McMaster University

To : Members of Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

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The next meeting of Graduate Council will be held on **Tuesday September 19th at 9:30 am in Council Chambers (GH-111)**

Listed below are the agenda items for discussion.

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

A G E N D A

   I.   **Minutes of the meeting of June 13th, 2017**

  II.   **Business arising**

 III.   **Report from the Vice-Provost 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.   **Introduction to Graduate Council**

VIII.   **New Program Proposal: Part-Time M.B.A.**

  IX.   **Quality Assurance Committee Membership**

   X.   **Change to Award Names**

McMaster University

School of Graduate Studies

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Phone 905.525.9140
Ext. 23679
http://graduate.mcmaster.ca

Graduate Council
June 13th 9:30 am
GH 111

Present: Dr. D. Welch, Ms. C. Bryce, Dr. T. Porter, Dr. C. Hayward, Dr. B. Gupta, Dr. N. Agarwal, Dr. M. Thompson, Dr. T. Adams, Dr. A. Kitai, Dr. E. Grodek, Dr. S. O'Brien, Dr. A. Sills, Dr. A. Fudge Schormans, Dr. E. Badone, Ms. R. Estok

Regrets: Dr. S. McCracken, Dr. M. Verma, Dr. A. Dean, Dr. D. Pelinovsky, Ms. S. Baschiera, Mr. P. Self, Ms. S. Ramsammy

By invitation: Dr. A. Baumann

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A G E N D A

I.   Minutes of the meeting of May 16th, 2017

The minutes of the meeting of May 16th were approved on a motion by Dr. Hayward, seconded by Dr. Agarwal.

II.   Business arising

There was no business arising.

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

Dr. Welch noted that a theme this past year had been the renewal of the Strategic Mandate Agreement. The university is planning for and working toward the renewal in light of the province giving new direction on priorities and trying to establish targets under new funding arrangements. The province's goal was to conclude SMA negotiations by July but since there hasn't been a schedule put forward for the second round of negotiations, July is probably optimistic. McMaster has prepared documentation with growth for the graduate sector. There have been programs that were approved that are ramping up or starting now and consequently that growth is not in the current numbers. Even to just allow for those spots to be funded, they need to convince the province. He noted there is every indication that that is going to happen but it hasn't happened yet. Dr. Welch said that across the entire sector the province is not going to go above 2400 spots that remained

unfilled from the previous growth plan so that's an upper limit. He noted that McMaster is in a good spot to acquire those as there are new programs with a lot of interest and applications.

Dr. Welch noted that he had mentioned that a number of Associate Deans were leaving and had already announced all but one of the new associate deans. As approvals had been finalized for the final new associate dean he announced that Dr. Sean Corner from Classics would be the acting Associate Dean for Humanities for one year.

Dr. Welch explained that Dr. Porter had prepared a ten-page document of best practices to assist in a communication plan for associate deans, staff, chairs and associate chairs. The document was compiled in conjunction with programs and the intent is to provide it to incoming chairs and update annually.

Dr. Welch also noted that SGS would be releasing a statement of all the changes that have occurred in the past year from the graduate side of things to go out to chairs, associate chairs and staff.

IV.   Report from the Graduate Associate Deans

Dr. Hayward reported that she had attended an AFMC meeting where they discussed challenges and best practices. She noted that one of the big discussions was around the CIHR situation and that some universities reported that they've already been decimated in terms of Ph.D. enrolment declines because of it. Staff from CIHR were in attendance to hear the concerns. The depth to which there are concerns at the different universities was quite striking and even if a correction is put in place, it's probably going to take a number of years for the system to correct itself. She said that it was comforting to hear that McMaster hadn't been hit as badly as other institutions. Additionally, in it came up in the discussion about best practices around professional development that the University of Calgary has a practice where 8 hours of professional development is mandatory for students in programs. She suggested this was something that a group of graduate council members could look at next year. She also reported that she had met with heads of FHS graduate programs and had a discussion about policies related to course evaluations. They grappled with the issue of what to do with limited numbers of students in course or few individuals who have completed evaluations. They thought there needed to be a policy but the group didn't vote on a consensus so the Faculty imposed a limit of what can reasonably be shared due to privacy concerns. She noted that the student members of the committee noted concerns that the limited number of observers make it awkward to provide an evaluation. The overarching policy provides a lot of detail for undergraduate course evaluations but not graduate. A lot of programs are not doing what they're required to do, which involves passing along an evaluation. She also reported that they had held a very successful 8th research plenary and noted her appreciation for GC members and SGS folks who had attended.

Dr. Welch said that it was his experience that undergraduate policies get figured out first and best practices and graduate policies tend to lag. He said that it was something to keep that in mind going forward.

Dr. Agarwal noted that his Faculty has an unwritten but widely practiced procedure that if any course has less than five students they don't follow the usual practice of submitting a course evaluation questionnaire. In this case there are other ways of collecting data, including a Chair visit with students. He reported that the MBA program revamped its year one curriculum completely and that one consequence of the new model is that it was not deliverable on a part-time basis. As a result the program is currently working on a new part-time MBA program which will involve a blended learning cohort based model with three residencies and the rest of the courses online. The first step in approval process is meeting with the Deans. Dr. Agarwal expected the proposal to be in front of graduate council members in the fall.

Dr. Gupta reported that the Faculty of Science had conducted a review related to undergraduate teaching and noted that there will also be an ad hoc committee to look into graduate supervision. He also reported that a new director of the MINDs program had been appointed.

Dr. Porter noted that the risk process was revised last year and said that there had been some questions raised by Chairs about requirements and procedures around how the paperwork flows. Department Chairs have a large responsibility in determining whether field research is low risk or not. He has been working with EOHSS to get clearer on details of paper flow and will circulate a document that shows what's supposed to happen.

Dr. Thompson had no report.

V. **Report from the Associate Registrar and Graduate Secretary**

There was no report.

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

There was no report.

VII. **New Program Proposal: Global Health Ph.D.**

Dr. Hayward introduced the new program. She noted that the proposal was approved by FHS Executive Council and the Faculty of Social Science. The Faculty of Business reviewed it and because their involvement was relatively minimal they didn't take a vote but did provide feedback to the program. The Global Health Masters has been an extremely popular program with a lot of applicants. A number of students had enquired about the possibility of doing a Ph.D. in the same discipline.

Dr. Baumann thanked the associate deans from the three associated faculties for their feedback on the proposal. She explained that the program had a strong relationship with Maastricht and noted that students will have the option of spending some time at Maastricht depending on their research topic and supervisors. She noted that the proposal has strong faculty support and that many health science researchers are very excited. She also highlighted their strong relationship with Business and Social Sciences.

Dr. Baumann said that the program will be very student-focused and that applications will be scrutinized very carefully to ensure they have the capability to guide them through the program.

Dr. Welch asked what the proposed start date was. Dr. Baumann responded that they're hoping for September 2018 but that there are many more approvals to go through.

Dr. Welch explained that Maastricht is a university in the Netherlands with strong ties to the program, so there is a built-in international component. Dr. Baumann said that they the program also has funding from Erasmus, so there is European funding to help support students who go study there.

Dr. Hayward moved and Dr. Porter seconded. 'that Graduate Council approve the new program as described in the document.'

The motion was carried.

VIII.   Faculty of Engineering Graduate Curriculum and Policy Committee Report

There was no motion as this item was presented for information.

IX.   Graduate Calendar Administrative Section Change – 2.6.3

Dr. Welch explained that there was one final element of clean up and articulation to the administrative sections of the calendar. The major clarification in the section is explaining that degree requirements for a degree are separate from all the courses a student might wish to take and that they don't automatically count toward degree requirements. Previously the calendar text wasn't sufficiently clear on this matter but it will now explain a little better how extra courses are different from normal courses.

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

The motion was carried.

X.   Change to Scholarship Descriptions

There was no motion as this item was presented for information.

A council member asked about students who with accommodation concerns switching to part-time and changing fees accordingly and noted that it would be good to have a process for consideration for that. Dr. Welch apologized for that not coming back as part of the graduate calendar changes but noted that more discussion was needed and that in the meantime if there is an accommodation made the associate deans are well aware of need to accommodate students of need to accommodate on case by case basis.

McMASTER UNIVERSITY

Complete Policy Title:	**An Act Respecting McMaster University (The McMaster University Act, 1976), as amended by Bill 173, Chapter 5, S.O., 2016***
Policy Number (if applicable):	**n/a**
Approved by:	**Royal Assent**
Date of Most Recent Approval:	**April 19, 2016** (date of Royal Assent) **June 7, 1976** (date of Royal Assent)
Revision Date(s):	
Position Responsible for Developing and Maintaining the Policy:	**President & Vice-Chancellor**
Contact Department	**University Secretariat**

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

Table of Contents
(click to follow link)

*See also 12. (1) (g).

BILL Pr7

3RD S<small>ESSION</small>, 30TH L<small>EGISLATURE</small>, O<small>NTARIO</small>
25 E<small>LIZABETH</small> II, 1976

An Act Respecting McMaster University

Preamble

WHEREAS McMaster University was incorporated by An Act to unite Toronto Baptist College and Woodstock College under the name of McMaster University by chapter 95 of the Statutes of Ontario, 1887; and whereas Hamilton College was incorporated in 1948 by letters patent under The Companies Act and was affiliated with McMaster University; and whereas McMaster University and Hamilton College were united and Hamilton College was dissolved and its property vested in McMaster University by The McMaster University Act, 1957; and whereas McMaster University hereby applies for special legislation varying the provisions of its Act of incorporation in relation to its organization, government and administration; and whereas it is expedient to grant the application;

Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

Interpretation

1.— (1) In this Act,

    (a)   "Board" means the Board of Governors of the University;

    (b)   "Chancellor" means the Chancellor of the University;

    (c)   "Divinity College" means McMaster Divinity College;

    (d)   "graduate" means a person who has received a degree, diploma or certificate authorized by the Senate of the University or from a college affiliated with the University and is no longer registered as a student;

    (e)   "non-teaching staff" means the employees of the University and of a college affiliated with the University who are not members of the teaching staff;

    (f)   "President" means the President of the University;

    (g)   "property" includes all property, both real and personal;

    (h)   "Senate" means the Senate of the University;

        (i)   "student" means a person who is registered in a course of study approved by the Senate;

        (j)   "teaching staff" means the employees of the University or of a college affiliated with the University who hold the academic rank of professor, associate professor, assistant professor or lecturer;

        (k)   "University" means McMaster University;

        (l)   "year" means the membership year of the Board and of the Senate, and shall be any twelve-month period established from time to time by the Board or Senate respectively.

Conflict R.S.O. 1970. c. 89

(2) In the event of conflict between any provision of this Act and any provision of The Corporations Act, the provision of this Act prevails.

Corporation continued

2.   The corporation of McMaster University is hereby continued as a body corporate with perpetual succession and a common seal under the same name and, subject to the provisions of this Act, shall have, hold, possess and enjoy all the property, rights, powers and privileges which it now has, holds, possesses or enjoys.

University non-denominational

3.   The University, while recognizing the Judeo-Christian tradition in which it was founded, shall be free in its management and discipline from the control of any religious body.

PROPERTY

Trust property vested in University

4.   All property heretofore or hereafter granted, conveyed, devised or bequeathed to or to any person in trust for or for the benefit of the University or any faculty, school, institute, or department thereof or otherwise in connection therewith, or to any person in trust for or for the benefit of Hamilton College, Moulton College or Woodstock College, subject to any trusts affecting the same, shall be vested in the University.

Property R.S.O. 1970. c. 225

5.   The University shall have, in addition to the powers, rights and privileges mentioned in section 26 of The Interpretation Act, power to purchase or otherwise acquire, take or receive by deed, gift, bequest or devise and to hold, possess and enjoy, without licence in mortmain and without limitation as to the period of holding, any estate or property whatsoever and to sell, grant, convey, mortgage, lease or otherwise dispose of the same or any part thereof or any interest therein from time to time as occasion may require, and to acquire other estate or property in addition to or in the place thereof without such licence and such limitation.

Land Vested in University no liable to expropriation

6.— (1) Real property vested in the University and used by the University for and in connection with its purposes shall not be liable to be entered upon, used or taken by any corporation, except a municipal corporation, or by any person possessing the right of taking real property compulsorily for any purpose and no power to expropriate real property hereafter conferred shall extend to such real property unless in the Act conferring the power it is made in express terms to apply thereto.

Application of statute of limitations

(2) All real property vested in the University, as far as the application thereto of any statute of limitations is concerned, shall be deemed to have been and to be real property vested in the Crown for the public uses of Ontario.

Property to be applied for purposes of University

7. Except as provided by section 18, the property of the University shall be applied solely for the purposes of the University.

THE BOARD OF GOVERNORS

Composition of Board

8.— (1) There shall be a Board of Governors of the University composed of,

(a) the Chancellor, the President and the Chairman of the Board-Senate Committee on Long-Range Planning, who shall be ex officio members;

(b) eleven members, none of whom shall be a full-time student or a member of the teaching or non-teaching staff, elected by the Board for a term of four years;

(c) one member appointed by each of the Board of Trustees of the Divinity College and by the governing board of any other affiliated college for a term of four years;

(d) five members appointed by the Alumni Association of the University from among the graduates for a term of four years;

(e) three members appointed by the Senate from among the members thereof for a term of three years;

(f) four members elected by the teaching staff of the University and affiliated colleges from among themselves for a term of three years;

(g) one member elected by the undergraduate students from among themselves for a term of two years;

(h)   one member elected by the graduate students from among themselves for a term of two years;

(i)   two members elected by the members of the non-teaching staff from among themselves for a term of three-years; and

(j)   six members, none of whom shall be a full-time student or a member of the teaching or non-teaching staff, appointed by the Lieutenant Governor in Council for a term of four years.

Election procedures

(2) The Board shall by by-law determine the manner and procedure for the election of its members under clauses *b, f, g, h* and *i* of subsection 1 and for such elections may determine constituencies and assign persons or classes of persons to such constituencies, shall conduct such elections and determine any dispute as to eligibility to hold office or to vote, and the election of members under clauses *b, f, g, h* and *i* of that subsection shall be by secret ballot.

Canadian citizenship Saving

(3) *(Repealed)*

(4) *(Repealed)*

Eligibility

(5) A member of the Board ceases to hold office if he ceases to be eligible under the clause in subsection 1 under which he was appointed or elected.

Term of office

(6) Subject to subsection 7, a member of the Board shall be eligible for re-appointment or re-election, as the case may be, except that no member shall serve for more than three consecutive terms, but on the expiration of one year after having served the third of three consecutive terms, such person may again be eligible for membership on the Board.

Proviso

(7) The limit of three consecutive terms referred to in subsection 6 does not include,

(a) service on the Board prior to the day this Act comes into force;

(b) the balance of an unexpired term for a person who becomes a member of the Board under section 15;

(c) a term reduced under subsection 2 of section 19.

Continuation in office

(8) Notwithstanding the expiration of the term for which he was appointed or elected, a member of the Board who is otherwise eligible may, by resolution of the Board, continue to hold office until his successor is appointed or elected.

Exercise of powers by Board

(9) Notwithstanding any vacancy on the Board, where there are at least twenty-five members, the Board may exercise its powers.

Quorum

(10) The quorum of the Board shall consist of sixteen members or such greater number as the Board by by-law may determine, and at least one-half of the quorum shall consist of members of the Board appointed or elected under clauses b, c, d and j of subsection 1.

Vacancies

(11) After thirty days notice to an appointed or elected member, the Board, by a resolution passed by at least two-thirds of the votes cast at a meeting of the Board, may for just cause declare vacant the seat of such member.

Chairman and Vice-Chairman

(12) The Board shall elect a Chairman and a Vice-Chairman from among the members appointed or elected under clauses b, c, d and j of subsection 1 and in the case of the absence or illness of the Chairman or of there being a vacancy in that office, the Vice-Chairman shall act as and have all the powers of the Chairman.

Absence or illness

(13) In the absence or illness of the Chairman and Vice-Chairman, the Board may appoint one of its members appointed or elected under clauses b, c, d and j of subsection 1 to act as Chairman for the time being and the member so appointed shall act as and have all the powers of the Chairman.

Term of office

(14) The term of office of the Chairman and of the Vice-Chairman shall be as determined by the Board.

Records and books of account

(15) The Board shall keep proper records and minutes of its proceedings and proper books of account of the financial affairs of the University.

Conflict of interest

(16) A member of the Board or of a committee appointed by the Board who is in any way interested in a proposed contract with the University shall declare such interest at any meeting at which the proposed contract is considered, shall withdraw from the meeting during any discussion of such contract and shall not vote thereon.

Powers of Board

9. Except in such matters as are assigned by this Act to the Senate, the government, conduct, management and control of the University and of its property, revenues, business and affairs shall be vested in the Board and the Board shall have all powers necessary or convenient to perform its duties and achieve the objects and purposes of the University including, without limiting the generality of the foregoing, power to,

(a) subject to subsection 3 of section 16, appoint, suspend or remove the President, and whenever there is a vacancy in that office appoint an acting President to hold office during the pleasure of the Board or

until a President is appointed;

(b)   appoint, promote, suspend or remove one or more Vice-Presidents, the Deans, the University Librarian, the University Registrar, and the members of the teaching staff of the University, provided that,

(i)   all such appointments, excluding therefrom a person to be appointed for a stated period of time, shall be made upon nomination by the Senate and subsequent recommendation by the President,

(ii)   all such promotions shall be made upon nomination by the Senate and subsequent recommendation by the President,

(iii)   in the case of the suspension or removal of a member of the teaching staff, the Board shall prior thereto, but without limiting its power, consult the Senate,

and appoint, promote, suspend or remove all other officers, agents and employees of the University;

(c)   fix the number, duties, salaries and other emoluments of the officers, agents and employees of the University;

(d)   delegate from time to time such of its powers under clauses b and c as it considers proper to the President or such other officer or employee of the University as may be designated by the President and approved by the Board;

(e)   appoint an executive committee and such other committees as it may deem advisable and delegate to any such committee any of its powers;

(f)   borrow money for the purposes of the University and give security therefor on such terms and in such amounts as it may deem advisable;

(g)   invest all money that comes into its hands and is not required to be expended for any purpose to which it may lawfully be applied, subject always to any express limitations or restrictions on investment powers imposed by the terms of the instrument creating any trust as to the same in such manner as it considers proper and, except where a trust instrument otherwise directs, combine trust moneys belonging to various trusts in its care into a common trust fund;

(h)   make by-laws and regulations for the conduct of its affairs;

(i)   establish and collect fees and charges for tuition and for services of any kind offered by the University and collect fees and charges on behalf of any entity or organization of the University;

(j)   on the recommendation of the Senate,

  (i)   establish or terminate any faculty, school, institute or department, and

  (ii)   make agreements with any institution of higher learning to become part of or be affiliated with the University and to provide for the alteration or termination of such agreements; and

(k) make recommendations to the Senate as to educational policy.

Audit
R.S.O. 1970.
c. 373

10.   The Board shall appoint one or more public accountants licensed under The Public Accountancy Act to audit the accounts and transactions of the Board at least once a year.

Annual report

11.   (1) The Board shall make a financial report annually to the Minister of Colleges and Universities in such form, and containing such information as the Minister may require.

Tabling

(2) The Minister shall submit the report to the Lieutenant Governor in Council and shall then lay the report before the Assembly if it is in session or, if not, at the next ensuing session.

Annual report
to faculty, etc.

(3) The Board shall make available to the employees of the University and its affiliated colleges and to the students, an annual report including an annual financial report in such form and manner as the Board may determine.

THE SENATE

Composition of
Senate

12.— (1) There shall be a Senate of the University composed of,

(a)   the Chancellor, the President, the Vice-Presidents, the senior Dean of each faculty, the Dean of Graduate Studies, the Dean of Adult Education, the Principal of the Divinity College, the head of each college hereafter affiliated with the University, the chairman of the Board-Senate Committee on Long-Range Planning and the Chairman of the Undergraduate Council, who shall be ex officio members;

(b)   three members appointed by and from the Board;

(c)   four members appointed by the Alumni Association of the University from among the graduates;

(d)   six members, one to be elected by and from the undergraduate students registered in each of the Faculties of Business, Engineering, Health Sciences, Humanities, Science and Social Sciences;

(e)   six members, one to be elected by and from the graduates students registered through the School of Graduate Studies in each of the Faculties of Business, Engineering, Health Sciences, Humanities, Science and Social Sciences;

(f)   one member appointed by and from the teaching staff of the Divinity College and of each college hereafter affiliated with the University;

(g)   members elected by and from the teaching staff of the University in the following numbers,

(i)	~~Faculty of Theology~~	~~one member,~~[1]
(ii)	Faculty of Business	—three members,
(iii)	Faculty of Engineering	—three members,
(iv)	Faculty of Health Sciences	—six members,
(v)	Faculty of Humanities	—six members,
(vi)	Faculty of Sciences	—six members,
(vii)	Faculty of Social Sciences	—six members;

and

(h)   three members elected by and from the teaching staff of, and one member elected by and from the undergraduate students registered in, each faculty established hereafter.

Election procedures

(2) The Senate shall by by-law determine the manner and procedure for the election of its members under clauses *d*, *e*, *g* and *h* of subsection 1 and for such elections may determine constituencies and assign persons or classes of persons to such constituencies, shall conduct such elections and determine any dispute as to eligibility to hold office or to vote, and the election of members under clauses *d*, *e*, *g* and *h* of that subsection shall be

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[1] Terminated by the Board of Governors, effective December 31, 2016

by secret ballot.

Eligibility

(3) A member of the Senate ceases to hold office if he ceases to be eligible under the clause in subsection 1 under which he was appointed or elected.

Term of office

(4) The term of office for an appointed or elected member of the Senate shall be three years except that, in the case of a student member, the term shall be two years.

Idem

(5) Subject to subsection 6, a member of the Senate shall be eligible for re-appointment or re-election, as the case may be, except that no member shall serve for more than two consecutive terms, but on the expiration of three years after having served the second of two consecutive terms, such person may again be eligible for membership on the Senate.

Proviso

(6) The limit of two consecutive terms referred to in subsection 5 does not include,

  (a) service on the Senate prior to the day this Act comes into force;

  (b) the balance of an unexpired term for a person who becomes a member of the Senate under section 15;

  (c) a term reduced under subsection 2 of section 19.

Continuation in office

(7) Notwithstanding the expiration of the term for which he was appointed or elected, a member of the Senate who is otherwise eligible may, by resolution of the Senate, continue to hold office until his successor is appointed or elected.

Exercise of powers by Senate

(8) Notwithstanding any vacancy on the Senate, where there are at least forty-five members, the Senate may exercise its powers, and twenty members or such greater number as is provided by by-law constitute a quorum.

Vacancies

(9) After thirty days notice to an appointed or elected member, the Senate, by a resolution passed by at least two-thirds of the votes cast at a meeting of the Senate, may for just cause declare vacant the seat of such member.

Chairman and Vice-Chairman

(10) The President shall be Chairman of the Senate and Vice-Chancellor of the University.

Vice-Chairman

(11) One of the Vice-Presidents, designated by the President, shall be the Vice-Chairman of the Senate.

Secretary

(12) The Secretary of the Senate shall be an officer of the University so

designated by the Senate.

Powers of Senate

13.— The Senate has power to,

(a)   appoint the Chancellor;

(b)   nominate for appointment by the Board under the procedure established in subsection 3 of section 16, a person for the position of President;

(c)   nominate for appointment by the Board, one or more Vice-Presidents, the Deans, the University Librarian, the University Registrar, and the members of the teaching staff of the University, excluding a person to be appointed for a stated period of time;

(d)   nominate for promotion by the Board, the members of the teaching staff of the University;

(e)   recommended to the Board the suspension or removal of a member of the teaching staff of the University;

(f)   control and regulate the system of education pursued in the University and the conduct, activities and discipline, including suspension or expulsion, of the students thereof;

(g)   determine all courses of study, including standards for admission into the University and qualifications for degrees, diplomas and certificates;

(h)   conduct examinations and appoint examiners;

(i)   deal with matters arising in connection with the award of fellowships, scholarships, medals, prizes and other awards;

(j)   authorize the Chancellor and the Vice-Chancellor to confer the degrees of bachelor, master and doctor, including degrees in theology, and to award diplomas and certificates;

(k)   recommend to the Board the establishment or termination of any faculty, school, institute or department and the terms on which any institution of higher learning may become part of or be affiliated with the University;

(l)   appoint an executive committee and such other committees as it may deem advisable and delegate to any such committee any of its powers;

(m)   make by-laws and regulations for the conduct of its affairs; and

(n)   make recommendations to the Board on any subject of concern to the University.

BOARD OF GOVERNORS AND SENATE

Meetings to be open

14.— (1) Subject to subsections 2 and 3, the meetings of the Board and of the Senate shall be open to the public and prior notice of such meetings shall be given to the members and to the public in such manner as the Board and the Senate by by-law shall respectively determine, and no person shall be excluded therefrom except for improper conduct.

Proviso

(2) Where matters confidential to the University may be discussed at a meeting of the Board or of the Senate, the part of the meeting concerning such matters shall be held *in camera*.

Idem

(3) Where matters of a personal nature concerning an individual may be discussed at a meeting of the Board or of the Senate, the part of the meeting concerning such individual shall be held in camera unless such individual requests that such part of the meeting be open to the public.

Examination of by-laws

(4) The by-laws of the Board and of the Senate shall be open to examination by the public during normal business hours.

Publication of by-laws

(5) The Board and the Senate shall publish their by-laws from time to time in such manner as they may respectively consider proper.

Vacancies

15. Where a vacancy on the Board or Senate occurs before the term of office for which a person was appointed or elected has expired,

(a)   if the vacancy is that of an appointed member, the vacancy may be filled by the same authority which appointed the person whose membership is vacant; and

(b)   if the vacancy is that of an elected member, the Board or the Senate, as the case may be, shall determine by resolution if the vacancy is to be filled and, if so, and notwithstanding any other provision of this Act, the manner and procedure for doing so shall be determined by by-law,

and a person appointed or elected hereunder shall hold office for the remainder of the term of office of the person whose membership is vacant.

CHANCELLOR AND PRESIDENT

Duties of Chancellor

16.— (1) The Chancellor or in his absence the Vice-Chancellor shall preside at all convocations and, by virtue of the authority vested by the Senate, the Chancellor and the Vice-Chancellor shall confer all degrees and award diplomas and certificates.

Powers of President

(2) The President of the University shall be the chief executive officer of the University under the authority of the Board and the Senate, and shall have general supervision over and direction of the academic and administrative work of the University and of its teaching and non-teaching staffs.

Appointment of President

(3) The President shall be appointed by the Board on nomination by the Senate after the Senate has requested, received and considered a recommendation from a committee composed of five persons to be named by the Board and five persons to be named by the Senate, as shall be determined by their respective by-laws, which committee shall appoint its own chairman and determine its own procedure, and any recommendation of the committee shall be made in writing and signed by at least eight members and delivered to the Senate within nine months after the date on which the Senate shall have named the five persons to be named by it, and failing such recommendation, the Senate may nominate and the Board may appoint the President.

Recommend-ation by President as to staff

(4) The President may upon the nomination of the Senate make recommendations to the Board as to the appointment and promotion of one or more Vice-Presidents, the Deans, the University Librarian, the University Registrar and the members of the teaching staff of the University.

GENERAL

Affiliation of McMaster Divinity College continued

17. McMaster Divinity College shall continue to be affiliated with the University subject to the terms of agreement between the said college and the University.

Power to transfer property to Divinity College

18. The Board shall have power to transfer or grant to the Divinity College, as may be agreed upon with the Board of Trustees of the Divinity College,

(a) property received after the coming into force of this Act under wills and other instruments dated prior thereto in trust for purposes of theological education, subject to the trusts thereof; and

(b) the right to use property and services of the University while the work of the Divinity College is conducted on lands owned by the University.

Present Board and Senate continued

19.— (1) Notwithstanding sections 8 and 12, the members of the Board and Senate holding office immediately before this Act comes into force shall continue to hold office and constitute the Board and Senate under this Act until the members of the Board and Senate are appointed or elected in accordance with this Act.

Staggered terms of office

(2) Prior to the first appointments or elections of members after this Act comes into force, the Board and Senate respectively shall provide for staggered terms of office.

By-laws, etc. continued

(3) Subject to this Act, all by-laws, rules, regulations and resolutions of the Board and Senate made prior to the coming into force of this Act shall continue in force until amended or repealed.

First membership year

(4) Notwithstanding any other provision of this Act, the first membership year of the Board and of the Senate after this Act comes into force may be for a period of less than twelve months.

Repeals

20. The following are repealed:

1. *The McMaster University Act, 1957*, being chapter 144.

2. *The McMaster University Amendment Act, 1962-63*, being chapter 173.

3. *The McMaster University Amendment Act, 1968-69*, being chapter 155.

Commence-ment

21. This Act comes into force on the day it receives Royal Assent.

Short title

22. This Act may be cited as *The McMaster University Act, 1976*.

Principles for Graduate Study at Ontario's Universities

Ontario Council on Graduate Studies

March 2017

Principles for Graduate Study at Ontario's Universities

Ontario Council on Graduate Studies

These resolutions form a set of guiding principles for Graduate Studies in Ontario and were agreed to unanimously by the Ontario Council of Graduate Studies in February 2016.

Resolution 1.

That graduate education should operate in an atmosphere of academic freedom and open inquiry for faculty and for students. Individuals should be free to pursue knowledge, explore alternative theories and interpretations, and communicate research results without fear of reprisal.

Resolution 2.

That graduate degrees should ensure that the holder has achieved an appropriate level of intellectual development beyond that acquired during the undergraduate program. For those programs that also serve the purpose of professional or vocational training, it is essential that the intellectual and professional objectives and content be more advanced than those of the undergraduate degree.

Resolution 3.

Despite the variety in programing, master's degrees and graduate diplomas must include a component whereby research and analytical/interpretive skills are developed and demonstrated, such that it is ensured that every student meets the Master's degree level expectations concerning research and scholarship as defined by individual universities.

This research component is evidently present in the case of a thesis or major research paper requirement. Where degree requirements can be satisfied by course work alone, the onus should be on the program to demonstrate the elements which ensure the necessary graduate-level research component for all students. These may include one or more courses and other specified activity appropriate for the discipline and designed to test the acquisition and application of research and analytical/interpretive skills. Where there is not a single major research exercise required (*e.g.*, a thesis or MRP), the program should demonstrate that the totality of small research assignments has the accumulated substance and coherence to constitute an appropriate graduate-level research component, and that all graduates have demonstrated that they meet the Master's degree level expectations concerning research and scholarship.

Resolution 4.

Ontario's provincially assisted universities are committed to maintaining high quality graduate and professional programs and to admitting students who are best qualified and most likely to succeed in these programs.

The universities are autonomous and make individual decisions to determine their admission requirements. As enrollment in graduate and professional programs is typically limited in number by institutional and departmental capacity, it is not possible to accept everyone who applies. Thus many applicants who meet the minimum entrance requirements are not admitted to these programs.

Applicants to provincially assisted universities in Ontario are considered for admission on an individual basis in a process whereby the appropriate range of academic and other relevant evidence is weighed.

Each applicant is considered on his or her own merits, according to standards set by each institution, program by program.

Resolution 5. (The principle of timely program completion)

OCGS members are committed to student success and timely program completion.

Full-time graduate students are expected to pursue their graduate degree on a full-time basis and make satisfactory progress toward timely completion of all program requirements. It is not possible, or desirable, for the university to monitor and enforce the employment activities of its graduate students outside the university. However, it is both possible and desirable for the university to ensure that it does not itself create a structural situation that jeopardizes the ability of the graduate student to make full-time progress towards the completion of graduate program requirements. Accordingly, OCGS is committed to the principle that full-time graduate students are employed no more than an average of 10 hours per week on campus.

Resolution 6.

That Ontario Graduate Scholarships (OGS) will be awarded to eligible master's students for a maximum of two academic years; eligible doctoral students[1] may hold the OGS award for a maximum of four academic years[2]. The Ontario Graduate Scholarship will not be awarded to doctoral students after their fourth year of study.

Resolution 7.

That Ontario Council of Academic Vice-Presidents (OCAV) graduate degree-level expectations will be applied in all approvals, including those of professional programs.

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[1] Refers to 4-year PhD students entering following the completion of a master's degree, not transfer students or direct entry doctoral students.
[2] OGS award maxima are outlined in the 2016-17 Ministry of Training, College and University OGS/QEII-GSST guidelines.

Without limiting the full range of the standards outlined in the Ontario Universities Council on Quality Assurance (OUCQA) Quality Assurance Framework, these should include:

> a. Faculty qualifications, including appropriate academic credentials and appropriate research, scholarship and professional activities so as to demonstrate the required intellectual leadership and ability to supervise graduate students in the discipline or profession;

> b. Program requirements, including a research component appropriate to the degree level and to the discipline or profession; and

> c. Curricular content and level.

Resolution 8.

That the name of a "**field**" should be concise and descriptive of the focus and intellectual coherence of its content. It should not be an essay, seeking to state explicitly every element included within the field, neither should it be a catch-all or residual category. The identification of fields is optional but when used, they declare areas of strength within the program; a field should not have the same name as the program as a whole. Each selected "field" will have a reasonable minimum number of active faculty who, together with the graduate students, create a learning community. This allows programs to indicate their strengths within reasonable boundaries, to underscore their distinctiveness and to respond to the needs of and changes in the discipline over time.

In coursework intensive programs (e.g. non-thesis master's programs) which identify fields, students should be able to count on the availability of at least one semester course every year in their field of primary interest.

Resolution 9.

That "**core faculty**" are defined as those members of the graduate faculty who are institutionally-approved and who are expected to be involved in thesis supervision and/or involved in a graduate program through teaching courses.

It is reasonable and appropriate to expect that core faculty will provide intellectual leadership in the discipline or field even if they are teaching for professional preparation. In the university setting, leadership is demonstrated through personal, active and ongoing involvement in research, investigative, conceptual and/or theoretical activity and the dissemination of the results of this activity through, for example, print, publishing, recorded presentation or representation and/or adjudicated performances or exhibitions. It is also expected that intellectual leadership will be recognized, and sustained, through the application for, and the receipt of, peer-reviewed research grants and contract research awards.

Resolution 10.

That where students may take the same program, or elements of a program, in an on-campus or alternative-delivery format, the minimum admission requirements or

equivalencies, intended learning outcomes, program requirements and standards should be consistent between the two.

Resolution 11.

That regardless of delivery format, programs should be taught by faculty who have the same or similar qualifications as those teaching on-campus programs.

Graduate Diplomas

The Ontario Universities Quality Assurance Framework (OUQAF) has defined three types of graduate diplomas: Master's Level (Type 1); Master's and Doctoral Levels (Type 2); and Master's and Doctoral Levels (Type 3). Types 1 and 2 are not stand-alone qualifications and, therefore, the standards that apply to them are those of their parent program(s). Type 3 diplomas are stand-alone programs.

Resolution 12.

That regardless of the Type, a Graduate Diploma at the Master's level is awarded to students who have demonstrated the following:

1. Depth and breadth of knowledge
A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.

2. Conceptual & methodological awareness/research and scholarship
A conceptual understanding and methodological competence that:
   a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;
   b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and
   c) enables a treatment of complex issues and judgments based on established principles and techniques.
On the basis of that competence, has shown at least one of the following:
   a) the development and support of a sustained argument in written form; or
   b) originality in the application of knowledge.

3. Communication skills
The ability to communicate issues and conclusions clearly to specialist and non-specialist audiences.

4. Application of knowledge
Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.

5. Professional capacity / autonomy
Professional development is often a primary component of graduate diplomas, and will

involve:
- a) The qualities and transferable skills necessary for employment or further education, including:
    - i) The exercise of initiative, and of personal responsibility and accountability; and
    - ii) decision-making in complex professional situations;
- b) The intellectual independence required for continuing professional development;
- c) The ethical behaviour consistent with academic and professional integrity; and
- d) The ability to appreciate the broader implications of applying knowledge to particular contexts.

6. Awareness of limits of knowledge
Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods and disciplines.

Resolution 13.

That regardless of the Type, a Graduate Diploma at the PhD level is awarded to students who have demonstrated the following:

1. Depth and breadth of knowledge
A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice, including, where appropriate, relevant knowledge outside the field and/or discipline.

2. Conceptual & methodological awareness/research and scholarship
- a) The ability to conceptualize, design and implement research for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;
- b) The ability to make informed judgements on complex issues in specialist fields, sometimes requiring new methods;
- c) The ability to produce original research or other advanced scholarship of a quality to satisfy peer review and to merit publication.

3. Communication skills
The ability to communicate complex and/or ambiguous ideas and conclusions clearly and effectively to specialist and non-specialist audiences.

4. Application of knowledge
The capacity to:
- a) Undertake pure and/or applied research at an advanced level;
- b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches and/or materials.

5. Professional capacity / autonomy
- a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;
- b) The intellectual independence required for continuing professional development;

    c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research;
    d) The ability to appreciate the broader implications of applying knowledge to particular contexts.

6. Awareness of limits of knowledge
An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

Master's Degrees
Graduate study at the master's levels is offered through a diverse range of programs that are thesis-oriented, course-based, or professional.

Resolution 14.
That regardless of the program type, the degree is awarded to students who have demonstrated the following:

1. Depth and breadth of knowledge
A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.

2. Research and scholarship
A conceptual understanding and methodological competence that:
    a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;
    b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and
    c) enables a treatment of complex issues and judgments based on established principles and techniques.
On the basis of that competence, has shown at least one of the following:
    a) development and support of a sustained argument in written form; or
    b) originality in the application of knowledge.

3. Level of application of knowledge
Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.

4. Professional capacity / autonomy
    a) The qualities and transferable skills necessary for employment requiring:
        i) exercise of initiative and of personal responsibility and accountability; and
        ii) decision-making in complex situations;
    b) The intellectual independence required for continuing professional development;
    c) The ethical behaviour consistent with academic integrity and the use of appropriate

guidelines and procedures for responsible conduct of research; and

d) The ability to appreciate the broader implications of applying knowledge to particular contexts.

5. Level of communications skills
The ability to communicate ideas, issues and conclusions clearly.

6. Awareness of limits of knowledge
Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

Doctoral Degrees

Independent original research, the preparation of a thesis, and its successful defence are considered to be the essential core of doctoral studies. However, because thesis research is highly specialized, it is important that some mechanism be in place to ensure that breadth of knowledge and skills are acquired by doctoral students. This objective can be achieved by course work, participation in colloquia, a comprehensive examination or other means.

Two types of doctoral degrees are offered in Ontario universities, the PhD and the practice-based doctoral degrees that are designated by the name of the discipline (e.g., EdD in Education, Mus.Doc. in Music, DVSc in Veterinary Science). Both types have a requirement for research, but research in the practice-based degrees is generally of an applied nature, related to a professional or creative activity.

Both types of doctorates can be distinguished from second entry professional programs, such as the MD, DDS, OD, or DVM, in that appropriate advanced training is required for admission and research is an integral and necessary component of the degree requirement.

Resolution 15.

That the doctoral degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated:

1. Depth and Breadth of Knowledge: A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.

2. Research and Scholarship:
   a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;
   b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and
   c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.

3. Level of Application of Knowledge:

The capacity to:
  a) Undertake pure and/or applied research at an advanced level; and;
  b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.

4. Professional Capacity/autonomy
  a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;
  b) The intellectual independence to be academically and professionally engaged and current;
  c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
  d) The ability to evaluate the broader implications of applying knowledge to particular contexts.

5. Level of Communication Skills: The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.

6. Awareness of Limits of Knowledge: An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

Collaborative Specializations

Resolution 16.

A Collaborative Specialization is an intra-university graduate field of study that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved masters and/or PhD programs. Students meet the admission requirements of and register in the participating (or "home") program but complete, in addition to the degree requirements of that program, the additional requirements specified by the Collaborative Specialization. The degree conferred is that of the home program, and the completion of the Collaborative Specialization is indicated by a transcript notation indicating the additional specialization that has been attained (e.g., MA in Political Science with specialization in American Studies).

Resolution 17.

That the additional value of a Collaborative Specialization will in many cases result from course requirements additional to the degree requirements of the home programs, but may in some cases result from other aspects such as the multidisciplinary focus and exposure to other viewpoints, or from the topic of the thesis research.

Resolution 18.

A Collaborative Specialization must have at least one core one-semester course that is foundational to the specialization and does not form part of the course offerings of any of the partner programs. This course must be completed by all students from partner programs registered in the specialization and provides an opportunity for students to appreciate the

different disciplinary perspectives that can be brought to bear on the area of specialization. This course may serve as an elective in the student's home program.

Resolution 19.

There must be clear and explicit requirements for each Collaborative Specialization. In programs requiring a major research paper, essay, or thesis, the topic must be in the area of the collaborative specialization. In course-only Master's programs, at least 30% of the courses must be in the area of specialization including the core course described above. Courses in the area of specialization may be considered electives in the home program.

Resolution 20.

The core faculty of Collaborative Specializations are only those faculty members in the participating home programs who have an interest and expertise in the area of the collaborative specialization (this may include faculty appointed 100% to an interdisciplinary academic unit – for example, an Institute of American Studies – that provides the anchor for the specialization).

Resolution 21.

That the governance structure of the Collaborative Specialization, normally, would involve a director and a program committee. A Collaborative Specialization must have in place appropriate administrative and academic oversight/governance to ensure requirements associated with the specialization are being met.

Resolution 22.

Proposals for new Collaborative Specializations will follow the protocol for Major Modifications. Collaborative Specializations do not require separate MTCU funding approval since no BIUs are claimed.

Updated March 2017

For more information, please contact:

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Summary of Graduate Changes 2016-2017

Revised Supervisory Committee Report form:

The supervisory committee form was revised to provide additional transparency to both students and faculty members and now includes a rubric to clarify what each rating means.

https://gs.mcmaster.ca/sites/default/files/resources/supervisory_committee_report_august_2017.pdf

Handbook Checklist:

The handbook checklist provides programs with a framework within which to revise or develop their program handbooks.

https://gs.mcmaster.ca/sites/default/files/resources/grad_program_handbook_checklist_july_2017.pdf

RMM 801 Process:

The documentation associated with this process was updated and supplementary guidelines were produced to provide clarity on the process for approval of field trips, student placements and research activities.

Risk Management Manual Program 801:

http://www.workingatmcmaster.ca/med/document/RMM-801-Field-Trips-Student-Placements-and-Research-Activity-Planning-and-Approval-Program-1-36.pdf

RMM 801 Program Guideline:

http://www.workingatmcmaster.ca/med/document/RMM-801-Program-Guideline-1-36.pdf

Ph.D. Thesis Defence Process

Steps were taken to streamline approvals within the system of external nominees by limiting the required approvals to supervisor and department authority. (Note: approval of the time and date of defence and of the pre-defence thesis must still be obtained by the entire examining committee.)

Policy Revisions:

Revisions were made to a number of policies affecting graduate students, the newly-constituted policies are available at the following links:

IQAP

http://www.mcmaster.ca/policy/AdminAcad/AcadAdmin/AcademicProgramReview.pdf

Certificates and Diplomas

http://www.mcmaster.ca/policy/AdminAcad/AcadAdmin/Diplomas_Certificates.pdf

Academic Accommodations

https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf

Student Financial Aid

http://www.mcmaster.ca/policy/Students-AcademicStudies/Aid_and_Awards.pdf

Changes to the Graduate Calendar administrative sections:

Sessional Dates
Some information included in the sessional dates was reorganized and/or expanded for additional clarity. The document was also adjusted to direct students to the Academic Accommodation for Religious, Indigenous and Spiritual Observances Policy. More detail was added to clarify what a 'final thesis' entails in the context of these dates. Additional text was also added to highlight information about graduate students enrolling in undergraduate courses as well as program-specific add/drop dates.

1.2.5 The Faculty Advisor

Some language was added to this section noting that a program committee or department chair for the programs acts as faculty advisor for course-based, professional or clinical programs and that the faculty advisor is expected to respond in a timely fashion to queries from students on elements of academic and research progress.

2.1.1 Admission Requirements for Master's Degree

Some language was added to this section clarifying that a Bachelor's degree must be from a recognized university, that programs who consider applications with a mid-B average are identified in the relevant section of the calendar and that some programs may consider professional practice or experience within the application process.

2.1.2 Admission Requirements for Ph.D.

This section was revised to note that students may be admitted to a Ph.D. while concurrently completing all degree requirements for a Master's degree within one term (rather than the previous two months) from the dates of reclassification.

2.3 Transfer/Advance Credit and Determination of Course Equivalency

Language was added to this section around advance credit to accommodate the engineering options that have been created.

2.5.3 Full Time and Part Time Status

The information about the permission to work form that used to exist was removed. A statement from the most recent OCGS document 'Principles for Graduate Study at Ontario's Universities' was added. Some of the language around the 10 hours of work a week limit was edited for clarity.

2.5.5 Enrolment – International Students on Study Permits

Clarification was added to highlight that international graduate students without valid study permits will not be allowed to enroll. Additional language was added to note that requirements are different for students whose program is delivered partially or fully online.

2.5.9 Appeals and Petitions for Special Consideration

Some text was added to this section to highlight that accommodation requests related to a disability are processed under the Academic Accommodations of Students with Disabilities policy and to note which sort of accommodation requests are covered.

2.6.2 Course Levels and Types

A statement was added to clarify that graduate students are normally required to complete course requirements by taking courses from within their program. At a minimum, at least 50% of total course requirements must be listed or cross-listed by the program in order to be counted.

2.6.10 Outgoing Exchange Students

A new section was added to highlight the process around students on exchanges programs and transfer credit towards completion of their curriculum.

2.7 Supervision

A statement was added to this section to note that supervisor must be declared within first 5 months of study. An additional change to this section is around the submission of the annual supervisory committee reports. The reports will now be required no later than November 30th.

3.6 Program Progression

Some language was added to this section to clarify re-admission and the structure of fees associated with this.

Section 4.2 Program Expectations and Requirements

A working group of Graduate Council reviewed the comprehensive examination procedures at McMaster. An internal review of McMaster's comprehensive examination procedures across the six faculties has revealed that there are nearly as many methods of conducting the comprehensive exam as there are programs, differing in approach and duration. The final conclusion of the working group was that the comprehensive exam would naturally evolve over time in a program and that the evolution would occur more dynamically if there were no prescriptive rules restraining changes.

A change was proposed to the graduate calendar accordingly.   The section will now state that while all Ph.D. candidates at McMaster are expected to acquire comprehensive knowledge during the course of their studies that the School of Graduate Studies doesn't prescribe the way this is assessed and it is left up to the program to decide whether it's an examination or some other method. Any assessment must include a description of a second opportunity for assessment should the student fail the first attempt.

Any changes to current comprehensive examination practice must be proposed to and approved by the Faculty GCPC.

Section 4.3 Thesis

The process around a negative external report was modified. Previously the Ph.D. defence process was put on hold if a negative report was submitted by an external examiner. After reviewing processes at other institutions it was decided that this should be adjusted.

With respect to a negative assessment the above-noted section will now state the following: Should the assessment be negative the appropriate Associate Dean will communicate with the supervisory committee and student to discuss the outcome of the review. This is normally followed by a supervisory committee meeting to specifically discuss the plan if the external examiner indicates that the thesis is not acceptable for defence. The supervisory committee and candidate (in consultation with the Associate Dean) may wish to withdraw the dissertation and defend with the same external examiner at a later date. A second possible outcome of the review is that the Associate Dean will recommend to the Associate Vice-President & Dean of Graduate Studies that the thesis be reviewed by a different external examiner. A candidate may withdraw the thesis only once. Despite a negative assessment, a candidate has the right to proceed to a defence.

Section 8.2 Graduate Scholarships (and the associated subsections)

This section was reorganized and now includes information from the undergraduate calendar (where appropriate). Bursaries, Academic Grands, Internal Scholarships all have their own subsection now.

Section 8.4

This new section added about financial planning and directing students to OSAP.

McMASTER UNIVERSITY
PROGRAM PROPOSAL

MASTER OF BUSINESS ADMINISTRATION
(BLENDED LEARNING PART-TIME MBA)

August 31, 2017

DeGroote
SCHOOL OF BUSINESS

CONTENTS

1.0 PROGRAM

1.1 Program Description

The proposed blended-learning **Blended Learning Part-Time MBA program (BLPT MBA)** is a logical response to the rapidly evolving graduate management education industry in general, and changing student expectations in particular. The catalyst for this new program is twofold. First, there is clear recognition amongst DeGroote School of Business (DSB) stakeholders that the School's existing portfolio of MBA programs is not meeting the expectations of working professionals with 5 to 8 years of work experience who wish to keep their jobs while completing their studies. This is largely because this segment is expected to take courses with the much larger and noticeably younger and less experienced segment of full-time and co-op MBA students, who typically have 0 to 3 years of work experience. The result is mixed segments in the same classes to the detriment of the more experienced working professionals. Second, students' expectations about learning and development opportunities are changing, especially for those already working, with a clear preference being shown towards more flexible learning options, including blended learning.

The new BLPT MBA will cover all core subject areas required in the existing Full-time and MBA Co-op programs. To graduate, students would be required to complete 52.5 units of coursework versus 60 units for the full-time, co-op and existing part time MBA programs (due to reduced elective requirements). This change responds to global and local industry trends showing greater interest in shorter MBA programs at the expense of traditionally longer ones, especially those based in North America.[1] Recent professional market research commissioned by DSB has also confirmed that such a reduction would likely lead to increased attractiveness of the BLPT MBA.

The blended delivery approach will consist of three intensive face-to-face residencies per semester combined with weekly technology-enabled learning requirements during the off-campus periods. Approximately 67% of the instructional hours will take place during the residencies, each of which will last two to three days and occur at the start, mid and end points of every semester. The remaining instructional hours will be completed online. This will greatly reduce the time, cost and inconvenience of the commuting associated with the current part time program, and in the process create a wider catchment area from which students will be drawn. The blended-learning approach has been confirmed as highly desirable by prospective students based on DSB's recent market research results.

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[1] See the Graduate Management Admissions Council's *2016 Application Trends Survey Report*: http://www.gmac.com/market-intelligence-and-research/research-library/admissions-and-application-trends/2016-application-trends-survey-report.aspx

1.2 Proposal Preparation and Consultation Process

Internal Stakeholders

Discussions regarding the new BLPT MBA have been on-going amongst DSB's senior leadership team and MBA program management and recruiting staff since mid-2016. Evolving designs have been discussed at length with the School's MBA Program Development Committee[2] five times, the Decanal Committee twice, Faculty Business Council once, and the Dean's Advisory Council once, all between March and June 2017. General approval and growing encouragement for the direction being taken by the proposed BLPT MBA has been provided at all meetings, with the MBA Program Development Committee providing unanimous approval to proceed during a meeting held on June 5, 2017.

Members from the BLPT MBA development team are concurrently working with the School's *Online Learning Strategy Working Group*, headed by Professor Brian Detlor (Information Systems Area). The mandate of this Group is to produce an online learning strategy for DSB by December 2017. The MBA Academic Director and staff are coordinating with Professor Detlor's team, along with the MacPherson Institute, to ensure that the online technology and pedagogical elements supporting the BLPT MBA will be strategically and practically aligned with the recommendations developed by the Group.

External Stakeholders

From mid-2016 through to June 2017, the MBA Academic Director and staff incorporated views of current students, alumni and prospects who have attended information sessions in and around Burlington, Hamilton and the GTA as well as those who have made direct inquiries through the MBA office. The process also included focus group sessions involving students and alumni held at the Ron Joyce Centre (RJC) to determine what new program options would best serve the interests of future students and the School at large.

Professional Market Research

The proposed BLPT MBA has also taken into consideration professional market research efforts conducted by *The Strategic Counsel* on behalf of DSB.[3] Between February and April 2017, this research agency gathered qualitative and quantitative interview and survey data from 1,300 prospective students, alumni and employers to better understand DSB's position in the market as well as overall MBA program preferences and learning objectives. Some 98 respondents provided detailed feedback related specifically to part time MBA studies. Several important findings derived from this input have confirmed the pre-existing indicators of the need for such a program. (See also *Section 1.6.1 – Evidence of Societal / Labour Market Needs*)

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[2] See Appendix A – MBA Program Development Committee Members

[3] The Strategic Counsel is a leading market research agency, with in-depth education sector experience. Past clients include Ivey Business School, Rotman School of Management (University of Toronto), University of Waterloo, Queen's University, Mount Allison, and the University of British Columbia. See: www.thestrategiccounsel.com

1.3 Consistency with McMaster's Mission and Academic Plan

The Strategic Mandate Agreement (2014-2017) between the Ministry of Advanced Education and Skills Development (formerly Ministry of Training, Colleges and Universities) and McMaster University identified "business and economics" and "digital information and media" as key sources of strength for the institution. The BLPT MBA is anchored around DSB's business and economics capabilities, and will ensure general coverage of digital information and media. The Program will also leverage McMaster's signature pedagogies related to problem-based learning and inquiry, collaborative culture, interdisciplinary programming, and partnerships, along with the University's growing expertise in blended learning supported by the MacPherson Institute. [4]

The BLPT MBA will also support the four key priority areas outlined in President Deane's *Forward with Integrity* letter (2011), namely:

- *Student experience*: by providing interdisciplinary and multi-faceted learning opportunities, including self-directed experiential learning on the job, BLPT MBA students will undertake a transformational learning and socialization experience that will not only benefit them and their careers, but will also help build stronger associations with external corporate and community organizations, DSB and McMaster University at large.

- *Community engagement*: given that the School interacts with local and regional industry and community organizations virtually every day, BLPT MBA students, faculty and staff will leverage these connections to support live company and community projects. (e.g., local and regional companies, Innovation Factory, The Forge [5], social impact agencies, etc.)

- *Research:* as a professional degree program, students will focus on understanding and applying the findings and frameworks arising from academic research to real-world business opportunities and challenges as well as have the option to work with faculty on independent research projects that are practice-oriented.

- *Internationalization:* the importance of growing international mindsets and cross-border management capabilities, anchored within a strong ethical ethos, will be developed through a variety of learning methods and opportunities, including real world projects, case studies, overseas study trips, and the leveraging of diverse student experiences and backgrounds.

In addition to supporting the University's academic plan and priorities, the proposed BLPT MBA supports the key pillars driving DSB's Strategic Plan (2015 – 2020), which includes:

- Providing an evidenced–based curriculum;
- Leveraging the core MBA curriculum (in new delivery formats);

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[4] *Strategic Mandate Agreement (2014 – 2017).* Ministry of Training, Colleges and Universities, and McMaster University. P. 3, 10. Accessed April 20, 2017, from http://www.tcu.gov.on.ca/pepg/publications/vision/McMasterAgreement.pdf

[5] *The Forge* is Hamilton's startup incubator and McMaster University's on-campus entrepreneurship initiative.

- Introducing students to the growing importance of digital transformation (without being a digitally-focused program, like the Executive MBA in Digital Transformation); and
- Opportunities to pursue healthcare management coursework and projects, if desired.

1.4 Program Learning Outcomes

The learning outcomes for the new BLPT MBA have been designed based on extensive consultations with a wide range of internal and external stakeholders, including existing and prospective students, faculty, alumni and potential employers. The overall objective is to increase the knowledge and capabilities of working professionals who are seeking to advance their careers in an expeditious, yet manageable timeframe, and within the context of the significant changes taking place in the broader economy due to rapid technological and demographic change. To this end, students will enhance their problem solving capabilities within a program that heavily promotes collaboration, interdisciplinary thinking and working with external partners. More specifically, upon successful completion of the Program, students will be able to:

1. Leverage well-rounded functional knowledge and managerial competencies commensurate with a traditional general management MBA program, while still having the opportunity to pursue areas of personal interest.

2. Effectively apply theory, concepts and frameworks within and across business functions, in the process building an integrated view of management.

3. Access increased leadership, team-building and communication skills that can be applied across a variety of business settings as well as in the public and non-profit sectors.

4. Develop analytically rigorous and persuasive business cases that can support new strategic investments and/or internal process improvements for employers.

5. Better understand and adapt to ongoing workplace changes portending the need for increased collaboration, innovation and strategic foresight.

In addition to the above, the new BLPT MBA seeks to create a cohesive stand-alone program designed for a more experienced segment of working peers. As noted in section 1.1, working students have historically been merged into courses catering to Full-time and Co-op MBA students who typically have 0 to 3 years of experience. By contrast, the segment targeted by the BLPT MBA program would have already been working for 5 to 8 years and would therefore prefer and expect a program that reflects this increased experience base. The proposed BLPT MBA directly addresses this specific concern and, in doing so, will target market space that is not occupied by other DSB programs. For example, the only other MBA program dedicated to working professionals is the 13 month, 4-module Executive MBA in Digital Transformation. Apart from its deep focus on digital business, this premium-positioned program caters to significantly more senior executives whose average age is 41 years old and bring an average of 19 years of work experience to class with some 12-20% coming from

overseas. Given the market positioning and delivery format of the new BLPT MBA (requiring three residences per semester), DSB expects to draw students who are relatively early in their careers and live within a two-hour driving radius of the RJC. *For a summary of the key characteristics and differences amongst DSB's MBA programs, see Appendix B – DeGroote's Portfolio of MBA Programs.*

1.5 Consistency with Degree Level Expectations

Please see *Appendix C - Curriculum Map* and *Appendix D - Graduate Degree Program Expectations*, which demonstrate the relationships between the BLPT MBA's learning outcomes and their consistency with graduate degree level expectations.

1.6 Demand for Program

1.6.1 Evidence of Societal / Labour Market Need

The need for the new BLPT MBA is driven by changing economic and labour market conditions as well as concomitant changes to student preferences and career development requirements. Much of the change taking place in the macro environment is being driven by the so-called 'fourth industrial revolution' that is seeing a rapid and significant convergence of previously separate technologies related to physical, biological and digital domains. As the World Economic Forum notes[6]:

> "*There are three reasons why today's transformations represent not merely a prolongation of the Third Industrial Revolution but rather the arrival of a Fourth and distinct one: velocity, scope, and systems impact. The speed of current breakthroughs has no historical precedent. When compared with previous industrial revolutions, the Fourth is evolving at an exponential rather than a linear pace. Moreover, it is disrupting almost every industry in every country. And the breadth and depth of these changes herald the transformation of entire systems of production, management, and governance.*"

In recognition that such changes are underway, in 2016 the Government of Canada released an ambitious *Innovation Agenda* designed to pivot the country away from a twentieth century economy reliant on natural resources and old industrial manufacturing practices towards more advanced technological bases of competition. To this end, the federal government (through its March 2017 budget) has specifically encouraged innovation and industrial renewal by promoting greater entrepreneurship and creativity, the translation of scientific expertise into commercially viable products and services, the creation of world-class clusters and partnerships, the advancement of clean and

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[6] *The Fourth Industrial Revolution.* World Economic Forum. Accessed April 20, 2017 from:
https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/

inclusive growth, and increased digital literacy.[7] Such initiatives are expected to spur demand for management talent that can suitably support these priority policy areas.

The velocity, scope and system wide revolution of the means of production, management and governance worldwide, combined with the Government of Canada's innovation agenda, makes it imperative that DSB respond with new programming to ensure ongoing relevance to the students, employers and community organizations it serves. The new BLPT MBA, in concert with community, industry and other university partners, is well-placed to achieve this objective.

1.6.2   Evidence of Student Demand

In addition to the traditional internal and external stakeholders consulted as part of this process, DSB has engaged a market research agency, *The Strategic Counsel*, to assess brand perceptions about DSB as well as the program interests and learning objectives of prospective MBA students and potential employers, including BLPT MBA related preferences. Based on historical enrolments and these recent research findings, the main target audience for the BLPT MBA will be previously degreed professionals with 5 to 8 years working experience who live within a one hour driving radius of the RJC. Given the blended instructional design, it is expected that the program will create increased appeal to those living and/or working between the RJC and the GTA.

Feedback from MBA program recruiting staff as well as the data collected by The Strategic Counsel points to a second target audience who will find the program appealing, namely prospects living within about a two-hour driving radius of the RJC. This would create a catchment area that roughly sweeps from Niagara Falls to Brantford and London, to Kitchener-Waterloo and Guelph, to Barrie, Newmarket, Markham and across to Oshawa. This is because students from further afield would only need to drive to the RJC three times per semester to complete two courses, presuming they stay overnight at a nearby hotel, where DSB can arrange preferential rates. For students who live closer to the RJC, they would only need to travel to the facility about six times per semester to complete the two courses. By contrast, current part time students at DeGroote, and those of comparator schools like Rotman (University of Toronto) and Schulich (York University) typically need to travel to their physical classrooms 24 to 26 times per semester to complete two courses. The new BLPT MBA would therefore significantly reduce the cost and inconvenience of commuting, and yet still retain high impact concentrated opportunities for face-to-face engagement. The Program will also contribute to a smaller carbon footprint. *(See Appendix E – Regional Comparator MBA Programs)*

The key findings and demand drivers from The Strategic Counsel's market research efforts that have been incorporated into the design of the proposed BLPT MBA are as follows:

- 90% of prospective students welcome online learning components.

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[7] *Positioning Canada to Lead: An Inclusive Innovation Agenda.* Ministry of Innovation, Science and Technology. June 2016. Accessed April 20, 2017 from: http://news.gc.ca/web/article-en.do?nid=1084739

- In terms of total online learning workload, 22% prefer 1-3 hours, 45% prefer 4-6 hours, and 18% prefer 7-10 hours per week, respectively.
- Two thirds of respondents prefer a program that can be completed in 3 years or less; prospects are willing to pay more for a program that can be completed within this period.
- Three quarters of respondents see a cohort-based program as important or very important.
- Content areas of most interest are strategic management, and leading self and others.

1.6.3 Justifiable Duplication

Several other universities offer part time MBA programs in our catchment area as outlined in Section 1.6.2. Appendix E provides a comparison table between the proposed program and several main competing programs including those offered by the Lazaridis School of Business (Wilfrid Laurier University), the Rotman School of Business (University of Toronto) and the Schulich School of Business (York University). As shown in the table and as further detailed in Section 4.2 below (Program Innovation), the proposed BLPT MBA is differentiated in several key ways relative to these other comparator programs including: a shorter completion time; a competitive price; a learning approach that stresses integration across subject matter, personalized professional development, and community service learning opportunities. Importantly, the proposed BLPT MBA is based on an approximate 67% face-to-face and 33% online instructional design, with no other comparator schools offering such an approach. As explained in Section 1.6.2 above, this blended learning approach significantly reduces the cost and inconvenience of commuting for students while still retaining high impact concentrated opportunities for face-to-face engagement.

1.7 Degree Nomenclature

The degree earned through completing this program will be an MBA. The nomenclature for the BLPT MBA is sensible based the fact that the blended design and delivery, assignments, and workload are all specifically designed for the primary target audience of working professionals who can only study outside of normal working hours.

2.0 ADMISSIONS AND ENROLMENT

2.1 Admissions Requirements

Regular applicants to the BLPT MBA are expected to meet the following requirements:

- 4-year bachelor's degree in any discipline, with a recommended B average (73-76% or 3.0 on a 4-point scale) in the two most recent years of university study.
- Résumé to assess work experience, with a *minimum* of 4 years expected (versus 0 years for the Co-op MBA and Full-time programs, respectively).
- Two letters of recommendation; at least one would come from a non-academic referee (e.g., past or present employer)

- Graduate Management Admissions Test (GMAT) or other standardized scores [8].
- Admissions interview, if necessary, to better understand a prospective student's capabilities, learning objectives and potential for success in the Program.
- TOEFL, IELTS, or PTE scores for those who have not resided in an English-speaking country for at least four years, or if English was not the primary language of instruction for at least three years of full-time post-secondary education, excluding ESL courses. (This requirement is meant for international students and is therefore not expected to be applicable for most BLPT MBA applicants, save for the possibility of applications from new permanent residents).

In addition to the above, prospective BLPT MBA students will need to explicitly acknowledge that they are prepared to apply required assignments to their work environments. If this is not possible, the onus will be on the student to find alternative organizations (through family, friends or their extended network) where such assignments can be applied. Consequently, offers of admission to the BLPT MBA will remain conditional until the applicant formally acknowledges and accepts this requirement. This is not a requirement for admission to the Full-time and Co-op MBA programs.

Applicants will be apprised that meeting the minimum requirements will not automatically result in admission to the new BLPT MBA due to the competitive nature of the process.

2.2 Enrolment Planning and Allocations

Program Year	2018	2019	2020	2021
Year 1	30	35	35	35
Year 2	--	30	35	35
Year 3	--	--	30	35
Year 4	--	--	--	
Total Enrolment	30	65	95	105

The BLPT MBA program is planned as a self-funded program at a tuition fee of $57,500. Current domestic tuition is approximately $42,000 for the full-time and $47,000 for the Co-op MBA programs. Therefore, the Program is not included in the eligible enrolment forecasts. The 105 students forecast for the BLPT MBA at steady state are not intended to be the same students from the existing Part Time MBA program, which is now closed for new enrolment. The new BLPT MBA will have no impact on overall graduate enrolment within the Faculty.

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[8] In further contrast to the full-time and MBA Co-op programs, the Admissions Committee will also consider alternative standardized test scores in lieu of the GMAT, specifically the GRE, LSAT and MCAT, all of which require demonstrations of analytical, critical reasoning and verbal competences. Those who have successfully passed the CFA Level II exams will also be able submit scores to substitute for the GMAT based on the recognition that the competencies assessed are financial and economic in nature, and are considered more difficult than what is tested by the GMAT. Should there be any doubts about a candidate's suitability for the BLPT MBA, the Admissions Committee will retain the right to request higher GMAT test scores than those originally submitted.

The rationale for the proposed $57,500 tuition fee is as follows:

- Students will receive more personalized attention from faculty and staff due to numerous individual action learning projects that do not exist in the full-time and MBA Co-op programs

- The program will incur higher than normal costs associated with managing and supporting very active online learning portals.

- Pricing is relatively consistent with the comparator part-time MBA program offered by the Laziridis School (Wilfrid Laurier) at $53,650, while remaining substantially lower and therefore more attractive than the fees charged by the Rotman School (University of Toronto) at $101,350 and the Schulich School (York University) at $80,000.

- Data collected by the Strategic Counsel points to a willingness to pay a higher fee for a cohort experience that is a maximum of three years in duration (as is the proposed BLPT MBA).

2.3 Alternative Application Requirements

In keeping with current practice, DSB will consider highly qualified applicants who do not hold a bachelor's degree for entry into the BLPT MBA. However, such candidates would normally be expected to have a minimum of 7-years of relevant work experience, and minimum GMAT scores of 600 overall.

3.0 STRUCTURE

3.1 Administrative, Governance and Communication

A three-tiered hierarchy will provide suitable and discrete levels of governance and administration over program development and execution. These levels are as follows:

Strategic Governance

The BLPT MBA will be administered by DSB, with overall responsibilities falling to the School's Associate Dean (Graduate Studies and Research) for all academic and curriculum-related matters[9], and Associate Dean (Faculty Affairs and Accreditation) for all program delivery and teaching-related matters. The MBA Academic Director will be invited to attend all relevant curriculum committee meetings.

Daily Governance

The MBA Academic Director will oversee the coordination and implementation of the academic design and delivery of the Program. This will include working with faculty to ensure that their individual courses align with the Program's learning objectives and requirements. The MBA Academic Director

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[9] Curriculum changes will follow the appropriate approval stages within DSB and McMaster.

will report to the Dean of DSB, while working in collaboration with the above noted Associate Deans, and any relevant curricula committees.

Daily Management Support

DSB will leverage its existing support staff and infrastructure and anticipates some incremental resource requirements. Several support staff, either new or existing, will manage the day-to-day operations of the BLPT MBA, including:

- *Program Coordinator:* helps prospects through admissions and other administrative processes that need to be navigated throughout a student's course of study; works with faculty to ensure that the appropriate logistical arrangements and support is provided during the face-to-face residencies. (0.50 FTE).

- *Career Advisor:* provides job sourcing and advice to students seeking new career opportunities. (0.5 FTE).

- *Learning Manager:* partners with faculty and students to help design and ensure the appropriate application of work-integrated learning assignments; works with faculty and students to ensure that integration of learning themes and objectives within and across semesters are suitably highlighted; helps ensure online learning activities are being implemented as intended; works with faculty to initially source and subsequently coordinate with external learning partner organizations, as needed; in concert with the Academic Director, reviews student progress at the end of each semester. These functions may be accomplished either through contracted services or through staff (to be determined).

- *Technical Support*: when certain technical difficulties arise, it may be necessary to escalate 'help desk' requests to the DSB's in-house Digital Media Technician. Should the issue remain unresolved, another level of escalation might be required, either within McMaster or to external vendors, depending upon the situation.

- *Temporary Support Staff*: contracted services for providing program logistics and delivery support during the week-end residencies.

Communications

Communications that pertain to program-wide issues will normally originate from the Academic Director. For items that are course specific, the responsible faculty or supporting Program Coordinator will send the appropriate notifications/updates.

3.2 Structure and Regulations

Program breakdown

The table below compares the existing part time MBA requirements to the proposed BLPT MBA:

Existing Part-Time MBA Requirements (being phased out)	New BLPT MBA Requirements[10]
Financial Accounting and Reporting Organizational Behaviour Economics Information Systems Management Applied Business Statistics Managerial Accounting Managerial Finance Human Resources Management Marketing Concepts and Applications Operations Business, Government and the Global Environment Strategic Management	Leadership Fundamentals (new) Management Fundamentals (new) Managing Financial Resources (I601) Economics & Business Statistics (I602) Competing Through Digital Transformation & Analytics (I603) Creating Customer Value (I604) Managing Organizations (I605) Intermediate Accounting + Intermediate Finance + Intermediate Marketing + Intermediate Operations Management + Co-creating Strategic Foresight + Innovation and Design Thinking + Business, Gov't & Global Environment (P700) Strategic Management (P720) Strategic Integration Project (new 1 semester) Program Synthesis & Future Planning +
Electives: 24 units	Electives: 12 units + New quarter courses

For calendar descriptions of all required courses, please see *Appendix E – Course Descriptions*.
The key differences and similarities in the requirements between the existing part-time MBA program being phased out and the new BLPT MBA are as follows:

- In the revised BLPT MBA *Leadership Fundamentals* is a new course taken at the start of the program to meet identified high priority needs of working professionals and employers.

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[10] Refer to Appendix F for a short description of each course.

- A new *Management Fundamentals* course is taken at the start of the Program to ensure strong basic general managerial skills are established at the outset (similar – albeit at a higher level – to the Foundations section of the Full-time and MBA Co-op programs implemented in 2016).
- Both programs require five (5) core courses namely I601 to I605. Although these courses are common between both programs, they will be redesigned for the new BLPT MBA program as they will vary in the depth and format of delivery.
- Four (4) new intermediate level quarter courses (of 1.5 units each) are required in the new BLPT, with each building off of material covered in the I601 to I605 series of courses.
- Two new quarter courses (1.5 units each) covering *Innovation and Design Thinking* and *Co-creating Strategic Insight* are required in the new BLPT MBA.
- Existing requirements remain for *Strategic Management* and *Business, Government and Global Environment*.
- The team-based *Strategic Integration Project* will bring together content from different core subjects while displaying independent research, problem-based inquiry and collaboration skills by working with external industry 'client' partners who will commit to be actively involved in the field work phase of the course.
- Elective requirements in the new BLPT program amount to 12 units instead of 24 units in the current MBA programs; options for fulfilling these requirements include BLPT MBA specific courses (to be developed), regular courses with full-time MBA students, independent research project (up to 6 units), overseas study trip (3 units) and cross-registration in approved university wide electives (up to 6 units).
- A new *Program Synthesis and Future Planning* quarter (1.5 units) capstone course will build off of the key learning points and reflections captured during each course to create an overarching journey for the entire program, while developing a career-ready learning portfolio that will help students achieve their career goals.

Program requirements

In keeping with sections 3.1 and 3.4 of McMaster University's Regulations for Masters Degrees as well as the applied learning nature of the BLPT MBA, the degree completion requirements will comprise a mix of coursework and a capstone project. Per section 3.4, DSB will be responsible for prescribing the requirements for these projects. The School has a long history in facilitating and shepherding students through comprehensive capstone projects, thus raising the potential for success with BLPT MBA students.[11] The overall workload of the BLPT MBA is commensurate with that of a professional degree program, with students required to complete the equivalent of 17.5 semester length courses (52.5 units).

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[11] For further references to McMaster University's regulations related to Masters degrees, please see:
http://academiccalendars.romcmaster.ca/content.php?catoid=20&navoid=3573#3.2_Program_Requirements

Progressive student achievement

As a cohort-based program, the BLPT MBA is designed to navigate intact groups of students through a series of required and elective courses in a manner that balances expeditious completion over nine semesters with the need to manage careers and other personal obligations that prevents full-time attendance. To this end, students will complete two (2) courses per semester over three main phases designed to ensure progressive achievement. These phases are:

- *Integrated Building Blocks:* the first six semesters cover the core subject matter commensurate with a general management MBA geared to working professionals to ensure that solid functional business knowledge and skills have been developed.

- *Exploring Possibilities***:** during semesters 7 and 8 students select electives to build knowledge and skills in areas they deem to be of most interest and importance.

- *Creating Your Future*: semester 9 will conclude the Program with a capstone team-based Strategic Integration Project, along with an opportunity for individuals to develop a structured Program Synthesis and Future Planning learning journals designed to capture key lessons gleaned throughout the Program and help ensure better career preparedness.

3.3 Graduate Programs – Program Length

The BLPT MBA is a cohort-based program designed to be completed over nine semesters. The average workload will be two semester-length courses per term. Based on recent market research findings, the program length (of three calendar years or less) is consistent with the aspirations of a large majority of prospective students. *See Appendix G – Program Delivery Schedule.*

4.0 CURRICULUM AND TEACHING

4.1 Program Content

Ongoing Relevance

Ongoing relevance of program content will be maintained through annual reviews of each course syllabus based on feedback received from curricula committees, faculty colleagues, students and employers. It is expected that periodic updates will be needed to reflect the rapidly changing nature of the systems of production, management and governance being brought about by disruptions of the 'Fourth Industrial Revolution.'

Reflecting Student Diversity

Diversity can be defined across a wide range of attributes, including culture, gender, professions, religion, physical abilities, sexual orientation, etc. The BLPT MBA will deliberately seek to attract cohorts of students who represent diversity across these and other attributes to ensure that rich team and

class-wide learning environments are created. In addition, during the courses related to leadership and managing organizations, explicit treatment will be given to merits of fostering inclusive workplaces, along with references related to legislation that impacts Ontario-based organizations.

Presenting Local and Global Perspectives

The nature of the course content and assignments are inherently local and global. For example, students will be exposed to case studies and profiles of local, regional, national and international organizations. They will also work on assignments designed to take place in Canadian companies and/or subsidiaries of multinationals. Even within local and national companies, the nature of the assignments could be international in nature. (e.g., a Canadian company develops an international market entry strategy for a product that it wishes to export). Students will also be able to attend formal overseas study missions organized by DSB and, in doing so, fulfil some of the Program's elective requirements. The 3 credits granted would be based on attendance and participation at all scheduled sessions and events as well as related applied assignments.

4.2 Program Innovation

Learning Approach

The proposed BLPT MBA will bring together the best teaching methods and practices that DSB has to offer, while proactively experimenting with innovative approaches designed to increase learner engagement and the promotion of practical application of material covered in class to the workplace. The principles underpinning the Program's overall learning approach are:

- Approximately 67% face-to-face and 33% online instruction.
- Adult and learner centric pedagogies.
- Numerous opportunities for individual and team-based experiential learning (e.g. work-based action learning projects, projects with community organizations, live case study discussions, company visits, etc.).
- Ensuring personalized leadership development and coaching plans are created for each student (starting with *Leadership Fundamentals* and running through to *Program Synthesis* course)
- More interdisciplinary and team-teaching sessions involving DSB faculty, adjuncts and guest practitioners to highlight and enhance cross-functional understanding as well as the holistic nature of general management challenges and opportunities.
- Flexibility in fulfilling elective requirements.
- Act as an innovation lab for DSB to experiment with different learning approaches that may potentially be applied to other programs at the School.

Blended Learning

The BLPT MBA will be a true blended learning experience with approximately one third of all instructional hours delivered through a technology enabled learning platform. The flexibility of this

approach is not currently offered by any other business school in Ontario, thus creating unique differentiated advantage amongst provincial providers. At the same time, participants will still have ample opportunities for face-to-face engagement and bonding opportunities commensurate with the desire for a strong cohort experience.

Technology Enablement

The technology platform that will support this new blended learning program will be based in part on the concurrent efforts of DSB's *Online Learning Strategy Working Group (OLSWG)*, which is expected to provide Dean Waverman with its recommendations by December 2017. To ensure continuity of understanding and complementarity between the two separate initiatives, two representatives involved in the redesign of the BLPT MBA serve on the OLSWG, along with DSB faculty, digital media support, the head of Executive Education, and representatives from the MacPherson Institute.

Integrated Learning Non-Linear Learning

Adults demonstrate a clear preference for self-directed, non-linear learning. This creates an imperative for the BLPT MBA to ensure adequate integration of subject matter and learning elements across the program. Apart from appealing to student learning preferences, such integration is logical within the context of graduate management education. Teaching marketing in isolation from finance and organization dynamics, for instance, would result in a narrow understanding of the true nature of the opportunities, challenges and decision points that managers must resolve in the 'real world.' For example, marketing managers must understand the financial implications of their recommendations if they are to have credibility. Similarly, any marketing decisions must be made within the context of an organization's strategic priorities, and the capabilities of the people and resources required to implement any recommendations. Consequently, the new BLPT MBA program will seek to ensure that students undertake learning experiences that integrate knowledge and frameworks across functional disciplines and semesters as and when appropriate.

Personalized Professional Development

Adults show a strong bias towards learning that is relevant to their professional and personal lives. Consequently, the BLPT MBA will ensure each student is offered ample opportunity for applying work-integrated learning assignments in their employer companies or at suitable alternatives. In addition, students will be expected to maintain an on-going leadership and coaching development journal. This will promote greater mindfulness towards leading oneself and others, which is one of most important areas requiring development cited by both prospective students and employers.

Community Service Learning Opportunities

BLPT MBA students will have a number of opportunities to engage in community service learning opportunities. This includes teams of students potentially working with local non-profits and social sector agencies as part of the comprehensive *Strategic Integration Project* course.

4.3 Modes of Delivery

As a comprehensive and true blended learning program, the BLPT MBA will utilize a wide range of learning modes of delivery. This will include classrooms and breakout rooms for class and team discussions, teamwork preparations, individual and team presentations, and guest speakers.

The Program's online learning portal will support synchronous learning, such as live faculty-led class discussions as well as virtual team meetings. Asynchronous features, including video lectures and online discussion forums, will allow students to assimilate, review and engage with faculty, class colleagues and study materials on a more temporally flexible basis.

The inclusion of work-integrated learning assignments will provide individual students with tailor-made experiential learning opportunities that can be applied to their employer's organization or an approved substitute. Similarly, the *Strategic Integration Project* course will see teams of students working with local businesses and non-profits as the basis for analysis. A key objective of this course will be the provision of defendable recommendations for improving organizational performance in specific areas according to suitably defined metrics discussed with the 'client' organization prior to commencement.

All of these methods are appropriate for working professionals seeking to gain intense classroom experiences supported by online learning, while ensuring opportunities for real-world application of the tools and frameworks being learned through either face-to-face or virtual delivery.

4.4 Experiential Learning

Work-integrated learning projects will constitute important components of course work to ensure the application of knowledge and skills generated through courses. The Program Learning Manager will play an instrumental role in working with students to ensure that the projects identified have been suitably scoped and remain consistent with assignment learning objectives.

As with the existing Full-time and Co-op MBA programs, the team-based *Strategic Integration Project* course will serve as a capstone designed to synthesize several business disciplines using a real world organization as the experiential vehicle for the assignment. To this end, teams of students will work with host companies that they have identified and have been approved by faculty leading the course. Alternatively, program administrators will provide those teams in need of a host company with pre-approved options.

Experiential learning will also be facilitated through overseas study missions as part of the elective options. Such expeditions would comprise of visits to companies, government agencies and social innovation organizations as well as guest speakers from the host countries. Students will also undertake cross-cultural immersion exercises and a summary assignment designed to capture learning points that may be relevant to the student's employer. Past missions have taken place in South America. Destinations may change from year to year. Finally, site visits to local and regional organizations can provide valuable insights and experiential understanding not readily gained in a classroom or online.

4.5 Accessibility

On a general level, the RJC provides an access-friendly and inclusive learning environment that is designed to meet a variety of student needs. For example, the building has been purpose-built to allow access for students confined to mobility aids, including access ramps, ample room in elevators, classrooms, breakout rooms, and dedicated washrooms. Braille office and classroom indicators are available throughout the building. The on-site cafeteria as well as offsite caterers can also address unique dietary requirements. The building also has a dedicated multi-faith prayer room that is available for any student to use.

Proactive, Accessible, and Inclusive Teaching and Curriculum Design

To ensure that classrooms provide inclusive atmospheres, especially with respect to those with disabilities, the BLPT MBA program faculty and staff will commit to:

- The use of inclusive language, such as a 'student with a disability'.
- The use of respectful language, such as 'the student who is hard of hearing' versus using adjectives as nouns, such as 'the deaf, the blind, the disabled'.
- Syllabus statements indicating a duty to accommodate students with disabilities.
- Readiness to address discriminatory behaviors or stereotypical comments as soon as possible, with the recognition that silence or inaction may be taken as an endorsement of these counter-productive behaviors.

For those students who require notetaking or other classroom accommodations, the BLPT MBA and DSB in general will offer a variety of options, including:

- Allow students to record lectures with a digital recorder; video lectures during the online phases of the program would automatically address this requirement.
- Make copies of presentation slides and/or handouts available in advance of most lectures.
- Allow consideration for extensions on specific assignments, in accordance with established policies.
- Allow consideration for missed class-work, in accordance with established policies
- Potentially allow for alternate evaluation methods, as is suitable.
- Provide alternatives to inaccessible teaching tools (e.g. online quizzes may be inaccessible to some students).
- Reserve seats at the front of class for those in need.
- Select textbooks or videos in inclusive formats when possible and prudent (e.g., alternate format texts or videos with captioning/descriptive audio).

McMaster Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a

disability chooses not to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete.

4.6 Research Requirements

The BLPT MBA is not an academic research focused program. Rather, it is a professional degree program that emphasizes application of research findings and frameworks to various dimensions of business and economics. Students will not be expected to complete a traditional thesis, although they do have the option to undertake independent research projects as an elective course under the guidance of suitable supervising faculty, with permission granted by the Area Chair and Associate Dean (Graduate Studies & Research). Such arrangements would need to be finalized prior to the semester in which the project is expected to be completed.

5.0 ASSESSMENT OF LEARNING

5.1 Methods for Assessing Students

Student performance will be assessed throughout the Program based on a wide range of time-tested methods, such as case study analyses, class participation, quizzes, examinations, simulations, individual and team presentations, individual and team projects as well as individual and team reports.

The inclusion of applied work-integrated projects, along with formalized leadership development planning documents and program learning journals, will add an extra dimension of structured and immediately relevant assessment / feedback prized by working professionals.

Students and teams will be assessed on the rigor by which they select the appropriate framework(s) for analyzing a given situation, how well they apply these tools of analysis, and how well they communicate their findings and recommendations. The objectives would be to ensure evidence of clear structured thinking, sound application of the tools and frameworks, and clear communication so students can use the frameworks and demonstrate their skills effectively both during the Program and after it is completed.

The variety of assessment methods noted above will help ensure that students will develop well-rounded skill sets as well as have opportunities to 'shine' based on inherent capabilities and learning preferences. For example, some students may embrace the prospect of individual and team-presentations more positively than others. By contrast, some students may welcome the opportunity to develop individual and team reports more than presenting the actual findings. Regardless of the learning preferences students might bring coming into the Program, a key objective will be to enhance all skills development areas, allow students to leverage their innate talents, while bolstering areas that require improvement.

In terms of accessibility, the unique blend of intensive residencies and online learning requirements will provide participants with greater flexibility in managing their studies while they are managing their careers and personal obligations. As many assignments throughout the BLPT MBA program will be team-based, the onus will be on the respective groups to ensure that different learning and accessibility needs are managed appropriately. Faculty and program administrators will only weigh in on how teams manage their workloads if/when unique situations arise. *(See also Section 4.5 – Accessibility)*

All instances of failures are reviewed by the Faculty Committee on Graduate Admissions and Study or the Program Director and/or Associate Dean of Graduate Studies and Research acting on its behalf. The program will be asked to make a recommendation regarding the student. In the absence of a recommendation to allow the student to continue, the student will be required to withdraw. Those allowed to remain in the Program must either repeat or replace the failed course. A failing grade in a course remains on the transcript. Students who fail a second course will not normally be allowed to continue in the Program.

Students experiencing difficulty with the Program or having personal concerns which are interfering with their studies should seek counselling from an MBA Academic Advisor or the Manager, Student Experience–Academic.

5.2 Curriculum Map

See *Appendix C – Curriculum Map*, and *Appendix D – Graduate Degree Program Expectations*.

5.3 Demonstrating Student Achievement

Documenting and demonstrating student success (near term)

Student success will be continuously assessed and documented throughout the Program by the Academic Program Director (with input from the Learning Manager), on a semester by semester basis. This level of monitoring will help ensure participants remain in good standing, while reducing the risk of having them lose track with their initial cohort. Some of the key practices that will be used each semester to assess student performance will be as follows:

- The analytical rigor, cogency and persuasiveness of case study analyses.
- The depth of insight, unique contributions and identification of key lessons learned during class discussions.
- The depth of insight, unique contributions and identification of lessons learned from simulation exercises.
- The level of contributions to teamwork as assessed by team members (and, contrarily, the degree to which a participant may create unnecessary tensions that impede collaboration).
- Results from quizzes and examinations.

One innovative method by which student achievement will be assessed will come from any results/feedback from host organizations on work-integrated learning assignments. Students will be encouraged to share feedback from their employers or other assignment host organizations, recognizing that this may not always be possible due to confidentiality related issues. Where appropriate, host organizations will be invited to share their impressions in class, thus adding a further dimension of realism to the feedback process for the benefit of all students.

Documenting and demonstrating student success (medium term)

Over and above the preceding section (including the ability to demonstrate clear consistent capabilities in meeting the specific learning objectives outlined in Section 1.4 and per Appendix C), the Program will define success through tangible evidence that graduates are demonstrating solid career progression as well as clear positive impacts on the organizations where they work. Importantly, the timelines to measure such success will not necessarily be immediate in nature. With respect to work-integrated learning assignments, for example, there may be a delay in the efforts undertaken by the students before any positive outcomes for their host organizations can be identified. For example, outcomes from recommending action steps for a new market entry strategy for a Canadian company seeking to export to China will likely take years to properly assess, whereas outcomes from recommending a new internal process improvement may need only months to determine any associated impact.

Documenting and demonstrating student success (long term)

Student success will be assessed over the longer term based on such indicators as student placement, career trajectories, salary increases, and notable new business and/or community led initiatives undertaken by graduates. This implies that the BLPT MBA program management team, and the School at large (through its alumni community support teams), have an onus to keep in frequent touch with graduates to ensure that their success is conveyed to DSB.

A further longer term indicator of student achievement would be the number of host companies that remain willing to support student assignments, such as *Strategic Integration Projects*. Similarly, the number of host companies recommending that their suppliers or customers become learning partners to BLPT MBA student assignments would provide another longer term indicator of student and Program success and achievement.

6.0 RESOURCES (GRADUATE PROGRAM)

6.1.6 Administrative, Physical and Financial Resources

The Program will be able to leverage the existing academic and career resources and this will provide efficiency in recruiting, admission and career programming and management. Some incremental support staff is also expected. The following resources will be available to support the Program:

Administrative

As identified in *Section 3.1 – Administrative, Governance and Communication*, the BLPT MBA will be supported with several staff on a day-to-day basis, specifically a *Program Coordinator* (0.50 FTE), *Career Advisor* (0.5 FTE), and *Learning Manager* (status to be determined). The Academic Director (from DSB Faculty) will also provide regular administrative guidance as and when required. Similarly, digital media and technical support staff will be available to offer faculty and students troubleshooting assistance as required.

Physical and Online Infrastructure

A significant majority of the face-to-face classes for the required courses and most electives will take place at the Ron Joyce Centre in Burlington. Other potential venues for face-to-face learning may take place on main campus. Access to DSB's online learning infrastructure will be facilitated through individual MacID accounts.

Financial Resources

The BLPT MBA is a self-funded program that expects to cover all operating and university overhead costs through tuition revenues. A budget has been prepared that shows full payback in year three of operation, with a steady-state intake of 35 students per year and total enrolment of 105.

6.1.7 Library, Technology, and Laboratory Resources

The BLPT MBA will draw upon the resources provided by Library Services at the Ron Joyce Centre as well as the Innis Library. Both locations provide access to a vast collection of online and 'analog' resources that are accessible on and off campus using one's MacID. Some of the services available include in-person research consultations, online reference chat service, interlibrary loan and specific research and course guides.

6.1.8 Faculty

The faculty who will teach in the BLPT MBA must demonstrate the following qualifications:

- Experience teaching graduate level courses.
- Evidence of superior teaching skills, as supported by student evaluations.
- Evidence of research and/or industry engagements related to BLPT MBA learning outcomes.

As is required and deemed prudent, adjunct faculty with strong industry experience will be recruited to teach in the BLPT MBA provided that the Program maintains its Association to Advance Collegiate Schools of Business (AACSB) standards.

6.1.9 Student Financial Support

As a part-time non-BIU funded program, students will be expected to fully support the cost of the BLPT MBA. When requested, DSB staff will be willing to advise employers on the general and specific merits of the Program, with a view of helping participants secure employer funding. Efforts by DSB's advancement team are underway to secure a select number of scholarships for working professional students, the results of which have not yet been determined.

6.1.10 Seed Funding

To support the start-up of the new BLPT MBA, seed funding will be requested from the Strategic Alignment Fund (SAF) administered by the Provost. These proceeds will be allocated towards five distinct development activities as detailed below. If central funding is not available, DSB is prepared to fund this investment in order to develop critical competencies in blended learning.

1. Curriculum Development: includes the creation of new syllabi for new courses that need to be developed as well as the re-design of existing syllabi that need to adapted to the blended learning model as follows:

New courses (full semester)
> Leadership Fundamentals
> Management Fundamentals

New courses (half semester / quarter courses)
> Intermediate Accounting
> Intermediate Finance
> Intermediate Marketing
> Intermediate Operations
> Innovation and Design Thinking
> Co-Creating Strategic Foresight
> 2 electives

Re-designed (full semester)
> Managing Financial Resources (I601)
> Economics & Statistics (I602)
> Competing Thru Digital Analytics (I603)
> Creating Customer Value (I604)
> Managing Organizations (I605)

Capstone Courses (facilitation courses)
> Strategic Integration Project
> Program Synthesis and Future Planning

DSB will hire an experienced Learning Manager (either as part of the BLPT MBA Program team or as an outside consultant) to advise faculty on how to partition the content into manageable 'chunks' as

well as identify the most suitable assignments, learning modes and technologies required to maximize learning effectiveness within the blended environment. As part of the process, this resource will work with faculty to identify cross-fertilization opportunities across various courses and the Program at large in order to create a more holistic and integrated learning journey for the student. The Learning Manager would also coordinate with the MacPherson Institute as needed.

2. Faculty Development: includes a series of workshops developed in cooperation with the MacPherson Institute to help faculty understand and become comfortable with using the online learning technologies available on the BLPT learning portal, such as A2L, WebEx, etc. The MacPherson Institute is committed to co-creating a development plan with DSB that would aim to onboard small cohorts of faculty to the online environment in a timely and resource efficient manner. These services will not be charged to DSB.

3. Platform Development: includes the design and configuration of the BLPT MBA learning portal. Once again, the MacPherson Institute will provide valuable input into this process. Given the existing university-wide licensing agreements currently held by the Institute, the costs associated with developing the learning portal are expected to be negligible, as would be ongoing operating costs.

4. Content Development: includes the digitization of lessons and learning materials. The most significant cost would come from new video-stream content that would be created in cooperation with the MacPherson Institute. Importantly, given the intention to provide as interactive a learning experience as possible during the online phases of the Program (through such technologies as WebEx videoconferencing), the general expectation is to limit pre-recorded video lectures to about 25% of the online instructional hours. Based on the general assumption that a full semester course will comprise 12 instructional hours online, roughly three hours would be allocated to pre-recorded video content. For a 6-week quarter course, this equates to roughly 1.5 hours of pre-recorded video. Note: keeping the pre-recorded videos to roughly 25% of the online teaching hours minimizes the risks and costs associated with having to re-do content due the lack of faculty availability/continuity, the need for curriculum refreshes, etc.

5. Marketing/Advertising Development: includes brand, message and creative development as well as year one marketing and advertising costs.

6.1.11 Supervision

There are two learning avenues by which faculty may provide high levels of supervision to students, the *Strategic Integration Project* and the *Independent Research* elective. In the case of the team-based Strategic Integration Project, the course is intended to be predominantly 'field-based.' As such, it will not include a regular stream of classes. Rather, after the initial classes are completed at the opening residency in the final semester, teams would work with external 'client' organizations to research and work on the various course stages before producing a final report and presentation. Faculty will provide

overall supervision to the teams, particularly if unanticipated 'roadblocks' emerge that make completion of the project difficult. (e.g., original sponsor leaves the company). In addition, faculty will facilitate workshops at the second residency to ensure the projects will be completed by the third residency, where teams will make final presentations to faculty and 'client' sponsors.

Faculty may be called upon by students to provide supervision of Independent Research Projects that would have clearly defined reading lists as well as deliverables reflecting appropriate learning outcomes, including possible application to the student's work environment.

7.0 QUALITY AND OTHER INDICATORS

7.1 Academic Quality of the Program

Top 5% Accreditation

DSB is a recognized leader in management education and research, having been accredited by the AACSB. This places the School amongst the top five percent worldwide for consistently adhering to industry best practices. The BLPT MBA will adhere to AACSB's guidelines for design, delivery and management to ensure that these accreditation standards are maintained.

Research Grants

In the period 2015-2017, DSB faculty and staff secured 24 grants that collectively amounted to over 3.0 million in external research awards. Of this amount, some $1,006,000 was received from the Social Sciences and Humanities Research Council (SSHRC). This funding is being used to investigate a wide-range of research areas that are relevant to the rapidly changing global economy. For example:

- Professors Milena Head and Khaled Hassanein received $148,250 for their work on *Understanding Technorruptions: Users' and Second Hand Users' Perspectives*, the primary goal of which is to understand the mechanisms through which technology-mediated interruptions affect the experiences of users of information and communication technologies as well as the experiences of other interacting with them within the work context.

- Assistant Professor Willian Allender and DeGroote co-applicants Manish Kacker, Ruhai Wu and Sourav Ray, received $155,708 for their project entitled, *Consumer Search and Retailing: The Case of Bluetooth Low Energy (BLE)*, which aims to better understand the value of customer location tracking data as well as the strategic information that consumer search and purchase history can provide to retailers.

- In an example of global cooperation, Associate Professor Manish Kacker, along with co-applicants from McGill University, the University of Texas, and the University of Rennes received $71,450 to advance their project to determine if dual distribution (defined as the joint

use of independent and vertically integrated distribution channels) has accelerated with the rapid growth of Internet, mobile, and other interactive technologies.

- In recognition of his project entitled "*Effects of Governance on Bank Accounting Transparency*" Associate Professor Justin Jin received $57,000 to investigate the impact of economic and monetary policy uncertainty on bank financial reporting related to the last financial crisis and the subsequent recovery as relevant for banking executives, auditors, academics, policy makers and regulators.

- Associate Professor Hongjin Zhu undertakes strategy related research through an international lens, she was awarded $70,508 for her project entitled "*Technology Innovations and Firm Boundaries*" to examine the impact and role of skilled immigrants as it relates to the transfer of ideas, technologies, and practices from their home countries. Her work will help to discern knowledge transfer processes and their impact on organizational innovation.

DSB faculty have also successfully secured NSERC finding via the Discovery program and have a track record of success with the Engage Program as well. For example, in the 2016 NSERC Discovery Grant competition, Associate Professor Manish Verma's research project entitled "*Disruption and Recovery/resilience, and Safety Issues in Freight Transportation*" received $125,000 to investigate the strategic and tactical attributes involved in ascertaining the resilience of a freight transportation system from both intentional and random disruptions; and develop an analytical framework and mitigation strategies to cope with such disruptions. It is important to note that in recognition of his leadership within this domain his work was distinguished with a 2016 NSERC Discovery Accelerator Supplement award for an additional $120,000. This NSERC success is in addition to prior year SSHRC funding that Dr. Verma received demonstrating that his research as is the case with a number of his colleagues in the Operations Management (Elkafi Hassini and Kai Huang) and Information Systems Areas (Khaled Hassanein and Milena Head) is able to successfully secure funding from both agencies.

2016 was also a very successful year as it related to Canadian Foundation for Innovation and Ontario Research Fund-Research Infrastructure funding for the establishment of laboratories to support the research enterprise within the Faculty of Business. Professor Khaled Hassanein along with his Information Systems Professor Milena Head and members of the Department of Psychology Neuroscience and Behaviour at McMaster University secured funding for the "*Evidence-based Decision Making Centre Laboratory*" to supplement the research capacity available through his prior award for the "*Advanced Human Computer Interaction Laboratory*". Subsequently, Milena Head has successfully obtained funding for an additional CFI/ORF-RI initiative; along with Khaled Hassanein she lead a project entitled "*Flexible NeuroIS User Experience Laboratory*" . The combined three laboratories comprise the McMaster Digital Transformation Research Centre representing an innovative and unique research facility designed to investigate the impacts of the digital innovations that are currently transforming modern society.

Faculty Awards and Honours

Numerous DSB faculty have been conferred a variety of awards and prestigious honours in recognition of the quality of their teaching and research capabilities. Some examples include:

- Dr. Rick Hackett and Dr. Catherine Connelly, current holders of Canada Research Chairs.

- Six other research chairs distributed throughout the school, namely:
  - Teresa Cascioli Chair in Entrepreneurial Leadership (Dr. Benson Honig).
  - Wayne C. Fox Chair in Business Innovation (Dr. Milena Head).
  - Michael Lee-Chin & Family Chair in Investment and Portfolio Management (Dr. Ronald Balvers).
  - CIBC Chair in Financial Markets (Dr. Jiaping Qiu).
  - BMO Financial Group Chair in Capital Markets – Financial Literacy and the Individual Investor (Dr. John Maheu).

- 3M National Teaching Fellowship; OCUFA Teaching Award (Dr. Nick Bontis, 2009).

- President's Award for Graduate Supervision (Dr. Mahmut Parlar, 2013, Dr. Rick Hackett, 2015).

- President's Award for Excellence in Instruction (Dr. Teal McAteer, 2012, Dr. Milena Head, 2016, Dr. Anna Danielova, 2017).

- Best Paper Award, Journal of Organizational Behavior (Dr. Catherine Connelly, 2012).

- Most-Cited Paper Award, International Journal of Human-Computer Studies (Dr. Milena Head, 2012).

- Outstanding Paper, International Journal of Development Issues (Dr. C. Longo, 2012).

7.2 Intellectual Quality of the Student Experience

Faculty Enhancement and Renewal

At a time when very high competition exists amongst institutions vying for qualified faculty, DSB continues to recruit academics who have shown strong promise in their careers. Since 2013, nine new tenured faculty and one teaching track faculty have joined the School, all of whom collectively represent all School Areas. In 2016 alone, the School attracted five new professors from such highly-regarded institutions as Ivey, McGill, Purdue and Boston University to support the different areas.

Strong Practical Regional Connections

Given the School's rich history in general, along with its reputation for offering Canada's oldest and largest MBA co-op program in particular, DSB has established strong regional connections with

industry and social impact agencies throughout Hamilton-Niagara, Burlington-Oakville and the GTA. This provides students with exceptional platforms for working with industry and social support organizations on a wide range of applied projects that blend theory with practice.

Director's College Capabilities

As co-founder of the Director's College (in partnership with the Conference Board), DSB enjoys national recognition as a key provider of some of Canada's most prestigious corporate governance programs, including the flagship Chartered Director program. This program attracts existing and aspiring directors for some of Canada's most prominent corporate boards, thus demonstrating the School's ability to offer the highest level quality programs to some of the country's most discerning executives. The lessons that faculty gain from teaching and working with some of Canada's most successful executives can be brought into the BLPT MBA classroom.

APPENDIX A

MBA PROGRAM DEVELOPMENT COMMITTEE MEMBERS

Name	Title	Area
Sue McCracken	Associate Professor, MBA Academic Director (served through to June 30, 2017)	Accounting and Financial Management Services
Willi Wiesner	Associate Professor, MBA Academic Director (service began July 1, 2017)	Human Resources & Management
Ron Balvers	Professor (chair holder)	Finance and Business Economics
Teal McAteer	Associate Professor	Human Resources & Management
Marvin Ryder	Assistant Professor	Marketing
Kevin Veenstra	Assistant Professor	Accounting and Financial Management Services
Manish Verma	Associate Professor	Operations
Peter Vilks	Assistant Professor	Strategic Management
Nicole Wagner	Assistant Professor	Information Systems
Manaf Zargoush	Assistant Professor	Health Policy & Management
Lisa Barty	Manager, Academic	MBA Office (non-voting member)
Cynthia Bishop	Manager, Career & Professional Development	MBA Office (non-voting member)
Isabelle Piatek	Special Advisor, MBA Program Redevelopment	MBA Office (non-voting member)
Tom Gleave	Special Advisor to the Dean	Dean's Office (non-voting member)

APPENDIX B

DEGROOTE'S PORTFOLIO OF MBA PROGRAMS

Program	Typical Age Range	Typical Work Experience	Program Requirements	Delivery Mode	Duration	Domestic Tuition	Catchment Area	Notes
Full-Time MBA	23-26	1-3 years	20 courses / 60 credits;	On campus	4 semesters	$42,000	Regional / International	30-40% international in the 2016/2017 intakes; GMAT or GRE required
MBA Co-Op	23-26	0-3 years	20 courses / 60 credits; 3 compulsory work terms	On campus	7 semesters	$45,200	National / International	30-40% international in the 2016/2017 intakes; GMAT or GRE required
Executive MBA	37-45	15-23 years	14 courses / 48 credits Full year leadership; 10 days Silicon Valley; Digital Capstone Project	4 face-to-face modules; Intermodule eLearning	13 months	$89,000	National / International	Fees includes accomodation most meals at residences; 12-20% international in the 2016/2017 intakes; GMAT not essential
Blended Learning Part-Time MBA	27-30	5-8 years	17.5 semester equivelant courses; Required company projects; Required Program Synthesis	3 modules / semester; Intermodule eLearning	9 semesters	$57,500	Regional only	No internationals expected; GMAT, GRE, LSAT, MCAT or CFA II required

CURRICULUM MAP –
MAPPING PROGRAM LEARNING OBJECTIVES TO GRADUATE DEGREE LEVEL EXPECTATIONS

Program Learning Outcomes:	Program Requirements		
By the end of the program, students graduating with a Masters degree will...	Master's Degree Level Expectations	Teaching Activities & Learning Opportunities	Assessments and Evidence
1. Leverage well-rounded functional knowledge and managerial competencies commensurate with a traditional general management MBA program; opportunity to pursue areas of personal interest	1, 3, 4, 5	- Required functional courses covering all core facets of business management	- Assignments - Case study analyses - Class participation - Presentations - Simulations - Examinations
2. Effectively apply theory, concepts and frameworks within and across business functions, in the process building an integrated view of management	1, 2, 3, 4, 5, 6	- Work-integrated learning projects - Case study analyses - Simulations - Strategic Integration Project	- Host-company assignments - Case Reports - Class participation - Presentations - Simulations - Examinations
3. Access increased leadership, team-building and communication skills that can be applied across a variety of business settings as well as in the public and non-profit sectors	4, 5, 6	- Personal leadership development plans - Role plays - Face-to-face and virtual team collaboration exercises	- Leadership Journals - Case study analyses - Class participation - Team and individual presentations
4. Develop analytically rigorous and persuasive business cases that can support new strategic investments and/or internal process improvements for employers.	1, 2, 3, 4, 5, 6	- Case study analyses - Work-integrated learning projects - Strategic Integration Project, with team dynamics report	- Host-company assignments - Case study reports - Class participation - Presentations
5. Better understand and adapt to ongoing workplace changes portending the need for increased collaboration, innovation and strategic foresight.	1, 3, 4, 5, 6	- Team assignments in all core courses enhance collaboration - Specific courses focus on innovation and strategic foresight - Strategic Integration Project allows forward thinking scenario planning	- Host-company assignments - Case study analyses - Class participation - Presentations

APPENDIX D

GRADUATE DEGREE PROGRAM EXPECTATIONS

	MASTER'S DEGREE *This degree is awarded to students who have demonstrated:*
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
2. Research and Scholarship	A conceptual understanding and methodological competence that: a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) Enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following: a) The development and support of a sustained argument in written form; or b) Originality in the application of knowledge.
3. Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.
4. Communication Skills	The ability to communicate ideas, issues and conclusions clearly.
5. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

6. Autonomy and Professional Capacity	a) The qualities and transferable skills necessary for employment requiring:
	      i) The exercise of initiative and of personal responsibility and accountability; and
	      ii) Decision-making in complex situations;
	
	b) The intellectual independence required for continuing professional development;
	
	c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
	
	d) The ability to appreciate the broader implications of applying knowledge to particular contexts.

APPENDIX E

REGIONAL COMPARATOR MBA PROGRAMS

Program	Average Age	Average Experience	Program Requirements	Delivery Mode	Duration	Domestic Tuition	Catchment Area	Notes
Rotman Part-Time MBA (AM/PM)	30	6 years	20 courses + Practicum	Face-to-face 2 x week (morn or even) + 3 x 1 week modules	11 semesters	$101,350	GTA	Cohort model; GMAT or CFA III required
Schulich Part-Time MBA	29	5 years	19 courses + Strategic Integration Project	Face-to-face Keele or Downtown campus; Day, evening or weekend	10 semesters (average)	$81,000	GTA	Non-cohort model; flexible completion time; allows 2 years of life experience vs. work
Lazardis (Laurier) Part-Tme Alternate Weekend MBA	26	4 years	18 courses + Applied Business Project + Non-Profit Practicum	Face-to-Face Downtown Toronto venue; Fri. evenings + All Saturday every second weekend	10 semesters (average)	$53,650	GTA	Non-cohort model; flexible completion time; GMAT not essential
Blended Learning Part-Time MBA	28	6 years	17.5 semester equivalent courses; Required company projects; Strategic Integration Project; Required Program Synthesis	Blended learning; 3 class modules / semester; Inter-module eLearning	9 semesters	$57,500	Regional	Cohort model; GMAT, GRE, LSAT, MCAT or CFA II required

COURSE DESCRIPTIONS

Leadership Fundamentals

This course provides participants with an opportunity to engage in learning experiences and reflection exercises designed to increase leadership effectiveness in both professional and personal contexts. The process will begin by helping students establish baseline assessments of their existing leadership strengths and styles, while highlighting opportunities for development, including through coaching feedback. As part of the process, students will develop an increased understanding of established leadership literature and models of effectiveness for leading self, others, teams and organizations. Numerous opportunities for applying these models will expose students to different leadership situations requiring different responses. Key outcomes will include the creation of structured leadership development and learning journeys that will evolve throughout the course and MBA, in turn becoming a key component to the Program Synthesis and Future Planning course in the final semester. As part of this process, students will become critical thinkers and consumers of related literature and models with an increased ability to distinguish between what is empirically known about leadership development from popular fads and myths that can undermine personal effectiveness.

Management Fundamentals

This course will provide participants with an opportunity to develop a foundational set of 'hard skills' that will prove useful throughout the entire MBA Program and complement the 'soft skills' developed in Leadership Fundamentals. To this end, students will engage in a series of workshops and exercises designed to develop critical thinking, decision making, case study analysis, report writing and presentation skills. In preparation for core accounting and financial management concepts covered in subsequent semesters, participants will also learn how financial statements are created as well as basic business modelling skills. The course will finish with a class case competition designed to have students integrate and demonstrate the various skills areas covered throughout the semester.

Managing Financial Resources (I601)

This course will provide students with a comprehensive introduction to financial statement analysis, cost management, breakeven and contribution margin analysis, and relevant costing. The course will also emphasize key foundational concepts of financial management, in particular capital budgeting, working capital management, and capital structure.

Economics & Business Statistics (I602)

The first part of the course (i.e., Statistics) provides in-depth knowledge of fundamental statistical techniques in business and economics. Extensive examples and real data will be used throughout the course. The use of computer software is an essential component of the course. Therefore, Commander will be employed to assist in the analysis of techniques designed to solve a variety of practical

problems. Although the emphasis in the course is not primarily mathematical, in some instances it will be necessary to examine the mathematical derivation of key formulas.

The second part of the course (i.e., Economics) introduces how the economic paradigm can be used to inform managerial decision making. The tools and techniques of economics covered will provide a rigorous treatment of current strategies and practices in business and how leaders manage in a competitive marketplace. These skills will be used to generate evidence-informed judgements about alternative courses of action that are creative, action-oriented, and practical strategies for addressing business challenges.

Competing Through Digital Transformation & Analytics (I603)

This course will introduce students to the fundamental concepts of digital information systems and the transformative role they play in today's business environment. Students will also become familiar with popular analytics techniques to make effective business decisions. The course will provide an application oriented introduction to building computer models of managerial problems from different functional areas. Through case analyses, assignments, class discussions, and hands on exercises, students will be exposed to diverse opportunities to apply and integrate theories from the information systems and operations management disciplines.

Creating Customer Value (I604)

This course provides the foundations of how organizations create value for their customers by developing a strategy that includes decisions on price, promotion, product/service, distribution, and target markets. Students will gain an understanding of how organizations create value for their customers in a digital age by leveraging their data and providing rich online interactions. Through case analyses, discussions and reports, students will be exposed to diverse real world examples that directly apply and integrate theories from marketing and information systems disciplines.

Managing Organizations (I605)

This course is focused on the elements that enable organizations to create and sustain competitive advantage in a global economy. Students will examine globalization and the steps managers take to establish or expand their operations in international markets. Students will also explore the influence of forces such as culture, economics, politics and geography on management decision making, and the importance of the strategic acquisition, deployment, and management of human capital and high performance work practices.

Intermediate Accounting for Decision Making

This course builds off of concepts introduced in Management Fundamentals and Managing Financial Resources (I601) by developing the abilities to evaluate and use accounting information to make informed accounting decisions and how these decisions are related to, and impacted by, financial reporting practices and purposes. This course will also emphasize the use of accounting information for planning, control, and financial performance evaluations.

Intermediate Finance
This course leverages foundational concepts introduced and extended in Management Fundamentals and Managing Financial Resources (I601) by providing further understanding of how companies and individual investors make financial decisions. The primary focus will be on corporate financial management, firm/equity valuation, and investments, including fixed income and derivatives.

Intermediate Marketing
Building on concepts covered in Creating Customer Value (I604), this course will help students develop a deeper understanding of marketing and its applications through practical problem solving exercises. Students will learn how to use marketing principles to make better decisions, from high level strategic decisions tactical choices centered on marketing mix elements (such as product, price, promotion and distribution).

Intermediate Operations Management
This course will enable students to better understand the role and importance of operations managers as planners, staffers, and controllers of activities related to the production of products and services. Specific emphasis will be given to activities that support product and service design, project management, and quality management, including capacity and process planning, lean systems, location and layout decisions, forecasting, inventory management, aggregate planning, material requirements planning, and scheduling. Students will develop a greater appreciation for the complexity and interdependency of the many variables needing to be managed to optimize operations and profitability.

Innovation and Design Thinking
This interdisciplinary course draws on human behavior, marketing, creativity and strategic management concepts to help students develop capabilities for solving problems and by identifying, supporting and scaling up new innovative solutions. Based on a design thinking process originally popularized in Silicon Valley, students will engage in a step-by-step progression that places users (customers) at the centre of the creative solution process. Students will work in teams on a course length project that begins with identifying and understanding an initial user problem, challenge or opportunity. This will be followed by the generation of many possible solutions before narrowing into prototype solutions to be tested and iterated upon based on feedback from targeted users.

Co-creating Strategic Foresight
In concert with faculty, students will co-create this course based on class-wide interests on 'big picture' issues impacting humankind that are not covered in-depth in other required MBA courses. (e.g. climate change, changing demographics, future or work, etc.). To this end, student teams will adopt an issue area of focus and then progress through a structured foresight framework designed to explore different possible futures and implications for humankind. (Faculty will need to coordinate with students to set up the course before the semester begins).

Business, Government & Global Environment (P700)
The global recession of 2008 changed the shape of the economy forever. Canada's economy is as much a function of the world around us, as the economic drivers and government polices of Canada. This course equips students with an understanding of the domestic functions of government and the effects they have on business. We will also focus on international markets and institutions (e.g. IMF, WTO, NAFTA, etc.,) to better understand their processes and influences. The course includes a major group project that will compare and contrast the operation of a business or not-for-profit in Canada to a peer operating in different global market. This is a participation based course.

Strategic Management (P720)
Strategic management focuses on the concept of strategy analysis, formulation, and implementation by exploring the functions and nature of general management. The course serves as an opportunity to develop skills for strategic thinking and analysis, leadership, communication, teamwork, and cross-functional integration. This course is taught primarily through the case-method, while also including readings, lectures, videos, exercises and a simulation.

What is learned in this course has utility beyond the senior leadership of organizations. Increasingly, organizations need employees who can think strategically and understand how their actions contribute to the overall success of the firm. Consequently, the key lessons learned will have relevance for a wide-range of organizational settings, including start-ups, non-profits, and government departments and agencies. The materials used in the course encompass a wide range of industries, businesses and issues in order to provide the greatest depth and breadth of experience.

Strategic Integration Project
The Strategy Integration Project course serves as the major capstone assignment to MBA Program. Over the course of the semester, teams of students will work together to integrate and apply the wide range of knowledge and skills that they have developed throughout the Program, using a host company as their basis of analysis. A key objective of this process will be to provide recommendations that will help the company improve its performance based on externally oriented or internally relevant metrics. Sponsors from the host companies will be invited to class to observe and assess final student presentations.

**Program Synthesis and Future Planning**
This capstone quarter course is intended to capture key learning points and reflections from each course to create an overarching journey for the entire Program. The focus will be on identifying leadership and management practices that should be incorporated into the workplace, while 'red flagging' approaches and attributes that should be avoided. Students will also develop structured personalized learning portfolios that they will be able to use with existing or prospective employers as evidenced of competencies that can help facilitate career progress.

APPENDIX G

PROGRAM DELIVERY SCHEDULE

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2018									Leadership Fundamentals (new) / Management Fundamentals (new)			
2019	Economics & Statistics (I602) / Creating Customer Value (I604)				Managing Financial Resources (I601) / Competing Thru Digital Analytics (I603)				Managing Organizations (I605) / Intermediate Accounting (6 weeks) / Intermediate Finance (6 weeks)			
2020	Strategic Management (P720) / Intermediate Marketing (6 weeks) / Intermediate Operations (6 weeks)				Business, Gov't & Global Environ. (P700) / Innovation & Design Thinking (6 weeks) / Co-Create Strategic Foresight (6 weeks)				Electives: 6 units			
2021	Electives: 6 units				Strategic Integration Project / Program Synthesis & Future Planning							

Integrated Building Blocks
Exploring Possibilities
Synthesis

39
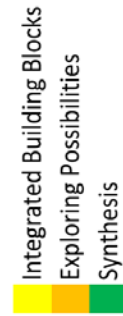
New Quality Assurance Committee Member: Dr. Jiaping Qiu from the Faculty of Business

Graduate award name changes

In an effort to reflect the true intent of some of the MBA and Graduate gift agreements, the names of the awards listed below are being changed. Confirmation from Advancement is provided in the attached emails.

Current Award Name	New Award Name
Avery Bursary	Avery Academic Grant
Lillian Russell Bursary	Lillian Russell Academic Grant
The Barkley's of Avonmore Bursary	The Barkley's of Avonmore Scholarship

From:	Masciantonio, Antonella
Sent:	Wednesday, August 30, 2017 9:38 AM
To:	Potvin, Diane
Subject:	FW: Barkleys of Avonmore and Manske-Maclean Bursary

Antonella (Toni) Masciantonio
Scholarship Liaison Officer
School of Graduate Studies
McMaster University
Gilmour Hall, Room 212
e-mail: masciana@mcmaster.ca
Phone: 905-525-9140 ext 28067

From: Russell, Claudia
Sent: Tuesday, August 29, 2017 2:29 PM
To: Masciantonio, Antonella
Subject: RE: Barkleys of Avonmore and Manske-Maclean Bursary

Yes – that one is fine to change
Claudia

From: Masciantonio, Antonella
Sent: August-29-17 2:26 PM
To: Russell, Claudia; Stewardship Intern; Potvin, Diane
Cc: Ramsammy, Sally
Subject: RE: Barkleys of Avonmore and Manske-Maclean Bursary

I believe we leave the Manske-Maclean as a bursary (financial need). It will always be awarded as a financial need award.

Can we change the Barkleys of Avonmore to a scholarship?

Thanks,

Antonella (Toni) Masciantonio
Scholarship Liaison Officer
School of Graduate Studies
McMaster University
Gilmour Hall, Room 212
e-mail: masciana@mcmaster.ca
Phone: 905-525-9140 ext 28067

From: Russell, Claudia
Sent: Tuesday, August 29, 2017 2:23 PM

1

From:	Russell, Claudia
Sent:	Tuesday, August 29, 2017 1:59 PM
To:	Potvin, Diane; Ramsammy, Sally; Stewardship Intern
Cc:	Masciantonio, Antonella; Petryk, Samantha; Barty, Lisa
Subject:	RE: MBA Bursary name changes

Hi Diane
Other than Ariane's comment re the Williamson the other 2 are fine to go to Grad Council
Claudia

From: Potvin, Diane
Sent: August-29-17 10:21 AM
To: Russell, Claudia; Ramsammy, Sally; Stewardship Intern
Cc: Masciantonio, Antonella; Petryk, Samantha; Barty, Lisa
Subject: RE: MBA Bursary name changes

Hi Claudia,

We are about to send the MBA name changes to Grad Council.

For the sake of consistency we are going to changes the names to properly reflect the terms of the agreements.

Please confirm the following are correct.

From:	To:
Aver Bursary	Avery Academic Grant
Lillian Russell Bursary	Lillian Russell Academic Grant
Kathryn A. Williamson Bursary	Kathryn A. Williamson Scholarship (no financial need component)

Thank you,

Diane

From: Russell, Claudia
Sent: Friday, July 21, 2017 10:35 AM
To: Ramsammy, Sally <ramsams@mcmaster.ca>; Stewardship Intern <sdintern@mcmaster.ca>; Potvin, Diane <potvind@mcmaster.ca>
Cc: Masciantonio, Antonella <masciana@mcmaster.ca>; Petryk, Samantha <petrykss@mcmaster.ca>; Wright, Susan <wrights@mcmaster.ca>
Subject: RE: MBA Bursary name changes

Hi Sally

- For the Doris Verina Estate one there is no donor contact so we would have no one to verify the name change with..
- For the Lillian Russell – this was also an estate but we do have a family contact for the fund