



School of Graduate Studies

1280 Main Street West
Hamilton, Ontario, Canada
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Phone 905.525.9140
Ext. 23679
<http://graduate.mcmaster.ca>

To : Members of Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

The next meeting of Graduate Council will be held on **Tuesday January 17th 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 December 6th, 2016**
- 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. Update on Mental Health Initiatives**
- VIII. Faculty of Health Sciences Graduate Policy and Curriculum Committee Report**
- IX. Change to Scholarship Committee Membership**
- X. New Scholarships**
- XI. School of Graduate Studies Review**



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Graduate Council
December 6th, 9:30 am
GH 111

Present: Dr. D. Welch, Ms. S. Baschiera, Ms. C. Bryce, Mr. P. Self, Dr. I. Marwah, Dr. T. Porter, Dr. B. Gupta, Dr. P. Swett, Dr. E. Grodek, Ms. S. Ramsammy, Ms. R. Estok, Mr. N. Quinn, Ms. H. Yousefi, Dr. J. Qiu, Mr. R. Narro Perez, Dr. L. Thabane, Ms. N. Shen, Dr. A. Fudge Schormans, Dr. A. Kitai, Dr. D. Pelinovsky, Dr. G. McClelland, Dr. S. O'Brien, Dr. A. Dean, Dr. B. Doble, Dr. A. Guarne, Dr. S. McCracken, Dr. M. Thompson, Dr. N. Agarwal, Dr. T. Adams, Dr. E. Badone

Regrets: Dr. M. Verma, Dr. A. Deza, Dr. A. Sills

I. Minutes of the meeting November 15th, 2016

The minutes of the meeting of November 15th were approved on a motion by Dr. Agarwal, seconded by Dr. Porter.

II. Business arising

There was no business arising.

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

Dr. Welch gave special thanks to Pamela Swett whose term as Acting Associate Dean Humanities was coming to an end. He noted that there would be or are were underway associate dean searches for Business and Social Sciences for July 1st and that Dr. Ibhawoh would be returning to his position on January 1st.

He mentioned that the OGS numbers, noting that they are slightly down in terms of overall allocation: 193 relative to 197 last year. On the plus side, the CGS-M allocation formula was changed this year which increased significantly the number available. McMaster was one of two Ontario universities to receive an increase and many others received decreases.

Dr. Welch responded that the SGS external review came in and it is available publicly. He suggested it be circulated for the next Graduate Council meeting, noting that the administrative aspects of the review are something separate from grad council, but that it was important for Graduate Council to see.

IV. Report from the Graduate Associate Deans

There were no reports from Drs. Agarwal, Porter, Swett and Thompson. Dr. Gupta noted that the alumni networking event for the Faculty of Science would be held in February and that they've identified a number of alumni they'll be contacting to participate.

V. Report from the Associate Registrar and Graduate Secretary

Ms. Baschiera had no report.

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

Mr. Self reported on the Three Minute Thesis competition, noting that registration opened on December 12th. For those interested in summarizing their research in three minutes or less there is lots of material available online. They have found that students have a great experience doing it. The competition will take place on February 23rd at the David Braley Center downtown. He noted that anyone in attendance could, in a relatively short period of time, get some breadth across the institution.

VII. Faculty of Health Sciences Graduate Policy and Curriculum Committee Report

Dr. Thabane noted that there two items to report from the Faculty of Health Sciences GPCC. The first one for approval is for a change in the calendar regarding a change previously approved by the School of Nursing around their comprehensive examination. For the Nursing Comprehensive exam, students in the program currently have to complete two papers and an oral. These are related/complementary to thesis. The student are assigned exam chair, not a committee member. The outline of the papers are submitted and an exam committee is organized. Students then have six weeks to submit papers. If the student fails, they are allowed to rewrite the papers. This takes about six weeks all together and could be more if the student fails. The school is recommending to make a change in the period that they do this and have changed the length of time accordingly in the calendar copy.

Dr. Swett asked if they students are having trouble getting through it and that's slowing everything down isn't the change only going to make the problem worse. She was concerned about the student running out of time.

Dr. Thabane responded that by extending the time, the feeling is that they can also work on starting their thesis concurrently.

Ms. Bryce noted for clarification that the comprehensive change (where students will be doing a thesis proposal and defence of it) had already been approved at the previous meeting, the only item up for approval is the associated change to calendar copy.

Dr. Thabane moved and Dr. Thompson seconded, 'that Graduate Council approve the change proposed as described in the document.'

The motion was carried.

Dr. Thabane noted that there was also a new public health course for information.

VIII. Faculty of Science Graduate Policy and Curriculum Committee Report

Dr. Gupta presented three changes for the Kinesiology program. They proposed a change to their course requirements to make KIN 713 as a required course, instead of KIN 714. The second change was to the wording around the admission requirements. The change will correct the wording to align with SGS rules and regulations. The final change was to their comprehensive examination procedure. He explained that the comprehensive used to have two steps and that each step was graded. It has now been streamlined so that there is just one point at which students are graded.

A council member asked what was meant by 'special populations' in reference to one of the courses in the Kinesiology course requirement change. Dr. Gupta responded that he understood that it was very specific topics within the discipline. 713 is much broader and makes more sense as part of their requirements as it gives them flexibility.

Dr. Welch asked for the program to clarify what special populations were.

Dr. Porter moved and Dr. Swett seconded, 'that Graduate Council approve the changes proposed as described in the documents.'

The motion was carried.

IX. Faculty of Social Sciences Graduate Curriculum and Policy Committee Report

Dr. Porter presented the changes. The first set of changes were from Health Aging and Society. At the Masters level they proposed an increase in the number of required courses taken within the program. At the Ph.D. level they proposed reducing the number of required courses from 6 to 5, with one theory course no longer required. He noted that Political Science proposed a significant change: to cancel the collaborative program between Guelph and McMaster. Essentially the collaborative M.A. has run out of steam as Guelph has gone in a different direction and the two institutions are not able to maintain the degree as it was initially conceived.

Social work proposed a change to their course requirements as they're combining two methods courses, which will allow students to get methods advice through the first year in a better way. Sociology was concerned about students taking courses that are intended to be once-in-awhile special topics course so they proposed restricting access to those as well as putting constraints on the number of courses that can be taken outside of the program.

Dr. Porter moved and Dr. Badone seconded, 'that Graduate Council approve the changes proposed as described in the documents.'

The motion was carried.

X. Final Assessment Reports

Dr. Welch explained that the Quality Assurance Committee at McMaster oversees all the IQAP reviews and once they have gone through their appropriate faculties and departments the recommendations from external reviewers and responses are considered by QAC. The committee reviews whether all the items that were identified by reviewers were appropriately responded to and recommends which of a series of possible outcomes a program would face. The standard is an eight year cycle, but some are referred to an earlier review schedule.



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To : Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

At its meeting on December the Faculty of Health Sciences Graduate Policy and Curriculum Committee approved the following recommendations.

Please note that these recommendations were submitted to the January 25th meeting of the Executive Committee of the Faculty of Health Sciences.

For Approval of Graduate Council:

- **Rehabilitation Sciences**
 - O.T./P.T./Ph.D. Dual Degree Option

For Information of Graduate Council:

- **Health Policy**
 - **Change to Course Title and Description**
 - i. 747 Qualitative and Conceptual Research Methods

- **Health Science Education**
 - **New Cross-listed Course**
 - i. 747 Qualitative and Conceptual Research Methods



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

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** changes involving degree program requirements/procedures. **All** sections of this form **must** be completed.
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 (cbryce@mcmaster.ca).
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.

DEPARTMENT	School of Rehabilitation Science		
NAME OF PROGRAM and PLAN	Dual degree option Doctoral and professional degrees : Doctor of Philosophy (Rehabilitation Science) and Masters of Science (Occupational Therapy) OR Doctor of Philosophy (Rehabilitation Science) and Masters of Science (Physiotherapy)		
DEGREE	Doctor of Philosophy (Rehabilitation Science) and Masters of Science (Occupational Therapy) MSc (OT) OR Doctor of Philosophy (Rehabilitation Science) and Masters of Science (Physiotherapy) MSc (PT)		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input checked="" type="checkbox"/>			
CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	EXPLAIN: The existing Doctoral program in Rehabilitation Science will be offered in conjunction with one of either of the existing professional programs i.e. with either the Masters of Science (Occupational Therapy) or the Masters of Science (Physiotherapy).	

		<p>This dual degree option will be five years in length, the first two years the student will enter the Ph.D. program and complete their course work and sit the comprehensive exam and will develop the plan for their thesis. The next two years will be spent in the selected professional program and during the fifth and final year the student will complete their doctoral research and undertake their Ph.D. Defense.</p>
OTHER CHANGES	EXPLAIN:	
<p>DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:</p> <p>Currently both the Ph.D. program and the professional programs (Masters of Science Occupational Therapy and Masters of Science Physiotherapy) are undertaken by students separately. To date some students who complete either of the professional programs have subsequently enrolled in the Doctoral program, and others in the Rehabilitation Science thesis based masters and doctoral programs who have entered without professional preparation have expressed interest in participating in a program where they can be concurrently enrolled in both programs.</p>		

<p>PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (<i>Attach additional pages if space is not sufficient.</i>)</p> <p>This dual degree option will utilize the established curricula from the existing two professional programs and the Ph.D. program in Rehabilitation Science, which was approved by OCGS and commenced September 2006. The Master of Science program in Occupational Therapy and Physiotherapy were established in 2000 and students from each program graduate with their own professional degree. The programs are internationally recognized for their unique teaching approaches (small tutorial group, problem-based).</p> <p>The Occupational Therapy program underwent accreditation by the Canadian Association of Occupational Therapists in 2009 and received seven years accreditation (and completed accreditation in 2016 with final outcomes expected by December 2016); the Physiotherapy program underwent an accreditation process in 2014 (Physiotherapy Accreditation Canada) and Accreditation fully compliant for the next seven years. Both the OT and PT programs underwent Institutional Quality Assessment Program (IQAP) reviews in 2016. An IQAP review of the Rehabilitation Science program was undertaken in October 2013 and the results of this review were extremely positive and noted the excellence of the faculty. The next review is</p>

2020. (see also attached proposal)

RATIONALE FOR THE RECOMMENDED CHANGE (How does the requirement fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review?):

This dual degree option will provide the opportunity for the training of clinician-scientists who will play an important role in linking research and evidence investigation to clinical applications of new approaches in the treatment of health problems. Dual training in professional rehabilitation and PhD rehabilitation programs provides opportunities for individuals who will become rehabilitation research scientists and clinician faculty who will fill leadership roles in integrated health research. Students who are accepted into these programs simultaneously will be able to assume clinician-scientist roles, and address the developing need to generate expertise and communication links between research scientists and health care providers/clinicians. We have had a number of students applying to the Rehabilitation Science enquiring about a dual degree option.

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

We plan to list the dual degree option of the OT or PT and Ph.D. program on the School of Rehabilitation Science website when final approval has been received from the required levels within McMaster University (GPCC, Graduate Council, Faculty Executive) We plan to take the first entry of students in September 2017.

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 include a tracked changes version of the calendar section affected if applicable):**

The proposed dual degree option to be offered by McMaster University will lead to an MSc (Occupational Therapy) and a Ph.D. in Rehabilitation Science or MSc(Physiotherapy) and PhD Rehabilitation Science degree. This integrates the established programs in Occupational Therapy (OT), Physiotherapy (PT) and the doctoral (Ph.D.) Rehabilitation Science graduate program offered within the School of Rehabilitation Science (SRS). This degree program option will provide the opportunity for training of clinician-scientists who will play an important role in linking research and evidence investigation to clinical applications of new approaches in the treatment of health problems. This dual degree option will be five years in length, the first two years the student will enter the Ph.D. program and complete their course work and the comprehensive exam and will develop the plan for their thesis. The next two years will be spent in the selected professional program and during the fifth and final year the student will complete their research and undertake their Ph.D. Defense.

Requirements

Students in either the MSc (OT) and Ph.D. OR the MSc (PT) and Ph.D. program will complete the professional curriculum requirements (eligible for either the Occupational Therapy or the Physiotherapy programs), and the Ph.D. curriculum requirements. The requirements for both the professional programs and the Ph.D. program are outlined in the relevant sections of the SGS Calendar. One to two students will be accepted into the Dual Degree option on a yearly basis, and reach approximately 10 students in the program at a steady state.

Program Information

The dual degree option of the Masters of Science (Occupational Therapy) and Ph.D or Masters of Science (Physiotherapy) programs and PhD is offered with specific blocks of time provided for activities in full time studies in either program. It utilizes the established curriculum in either of the professional programs and the Rehabilitation Science doctoral program.

Program Fulfillment

Fulfillment within the Occupational Therapy Program or the Physiotherapy Program (in the dual degree MSc (OT) and Ph.D. programs or the dual degree MSc (PT) and Ph.D. programs)

Students in the dual degree option must successfully ~~undertake~~ complete the requirements for either the Masters of Science (Occupational Therapy) or the Masters of Science (Physiotherapy) outlined in the School of Graduate Studies Calendar. They will complete both the academic and the clinical education courses in both the Occupational Therapy Program OR the Physiotherapy Program. Students who enter this dual degree option will be exempt the course requirements for evidence based practice in both the OT and PT programs. This course runs over the second year in the professional programs. The activities of the evidence based practice course will be replaced by coursework in research methods and analyses in the first two years followed by independent data collections and analyses during the doctoral program. This will allow students to continue with their thesis work during their professional

program.

Ph.D. program fulfillment (in the dual degree programs in Occupational therapy or Physiotherapy and Ph.D.)

Students must complete the requirements of the Ph.D. (RS) program, as outlined in the relevant section of Graduate Calendar, including the comprehensive examination and the submission and defense of a research thesis (the research proposal should be completed prior to entering the professional program). Students are expected to attend departmental rounds and senior seminars.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr Julie Richardson Email: jrichard@mcmaster.ca Extension: 27811 Date submitted: 2/12/2016

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

SGS/2013

McMASTER UNIVERSITY

Faculty of Health Sciences
and
School of Graduate Studies

**Proposal for the Dual Degree :
OT/PhD and PT/PhD Programs**



Inspiring Innovation and Discovery



1. The Dual Degree (OT and PhD or PT and PhD)

The dual degree option to be offered by McMaster University will lead to a student receiving either MSc(OT) and Ph.D. or MSc(PT) and Ph.D. degrees. This option will allow students to obtain the established [Masters of Science \(OT\)](#) or [Masters of Science \(PT\)](#) and the doctoral [\(Ph.D.\) Rehabilitation Science](#) offered within the School of Rehabilitation Science (SRS). The program will be administered jointly by the Rehabilitation Science program and the professional programs within the School of Rehabilitation Science, the Faculty of Health Sciences (FHS), in conjunction with the School of Graduate Studies (SGS).

The program will utilize the established curricula from these two professional programs and the Ph.D. program in Rehabilitation Science, which was approved by OCGS and commenced September 2006.

The Masters of Science (OT) and Masters of Science (PT) programs were established in 2000 and students from each program graduate with their own accredited professional degree. The programs are internationally recognized for their unique teaching approaches (small tutorial group, problem-based learning) and there have been numerous international consultations.

The Occupational Therapy program underwent accreditation by the Canadian Association of Occupational Therapists in 2009 and received seven years accreditation (and is currently undergoing accreditation in 2016 with outcomes expected by December 2016).

The Physiotherapy program undertook a similar accreditation process in 2014 and received it with an excellent accreditation report and has been fully accredited until 2020. Both the OT and PT programs underwent Institutional Quality Assessment Program (IQAP) reviews in 2016. An IQAP review of the Rehabilitation Science program was undertaken in October 2013 and the results of this review were extremely positive and noted the excellence of the faculty, the diversity and interdisciplinarity of our curriculum and trainees; the high rate of success of our students in gaining external funding; the climate of mentorship between faculty and students and the timely completion rates of our trainees. Issues to be addressed raised by the review team were: ongoing funding of the graduate students; retirement of senior and very successful faculty; increased opportunities for our trainees to develop their educational expertise. The next review is 2020.

2. Rationale

2.1 Need for OT/PT/PhD Professionals:

Clinician-scientists play an important role in linking research and evidence in the clinical applications of new approaches in the treatment of health problems. Providing the professional and Ph.D. programs to students will provide training for individuals that will provide a bridge between rehabilitation research scientists and clinician faculty. It will fill leadership roles in integrated health research.

This program will allow graduates as clinician-scientists, to address the developing need to generate expertise and communication links between research scientists and health care

providers/clinicians. The graduates from this program will be leaders in advancing the contribution of rehabilitation science towards examining health outcomes within a broader scope. We have had a number of students applying to Rehabilitation Science enquiring about enrolling in a dual degree option of a professional and doctoral program.

2.2 Current professional and doctoral training within Canada

There are only TWO schools within Canada that currently offer this type of program. The University of Western Ontario provides this training in both the Occupational Therapy and the Physiotherapy programs to complete a doctoral degree in combination with the professional degree. The University of British Columbia is the second school to offer this option but it is only available to students who are interested in completing a professional degree in Physiotherapy. Both programs are completed over a five year period.

The dual degree option of OT and Ph.D. and PT and Ph.D. programs will provide students with advantages through integrated scholarship training and professional development and streamlined time efficiency. Completing the two degrees, an OT or PT professional degree and Ph.D. sequentially will develop clinician scientists who have an understanding of the issues facing the professions, the potential contributions they can make and research expertise to undertake these roles.

2.3 Objectives of the *Dual Degree Program*

Students who successfully complete the program will graduate with a Master of Science in either Occupational Therapy or Physiotherapy and a Ph.D. in Rehabilitation Science. The program will provide research training for individuals who will pursue leadership roles in integrated research initiatives, interdisciplinary research and knowledge translation health research.

These graduates from this dual degree option Masters of Science (OT) and Ph.D. and Masters of Science (PT) and PhD program at McMaster will contribute to the role of clinician-scientists within academic research teams in university settings and research institutes, government, public sector and policy-based positions.

The McMaster OT and PhD and PT and PhD programs will accept 1-2 students on an annual basis, and we would expect after five years of enrollment approximately 10 students would be undertaking the program. Although it will not be possible to list the program in the [SGS Calendar](#) until 2017 for 2018, we plan to admit students in fall 2017 through listing the program on the SRS website.

The format of this program will enrich the endeavors of the rehabilitation community from a clinical and research perspective. There will not be any change in the learning outcomes for either the doctoral or professional components of the dual degree option. Training in both programs will provide application of clinical perspective and clinical skills to ongoing research programs. The program will promote the development of a community of rehabilitation clinicians/Ph.D. scholars through the joint endeavour of the programs.

3. Dual Degree Program Regulations

3.1 General Admission Requirements

Students applying to either of these programs will need to meet the following requirements:

- Honours Bachelor's degree (4 years) equivalent to that of McMaster's Honours degree
- Demonstrated academic excellence, the established minimum GPA cutoff for each program in the final two years of Bachelors academic study. In 2014, the GPA for the Occupational Therapy program was 3.59 and for the Physiotherapy program was 3.77.
- Acceptance to the School of Graduate Studies within the School of Rehabilitation Science
- Acceptance to either Occupational Therapy program or the Physiotherapy program.
- Demonstrated research abilities/potential and motivation for the program

Applicants will be required to apply concurrently to either the Occupational Therapy program or the Physiotherapy program and the Rehabilitation Science Graduate program and gain acceptance to the relevant professional graduate program and the Rehabilitation Science program. Applicants must achieve a four-year baccalaureate degree (120 units/credits or equivalent) with a minimum GPA of 3.0/4 (B or 75%) in the last 2 years or 60 units of university academic study. The degree can be in any university discipline; none are favoured. There are no course pre-requisites for the OT program; however, there are two course pre-requisites for the PT program. PT applicants must present one half or full course from the biological/life science category and one half or full course from the social science/humanities category with at least a course grade GPA of 3.0/4 in each. The admissions for both the OT and PT programs are under review and there will likely be changes in the next year. These changes will be assumed for the dual degree option as they are introduced.

There will be 1-2 places held for potential students in this dual option each year. Applicants will need to meet the requirements of the professional programs through [ORPAS](#), as well as be approved by SRS and the School of Graduate Studies. Therefore applicants must apply through ORPAS for admissions to the Occupational Therapy program or the Physiotherapy program, and apply separately to the Rehabilitation Science Graduate program through the School of Rehabilitation Science and the School of Graduate Studies. Applicants who meet the academic requirements for the professional component will be interviewed by the Assistant Deans of each of the three programs in lieu of the multiple mini interview undertaken by the applicants to the professional programs.

Acceptance to both OT or PT and Ph.D. programs is required.

3.2 Dual Degree requirements

The OT and Ph.D. and PT and Ph.D. programs will be a dual degree option. All students will commence their training in the Rehabilitation Science program, taking the first 24 months to complete their doctoral course work and to prepare and complete their comprehensive exam. This will involve the development of their comprehensive proposal and developing the two components of the comprehensive package, and finally successful completion of the comprehensive exam. An outline of the training time in the two programs is indicated in the schematic figure below. There may be flexibility in the student curriculum, if requested and/or deemed appropriate, however this will remain at the discretion of the professional and Rehabilitation Science Program Committee which will consist of the Assistant Deans of each of these programs.

Funding Considerations

Students entering the PhD program will receive a guaranteed minimum funding package of \$17,500 as per McMaster University Regulations and will receive information about this support through their funding package with their acceptance letter to the PhD program. This funding will be provided as a result of supervisor and scholarship support. We anticipate that students accepted to this dual degree option will also be eligible to apply for CIHR funding. Candidates to the OT or PT professional programs will be eligible to receive scholarship funding allocated through the programs themselves in the form of an entrance scholarship. They will also be eligible for Ontario Student Assistant Program (OSAP), the Canadian Graduate Scholarships and the Ontario Graduate Scholarship. Students who enter the professional programs not through this dual degree option are responsible for funding their training.

- **Occupational Therapy Program Requirements**

The Master of Science in Occupational Therapy is a full time course-based accredited professional Master's program. It prepares students with knowledge, skills, and professional behaviours to practice as entry level occupational therapists. Students will complete academic course work and clinical education courses during their two years (equivalent to 15 full courses or 90 credit units) as outlined in the [School of Graduate Studies Calendar](#).

- **Physiotherapy Program Requirements**

The Master of Science in Physiotherapy is a full time course-based accredited professional Master's program. It prepares students with knowledge and skills and professional behaviours to practice as entry level physiotherapists. Students will complete the academic course work and clinical education courses during their two years as outlined in the [School of Graduate Studies Calendar](#).

Rehabilitation Science program requirements

- The RS program fulfillment (current graduate studies degree requirements are 5 half courses.) Students are also required to completed a comprehensive exam and complete and defend a written thesis.
- Establishment of a research proposal should be completed as early as possible in the program.
- Comprehensive examinations, as per the Ph.D. [\(RS\) graduate program regulations](#).
- Completion of acceptable thesis work and document(s) as per [standard regulations of the SGS](#) and the relevant graduate program. Thesis research will be kept on track with the following:
 - Time must be allowed for attendance at regular research group meetings while in OT or PT program
 - Attendance at OT/PT/PhD program group meetings (faculty and students) held a minimum of **TWICE** annually
 - Students undertaking the dual degree option will be exempt from course work within the professional program that relates to Research and Evidenced Based Practice. Students will receive credit for this part of the curriculum based on their successful completion of a methods and analysis course within the Rehabilitation Science program.
 - To help ensure consistent assessment, assistance and support of individual student's progress, supervisory committee meetings will be expected at least twice per year, even when the student is enrolled in the OT or PT program.
 - The dual degree option is designed for students who are already perceived to be strong candidates to successfully complete the Ph.D. in an accelerated timeframe. However, students will necessarily be covered by McMaster regulations if they take longer than the 3 years outlined for the Ph.D .

Failure to progress within the Dual Degree Option,

- Satisfactory standing in both programs is required to complete the dual degree option. Students who fail the coursework or the comprehensive examination required components of either program will follow the SGS regulations and may be required to withdraw will be dealt with in accordance with the rules and regulations of the School of Graduate Studies and the respective graduate program. from the OT/PT/PhD program.
- ~~Students who fail course(s) within either of the professional programs will follow the procedures as outlined for either of these programs.~~

Field Code Changed

Proposed OT/PT/PhD Dual Degree Program Committee

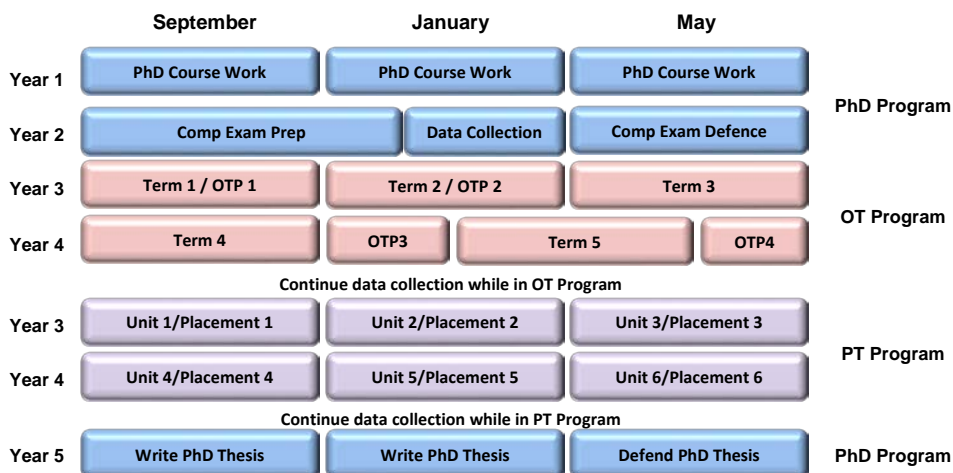
Terms of reference include overseeing Admissions, Study, Curriculum and Policy of the Masters of Science (OT) and Ph.D program and the Masters of Science (PT) Ph.D. Program.
Proposed membership:

Assistant Dean Rehabilitation Science

Assistant Dean Occupational Therapy Program

Assistant Dean Physiotherapy Program

School of Rehabilitation Science: OT/PT/PhD Dual Degree Program



Year 1	Course work for PhD and preparation for comprehensive examination
Year 2	Completion of course work, submission of comprehensive proposal, completion, submission and defense of comprehensive portfolio
Year 3	Enter professional program either Occupational Therapy or Physiotherapy program, Year 1. Complete proposal for thesis work and commence data collection
Year 4	Enter second year of professional program and completion of program. Complete data collection. Complete professional competency exams
Year 5	Complete data collection, begin analysis and begin writing of thesis

4. The Faculty

The faculty within the professional program and within the Rehabilitation Science program will be responsible for delivering the curriculum within each respective program. We anticipate that there will be a minimal increased load on faculty as a result of this dual degree option.

The potential supervisors and members of supervisory committees for the PhD component of this dual degree option are listed within Appendix 1. These faculty members have their own well established research programs and have records of very effective supervision of PhD students who have been successful in obtaining graduate student support.

APPENDIX 1

Eligible Faculty

- Susan E. Baptiste, Dip.OT (St. Andrews, Northhampton), M.HSc. (McMaster)
- Karen Beattie, B.Sc. (Guelph), Ph.D., (McMaster)
- Marla Beauchamp, B.HSc. (Waterloo), MSc.PT (Toronto), Ph.D. (Toronto)
- Jackie Bosch, Ph.D., (McMaster), MSc (McMaster University), BSc. OT (Queen's University)
- Wenonah Campbell, B.A. (Hons) Psy (Acadia), M.Sc. Speech-Lang. (Dalhousie), Ph.D. Rehab Sci. (Western)
- Aileen Costigan, B.A. (Hons) Kinn. (McMaster), M.Sc. OT (McMaster), Ph.D. Comm. Serv. & Disorders (Penn State)
- Vanina Dal Bello-Haas, B.Sc. PT (Toronto), MEd (Brock), Ph.D. (Cleveland State)
- Carol DeMatteo, Dip. P&OT (Toronto), M.Sc. (McMaster)
- Briano Di Rezze, B.Sc. (Hons) Hum. Bio. (Toronto), M.Sc. OT (McMaster), Ph.D. Rehabi Sci. (McMaster)
- Victoria Galea, B.Sc., M.Sc. (Waterloo), Ph.D. (McMaster)
- Rebecca Gewurtz, B.Sc. OT (Queen's), B.Sc., M.Sc., Ph.D. (Toronto)
- Jan Willem Gorter (Pediatrics)
- Anita Gross, B.Sc.PT (Toronto), M.Sc. (McMaster)
- Steven Hanna, B.Sc. (Toronto), M.A., Ph.D. (Western)
- Jocelyn Harris, B.A. (Waterloo), B.H.Sc. (McMaster), M.Sc., Ph.D. (British Columbia)
- Bonny Jung, B.Sc. OT (Toronto), M.Ed. (Brock), Ph.D. (Western)
- Michelle Kho, B.Sc. Kin, M.Sc. Kin (Waterloo), B.HSc. PT, Ph.D. (McMaster)
- Lori Knott, B.H.Sc. OT (Western), M.Sc. OT (Dalhousie)
- Janet Law, BA PT (Queen's), M.Sc. Rehab Sci. (McMaster)
- Lori Letts, B.Sc.OT (Western), M.A. (Waterloo), Ph.D. (York)
- Joy MacDermid, B.Sc. (St. Mary's), B.Sc. PT, M.Sc., Ph.D. (Western)
- Luciana Macedo
- Cheryl Missiuna, B.Sc.OT (Western), M.Sc. (Calgary), Ph.D. (Toronto)

- Sandra Moll, B.Sc. OT, M.Sc. OT (Western), Ph.D. (Toronto)
- Michael R. Pierrynowski, B.Sc., M.Sc. (Waterloo), Ph.D. (Simon Fraser)
- Nancy Pollock, B.Sc.OT (Queen's), M.Sc. (McGill) / Part-time
- Karen Pontello, Dip OT (Mohawk College), B.H.Sc. OT (McMaster), MEd, Ph.D. (Lakehead)
- Julie Richardson, Dip.PT (New Zealand), B.Sc.PT (Toronto), M.Sc. (New Zealand), Ph.D. (Toronto)
- Peter Rosenbaum (Pediatrics)
- Lina Santaguida (Clinical Epidemiology and Biostatistics)
- Heidi Schweltnus, B.H.Sc. OT (McMaster), M.Sc. (Toronto)
- Lynn Shaw, O.T., R.S., PhD (Western)
- Patricia Solomon, Dip. PT (Manitoba), M.H.Sc. (McMaster), Ph.D. (Waterloo)
- Debra Stewart, B.Sc. OT (Toronto), M.Sc. (McMaster)
- Paul Stratford, Dip.PT (Mohawk), M.Sc. (McMaster)
- Ada Tang, B.Sc.PT, M.Sc., Ph.D. (Toronto)
- Lehana Thabane, B.Sc. (Lesotho), M.Sc. (Sheffield), Ph.D. (Western)
- Darlene Toal-Sullivan, B.Sc. OT (Western), M.Sc. Ed. (Ottawa), Ph.D. Ed. (Ottawa)
- Lyn Turkstra, B.A. (Trent), M.A. (State University, Buffalo), Ph.D. (Arizona)
- Brenda Vrkljan, B.A. (Waterloo) M.Cl.Sc.OT, Ph.D. (Western)
- Cathy White, B.Ed. (New Brunswick), B.Sc. OT (Dalhousie), M.Sc. Ed. (New Brunswick), M.Sc. OT (Dalhousie), Ph.D. Rehab Sci. (Queen's)
- Katherine Wise, B.A. (Hons.) (Waterloo), B.H.Sc. PT (McMaster), M.H.Sc. (Toronto)



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES & MILESTONES

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for ALL course changes. Sections of this form pertaining to your requested change must be completed.
2. An electronic version of this form (must be MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).
3. A representative from the department/program is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT		Clinical Epidemiology and Biostatistics, Health Policy PhD		
COURSE TITLE		Qualitative and Conceptual Methods for Health Policy		
COURSE NUMBER	HP 747	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (X)	1.5 Unit Course ()
INSTRUCTOR(S)		Dr. Meredith Vanstone		
REQUISITE(S) <small>(Pre/Co/Anti or program enrollment requirement)</small>		Permission of the instructor		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
NEW COURSE		DATE TO BE OFFERED (FOR NEW COURSES ONLY):	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? No	
WILL THE COURSE BE CROSS-LISTED (COMBINED SECTIONS) WITH ANOTHER DEPARTMENT? YES IF YES, PLEASE NOTE WHICH DEPARTMENT: MASTER'S OF HEALTH SCIENCE EDUCATION				
ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.				
*FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE: HEALTH POLICY				
CHANGE IN COURSE TITLE	X	PROVIDE THE NEW COURSE TITLE: QUALITATIVE AND CONCEPTUAL RESEARCH METHODS		

CHANGE IN COURSE DESCRIPTION		X	600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form
COURSE CANCELLATION		PROVIDE THE REASON FOR COURSE CANCELLATION: PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.	
OTHER CHANGES	X	EXPLAIN: Since the Master's of Health Science Education is an online program, this course will be adapted to a hybrid online/in-person model. Both local and distance students will have access to e-modules. These will be supplemented with weekly discussions, in-person for local students and via video-conferencing for distance students.	
BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.			
<p>This course covers principles and methods for qualitative and conceptual analyses in the field of health policy and health professions education. Qualitative methods include descriptive or interpretive empirical investigation of social and personal phenomena. Conceptual methods analyze concepts and ideas, including their genesis, meanings, and further development for policy discourse. We focus primarily on analysis of qualitative information, and the development of theoretical and conceptual findings. We also address how analytic aims and processes affect the design of qualitative research projects.</p>			
CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.			
<p>This course covers principles and methods for qualitative and conceptual analyses relevant to the fields of health policy and health professional education (HPE). <i>Qualitative methods</i> include descriptive or interpretive empirical investigation of social and personal phenomena such as events, experiences, meanings, culture, social dynamics, etc. <i>Conceptual methods</i> explore, analyze and develop concepts and ideas, including understanding their genesis and meanings, tracing their uses and effects in policy, and cultivating their further development in policy discourse. Conceptual work is inherent to most empirical qualitative methods, and is also used in non-empirical scholarly research in health policy and health professions education.</p> <p>We focus on the analysis of qualitative information and the development of findings that contribute new theory to the field. Course content focuses on <u>analysis</u> (methods for making sense of data and generating findings), rather than research design (methods for sampling, data collection, etc.). Wherever relevant, we address how analytic problems, aims, and processes affect the design of research projects and data collection. In keeping with the interdisciplinary nature of the fields of health policy and HPE, we draw on methodological principles and tools from across several social science and humanities disciplines, focusing primarily on: historiography, case study, interpretive grounded theory, and 'generic' descriptive methodologies typical of health policy research. We address the distinctive contributions of <i>interpretive</i> and <i>descriptive</i> methods, and address in turn techniques for analyzing four types of qualitative phenomena important in health policy: <i>concepts, arguments, narratives, and figures</i>. Illustrative examples and exercises are drawn from the fields of health policy and health professions education. However, the methods taught in this course will interest students across a variety of disciplines, and graduate students from related fields are welcome to participate.</p> <p>Principal texts, supplemented with many articles and chapters.</p>			

- Yin, Robert K. 2014. *Case Study Research: Design and Methods, 5th Edition*, Applied Social Research Methods Series. Los Angeles: Sage Publications.
- Charmaz, Kathy. 2014. *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Los Angeles: Sage Publications.

1. STATEMENT OF PURPOSE (How does the course fit into the department’s program and/or tie to existing Program Learning Outcomes from the program’s IQAP cyclical review (if applicable)?)

This elective course will be offered to Health Policy, MHSEd and other Health Science Graduate students who are interested in this area. Synchronous sessions of the course will be offered in the Winter Term on Thursday mornings to facilitate attendance.

2. EXPECTED ENROLMENT:

Currently, 5 HP, 2 HRM students are enrolled. 2 HSEd students would like to enroll.

3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):

This course offers students the chance to learn a variety of analytic techniques and then work with their own data to experiment with these techniques. With this intent, the course alternates between teaching about analytic techniques and student presentations of their work and process. The instructor will present course material via e-modules, with one hour of synchronous time (in person for local students, via video-conferencing for distance students) to discuss and unpack this content. The class will be divided into groups of 4-6 students who will present their forays into analysis bi-weekly, in person for local students or via video-conferencing for distance students. Asynchronous discussion boards may be used.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc.)

- | | |
|-----|---|
| 30% | Short methodology essays (~2-3 pages each) submitted approximately every two weeks throughout the term. Topics for the essays will be distributed in class the week before essays are due. |
| 15% | Reflective Journal/Analytical Memos A journal of memos or reflective thoughts about the process of data analysis should be kept throughout the course, and submitted with analytic exercise presentations. |
| 35% | Analytic exercises completed and presented approximately every two weeks throughout the term (due on weeks alternating with the essays, above). Depending on the topic and exercise of the week, the submission will consist of written notes or slides in addition to a brief oral presentation. Exercise instructions will be distributed in class |

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20% **Participation**, which will be evaluated according to the following criteria: (1) Quantity and quality of comments and discussion, demonstrating adequate preparation for all sessions (readings, exercises or study questions, etc.); (2) Review and feedback on colleagues' workshop presentations; (3) Attendance, including punctuality. Absences will be excused only in the case of a genuine emergency (such as illness or family crisis – please note that conferences, meetings, vacations etc. are *not* emergencies). Unexcused absences will affect the participation mark. Students with more than 2 absences for any reason will be asked to withdraw from the course.

5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Meredith Vanstone Email: Meredith.vanstone@mcmaster.ca Extension: 22113 Date submitted: 2016-11-25

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

SGS /2015



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES & MILESTONES

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DEPARTMENT		Health Science Education		
COURSE TITLE		QUALITATIVE AND CONCEPTUAL RESEARCH METHODS		
COURSE NUMBER	HSED 747	COURSE CREDIT		
		6 Unit Course ()	3 Unit Course (X)	1.5 Unit Course ()
INSTRUCTOR(S)		Dr. Meredith Vanstone		
REQUISITE(S) (Pre/Co/Anti or program enrollment requirement)		Permission of the instructor		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input type="checkbox"/> No				
NEW COURSE	<input checked="" type="checkbox"/>	DATE TO BE OFFERED (FOR NEW COURSES ONLY):	WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?	
WILL THE COURSE BE <u>CROSS-LISTED (COMBINED SECTIONS)</u> WITH ANOTHER DEPARTMENT? Y IF YES, PLEASE NOTE WHICH DEPARTMENT: HEALTH POLICY ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED. *FOR ALL NEW CROSS-LISTINGS PLEASE NOTE WHICH DEPARTMENT OWNS THE COURSE: HEALTH POLICY				
CHANGE IN COURSE TITLE		PROVIDE THE NEW COURSE TITLE:		
CHANGE IN COURSE DESCRIPTION		600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form		

COURSE CANCELLATION		PROVIDE THE REASON FOR COURSE CANCELLATION: PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO OWNS THE COURSE.
OTHER CHANGES		EXPLAIN:

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Principal texts, supplemented with many articles and chapters.

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4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc. Please also note if a lab or tutorial will be included.)

30% Short methodology essays (~2-3 pages each) submitted approximately every two weeks throughout the term. Topics for the essays will be distributed in class the week before essays are due.

15% Reflective Journal/Analytical Memos A journal of memos or reflective thoughts about the process of data analysis should be kept throughout the course, and submitted with analytic exercise presentations.

35% Analytic exercises completed and presented approximately every two weeks throughout the term (due on weeks alternating with the essays, above). Depending on the topic and exercise of the week, the submission will consist of written notes or slides in addition to a brief oral presentation. Exercise instructions will be distributed in class the week before each exercise is due.

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6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Kelly Dore	Email: dore@mcmaster.ca	Extension: 22956	Date submitted: 2016-11-25

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

SGS /2015

Scholarships Committee Membership Changes

Dr. Peter Walmsley is replacing Dr. Sarah Brophy.

Dr. Heather Sheardown is replacing Dr. Kim Jones.

New Graduate Awards

NAME OF FUND: E.J. Rankin Bursary

TERMS OF REFERENCE FOR FUND:

Established in 2016 from the Estate of Eleanor Jean Rankin (Class of '83). To be granted to full time undergraduate and graduate students enrolled in the School of Nursing who demonstrate financial need. Funding allocation to undergraduate and graduate students to be recommended by the Associate Dean, Nursing.

NAME OF FUND: Firestone Institute for Respiratory Health Ontario Graduate Scholarship in Fibrotic Lung Disease

TERMS OF REFERENCE FOR FUND:

Established in 2016 by faculty members within the Firestone Institute for Respiratory Health in collaboration with the Canadian Pulmonary Fibrosis Foundation to contribute funding of the Ontario Graduate Scholarship programs in support of graduate students. To be awarded annually by the School of Graduate Studies, to an outstanding full time M.Sc. or Ph.D. candidate. First preference will be given to an applicant in the fibrotic lung disease field. Second preference will be given to an applicant in the respiratory health field.

NAME OF FUND: Firestone Institute for Respiratory Health Ontario Graduate Scholarship

TERMS OF REFERENCE FOR FUND:

Established in 2016 by faculty members within the Firestone Institute for Respiratory Health at St. Joseph's Healthcare Hamilton to contribute funding of the Ontario Graduate Scholarship programs in support of graduate students. To be awarded annually by the School of Graduate Studies, to an outstanding full time M.Sc. or Ph.D. candidate. First preference will be given to a candidate supervised by a graduate faculty supervisor from the Firestone Institute for Respiratory Health. Second preference will be given to an applicant in the respiratory health field.

McMaster University

Review of the School of Graduate Studies

October 5-6, 2016

Members of the Review Team:

Dr. Jim Frank, former Associate Provost, Graduate Studies, University of Waterloo

Dr. Susan Porter, Dean & Vice-Provost, Graduate & Postdoctoral Studies, UBC

Dr. Lisa Young, Dean & Vice-Provost, Graduate Studies, University of Calgary

Summary and Recommendations

There is much to commend in the operations of the McMaster School of Graduate Studies. Their role seems highly valued in areas such as support for new programs and periodic reviews, liaison with provincial authorities, and the facilitation of community life among graduate students. When considering the administrative effectiveness of SGS, it was difficult to differentiate the expressed concerns about the Mosaic system and its associated workflow challenges from the core work of SGS. We did hear, however, that significant problems in service and communications predated Mosaic implementation, and we offer several recommendations to address these.

More broadly, we encourage SGS to take a stronger role in graduate education leadership, functioning as a knowledge broker, an advocate, and a promoter of academic excellence, enabling a progressive vision for graduate education across the university.

The review team was asked to provide feedback on the “mandate and effectiveness of the SGS”. The Provost & Vice President Academic provided the following six questions to guide the review:

1. *How effectively does the school manage its critical roles including recruitment and admissions, support for and monitoring of current graduate students, allocation of scholarships and other resources?*
2. *How well does the school interact with departments and Faculties as partners in the support of graduate education?*
3. *How effective is the school in the support of enrolment growth?*
4. *How effective is the school in the development of new programs and in the periodic appraisal of ongoing programs through the IQAP process?*
5. *Are there more effective models for enhancing the role of graduate studies that might work well at McMaster?*
6. *SGS has responsibility for both post-doctoral fellows and for undergraduate research. Is this the most effective place to support these activities?*

These questions are addressed within the recommendations presented below; the recommendations are organized under the five themes discussed in the full report. Question 4 on the IQAP process is

not addressed, as we heard that the process is working effectively. We want to stress that the work of the SGS generally is valued and that there is great potential to enhance its role in support of graduate education at McMaster University.

Recommendations

Roles of the Graduate School

- A. Through broad consultation with the McMaster community, develop a strategic plan for graduate education and the role of the SGS in ensuring quality, ongoing improvement and innovation in graduate education. We recommend that the strategic plan include focuses on interdisciplinarity and the enhancement of graduate supervision.
- B. Facilitate and encourage a sense of community among graduate program directors, and develop activities that support them in their critical roles as educational leaders (beyond program administration).
- C. Consider the appointment of a senior staff person, associate dean, and/or an advisory committee to assist the dean and associate deans with strategic, cross-campus, thinking and planning.

Service Orientation and Communication

- D. Review SGS staffing levels, particularly in the admissions area, and undertake a significant reorganization of staff in the front counter and admissions/records area, giving the Associate Registrar accountability for both functions. Given the importance of timely admissions, we recommend the addition of a third member to the SGS admission/records team.
- E. Develop and implement a plan to improve the effectiveness, responsiveness and service orientation of the front counter, admissions and records staff; provide regular performance feedback to staff and celebrate successes as the plan is implemented.
- F. Develop and implement a comprehensive communications plan, establishing clear guidelines for communications out to graduate programs, Faculty administrators, and students: who can/cannot send messages; what can be posted on the website; what type of messages should be sent and with what frequency. Ensure that these standards are communicated to administrators, faculty and students.

Note: Staff cannot achieve the recommendations relating to communications and culture while working at full (or greater than full) capacity. Time must be carved out of the day for conversations relating to service standards and culture change. This means that an injection of resources – whether one-time or base – is essential to executing these recommendations.

Student Recruitment and Admissions

- G. The Dean of SGS should develop a graduate enrolment plan for the institution, whether as part of the strategic plan set out in Recommendation A or as a stand-alone document. This plan should identify areas for potential growth and clarify the role of SGS and other units in graduate recruitment.
- H. Institute changes to the admissions system to eliminate paper-based admissions files (if possible) and improve documentation and training for graduate program staff to ensure that admissions files are complete before being sent to SGS.

- I. Once more urgent matters have stabilized, consider delegating authority for issuing admission letters to the programs. This would need to be accompanied by periodic audits of the program admissions to ensure integrity of the process.

Administration of Graduate Student Funding

- J. A Task Force with expertise from Finance, SGS and Mosaic implementation should be established to review current processes and recommend changes to reduce the number of 'touches' to student payments, eliminate the use of spreadsheets, and reduce times to payment. The SGS should more publicly report the source and allocation criteria of internal funding transferred to Faculties.

Student Life

- K. The university should ensure that graduate students have access to mental health services on campus, as well as writing and career support.
- L. If and when centralized career and writing services can be provided to graduate students, the SGS Life Team should consider formalizing and broadening the professional development support they provide for graduate students and postdoctoral fellows. Much of this can and should be done in collaboration with other support units on campus.
- M. Using data from the 2016 CGPSS, evaluate student satisfaction with the level of services provided in the areas of writing support, career services and professional development. This should guide priorities for investment in these areas moving forward.

Postdoctoral Fellows and Undergraduate Research

- N. Maintain central support for postdoctoral fellows in SGS, but transfer responsibility for Labour Market Assessment Impacts to Human Resources or the International Office, as appropriate.
- O. Review the location of Undergraduate Research support in SGS; if it is to be maintained, new resources should accompany it.

Background

The review of McMaster University's School of Graduate Studies (SGS) was conducted on site over the course of 2 days on October 5-6, 2016. The review team met with a number of senior leaders, graduate program staff administrators and directors and graduate students; the visit schedule can be found in Appendix A. Prior to the visit the review team received a number of background documents: SGS Self-Study, SGS Organizational Chart and a document comparing the staff complement and responsibilities of Graduate Student Life team at McMaster University with several other research-intensive North American universities. During the visit, we also were provided with copies of the Research Integrity Policy, the Copyright/Intellectual Property/Ownership of Student Work/Autorship document, the Supervisory Relationship document, samples of admission letters, samples of a Graduate Student Advisement report, graduate student enrolment by Faculty for Fall 2015 and application data by Faculty for Fall 2015 and 2016.

The review was conducted at the request of the Provost & Vice President, Academic, Dr. David Wilkinson. The review team was asked to provide feedback on the "mandate and effectiveness of the

SGS". Six questions were provided to guide the review; these are presented in the Summary and Recommendations section above and touched on throughout the report. Based on the main issues that arose in our interviews and observations, we structured the report as follows:

1. Roles of the Graduate School
2. Service Orientation and Communication
3. Student Recruitment and Admissions
4. Administration of Graduate Student Funding
5. Student Life
6. Postdoctoral Fellows and Undergraduate Research

This review of the School of Graduate Studies took place at a challenging time for the School, as it was, by necessity, expending enormous energy dealing with the adoption of the new enterprise platform, Mosaic. We heard wide praise for the Interim Dean in his role in managing and improving the very difficult situation that accompanied implementation of the new system. The review team struggled, however, to separate out the expressed concerns with the system from the perceptions of SGS itself. Related to this, the intense recent focus of SGS resources on system change management has undoubtedly detracted from its focus on broader issues. Given this substantial caveat, the review team made several observations that we hope the SGS and university might consider in its planning moving forward. We want to stress that there is great potential for the SGS to enhance its role in support of graduate education at McMaster University, and that the recommendations below are intended to assist in this.

Role of the Graduate School

In our conversations with faculty, staff and students, we did not hear a common view of the role of the SGS (or the potential role of a graduate school generally). For a majority, the School's role was seen first and foremost as an administrative service centre. Although most appreciated the support provided, there were some who didn't see value added to what the Faculties, in theory, could provide themselves. Others commented positively on the role SGS played in supporting student development and community, and a small number noted and appreciated the quality assurance role it played. In addition to these important roles, several individuals expressed a desire for the SGS to have a larger, more value-added, mission as a strategic leader in graduate education at McMaster University. We strongly concur.

Graduate education is one of the most important functions of the research university, and the graduate school is the central hub for that activity. Individual academic units often have graduate education as a core function and interest; however they also have other, sometimes competing, interests, including graduate student employment, income from enrolment, time and resources needed for undergraduate education and other focuses. The graduate school is the only unit that has as its sole function the support and improvement of graduate education, and it is the only one with a pan-university mandate. Thus, in addition to its administrative roles, we believe that the SGS should take a stronger role in graduate education leadership, functioning as a knowledge broker, an advocate, and a promoter of academic excellence, enabling a progressive vision for graduate education across the university.

Given the above-mentioned caveat, we saw numerous opportunities for SGS leadership within the university, which are elaborated below.

Support and enhancement of the graduate community

We noted that several programs had incorporated innovative practices or approaches to graduate education (e.g., the Engineering Faculty's incorporation of student development plans and industrial PhDs; the UN-partnered program, Water Without Borders); but we didn't have the sense that these were well known across the university, or that programs had the opportunity to learn about and discuss innovative educational practices as a community. Program directors from different Faculties generally seem not to have met each other. Other than administrative training, it was not apparent that directors received any professional development related to their role as educational leaders (e.g. on what makes a program outstanding, on meaningfully tracking of student progress, on dealing with difficult student-supervisor issues, etc). Given McMaster's reputation as an educational innovator, we were surprised that there seemed little cross-university dialogue on where graduate education should be going in the 21st century, and were unaware of any strategic plan for graduate education. Conversations with program directors indicated that many understood their role to be narrow, focusing on BIUs, recruitment, and funding.

The subject of interdisciplinarity and its importance in the academy came up on numerous occasions. There was an interest in re-visiting Dr. Allison Sekuler's paper on best practices related to interdisciplinary graduate education, and in making it more widely known. The interdisciplinary program leaders we spoke with also felt that there could be a tighter structure for and greater cohesion among the programs. They reported to a diversity of offices and felt that they had no real home; they also had little interaction with each other. They suggested that having a single individual with responsibility for interdisciplinary programs (an Associate Dean, for example) would improve matters, and could function as a champion for them and for interdisciplinarity more broadly within the university.

Graduate supervision

As a promoter of educational excellence, the graduate school should also have a special role around graduate supervision. The student-supervisor relationship is one of the most important determinants of quality in graduate research education; but it often is under-valued, under-assessed, and under-supported, and especially in the sciences, is an inherently conflicted endeavour. The SGS is to be commended for developing a document/contract to guide student-supervisor relationships, *Getting the Supervisory Relationship Off to a Good Start*. The document is an excellent resource for students and supervisors; however, we heard that it is optional and underused. We heard that program directors tended to rely on department heads or Faculty deans to help resolve difficult student-supervisor conflicts. The SGS is not considered a source of expertise or perhaps as having an interest in the issue and outcome. Students may see the office similarly.

We were happy to hear that the Associate Vice-President (Faculty) leads professional development activities for faculty around supervision, but were unaware of any focus on enhancing the general culture of supervision across campus, touching especially those who don't participate in the workshops. Although we understand that the AVP (Faculty) engages the AVP & Dean of SGS in developing supervision workshops, we feel the mandate for promoting excellence in graduate supervision is best placed within the SGS. In addition to the existing supervision workshops, activities could include widely sharing best practices, creating guidelines for supervision assessment, and ensuring a strong focus on supervision in all aspects of faculty life and milestones (applicant

interviews, appointments, department meetings, merit assessments, etc). The President's Award for Excellence in Graduate Supervision is adjudicated through the SGS; however, recipients are not highlighted on the SGS website, nor are there many graduate supervision resources on the website (or linked from it). The grad school is best positioned to have an intimate knowledge of both the problems and best practices of supervision across disciplines at the university. It should be highly engaged with external conversations around research pedagogy and practices, and can be a thought leader in this arena. Its visibility as a leader in enhancing graduate supervision also adds to its perceived function and worth within the university.

Strategic vision for graduate education

Although the co-appointment of an Associate Dean, Graduate Studies, within each Faculty seems to work well in many regards, the structure has the potential to exacerbate the siloing of disciplines and Faculties. It also has the potential to minimize the broader strategic focus of the office, and, due to the dual reporting lines, to weaken the role of the grad school in promoting the quality of education in an environment prone to other competing imperatives. (An example of this may be a Faculty erring on the side of supporting prominent faculty member over students in problematic situations.) We don't necessarily recommend changes in the executive structure, as all forms have strengths and weaknesses, and we appreciate that the associate deans convene regularly to focus on common and larger issues. It is possible, however, that the structure is contributing to what we saw as a paucity of cross-campus conversations and vision, and constraints on the capacity of SGS to lead these conversations.

With the SGS Associate Deans reporting to both the AVP & Dean of SGS and the Dean of their home Faculty, the AVP & Dean of SGS is left as the only academic leader with a university-wide mandate relating to graduate education. We therefore recommend the appointment of a senior staff person and/or additional Associate Dean to assist the AVP & Dean with cross-campus strategic initiatives, or the establishment of an advisory group to work with the executive team in strategic thinking and planning. We also encourage regular or semi-regular meetings of program directors across disciplines, to provide feedback to the dean and associate deans on issues beyond those of administration, and to exchange ideas on and best practices in graduate education.

Recommendations:

- A. Through broad consultation with the McMaster community, develop a strategic plan for graduate education and for the role of SGS in ensuring quality and ongoing improvement and innovation in graduate education. We recommend that the plan include a focus on interdisciplinarity and the enhancement of graduate supervision.
- B. Facilitate and encourage a sense of community among graduate program directors, and develop activities that support them in their critical roles as educational leaders (beyond administration).
- C. Consider the appointment of a senior staff person, associate dean, and/or an advisory committee to assist the dean and associate deans with strategic, cross-campus, thinking and planning.

Service Orientation & Communication

We were asked to comment in this report on how well SGS interacts with departments and Faculties as partners in the support of graduate education. Our conversations with various stakeholders indicated broad support for the existence of SGS, but frustration with the culture and responsiveness of SGS to the administrators and academic directors of graduate programs. There was similar frustration about a lack of, or organization of, communications from SGS.

We heard from many that the SGS staff are kind and often helpful. However, a clear and consistent message from a wide range of stakeholders – faculty members, students, and staff – was that the level of service provided by the SGS is inadequate. Program administrators and advisors in particular complained of telephones not being answered, messages and voice mails not being returned, and long line-ups at the cramped SGS front counter (one administrator said that ‘it feels like Fort Knox’). Although managerial staff in SGS appeared aware of the issue, other SGS staff members appeared unaware of or seemed to deny the basis of these concerns. These staff members otherwise appeared to be committed and professional in their approach; this speaks to the need for the unit’s leadership to clearly articulate service standards and behaviour expectations, as they may not have permeated the organization to date. Seemingly small matters have become major irritants, e.g. emails sent to generic email addresses receiving unsigned replies, making it impossible to follow up with an individual for clarification.

The apparent lack of responsiveness is not merely a function of culture within the organization; rather, it also reflects what appears to be persistent understaffing, particularly in the admissions area, further exacerbated by the demands of Mosaic implementation. We heard that admission system changes increased the workload of SGS staff, as well as program staff and that the SGS staff are “swamped all the time”.

The organizational structure of SGS may also be contributing to the inability to provide adequate levels and quality of service. The separation of admissions and student records staff functions makes it impossible to assign one staff member to be responsible for a group of graduate programs. Experience at other institutions suggests that graduate program administrators highly value having ‘their’ assigned officer in the SGS, who becomes their ‘go-to’ person for all admissions and records related questions. Similarly, having the front-office staff report to the Dean’s Executive Assistant creates a separation between that group and the admissions and records staff, with whom the front office team should work closely. Experience at other institutions suggests that undergraduate student employees are able to provide high quality front-counter service when they are appropriately integrated into the admissions and records team.

Communication problems in general were described in almost all of our meetings. In addition to concerns with the perceived lack of responsiveness, considerable frustration was expressed with the modes, frequency, and content of communications from the SGS. Communication with students, for example, was described as ‘disorganized’. Students reported that email messages from the SGS to grad program administrators were not always forwarded to them; they were unaware of opportunities to serve on committees; they were unsure of their role in Graduate Council; and notice of delayed payments or deadlines arrived too late. Students reported that they would prefer to receive the information from a single source, rather than both the SGS and their home program. The McMaster SGS is not alone in experiencing challenges relating to communications; many graduate

schools struggle with similar issues, particularly with respect to finding effective mechanisms for communication with students.

We heard that these issues of service culture and communication predated Mosaic implementation; but we appreciate that they were undoubtedly exacerbated by the stresses associated with it. We also understand that although there have been recent, significant, improvements (such as institution of Town Halls and posting of more information on the website), a continued, coordinated approach is required. We also conclude that the culture of the SGS administrative office generally is not appropriately service oriented. Immediate action should be taken to remedy this situation. (Some of these recommendations touch on issues discussed in greater detail elsewhere in the report)

Recommendations:

- D. Review staffing levels, particularly in the admissions area, and undertake a significant reorganization of staff in the front counter and admissions/records area, giving the Associate Registrar accountability for both functions. Given the importance of timely admissions, we recommend the addition of a third member to the SGS admission team.
- E. Develop and implement a plan to improve the effectiveness, responsiveness, and service orientation of the front counter, and admissions and records staff; provide regular performance feedback to staff and celebrate successes as the plan is implemented.
- F. Develop and implement a comprehensive communications plan, establishing clear guidelines for communications out to graduate programs, Faculty administrators, and students: who can/cannot send messages; what can be posted on the website; and what type of messages should be sent and with what frequency. Ensure that these standards are communicated to administrators, faculty and students.

Note: Staff cannot achieve the recommendations relating to Communications and Culture working when working at full (or greater than full) capacity. Time must be carved out of the day for conversations relating to service standards and culture change. This means that an injection of resources – whether one-time or base – is essential to executing these recommendations.

Student Recruitment and Admissions

We were asked to comment on the effectiveness of SGS in its role relating to recruitment and admissions, and the support of enrolment growth.

Recruitment

Increasing graduate student admissions is a high priority at McMaster University, as it is for many Canadian universities. The competition for domestic graduate students is particularly high among Ontario universities because of targeted funding provided by the provincial government. Ontario universities were allocated access to graduate funding on a competitive basis; like many of the large Ontario universities, McMaster continues to work toward using this allocation.

Recruitment of graduate students is a complex and multi-faceted undertaking. At many research universities, the role of the SGS in recruitment is not well defined. Responsibility tends to be distributed across graduate programs/line departments, with support from the undergraduate recruitment office or international office.

At a minimum, a SGS is expected to develop and maintain an inviting and informative Future Student webpage. The graduate school provides content expertise to this site and often consults closely with the university marketing team, which brings expertise in the digital space as well as marketing savvy. The McMaster SGS webpage is informative and well designed, and provides links to relevant graduate program information, as well as to the application for admission. A number of additional features would be helpful, including profiles of students and alumni talking about why they chose McMaster, their career success, and what they gained at McMaster; more accessible information about university life and resources, especially for international students; and webinars and other tools for engaging with prospective students.

Recruitment of graduate students – particularly the domestic students so highly valued in the Ontario system – is unlikely to take place at recruitment fairs. Much of the activity of recruitment now takes place in the digital space, with program and faculty-member websites, social media presence, and digital advertising all playing a growing role. If Schools of Graduate Studies are to play a role in recruitment, they must do so in cooperation with university marketing/communications teams and/or be resourced to develop expertise in web design and social media marketing. Communications support is needed not only in the School of Graduate Studies, but also in the Faculties and graduate programs, which must maintain high-quality webpages and engage in digital outreach activities appropriate to their discipline.

SGS may be better placed to play a role in helping graduate programs to increase their yield rates (i.e. convert admitted students to registered students). Regular reporting to programs on the number of applications, offers and acceptances (provided by the Office of Institutional Research & Analysis) can serve to motivate programs and strategically guide their recruitment efforts. Personalized contact from potential supervisors/graduate programs can play a role in increasing yield rate. Certainly, SGS could serve as a clearing house to disseminate best practices in recruitment, drawing on the expertise of programs experiencing success.

A key role for SGS would be to develop a medium-term enrolment plan, identifying areas for potential growth. Such an enrolment plan would equip the institution to consider whether current resource allocations are appropriate. This activity could be aligned with or a component of the strategic plan for graduate education suggested above.

Admissions

A school of graduate studies is expected to develop and maintain (in cooperation with IT) a functional application system. This will not bring in new students per se, but it will ensure that interested individuals apply. It is likely too early to comment on whether the Mosaic system will eventually be a recruitment-friendly application system. As programs experienced the system and processes in the past few years serious problems were noted which risked deterring potential students from seeking admission. In particular, we heard that applications were sometimes 'stuck' in the system, and that there were lengthy intervals between application and offers of admission (up to several weeks according to some programs). The delays in responsiveness of SGS staff described above included questions related to admissions. We understand that SGS admissions staff are overloaded with work and are well aware of these challenges.

The processing of graduate admissions in the SGS is the responsibility of two staff, along with some assistance from the Thesis Coordinator & Admissions Assistant. The demands on these staff for the

timely processing of admission recommendations, training program staff on admission procedures and evaluating and implementing changes to the admission system are excessive. Given the importance of timely admissions, the SGS staff can meet their goal of processing admission recommendations within 7-10 days (SGS Self-Study p. 7) only by adding a third permanent staff member to the team, as noted in recommendation D above.

Three further issues raised some questions around efficiencies. We were very surprised to hear that recommendations from programs are still submitted in paper copy, that approximately 50% of these are incomplete, and that the Associate Dean reviews all non-standard admission requests. At the very least, graduate program staff need further training and or resources to ensure that all requests have complete documentation. Lastly, if there are a large number of non-standard recommendations for admission (i.e. applicant does not meet program admission standards), the SGS could consider having a senior staff person approve applications with minimal or common deviances from the requirements, using set parameters.

Several Canadian research universities (include those of two of the reviewers) have delegated authority for regular admissions to the graduate programs themselves. This change has reduced duplication of effort, improved communication with future students, and increased the efficacy and satisfaction of program directors and administrators. Non-standard admissions (i.e. low GPA) continue to be reviewed by the central graduate school.

Recommendations:

- G. The Dean of SGS should develop a graduate enrolment plan for the institution (whether as part of the strategic plan set out in Recommendation A, or as a stand-alone document). This plan should identify areas for potential growth and clarify the role of SGS and other units in graduate recruitment.
- H. Institute changes to the admissions system to eliminate paper-based admissions files (if possible) and improve documentation and training for graduate program staff to ensure that admissions files are complete before being sent to SGS.
- I. Once more urgent matters have stabilized, consider delegating authority for issuing admission letters to the programs. This would need to be accompanied by periodic audits of program admissions to ensure integrity of the process.

Administration of Graduate Student Funding

It was difficult to come to meaningful conclusions about the effectiveness of graduate funding administration given the initial implementation of what appears to have been a highly problematic financial support module in Mosaic, a subsequent re-build of that, and changing processes within SGS.

We understand that most of the serious concerns expressed about student financial administration occurred during and after the transition of the Mosaic system. Students were sometimes paid extremely late, and there was significant confusion as to which unit was responsible for the various types of payment. We understand that most of these problems have been, or will be, rectified.

It is our understanding that SGS has functioned as a 'middle-man', collecting TAsip, RAship and scholarship data from the programs, and then sending all employment and RAship information in

spreadsheets to HR for processing. There are obvious problems with that approach, and we understand that it is being rectified. In developing new processes, it will be essential for all involved to let go of traditional roles and give careful consideration to the mechanism that will be the most efficient and error-free.

Even though there have been frustrating problems over the past few years, we did hear from many that the administration of scholarships from within SGS is very well done, the team is very responsive, and it is much improved over past years. One concern that arose from a number of stakeholders, however, was a perceived lack of transparency with internal funding allocations. Faculty, administrators and students wish to know more about sources of funding, the Faculty allocation formula, and how program allocations are made within Faculties (not an SGS issue).

Recommendations:

- J. A Task Force with expertise from Finance, SGS and Mosaic implementation should be established to review current processes and recommend changes to reduce the number of 'touches' to student payments, eliminate the use of spreadsheets, and reduce times to payment. It would be helpful if SGS could more publicly report the source and allocation criteria of internal funding.

Student Life

In addition to a growing awareness of academic development needs, consciousness has been widely raised around the need to prepare students for their diverse career trajectories. The graduate schools of many major Canadian research universities have taken on a role in providing supplementary professional development opportunities for graduate students. This was an area in which the former AVP & Dean played an active role in the provincial and national conversation.

The work of the Student Life team appears to be highly valued by students and faculty members. The size of the team and the resources available is adequate to deliver professional development training to a student body the size of McMaster's. However, this relatively small team is being called on to replace the services that would otherwise be provided by a writing center and a career center, as well as delivering services relating to undergraduate research and postdoctoral researchers. These additional tasks detract from the core mission of the team and leave McMaster at risk of lagging behind other institutions.

The self-study did not give the review team a sense of the range of professional development opportunities provided, or the philosophy, oversight, or plan for graduate student or postdoctoral professional development. We also didn't see a rationale or a framework for the offerings on the SGS website other than a categorization of offerings. According to the website, the vast majority of offerings are online (mostly from the MyGradSkills site). We urge the School to devote attention to the purpose and desired learning outcomes of this activity (and to articulate that), and to the pedagogical reasons for offering the opportunities in one format or the other, especially online vs. face-to-face. We believe there are sufficient staff in SGS to formalize and implement a more coherent approach to professional development if writing support and career services are delegated elsewhere.

A centralized career support office is best placed to offer direct ‘services’ to students – that is, assistance with résumé writing, job interview skills, job searches, linking with prospective employers, etc. It would be very difficult (and inefficient) to duplicate this expertise in SGS. That said, we do believe SGS has an important role to play in career development more broadly, and much can be accomplished through collaboration with a central Career Services unit.

Arguably, the same can be said for writing support. If there are units on campus that offer writing support, their expertise should be made available to graduate students. There are of course different (but overlapping) needs for graduate students relative to undergraduates in both writing support and career development. Most universities have found a way to serve both student groups effectively, through broadening central services’ ‘client’ base and collaboration of these units with the graduate school and other academic units.

The review team was very disturbed to learn not only that centralized career and writing services are not available centrally for graduate students, but neither are mental health services. While understanding that this is a result of a referendum in the prior academic year, we strongly urge the administration to work to find a suitable way to remedy this situation. The absence of mental health supports is of particular concern to graduate students.

Recommendations:

- K. The university should make it an urgent priority to ensure graduate students’ access to mental health services on campus, as well as writing and career support.
- L. If and when centralized career and writing services can be provided to graduate students, the SGS Student Life team should consider formalizing and broadening the professional development support they provide for graduate students and postdoctoral fellows. Much of this can and should be done in collaboration with other units on campus.
- M. Using data from the 2016 CGPSS, evaluate student satisfaction with the level of services provided in the areas of writing support, career services and professional development. This should guide priorities for investment moving forward.

Postdoctoral Fellows and Undergraduate Research

We heard that the SGS is a good home for postdoctoral fellows. This is the arrangement in place at the majority of U15 institutions. The professional development needs of these trainees are similar to those of PhD students, so efficiencies can be realized through this administrative arrangement. We understood that the staff person focused on the needs of postdocs is spending increasing proportions of her time working on Labour Market Impact Assessments, which we believe is not an appropriate role for the Student Life team.

Locating undergraduate research in the SGS is an unusual arrangement, although one that has some merit. We were impressed with the strategic emphasis on using undergraduate research as a means of recruiting students to graduate education, and we applaud the innovative program that gave indigenous students an opportunity to engage in undergraduate research. We do not have strong opinions on the oversight location; but given the limited staffing described above, we would not advise maintaining responsibility for undergraduate research in SGS unless further resources were made available.

Recommendations:

- N. Maintain the location of postdocs in SGS, but transfer responsibility for Labour Market Assessment Impacts to Human Resources or the International Office, as appropriate.
- O. Review the location of Undergraduate Research support in SGS; if it is to be maintained, new resources should accompany it.