.
- g) The student must comply with regulations at both institutions (e.g., research ethics, etc.). The student can be processed under either university's regulations.

h) Generally, the student spends the majority of time at the Home Institution, with a minimum of 12 months and maximum of 24 months at the Host Institution.

i) Students enrolled in a cotutelle program will pay tuition only to one institution at a time, normally to the Home Institution; additional administrative or ancillary fees may be required. All tuition and fee requirements should be in the Cotutelle MOU.

j) The student will include an additional chapter in his/her thesis discussing the value added from the cotutelle work.

k) As dictated by McMaster's policies, there must be a formal thesis defence. The thesis defence normally will use the procedures of the Home Institution and be defended at the Home Institution with both thesis supervisors attending the defence (in person or by teleconference). The examining committee must be equally appointed by both institutions (generally 2 professors from each institution), and must include an external examiner independent of both institutions.

l) Upon successful completion of the defence, an English language version of the final thesis will be submitted to McMaster for dissemination through the eThesis program.

m) Wording on transcripts and degrees from both institutions must specify the degree was awarded as having been completed "in cotutelle" with the other institution.

3. Procedures:

a) The student will fill out the Cotutelle Letter of Intent with the School of Graduate Studies (SGS). This letter must be signed by the student and both supervisors.

b) The Cotutelle Letter of Intent then will be reviewed and approved by the appropriate Associate Dean from SGS.

c) The Cotutelle Letter of Intent is forwarded to the Office of International Affairs for the creation of a Cotutelle MOU, in collaboration with the School of Graduate Studies. The Cotutelle MOU must be approved and signed by the Associate Vice-President and Dean of Graduate Studies from McMaster University, and an authorized representative of the other institution, as well as by both supervisors and the student. Other signatories may be added as appropriate.

d) The Cotutelle MOU must be completed and signed before the student attends the Host Institute.