



School of Graduate Studies

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To : Members of Graduate Council
From : Christina Bryce
Assistant Graduate Secretary

The next meeting of Graduate Council will be held on **Tuesday September 22nd at 9:30 am in Council Chambers (GH-111)**

Listed below are the agenda items for discussion.

Please email cbryce@mcmaster.ca if you are unable to attend the meeting.

A G E N D A

- I. Minutes of the meeting of June 16th, 2015**
- 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 Associate Registrar and Graduate Secretary**
- VI. Report from the Assistant Dean, Graduate Student Life and Research Training**
- VII. Presentation from Dr. Hayward: FHS Graduate Program Selection Website and Research Plenary**
- VIII. Final Assessment Reports**
- IX. M.D./Ph.D. Proposal**
- X. Quality Assurance Committee Membership**
- XI. New Scholarship – Broad Family MBA Scholarship**



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Graduate Council
June 16th, 2015 1:30 pm
GH 111

Present: Dr. D. Welch (Chair), Ms. S. Baschiera, Dr. A. Deza, Dr. A. Dean, Dr. A. Holloway, Dr. T. Adams, Dr. W. Wiesner, Dr. A. Grenier, Dr. A. Shi, Dr. T. Kroker, Dr. D. Novog, Dr. M. Thompson, Dr. C. Hayward, Dr. N. Agarwal, Mr. P. Self

Regrets: Dr. S. McCracken, Dr. I. Zeytinoglu, Dr. S. Hanna, Dr. S. Streeter, Dr. G. McClelland, Dr. K. Bird

By invitation: Dr. E. Allard, Dr. R. Friendly

A G E N D A

I. Minutes of the meeting of May 19th, 2015

The minutes of the meeting of May 19th, 2015 were approved on a motion by Dr. Welch, seconded by Dr. Deza.

II. Business arising

There was no business arising.

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

There was no report.

IV. Report from the Graduate Associate Deans

Dr. Agarwal reported that the Business Ph.D. program had gone through its cyclical IQAP review and the proposed EMBA program has also had its external site visit. Dr. Hayward reported that the sixth Faculty of Health Sciences Research Plenary had been a great success. She also noted that there are a few new program proposals coming from the Faculty Health Sciences and that they are currently waiting to hear from the MTCU on funding for the M.Sc. in Child Life Studies and Pediatric Psychosocial Care proposal. Dr. Welch reported that there was a request from the MTCU to submit a list of all new programs expected to be submitted before the Strategic Mandate expires.

V. Report from the Associate Registrar and Graduate Secretary

Stephanie Baschiera reported that the two new Ph.D.s proposed by the Health and Aging program had received MTCU approval. The proposed Ph.D. in Labour Studies and M.Sc. in Child Life Studies and Pediatric Psychosocial Care have both been approved for expedited review by the MTCU. She also noted that they are planning a more collaborative approach for new program reviews at Graduate Council.

Ms. Baschiera asked that programs let her know of any outstanding issues not already reported to her team regarding the admissions module of Mosaic. The module went live in March and many issues that need correcting before the next admissions cycle have been identified. Any additional feedback should be sent to Stephanie. Dr. Welch noted that feedback would particularly be valuable from programs who did not make the most use of the old systems.

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

Mr. Peter Self reported on three items. The first item was the indigenous undergraduate summer research scholars program, funded through Provost's office. They're aiming for twelve participants this year, with supervision for the students spread across the faculties. The second item was Roller Skating with the Dean, with 75 participants signed up. Finally, Mr. Self reported that his team is planning to hold three one-day writing sessions, with some workshops mixed in. The majority of the time will be spent writing and the sessions will be held in Mills Library.

VII. Faculty of Engineering – New Graduate Career Development Policy

Dr. Thompson presented information about the Faculty of Engineering's proposal for a Graduate Career Development Policy. The Faculty of Engineering has been running career development workshops in an attempt to get students to think about what they're going to do with their degree after they graduate. This was started largely as a reaction to feedback that the faculty had received from Ph.D. graduates who felt they had been 'misled' about the career paths available to them. He noted that the Faculty has really good career counselling staff for undergraduate students and they're planning to expand to be able to serve graduate students as well. The proposed plan is that each incoming Masters and Ph.D. students be required within their first year to take a one-on-one tutorial with a career development counsellor that they then hand into their program. Dr. Thompson noted that the Faculty is planning to offer a 'carrot' for good proposals: students that do very well would have the opportunity to talk to an alumnus. Engaged alumni would like to assist but the resources are limited. Dr. Thompson emphasized that what they're really trying to get passed is the requirement to participate in career planning

A council member asked if this will only apply to new students.

Dr. Thompson confirmed that this is the case. The Faculty is working to set up a workshop for current students before the end of August to give them the same opportunity.

A council member asked for clarification about the competition and reward aspect, concerned about the growing awards culture that clashes with the mandate to educate all students. He asked why not mentor the worst fifteen proposals rather than the best fifteen. Dr. Thompson responded that he understood the perspective. He thinks the most important aspect for students is that they meet with the career counsellors and came out with an awareness that they have a goal (even if it changes over the course of their degree). Pedagogical outcome is the awareness that's gained by the meeting. Dr. Thompson agreed that it would be nice to have the alumni mentoring those that didn't take it quite so seriously but wants to be careful as there is a concern that it may dissuade alumni for participating. The council member agreed that career trajectories for graduate students is a broad concern across faculties and he noted he is very much in favour of seeing info about career trajectories available to students. He suggested a workshop with best 15 proposals for a broader group of graduate students might work well. Dr. Thompson responded that he doesn't want to enforce any marking requirement

and that awareness is what students are supposed to get out of it. He also noted that this is just one part of the initiative. MIETL courses are also available to students as are the modules at mygradskills.ca.

Another council member noted that they may want to ask students to be opted in for alumni counselling. He also suggested that a lot of departments have something like what is being proposed. Dr. Thompson agreed that there is a lot of variation between departments; because the experience for students can be mixed, the Faculty is trying to provide an even experience to all students.

Dr. Welch noted that one of the things that had changed between the initial proposal and final one is the level of feedback involved. He suggested that feedback could be provided from the staff providing the career planning services. Dr. Thompson responded that he is cautious about promising to deploy resources and noted that many different kinds of sessions will be available to students.

Dr. Hayward asked how this would be handled administratively. Dr. Thompson responded that they'll handle it the same way they handle supervisory committee reports.

Dr. Hayward asked if the portfolio is a requirement whether it would be described in the handbook or the calendar. Dr. Thompson has asked program to update the handbooks first and the plan is to coordinate the calendar later.

Council members discussed the appropriate place for the new information to appear in the graduate calendar.

A council member asked if there was any chance the career counselling could impact them negatively for a career in engineering. Dr. Thompson responded that the role of the career counselling would be to assess their place in their department and areas of research and assist the student in question with finding companies or industries that might be appropriate. He also noted that there might be a potential co-op component.

The council member asked for confirmation that the career counseling would not involve the type of tests that measure suitability. Dr. Thompson confirmed that this is the case.

A guest noted that some students might be concerned that their supervisor knows they're checking into careers other than academia and wondered about the mechanism for privacy around the career counselling. Council members discussed who would be reviewing the career information. A council member noted that it is much more common for students in engineering to enter a career in industry.

A council member asked if a friendly amendment is required with respect to the language around the ten best portfolios.

Dr. Welch agreed that a friendly amendment to strike out the requirement on the ten best portfolios and to consider that a detail of implementation should be included.

Dr. Welch moved and Dr. Thompson seconded, 'that Graduate Council approve the new Graduate Career Development Policy as described in the documents, with the friendly amendment noted.'

The motion was **carried**.

VIII. Faculty of Health Sciences – Revised Police Check Policy

Dr. Hayward explained that the Occupational Therapy and Physical Therapy programs require students to submit to a vulnerable sector screener. Sites participating in clinical placement require a police check and students have to fulfill this requirement as part of their clinical placement. Dr. Hayward noted that there can be a 'Not Clear' police records check for similar names and, in some cases, even if you were the victim of the crime. The updated policy has been put forward to reflect some changes on how the police check had been administered at various levels and to include in more detail the implications of and necessary course of action with respect to an initial 'Not Clear' check. The updated policy also more clearly addresses what is required for international candidates and students. There have been minimal issues since the policy was originally approved and it is exceedingly rare for this issue to affect admission or progress through the program. If they were found guilty of a serious issue there would be a way of expelling an existing student as they would be unable to complete their clinical training program.

Dr. Welch noted that the key issue is that as things stood in the past a student might believe that just qualifying academically would be sufficient for them to be entitled to complete a program. The changes to the policy are simply communicating the fact that these programs have additional requirements that are outside of the academic programs.

Dr. Hayward agreed and noted that the academic requirements for the programs in question require students to take a clinical placement (which, in turn, requires students get the police check). The panel meets to review students that don't have a clear record check (in most cases this is due to the person sharing a name with a perpetrator, victim or something that didn't lead to charges).

Dr. Hayward noted that a couple of minor revisions to the copy council members had received were required to Section (i) concerning the undergraduate and graduate associate dean titles

A council member asked if all programs would be affected by this change.

Dr. Hayward responded that it is only required for OT and PT. If someone was working on their thesis that required a clinical setting placement, they could also be affected.

Dr. Hayward moved and Dr. Holloway seconded, 'that the change to the Police Records Check Policy be approved by Graduate Council.'

The motion was **carried**.

IX. Teaching and Learning Certificate Calendar Copy

Dr. Friendly noted that the certificate itself and courses have already been approved; the information presented is just an outline of information for the calendar. They took the suggestion of Graduate Council to include clear instructions about speaking to supervisor, particularly where EDUCATN 750 was concerned, due to the credit issue/degree requirement.

Dr. Welch noted that 750 is a credit course but that it doesn't satisfy the degree requirements. Dr. Friendly noted that 751 and all the other courses in the program have no credits and Dr. Allard noted that students have the option to register for either EDU 750 or 751.

A council member asked why a student would take it for zero credit when you could have it appear on your transcript. Dr. Friendly responded that the zero unit courses will still appear on the transcript.

A council member asked a question about fees. Dr. Welch responded that you have to be registered as a graduate student to take the courses. Dr. Allard responded that to take it for credit you have to be registered as a graduate student

A council member asked if students have to be approved as a post-degree student to take the course. Dr. Welch responded that this is different than taking a course in a traditional graduate program.

A council member asked which programs recognize 750 as part of the degree requirement. Drs. Friendly and Allard responded that they were told that it's not a simple matter and it would involve contacting each program to find out. Dr. Welch recalled that one graduate program allows it for sure.

Dr. Agarwal moved and Dr. Deza seconded, 'that Graduate Council approve the Teaching and Learning Certificate Calendar Copy as described in the documents'

The motion was **carried**.

X. Calendar Revision

Ms. Baschiera noted that the section that the proposed change concerns is 5.2.1. The highlighted yellow text provided to council members for inclusion is this section is an exact copy and paste from the offer letter. Currently the information is only codified in the offer letter, by including this phrase from the offer letter in the calendar, everyone will have fair access to the regulations as they stand.

A council member asked why the letter of offer can't show what the change in funding would be if they won an external award, noting that the lack of clarity is a problem.

Ms. Baschiera responded that the offer letter is a template that goes out. The folks preparing the offer wouldn't necessarily have all of the information about scholarships and funding changes possible. There are also system considerations.

Dr. Welch responded that now that the school has gone into a new mode of offering letters of admission we are in a better and worse place on being able to be clear on what all of the downstream possibilities are. However, enumerating all the possible outcomes in the offer letter is nearly impossible, particularly considering the variability between programs.

Mr. Self confirmed the variability between programs, noting that some programs let them keep a huge portion of funding and some claw back to assist funding other students.

A council member noted there is a lack of clarity for their own planning. Dr. Welch responded that at least the text proposed clarifies that the program is the deciding factor. Dr. Hayward commented that one of their graduate programs indicates on their website what stipend would be if you won award A/B/C.

Council members discussed the minimum amount of scholarship funding to be retained if there was an award.

Dr. Welch noted that it is definitely best to have clarity on what the current situation is, and that's what this motion should address.

Dr. Hayward asked how this is operationalized. Does winning one of these trigger an offer letter? Ms. Baschiera responded that the text to be added to the calendar is exactly the text that would appear in the revised offer letter. This is with respect to the funding at the point of admission. If there is a discrepancy between the original offer and revised offer, the calendar will prevail.

Dr. Hayward asked who is double-checking that in each instance that the recipient will get a copy of the correspondence. Dr. Welch responded that the program would be responsible

There was discussion among council members about what happens if there after the point of admission and how this will get communicated.

A council member said there is no real time where you become aware administratively about changes in funding.

Dr. Welch responded that the funding will have to be altered in some way as a change in the system. The program would submit the change to be implemented to SGS. Brooke Gordon would be the best person to discuss the details but the program would have to initiate the change in any case.

Dr. Ibhawoh noted that much of it falls to the program in any case and all SGS can provide is a high-level standard for programs to follow.

A council member asked if there was or could be a policy around how financial changes should be communicated. The concern is that without some sort of statement that the rules would change between years and might create an inequity between years.

Council members agree that this is program level decision.

A council member noted that it's the student issue that they're concerned about – it needs to be clear what they can expect if they do win an award.

Another council member referred back to Dr. Hayward's earlier comment about programs outlining the funding they would receive in the case of different awards via their website.

Dr. Welch noted that the issue varies most strongly on a Faculty scale. The calendar change proposed only clarifies what actually happens. Faculties need to discuss among themselves if they would like to be clear exactly on what their programs do.

Dr. Hayward asked that the change of pay forms include a box noting 'have you communicated the change of pay to the student' to prompt programs.

Dr. Hayward moved and Dr. Wiesner seconded, 'that Graduate Council approve the change to the Graduate Calendar section 5.2.1 as described in the document.'

The motion was **carried**.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Master of Science in Global Health

Date of Review: October 23 – 24, 2014

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

This Final Assessment Report includes an Implementation Plan that identifies who will be responsible leading the follow up for the proposed recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Master of Science in Global Health Cyclical Program Review

The **Global Health** program submitted a self-study to the School of Graduate Studies on September 8, 2014. The self-study presented the program descriptions and learning outcomes, an analytical assessment of these two programs, and program data including the data collected from a student survey along with the standard data package prepared by the Office of Institutional Research and Analysis. Appended were the course outlines for all courses in the program and the CVs for each full-time faculty member in the Department.

Two arm's length reviewers from Ontario and Massachusetts, and one internal reviewer, selected from a set of proposed reviewers, examined the materials and completed a site visit on October 23-24, 2014.

The visit included interviews with the Provost and Vice President (Academic); Acting Associate Vice-President and Dean of Graduate Studies, Director of the Global Health Program, Dean of Business, Acting Dean of Social Sciences, AVP Academic, Health Sciences, the program admissions committee, as well as, program faculty and staff. The reviewers also had the opportunity to meet with program students and alumni.

The Director of the program and the Deans from the Faculties of Health Sciences, Social Science and Business submitted responses to the Reviewers' Report (November 2014). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included. McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee determined that the program is functioning well and that there are no significant academic issues that have not been addressed. The Final Assessment Report was prepared by the QAC to be submitted to Undergraduate Council and Graduate Council and Senate (September 2015).

In their report (November 2014), the Review Team provided feedback that describes how the program meets the Institutional Quality Assurance Process (IQAP) evaluation criteria and is consistent with the clear and thorough documentation provided. In the report, the reviewers state that the Global Health program at McMaster is a unique educational program that has succeeded in preparing its graduates for careers in global health. The program attracts high-quality students and engages leading faculty members from across the Faculties of Health Science, Social Science and Business. The report highlights that the program delivers a state of the art curriculum through innovative platforms that include both online and classroom based instruction, small group tutorials, an international symposium, and field-based practicum. The program is well aligned with the academic plan of the University and it has attracted the resources it needs to accomplish its mission. The reviewers further note that the students generally appear to secure appropriate employment/educational opportunities post graduation, contributing to McMaster's alumni network.

The Deans, in consultation with the program director shall be responsible for monitoring the implementation plan. The details of the progress made will be presented in the 18-month follow up report and filed in the School of Graduate Studies.

The following program strengths and areas for improvement were also noted:

Strengths

- State-of-the-art curriculum delivered through innovative platforms
- Prepares graduates for careers in global health
- Perfect fit with university's academic plan

Areas for Enhancement or Improvement

- Provide more feedback to faculty regarding student evaluations
- Communication with and between alumni
- Some improvements to internal governance could be made

Summary of the Reviewers' Recommendations with the Department's and Deans' Responses

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Reviewers noted that the program has been working to increase the number of social science students, and	The Global Health Admissions Committee has representation from the Faculties of	Global Health Admissions Committee and Director of the program	Update at 18-month report

<p>dropped the statistics prerequisite in order to facilitate this for the 2014-15 intake. Based on the intake data for 2014-15 this program adjustment did not appear to have altered the share of social science students</p>	<p>Health Sciences, Social Sciences and the DeGroote School of Business. The Admissions Committee will continue to discuss strategies to increase the number of social science graduates admitted to the program</p>		
<p>All partners expressed their high level of satisfaction with the program and the quality of the students. There was some concern voiced by the Business faculty that there was not enough collaboration between Business and the Global Health program, and they would appreciate being more closely consulted over course content and future internationalization. It was brought to the reviewers' attention that the program is not currently housed in a specific faculty or department. This was identified as a matter of concern for some of the faculty and administrators. The reviewers suggested the University consider clarifying plans for the long-term home of the program to the faculty and other administration.</p>	<p>Curriculum meeting invitations will include representation from the DeGroote School of Business as well as the Faculties of Social Science and Health Science. There is continued discussion about governance structure by administrators and whatever is best for the program will be accommodated.</p> <p>The Deans note that they are committed to developing a formal MOU to guide the internal governance of the program</p>	<p>Deans (Health Sciences, Social Science, Business)</p>	<p>Update at 18-month report</p> <p>Update at 18-month report</p>

<p>The reviewers suggested that faculty course directors attend regular curriculum meetings in order to consult and address issues of concern as they may arise with regards to the program's curriculum. The reviewers suggested that the program provide more feedback to faculty regarding student evaluations of their teaching.</p>	<p>The Director and Academic Coordinator are working on a strategy to standardize the provision of feedback to faculty and tutors. One issue is that the program often does not have access to evaluations outside of the Faculty of Health Sciences.</p>	<p>Director and Academic Coordinator</p>	<p>Update at 18-month report</p>
<p>Non-thesis students have to organize their own practicum. Up until now this arrangement has worked, but as the program grows there may be a need to standardize the process of seeing and arranging practicums. The program has been fortunate up until this point in terms of the success and student experience of practicums. As the program grows there may be a concern about student safety.</p>	<p>The Practicum Coordinator was introduced in August 2014 to meet the growing needs of the global health students. The practicum is now standardized. There is now an available list of potential practicum sites and advisors that all students can access. All students develop learning objectives and self-directed learning that integrates the learning objectives with their practicum. Any pre-departure requirements are filled out by all students that include risk assessment and signing of waivers. Students are not allowed to go into any</p>		

	<p>areas that are not recommended by the Department of Foreign Affairs. All students have designated preceptors in the field, weekly communication plans, and a final evaluation.</p>		
<p>While there were no issues identified with the performance of the administrative staff, the reviewers suggested considering a smaller but full-time program staff</p>	<p>As the program continues to grow and reaches steady state, administrative responsibilities have been centralized in a core staff</p>		
<p>Health Research Methodology (HRM) indicated they would like the course to be 'emancipated' from HRM and taken over by Global Health. The other part of the issue is that HRM 771 has been designed to meet the needs of students with very little statistics background</p>	<p>As part of the program requirements, successful completion of HTH RS M *771 (Fundamental of Health Research and Evaluation Methods) is required for all global health students. The redesignation of HRM *771 continues to be discussed at curriculum meetings and alternative options are currently under review. The course has been redesigned based on the evaluation suggestions over the past three years. It will have the same core elements but the case examples will be more applicable to present curriculum.</p>		
<p>Some alumni suggested that they would appreciate the</p>	<p>The Practicum Coordinator is aware of suggestions for</p>	<p>Practicum Coordinator and Director</p>	<p>Update at 18-month report</p>

<p>opportunity to debrief and reflect on their practicums and thesis work at some point, and the most likely venue would be as part of the convocation process. It was suggested that a forum for alumni experience/exchange after convocation would be of value to new alumni and current global health students</p>	<p>additional debriefing opportunities prior to convocation and will bring this item to the attention of the student advisory committee to determine interest for the current class and to discuss with possible implementation for fall 2015.</p> <p>In response to feedback from the 2013 Alumni Survey, the Global Health program will host its first annual learning series in January 2015; this initiative is being led by the alumni. The learning series will be a forum for alumni and current students to network and discuss their experiences in the field.</p> <p>A Global Health Program Newsletter has been published since program inception. The newsletter features stories related to current students and alumni. The newsletter is distributed to Global Health program stakeholders, faculty, staff, students, and alumni. In fall 2014, the program launched a new website which has centralized program information and allowed for more</p>		
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	interactive communication.		
The report indicated that students have asked for improved communication from the program regarding acceptance decisions. Students requested more communication from the program between the time of acceptance and the start of classes. For instance, students would have appreciated communication 2 months before starting classes about schedules (even if tentative), degree requirements and suggested preparatory readings to complete.	The formal offer process is governed by the School of Graduate Studies according to McMaster University policy. Tentative Global Health course schedules will be provided to students on the Global Health website for admitted students and information will be provided to students as it becomes available. The new Global Health program website is much more interactive to meet these needs. It includes a categorized most frequently asked questions section. This is updated on a regular basis. A listed biography of suggested reading has been added for students who would like to do pre-reading before admission.		

Deans' Response:

HRM 771: The Deans highlighted that the Global Health program has been receptive to making changes to its curriculum and that it is appropriately monitoring the situation and responding to needs so that students in the program have the proper background and education related to research methodology and statistics.

Providing feedback to faculty: The Deans noted that the program is working on strategies to provide more feedback to faculty and tutors and will be discussing the merits of implementing additional debriefing opportunities with student representatives. The Deans indicated that the program's plan to host an annual learning series, led by alumni, should provide rich opportunities for exchanges between students and alumni.

Internal Governance: The Deans commented that with regard to internal governance, the reviewers raised the issue of where the program resides. The further noted that the issue of internal governance consists of two somewhat interrelated issues: the first involves the arrangements among the three participating Faculties and the second has to do with where the program is housed. With regard to the first issue the Deans do feel that the internal governance of the program needs to be guided by a formal memorandum of understanding, as is increasingly the practice across the diverse interdisciplinary graduate programs at the University. The Deans noted that they are committed to developing a formal MOU and anticipate that this can be achieved within the next year. This MOU would clarify the way the three Faculties interact and jointly contribute to the program and in this way optimize and enhance consultation, communication and transparency in financial, curricular and other matters. The Associate Deans of Graduate Studies for the three Faculties are working with the current Director to develop formal terms of reference that clarify the Director's roles, responsibilities and accountability to ensure optimal functioning of this interdisciplinary program going forward.

The Deans further commented on the second internal governance issue, and based on the genesis of the program and the practice to date, Health Sciences would appear to be the "lead" Faculty for this program and can continue to serve in this capacity. The Deans noted that as to where the program should be housed within Health Sciences, discussions will proceed within the Faculty as to the best internal arrangement to ensure the program's sustainability. With regard to this issue, the program response noted that whatever arrangement is conserved best for the program will be accommodated.

Quality Assurance Committee Recommendations

The Quality Assurance Committee recommended that the program submit the standard eighteen-month report and next be reviewed according to the normal cycle. Of particular importance in the eighteen-month report will be evidence of progress made toward a memorandum of agreement for the internal governance of the program.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Health Research Methodology

Date of Review: February 5th and 6th

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 graduate programs delivered by the Health Research Methodology program. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

This Final Assessment Report includes an Implementation Plan that identifies who will be responsible leading the follow up for the proposed recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Health Research Methodology Program Cyclical Program Review

The Health Research Methodology Program submitted a self-study to the School of Graduate Studies December 2015. The self-study presented the program descriptions and learning outcomes, an analytical assessment of these two programs, and program data including the data collected from a student survey along with the standard data package prepared by the Office of Institutional Research and Analysis. Appended were the CVs for each full-time faculty member in the Department.

Two external reviewers and one internal reviewer examined the materials and completed a site visit in February 2015. The visit included interviews with the Provost and Vice-President (Academic); Dean of the Faculty of Health Sciences; Dean of School of Graduate Studies; Chair of the Health Research Methodology program, and meetings with groups of current students, full-time and part-time faculty and support staff.

The reviewers noted that “overall, the HRM program, its support staff, faculty and graduate students are excellent and there are no substantive areas of concern. McMaster University should be proud of this program and the trainees and faculty that are associated with it.”

The following program strengths and weakness were also noted:

- **Strengths**
 - Well aligned with the priorities of the University.
 - Curriculum and admissions are well aligned with the program learning objectives.

- Admissions committee is responsive to faculty suggestions and needs.
 - Appropriate gradation in skills from MSc to PhD expectations.
 - Innovative courses in Biostatistical Collaboration and Research Ethics.
 - Methods of assessment are fair and explicit, multimodal, build on each other, and provide opportunities for publication.
 - Faculty are excellent, productive, and supportive of students.
 - Students are well supported by program staff.
 - The Assistant Dean provides excellent leadership.
 - PhD students are successful in receiving external support.
 - Students publish at rates that meet expectations for stage.
 - Quality of supervision is excellent.
 - Program addressed any concerns from the previous review.
 - Associate Dean FHS Graduate Studies contributes to the quality of the program.
- **Areas for Enhancement or Improvement**
 - Community engagement could be further strengthened
 - Admissions process could be streamlined
 - Smaller class sizes are appreciated but there are enrolment pressures and waitlists for some courses
 - Opportunities for cooperative work placements should be explored
 - There may be a divide between clinicians and non-clinicians and an associated need for a "medical bootcamp"
 - Possible need for "statistical testing bootcamp"
 - Method of evaluation for one health economics course is problematic
 - Succession planning for the Assistant Dean should be underway
 - Scholarship opportunities for MSc students are generally in decline. Internal funding allocation models for some student awards are perceived to disadvantage HRM
 - Some students located off-campus feel isolated.
 - Students are concerned about delays in obtaining support from reference librarians
 - Students and faculty would like easier access to information about key procedures and timelines

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
Monitor the roll out of the MPH and online diploma program to assess impact on faculty to ensure they can meet the demand.	Regular meetings to discuss coordination of staffing.	S. Hanna, Assistant Dean HRM. F. Scott, Director MPH Director, GDCE	January 2015, and ongoing
Develop a succession plan for the Assistant Dean and consider hiring an associate for this position given the increased workload.	A plan is developed and in place. A candidate has been identified to be Acting Assistant Dean for 6 months during Dr. Hanna's research leave during 2015-16.	H. Schünemann, Chair CEB S. Hanna, Assistant Dean HRM.	March 2015
Consider streamlining the admissions process for HRM programs	Internal administrative procedures will be reviewed. Areas of possible coordination with other programs in the department will be considered. Many aspects of admissions are controlled by the School of Graduate Studies.	S. Hanna, Assistant Dean HRM.	August 2015
Offer a brief workshop ('boot-camp') to introduce students to the 'nuts and bolts' skills of conducting statistical analysis.	We will assess the feasibility of developing a short course.	S. Hanna, Assistant Dean HRM.	August 2015
Implement an annual progress meeting with each student, her/his	It is not feasible for the Assistant Dean to meeting individually with	S. Hanna, Assistant Dean HRM.	Completed prior to the review.

<p>primary supervisor and the program coordinator</p>	<p>about 175 HRM students on an annual basis. It is a matter of policy that supervisory committees and/or faculty supervisors have primary responsibility for monitoring progress. As alternatives, we have strengthened student orientation procedures and also student tracking and the Assistant Dean offers intervention when progress is problematic. In addition, students and faculty may drop-in to ask program questions with staff (3 drop-in sessions/week) and the Assistant Dean (weekly).</p>		
<p>Develop regular meetings with HRM and the relevant program partners to facilitate coordination and cooperation</p>	<p>The Associate Dean has established monthly meetings among program heads. The Assistant Dean HRM meets frequently but not regularly with the Director of Health Policy, and Rehabilitation Science, and also is a member of the program committees for MPH, CIP, MD/PHD, and PMPH. We will discuss with other partners to evaluate interest for more meetings.</p>	<p>S. Hanna, Assistant Dean HRM HRM program partners.</p>	<p>April 2015</p>
<p>Explore further opportunities for</p>	<p>Assistant Dean to request to meet with</p>	<p>S. Hanna, Assistant Dean HRM.</p>	<p>May 2015</p>

building relationships with other departments including Mathematics and Statistics and Rehabilitation Sciences	program heads for Math/Stat and Rehab Science.		
Explore further opportunities for selective development of new on-line courses, or hybrid in class and on-line courses, as needs are identified.	The online GDCE diploma program is scheduled to start fall 2015. A Director of this program will be appointed, and discussions with candidates are underway. After the GDCE begins, we expect improved infrastructure and curriculum leadership for online courses to develop in the Department and we expect feasibility of online offerings to increase.	S. Hanna, Assistant Dean HRM. Director, GDCE	September 2016
Consider making the biostatistical collaboration (HRM 739) and 'research ethics' (HRM 742) courses mandatory for all PhD students and offer in their first year of training	We will consult with field leaders and course instructors to evaluate the feasibility and desirability of this. The courses are currently available to any PHD student who is interested or whose supervisory committee determines that a student needs this.	S. Hanna, Assistant Dean HRM. HRM field leaders Course Coordinator, HRM 739 and HRM 742	August 2015
Work with Graduate Studies to provide orientation on supervision of graduate students for new faculty. Provide faculty	We will consult with the School of Graduate Studies regarding any orientation material they have developed and consider improved	S. Hanna, Assistant Dean HRM.	August 2015

<p>development sessions on effective mentorship, challenging issues in graduate student supervision, and career planning.</p>	<p>orientation for new faculty. The Assistant Dean meets individually with every new faculty member. At the PhD level, supervisors are already asked to attend the PhD orientation with their students. We will also consider better packaging of existing guides and policy orientations to make them more accessible to all faculty.</p> <p>The Faculty of Health Sciences Program for Faculty Development offers regular sessions on mentorship and teaching skills and these are widely advertised to all faculty in FHS.</p> <p>We will discuss with other programs to explore the possibility of joint supervision and mentorship offerings to faculty across FHS departments.</p>		
<p>Develop a policy and create opportunities for cooperative work placements for graduate students</p>	<p>We have identified a faculty member to establish and Chair a committee to review policies and develop opportunities for cooperative work placements at the</p>	<p>S. Hanna, Assistant Dean HRM.</p>	<p>September 2016</p>

	MSc level.		
<p>Develop opportunities for career development sessions for graduate students, with student involvement.</p> <p>Provide career development opportunities for trainees beyond traditional academic paths.</p>	<p>We will investigate the feasibility of enhancing career development sessions and improving coordination with existing offerings from other sources, such as those in HRMSA and HSGSF student groups. This is to be undertaken as part of the portfolio for the development of cooperative work placements.</p>	<p>S. Hanna, Assistant Dean HRM.</p>	<p>September 2016</p>
<p>Establish awards to reward excellent faculty and graduate students.</p>	<p>We believe this comment reflects a misperception of the array of award opportunities currently available. In the Faculty of Health Sciences, this includes dozens of awards available to HRM students at the annual FHS Research Plenary. In the department we offer student publication, travel, and presentation awards as well at least three competitive scholarships, all specific to HRM students.</p> <p>We will evaluate the feasibility of establishing an HRM Alumni award and annual lecture.</p> <p>The department</p>		<p>Complete prior to review.</p>

	offers four annual faculty awards for teaching excellence and excellence for supervision in HRM.		
Disseminate information about TA and RA opportunities for graduate students and ensure that TA roles provide experience beyond administrative support for the course.	TA opportunities for courses outside HRM are managed and advertised in a central competition under the terms of a collective agreement. For opportunities for PHD students who TA in HRM courses, we will review duties to ensure that the scope of the duties is not restricted to administrative support.	S. Hanna, Assistant Dean HRM.	May 2015
Develop a database/social networking site for student research interests to facilitate networking	<p>We will establish a contact list for students and keep it up to date.</p> <p>We have had discussions with the HRMSA student group about the feasibility of a social networking database of interests and have agreed to offer them support for the development and maintenance of such a site given that we cannot manage it centrally.</p> <p>We have also had discussions with HRMSA to consider using McMaster's learning portfolio as a tool to highlight student</p>	S. Hanna, Assistant Dean HRM. HRMSA executive.	October 2015

	<p>accomplishments and experiences on avenue to learn. All registered McMaster students have access to the learning portfolio and can select which items to share with other avenue users.</p>		
<p>Consider if there is sufficient expertise in qualitative methods and health services research to meet the needs of the students. Similarly, biostatistics is an area that will likely require additional faculty recruitment in future.</p>	<p>Assistant Dean to discuss with the Chair, CEB in relation to departmental hiring priorities.</p> <p>A group of CEB educational program heads and the Department Education Coordinator to met in February 2015 to discuss coordination of education needs. We agreed to develop joint mapping of teaching assignments to existing faculty to identify gaps in the department.</p> <p>A proposal for improved coordination of education resources is expected to be a deliverable of the current departmental review process initiated in Fall of 2014.</p>	<p>S. Hanna, Assistant Dean HRM.</p> <p>H. Schünemann, Chair CEB</p> <p>CEB: Working group on education coordination: S. Hanna L. Schwartz A. Iorio A. McKibbon F. Scott S. Monteiro</p>	<p>June 2015.</p>
<p>Use the expertise in health sciences education to develop and test</p>	<p>The Assistant Dean met with a faculty member from Program for</p>	<p>S. Hanna, Assistant Dean HRM.</p> <p>F. Scott, Director</p>	<p>February 2015 and ongoing.</p>

different modes of teaching	Educational Research and Development in February 2015 along with the Director MPH to discuss this issue and we agreed to continue a joint initiative to develop and evaluate experimental approaches in selected HRM and MPH courses.	MPH S. Monteiro, CEB & PERD.	
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Dean’s Response:

The Dean noted that they fully supported the program’s response to the reviewers’ recommendations.

Roll out of the MPH program and new diploma: The Dean also noted that prior to receipt of the report from the review team, actions were already underway to ensure that the implementation of the new diploma program and Master of Public Health program would have the appropriate faculty engagement, to ensure the success of the new programs as well as the continued success of the HRM program.

Succession planning for Assistant Dean: The succession planning is well underway and the Associate Dean of Graduate Studies will meet with the candidate for Acting Assistant Dean during Dr. Hanna’s research leave.

Collaboration with other programs: The Dean noted that HRM has a track record of effective collaboration with other graduate programs and confirmed that the Associate Dean of Graduate Studies for the Faculty supports these efforts. The Dean also confirmed that HRM had collaborated with other programs to develop realistic and effective plans for collaborative course offerings in the upcoming academic year.

Orientation session for new faculty supervisors: The Dean supported the reviewers’ suggestion that the School of Graduate Studies should develop an orientation session for new faculty supervisors of graduate studies. She also supported the program’s response outlining the additional supports offered by the program and Faculty to mentor new supervisors.

Additional career development support for students: The Dean noted that, while it wasn’t included in the program’s response, “My Grad Skills” courses (now available to all McMaster graduate students), offer additional career development supports that supplement what is offered by the HRM program and Health Sciences Graduate Studies Office.

Quality Assurance Committee Recommendations

The reviewers' report was positive and the program has laid out a very clear plan for moving forward. Overall, the committee had no concerns about this review.

The QAC recommends that the program should follow the regular course of action with an 18-month progress report and a 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

Medical Sciences

Date of Review: February 25th and 26th

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 graduate programs delivered by the Medical Sciences Program. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

This Final Assessment Report includes an Implementation Plan that identifies who will be responsible leading the follow up for the proposed recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Medical Sciences Cyclical Program Review

The Medical Science Program submitted a self-study to the School of Graduate Studies January 2015. The self-study presented the program descriptions and learning outcomes, an analytical assessment of these two programs, and program data including the data collected from a student survey along with the standard data package prepared by the Office of Institutional Research and Analysis. Appended were the course outlines for all courses in the program and the CVs for each full-time faculty member in the Department.

Two external reviewers and one internal reviewer examined the materials and completed a site visit in February 2015. The visit included interviews with the Provost and Vice-President (Academic); Dean of the Faculty of Health Sciences; Dean of School of Graduate Studies; Chair of the Department, and meetings with groups of current students, full-time and part-time faculty and support staff.

Overall the reviewers concluded that Medical Sciences program was an impressive one, with a strong foundation in research, faculty who are committed to the program and excellent students conducting high quality research. The reviewers noted that the program is clearly successful in attracting high quality students who then receive excellent training and complete in a timely fashion. They noted, however, that in the past few years there has been a decline in enrollment. They suggested that the program may wish to review recruitment strategies and monitor changes over the next few years.

The following program strengths and weakness were also noted:

- **Strengths**

- The Program provides a strong caliber of student supervisors
- The Program is successful in attracting high caliber students
- Students have a strong sense of local community
- A large number of excellent faculty are involved in the Program
- The laboratory environment is supportive and integral to student learning and laboratory facilities at McMaster are excellent
- The Faculty have a strong commitment to maintain the quality of the Program
- Students complete their degrees in a timely fashion
- The admission requirements are well aligned with the Program's learning outcomes
- The Program's goals are well aligned with McMaster's academic plan
- Student ratings of the Program have been consistently strong
- The Program has a good record of graduating students on time
- The Program has a very good record of productivity per student (3-4 presentations at national/international meetings and 3-4 published papers during a doctoral program)
- The Faculty maintain an impressive record of research funding and output despite the current funding environment
- The management team and support staff are highly dedicated and supportive of the program

- **Areas for Enhancement or Improvement**

- Students attend local research group seminars and meetings but are less engaged in Program wide activities
- Some students feel that some courses are too specialized, focusing on areas defined by faculty research specialization, which may be of interest to only a limited student population
- There is no uniform vision for the right mix of "core" courses expressed by students or clear sense of identity or core foundational knowledge within Medical Sciences.
- Students feel less knowledgeable about medical sciences outside their thesis area, and that more "core" or modular courses with components of broader interest would be advantageous.
- Some students expressed uncertainty with expectations around contact with advisors, operating procedures around feedback from supervisory committee meetings and preparation and evaluation for qualifying exams.
- The Program may not receive sufficient attention from the Chairs of various clinical departments involved in the program which might contribute to disengagement or lack of cohesion in the Program.
- The Program is somewhat fragmented, academically and socially, as well as geographically and geographical distances between research sites poses a problem for courses, program wide seminars and social functions.
- The Program does not have an undergraduate "feeder" degree program.

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
<p>The program might re-examine its curriculum with the goals of creating a clearer sense of identify and “core” fundamental medical science knowledge. The review committee suggested that a unifying medical sciences course might assist with addressing this issue.</p>	<p>The program will re-examine its curriculum needs. The program recently did a curriculum needs assessment, by research area, that needs to be reviewed in detail with the program leadership team. Next step: The program’s Executive team, in conjunction with the Curriculum Committee, has begun discussing the possibility of introducing new courses with ‘core’ fundamental material and the possibility of modifying other courses to better meet student needs. Some of the ideas under discussion include a multi-module course, a series of ¼ courses. The course curriculum will also be included on the agenda for the upcoming program retreat with faculty and students for further broad consultation and input</p>	<p>Assistant Dean Key Contributors: Curriculum Committee and the Executive Committee.</p>	<p>Summer-Fall 2015</p>
<p>The program may wish to review its recruitment strategies to monitor decreases in enrollment.</p>	<p>Program marketing and student recruitment will be reviewed as these have been prioritized as a major focus for the Executive Committee. The program will explore ways to address how it could improve its recruitment, given the absence of a direct undergraduate feeder program. Next step: The Executive Committee will review its recruitment strategies, and bring the matter forward for further consultation with the Advisory Group. The program will also discuss ideas on how to improve recruitment at the upcoming program retreat.</p>	<p>Assistant Dean Key Contributors: Executive Committee.</p>	<p>Fall-Winter 2015 and ongoing.</p>

<p>Improved orientation and documentation of expectations around the comprehensive exam would assist students in clarifying expectations.</p>	<p>The Executive Committee will strike a working group comprised of faculty members and senior doctoral students to work on improving the orientation, and description of the expectations for the Comprehensive Examination and report back to the Executive Committee with recommendations. This working group will be asked to review the Program's Comprehensive Exam Guidelines (which are published in the program handbook) to ensure clarity and usefulness for both students and faculty.</p>	<p>Assistant Dean Key Contributors: Executive Committee and ad-hoc working group.</p>	<p>Fall-Winter 2015</p>
<p>Finding ways to promote greater cooperation and interaction between the participating departments was of greater importance as this would foster interdisciplinary and translational research opportunities.</p>	<p>The issue of engagement, including the Department Chairs, is a priority item for the Program. The Executive will meet with the departmental Chairs and Advisory Group and set up an ad-hoc group to establish an action plan to promote interdisciplinary and translational research.</p>	<p>Assistant Dean Key Contributors: Executive Committee, Department Chairs and the Advisory Board</p>	<p>Ongoing with the first action item in May 2015</p>
<p>Enhancement of opportunities for students to interact across the program would be a great advantage. Examples: student-run seminar series, newsletters or social media, transmitting seminars and courses electronically.</p>	<p>The Executive Committee will be meeting to discuss how it can better engage students and encourage them to interact across the program. This issue will be discussed at the upcoming retreat.</p>	<p>Assistant Dean Key Contributors: Executive Committee, students and faculty.</p>	<p>Fall 2015 and then ongoing</p>
<p>Exploring the possibility of creating an "MD stream" of trainees for clinical fellows to participate in degree training in order to enhance</p>	<p>Clinical fellows are already encouraged to enroll in the Program as part of their formal training in the Clinical Investigator Program. The Program will meet with the Head of the Clinical Investigator</p>	<p>Assistant Dean</p>	<p>Summer 2015</p>

student recruitment.	Program to improve marketing to this group.		
The reviewers suggested that strategies be developed to recruit international students to promote program leadership internationally.	The Program will discuss this suggestion with Faculty and Students at the upcoming retreat. Currently, the usage of the program resources for international students is aligned with the Faculty and University direction.	Assistant Dean	Summer 2015
Creation of the “Summer Undergraduate Research Program” to help attract undergraduates to graduate training.	<p>This is an interesting suggestion that we respectfully note falls outside the mandate of the program. The creation of an undergraduate research program could not be done with Program resources as the funds must be used to support graduate education. As faculty on the Executive are interested in the idea of attracting undergraduates to graduate training, the program will bring the issue forward to the Advisory group and the retreat for further input and ideas on how this might be pursued.</p> <p>Next step: The Program Executive will discuss this at the upcoming retreat and form an ad-hoc group to improve the marketing of our Program to undergraduates.</p>	<p>Assistant Dean</p> <p>Key Contributors: Executive Committee and ad-hoc group.</p>	Fall-Winter 2015 and then ongoing
The tool mygradskills.ca should be introduced to students and faculty to assist students with career development. Engaging alumni in the program activities, for example, to discuss career paths would also be useful.	<p>“mygradskills.ca” is posted on the program website and will be added to the Program Handbook.</p> <p>The program will emphasize career development at its orientation session and engage alumni in program activities, including career information sessions.</p>	<p>Assistant Dean</p> <p>Key Contributors: Executive Committee</p>	Ongoing with the first action item in May 2015

Dean’s Response:

The Dean noted that they agreed with the program's detailed response on how it will address the weaknesses noted by reviewers.

Department engagement with program: The Dean's office recognizes that owing to the fact that multiple departments are involved in the program, it has not had the level of attention from the Chairs of the departments that is needed. The Dean affirmed a commitment to ensuring that departments become more engaged with the program and will be working with the Assistant Dean, Department Chairs and the Associate Dean of Graduate Studies to ensure there is strong departmental representation providing effective input on program matters. The program has implemented an Advisory Group; the Associate Dean of Graduate Studies is a member of this group and will ensure that department representatives are aware of their responsibility to report back to their department and Department Chair in addition to advising the program on relevant department matters and views.

Recruitment challenges: The Dean's office is closely monitoring the program's enrolment and the Assistant Dean of the program is engaged in the working group that the Associate Dean of Graduate Studies is leading to enhance graduate enrolment. At the recommendation of the Dean, the program has extended the period for accepting applications. The Dean notes that while the program does not have a feeder program (other than the Bachelor of Health Science program) they agree with the program that the reviewers' suggestion that a summer undergraduate research program be created to encourage recruitment is outside of the scope of the program's responsibilities and budget. However, the Dean suggested that the program should bring the matter of creating such a program forward to the Faculty's Education Council for consideration.

Quality Assurance Committee Recommendations

Concluding Statement:

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Religious Studies (M.A and Ph.D)

Date of Review: January 29th and 30th, 2015

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 graduate programs delivered by the **Religious Studies** department. 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.

This Final Assessment Report includes an Implementation Plan that identifies who will be responsible leading the follow up for the proposed recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Religious Studies Cyclical Program Review

The Religious Studies Program submitted a self-study to the School of Graduate Studies December 2014. The self-study presented the program descriptions and learning outcomes, an analytical assessment of these two programs, and program data including the data collected from a student survey along with the standard data package prepared by the Office of Institutional Research and Analysis. Appended were the course outlines for all courses in the program and the CVs for each full-time faculty member in the Department.

Two external reviewers and one internal reviewer examined the materials and completed a site visit in January 2015. The visit included interviews with the Provost and Vice-President (Academic); Dean of the Faculty of Social Sciences; Dean of School of Graduate Studies; Chair of the Department of Religious Studies, and meetings with groups of current students, full-time and part-time faculty and support staff.

In their report the review team noted that the McMaster Religious Studies department was one of the best and most rigorous programs in North America, with notable strength in Asian religions, biblical studies, and religion in the West (which includes, most recently, Islam). The Department has a distinguished and productive faculty whose reputation is international in scope. The review team noted the following areas as particularly noteworthy: (a) the Department's commitment to mentoring graduate students, ensuring the timely completion of their studies, (b) its determination to equip students with the professional skills that will make them competitive on the job market, and (c) its commitment to offering the advanced languages necessary to many of its areas. Under the able leadership of the chair, non-teaching staff work

hard to make the program function smoothly and efficiently. The overall ethos of the department is one of serious scholarship and learning in an atmosphere of collegiality.

The review team noted that despite its overall excellence, the Department faces a number of challenges, some more critical than others. These can be grouped into two broad rubrics, one related to the Department faculty, and the other to students and courses.

The following program strengths and weakness were also noted:

- **Strengths**

- As noted throughout the report, “The Department has a distinguished and productive faculty whose reputation is international in scope.”
- The Department is committed to mentoring their graduate students and ensuring the timely completion of their studies.
- The Department equips students with the professional and pedagogical skills necessary for their careers.
- The Department works hard to ensure that students receive the necessary specialised language training for their degrees.
- The Department is collegial and well run.
- The Department is committed to creativity and innovation.
- The Department is attentive to student feedback.

- **Weaknesses**

- The Biblical field is at risk due to two imminent departures.
- The Asian field continues to be understaffed, as noted in the previous review (2003).
- There are student concerns about insufficient graduate seminars in some areas.
- Required languages and other courses are offered by faculty on unpaid overload.
- There are issues of diversity and gender balance in the composition of both faculty and student bodies.
- Some required languages (e.g. Arabic, intermediate/advanced Chinese) are not offered within the University.
- There is insufficient funding to support the number of excellent visa students who apply to the department.

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
Two positions in Biblical Studies—one in early Christianity to replace Runesson, and another in early Judaism to replace Schuller—are immediately necessary to allow the Biblical area to function.	One position has already been approved by the Dean of Social Sciences. We will continue to seek a second.	Department Chair in consultation with the Dean.	One hire to be made in AY 2015–16 to start July 1 2016. Another hire is yet to be approved.
Increased funding opportunities for visa students.	The Department will explore opportunities within the University for increased funding available to visa students.	Chair in consultation with Faculty of Social Sciences and School of Graduate Studies.	Aim to have better funding in place for AY 2016–17.
Library Support.	The Department will explore opportunities for increased library support for the graduate programs.	Chair and Department Library rep.	Aim for increased monograph and serials support for AY 2016– 17.
Language training: Recognition of faculty overload teaching of languages.	The Chair will discuss with the Dean protocols for recognition of overload teaching (both languages and reading courses)	Chair.	Aim to have protocol in place prior to next Teaching Resources meeting in November or December 2015.
Language training: Long-term solution to the teaching of Hebrew.	Chair, Graduate Affairs, and Biblical field will explore possibilities for teaching Hebrew in conjunction with faculty search in Biblical Studies.	Chair, in consultation with GAC and Biblical field.	Aim to have plan for Hebrew in place for AY 2016–17.

Language training: Additional language support within the University. Opportunities to add Arabic, Persian, intermediate/ advanced Chinese etc.	Chair will enquire about opportunities for further language teaching within the University.	Chair.	Ongoing.
Language training: French and German courses for graduate students to be offered regularly.	Deans of Social Sciences and Humanities should work out a regular agreement about French and German.	Dean of Social Sciences.	Aim to have a regular plan for teaching of French and German in place for AY 2016–17.
Diversity of faculty and PhD students.	The hiring committee will be attentive to issues of diversity and gender balance during tenure-track searches. Graduate affairs will explore options for increased recruitment of female PhD students.	Hiring committee. Graduate Affairs Committee.	Ongoing.
Faculty complement in Asian Religions	We appreciate the suggestions made by the reviewers regarding the areas of expertise of proposed hires in the Asian field. We will discuss this as part of our strategic hiring plan.	Chair.	Ongoing.

Training in Teaching. Opportunities for advanced PhD students to teach in the program.	Provisions are already in place to offer increased teaching opportunities to PhD students.	Chair.	Ongoing.
Graduate Courses.	We appreciate the suggestions made by the reviewers regarding 701 (Issues in the Study of Religion) and the 4-year rotation of seminars. We have no immediate plans to adopt those suggestions, but henceforth the Graduate Affairs Committee will exercise increased oversight of the entire graduate curriculum.	Graduate Affairs Committee.	Increased oversight of the graduate curriculum by GAC in place for AY 2015–16.

Dean’s Response:

Hiring: The reviewers note the urgent need for hires in two fields, namely Biblical Studies and Asian Studies. As of today, the Department of Religious Studies has been given the go ahead to hire a tenure track faculty member in 2015-16 in the Biblical field, replacing the loss of two faculty in this field. Any future hires will need to be justified on the basis of undergraduate and graduate student enrollments and budgetary considerations. The Faculty is strongly supportive of these programs and will work hard with the department to maintain their excellence.

The Dean noted that, consistent with her commitment to faculty equity, she would support the reviewer’s recommendations that the department pay close attention to equity considerations in their hiring processes and decisions.

Teaching responsibilities: The Dean noted the she would welcome a proposal from the Department on the possibility of offering some additional graduate courses wherein faculty members teach more than one graduate seminar in a year. This would need to be balanced with faculty resource demands and would need to ensure equity amongst existing faculty members.

Language requirements and teaching: The teaching of languages is proving a challenge across the university system as small classes and declining student registration in language majors make these a less efficient use of faculty resources. However gaining fluency in multiple languages is critical to many areas of advanced study, including Religious Studies. The Chair of this Department and the Dean have had several conversations about how we can ensure that students achieve their required level of fluency in a language to achieve academic success at a

reasonable cost to the Faculty. The Dean would encourage the Department to look at solutions offered elsewhere in the University system, with an eye to finding a solution that optimally uses the resources available to ensure student access to suitable courses.

In languages where few students are registered to study, it is possible that the existing model of individual tutoring by faculty members makes the most sense. The Department would be encouraged to propose a method of compensating faculty involved in such tutoring that would then be discussed with the Dean.

To address the identified challenges in securing adequate upper year courses in French and German for graduate students, the Dean of Social Sciences would welcome a meeting between the Dean of Humanities, and the Department heads of Religious Studies and relevant language courses to see if we can find a suitable and stable arrangement for this language instruction.

Student Experience: The Department is to be applauded for offering such a rich student educational experience. The Faculty supports the many efforts by the Department in preparing students for their post graduate experience in the labour market and, hopefully for some, in academe. The reviewers commented on the seeming lack of teaching opportunities for senior level PhD candidates. They rightfully note that such experience is increasingly important for graduates to be competitive in the academic job market. The University's new system for PhD sessional teaching combined with the Faculty reorientation of the Inquiry curriculum is expected to address this challenge.

International students: The reviewers note the importance of having international students in the graduate cohort and the difficulties these students face as a result of weak financial support systems. The Dean agrees that international students are an important part of the fabric of the University and contribute greatly to our understanding of the world. The Dean noted that she has been committed to developing an internationalization plan for the Faculty that will address many questions, including how we can better support international students. In the immediate term, the Faculty has increased its financial support to international students from \$6000 to \$10,000 per year and has frozen international tuition for this coming year. I would encourage faculty to use their research grants to support international students.

Space: The Faculty will work with the Department to improve where possible the space available to graduate students.

Quality Assurance Committee Recommendations

The QAC recommends that the program should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.



RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING DEGREE PROGRAM REQUIREMENTS / PROCEDURES

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:								
<p>1. This form must be completed for ALL changes involving degree program requirements/procedures. All sections of this form must be completed.</p> <p>2. An electronic version of this form (must be in MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies.</p> <p>3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>								
DEPARTMENT								
NAME OF PROGRAM		MD/PhD						
PROGRAM DEGREE	Ph.D. ()	M.A. ()	M.A.Sc. ()	M.B.A. ()	M. Eng. ()	M.Sc. ()	Diploma Program ()	Other (Specify) MD/PhD
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)								
CHANGE IN ADMISSION REQUIREMENTS		<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE		<input type="checkbox"/>	CHANGE IN COURSE REQUIREMENTS		<input type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR			<input checked="" type="checkbox"/>	EXPLAIN: The MD/PhD program is presently described in the Biochemistry and Medical Sciences sections in the calendar. As MD/PhD students may now complete their PhD in multiple programs, we would like to remove MD/PhD program description from Biochemistry and Medical Sciences, and present it as a separate item on the Calendar Program List. The suggested description is attached.				
OTHER CHANGES	<input checked="" type="checkbox"/>	EXPLAIN: Addition of Chemical Biology and Health Policy to the list of eligible programs and other doctorate programs on the case-by-case basis.						

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (*Attach additional pages if space is not sufficient.*)

Please see attached which will constitute the "Combined MD/PhD Program" section.

RATIONALE FOR THE RECOMMENDED CHANGE:

Streamlining of the program information and making it easier to find.

PROVIDE IMPLEMENTATION DATE: (*Implementation date should be at the beginning of the academic year*)

September 2015

ARE THERE ANY OTHER DETAILS OF THE RECOMMENDED CHANGE THAT THE CURRICULUM AND POLICY COMMITTEE SHOULD BE AWARE OF? IF YES, EXPLAIN.

No

PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR:

Please see attached.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr. Peter Margetts Email: margetts@mcmaster.ca Extension: 32299 Date submitted: September 11, 2015

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

SGS/2013

Combined MD/PhD Program:

Program

The McMaster MD/PhD Program is designed to train exceptional students who will bridge the gap between medical sciences and clinical application. The McMaster MD/PhD program combines the strength of a unique, patient-oriented and problem based medical education at the Michael G. DeGroote School of Medicine with a strong, internationally-renowned healthcare research environment. MD/PhD graduates will be well prepared to participate in basic or clinical research and will have an ideal foundation to become leaders in integrated and translational research endeavours that will bring the promise of medical research to the reality of patient care. The program is uniquely structured to allow optimal integration of medical education and research training that starts on the first day and extends throughout this 7 year program.

Admission Requirements

Applicants must be successful in their application for the Michael G. DeGroote School of Medicine and meet the entry criteria for the eligible PhD program.

Degree Requirement

The MD/PhD program has specific blocks of time provided for activities focused on either clinical or research studies, but maintains some flexibility and integration. MD/PhD candidates will start their program with 12 months focused on PhD research, followed by 15 months of the MD program (MF1 – MF5). This is followed by a block of time focused on PhD research (usually 3 years). After successfully completing the requirements for the PhD degree, the student will finish the program with 2 years of clinical MD training (clerkship). Any deviation from this outlined schedule will be requested by the student in writing. These requests will be reviewed by the MD/PhD program committee and the student's doctoral program, before making a recommendation to the Associate Deans.

MD Program Fulfillment

The MD/PhD student is responsible for successful completion of the McMaster MD program including all aspects of the curriculum, electives, and clerkship rotations required for graduation with an MD degree.

The MD/PhD student must inform the MD/PhD Program Director by March 1 of the year the student intends to re-enter the MD program in the clerkship rotation. This will provide sufficient time for the student to enter the clerkship match process ("lottery") held in May before commencing clerkship in November. The Program Director will obtain confirmation from the student's PhD Supervisor and committee that the student will complete the PhD

requirements before starting the clerkship rotation.

Horizontal clinical electives are strongly encouraged during the 3 year research block following MF5. The student may use these elective periods to enhance areas of clinical interest or to solidify knowledge and clinical skills.

There are 24 weeks of block electives required by the MD program. Seven weeks are completed between MF4 and MF5 and the remaining 17 weeks are completed during clerkship. Fifty percent of the clerkship electives must be clinically oriented.

PhD Program Fulfillment

The students are required to successfully complete courses as required by the Graduate Studies Program in which they are enrolled. Students will successfully complete Comprehensive Examinations of the Graduate Program that they are enrolled and will successfully complete thesis work and any other requirements of the relevant graduate program.

Eligible Programs

MD/PhD students can complete their PhD studies in the following graduate programs: Medical Sciences, Biochemistry, Neuroscience, Health Research Methodology, Health Policy, Biomedical Engineering, or Chemical Biology. Further programs will be considered on a case by case basis.

NAME OF FUND: The Broad Family MBA Scholarship

TERMS OF REFERENCE FOR FUND:

Established in 2015 by Quentin Broad, B.A. (Class of '86), MBA (Class of '88), and his family. One or more scholarships to be awarded to a student(s) entering the 2nd year of the MBA program at the DeGroot School of Business who, in the judgment of the awards selection committee, has achieved high academic standing and who demonstrated qualities of leadership and altruistic service as a volunteer. Included with the application must be a statement by the student pertaining to the stated criteria.