



**School of Graduate Studies**

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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 October 17<sup>th</sup> at 9:30 am in Council Chambers (GH-111)**

Listed below are the agenda items for discussion.

Please email [cbryce@mcmaster.ca](mailto:cbryce@mcmaster.ca) if you are unable to attend the meeting.

## **A G E N D A**

- I. Minutes of the meeting of September 19<sup>th</sup>, 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. Fall 2017 Graduands (to be distributed)**
- VIII. Scholarships Committee of Graduate Council**
- IX. Graduate Council Working Groups**
- X. Final Assessment Report**
- XI. Faculty of Health Sciences - Facilitated Indigenous Admissions Program**



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Graduate Council  
September 17<sup>th</sup>, 9:30 am  
GH 111

Present: Dr. D. Welch, Ms. C. Bryce, Ms. S. Baschiera, Dr. C. Hayward, Dr. M. Thompson, Dr. S. Pope, Dr. B. Gupta, Dr. F. McNeill, Ms. J. Dawdy, Dr. A. Sills, Dr. S. Corner, Dr. S. Feng, Mr. R. Narro Perez, Ms. C. Garneau, Ms. S. Ebrahimi, Dr. A. Kitai, Mr. R. Hasan, Dr. B. Doble, Dr. I. Marwah, Dr. L. Kapiriri, Dr. P. Mhaskar, Dr. J. Gillett, Ms. M. Badv

Regrets: Dr. S. Raha, Mr. M. Liut, Dr. E. Badone, Dr. M. Parlar, Dr. S. O'Brien, Mr. T. Baldeh

By invitation: Dr. W. Wiesner, Ms. L. Barty

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**I. Minutes of the meeting of June 13<sup>th</sup>, 2017**

The minutes of the meeting of June 13<sup>th</sup> 2017 were approved on a motion from Dr. Sills, seconded by Dr. Hayward.

**II. Business arising**

There was no business arising.

**III. Report from the Vice-Provost and Dean of Graduate Studies**

Dr. Welch noted there were a number of bigger items to report on and welcomed Christi Garneau, the new University Secretary to the meeting. He also welcomed the new associate deans, James Gillet and Sean Corner. Dr. Welch explained that one of the things that had happened over the summer was the negotiation of the new SMA. SMA stands for Strategic Mandate Agreement and is the contract between the government and McMaster. It is a three year agreement explaining how the university will be supported by the provincial government. The university had one of these already and it has expired and the university is now in the period of SMA 2. The whole process was supposed to be over in the spring but there were some delays at the province end. One of the big features is that funding is going from a model in which every additional domestic student brings money to a corridor model. If McMaster stays within 3% of the starting number during that time then the institution will get the promised amount. Above that corridor the institution doesn't get more money and if they go below they get less. Lost in this entire discussion for a long time was the question of graduate growth. The message all along had been 'we'll get to it' and then the message was that the provincial budget currently contained money for 2400 students previously expected and that they could allow that for growth. That was

the message until last week when the province allocated an additional 1440 spots on top of the previously unused spots. The allocation is based on two classes – one for people close to the previous caps and one for those who were far away from their caps in 2016 (this includes McMaster). Graduate allocation is not a corridor in the sense that the institution gets money per student up to the cap. There is still room between current enrollment and caps. Enrollment this year was flat, although there was a significant increase in the number of applications.

Dr. Welch noted that SMA 2 is not yet signed but that that is likely to happen in September. The Provost has said it is important to do our level best to grow and introduce new programs during this period. The goal is to be at or above our caps for SMA 3. The guidance in SMA 2 is that any growth in this period will be the new starting point in SMA 3.

Dr. Welch noted that McMaster did very well in the Times higher education ranking with 35 spots of upward movement and highlighted the importance of spreading the word with the hope that it would lead to more applicants and higher quality applicants.

Dr. Welch highlighted that there would be a handful of working groups of Graduate Council created to work on a problem this year. He wanted to form a working group to discuss Ph.D. chair and examiner selection for thesis defence, noting that every year there is an insane rush, with charged requests for last minute examiners and chairs. He expected the working group to look at comparator universities for other options and how they would prefer to see this work from a student and faculty perspective.

#### **IV. Report from the Graduate Associate Deans**

Dr. Thompson reported that the Engineering Graduate Student Society had been steadily growing over the last few years and highlighted that they had run a third successful graduate student conference with 150 students participating. He also reported that Engineering started an optional co-op for all grad students and the first workshop has 35 students enrolled in it. He was looking forward to seeing how it rolled out.

Dr. Hayward reported that in the Faculty of Health Sciences they had launched their Speech Language Pathology program and Child Life and Pediatric Psychosocial Care is moving into its second year. She also noted that the Global Health Ph.D. proposal was going through subsequent steps of approval and that a couple of other graduate programs were in development.

Dr. Gillet reported that there were a number of fairly new Ph.D. programs in the Faculty of Social Sciences including Labour Studies which had just accepted its first cohort and Health Studies and Social Gerontology which were moving into their second year. He also highlighted a relatively new diploma from social work in

community engagement starting next year. They have some groups within the faculty interested in developing diplomas or new MA programs around policy. They also have a relatively new stream in social psychology, connected to the undergraduate side.

Dr. Gupta said that the Faculty of Science had been working a few things related to improving the student experience. The Graduate Student Society in science was hosting a welcome for new students and they're considering hosting another alumni event. They're also considering hosting an information session for students to let them know about their responsibilities and rights.

Dr. Corner reported that the new Ph.D. program in Communication, New Media and Cultural Studies had just taken in its first cohort.

#### **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. Dr. Welch mentioned that Mr. Self and his team had been busy with a number of very successful welcome events.

#### **VII. Introduction to Graduate Council**

Dr. Welch wanted to ensure council members understood why Graduate Council existed, what it does and how decisions are made. To that end he included in the meeting package a copy of the McMaster Act which established McMaster University and the the legal framework of the university. He noted it is one of many such acts around the province. There is another one on campus for Divinity College. These are acts of provincial legislature which passes along the power to do certain things. He said that it talks a lot about how the Board of Governors is organized and it also describes main decision making bodies in university. Senate is the main body for academic decisions and Board of Governors for business decisions. He noted that the McMaster Act has a section in it that refers specifically to Senate. Senate has certain responsibilities and Graduate Council reports its decision to Senate. The whole description of what Graduate Council does is contained in the Senate by-laws. On page 11 it describes the set of powers that the Senate has – including determining courses of study, standards of admissions and qualifications of degrees. Senate can confer degrees that follow those specifications. Graduate Council is the arm by which these programs get consideration from the full range of academic stakeholders. Once Graduate Council has made a recommendation here the information either goes to Senate for information or approval.

Dr. Welch noted that he had previously given a talk about where degrees came from. There is no specification explaining what constitutes a degree but as McMaster is a publicly assisted university the institution follows the guidelines the province has set out with respect to degree level expectations and program outcomes.

Also involved in the conception of degrees is OCGS, a body that produced a document also included in the package which highlights principles for graduate studies at Ontario universities. This is a list of principles agreed upon by graduate deans about what constitutes graduate work in Ontario. They explain what institutions are committed to at the graduate level and in some ways this is the most informative document. Dr. Welch noted this document includes a version of the infamous ten hour rule. He noted that these are principles, not laws. The current form of ten hour rule involves a statement that the institution has an obligation to make sure students make timely progress and that the institution is not going to get in our way on that obligation by assigning too much work to a student.

The document also includes resolutions that describes what constitutes a good degree at the graduate level. This is the sort of thing that McMaster and Graduate Council is attempting to measure new programs against. He noted that the final document included in the package was one prepared to highlight changes from Graduate Council in the previous year. He said that this is something that had been missing in the past and that from year to year it has not been clear to people what changed last year. This list will now be routinely produced to provide a summary of what was looked at last year and significant changes made.

Dr. Hayward said that there had been talk last year with changes to the comprehensive examination about having a retreat to discuss options about assessing comprehensive knowledge university-wide. Dr. Welch responded that he thought it was a good idea and something that they should discuss at the SGS executive meeting and then bring to Graduate Council.

A council member noted that Canada has the biggest gap between the number of graduate students graduating and jobs that require that level of education. He asked if that was something that they were aware of and asked if there is anything they could do to address it.

Dr. Welch responded that he hadn't seen that information directly and suggested that the source of the information be tracked down and decide what to do from there. The province and federal government are both ensuring that there's more experiential learning. He noted that it's fair to say that they don't understand the range that already exists but they want more in various places. McMaster is now in the process of enhancing how much experiential learning is going on at the institution and how best to track this.

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

Dr. Wiesner introduced the proposed new program to be offered by the School of Business. He noted that they currently serve a young demographic with the existing co-op and full-time program; these are generally students with 0 to 3 years of experience. The Executive MBA serves a population with 15+ years of experience. There is a demographic in between that are not served well by the existing programs that the School offers and it includes individuals employed full-time, many with young families. The expense of the executive MBA is not something their employers would countenance. So the question was how to make a program accessible to that particular group. They decided that they would concentrate their learning on three weekends and then the rest online in a blended learning format. Commuters found evening classes unworkable and survey data suggests the model they are proposing would be a particularly attractive program. It would draw a group of students currently underserved. The program also fits with McMaster's emphasis on experiential learning as the research projects would be integrated in what they're doing at work, within their community.

Dr. Sills moved and Dr. Gupta seconded, "that Graduate Council approve the proposed new program as described in the document, subject to the approval of the Faculty of Business.'

The motion was carried.

#### **IX. Quality Assurance Committee Membership**

Dr. Welch noted that there would be a new quality assurance committee member: Dr. Jiaping Qiu from the Faculty of Business. He explained that all universities in Ontario are required to review both graduate and undergraduate programs on an 8 year cycle. The Quality Assurance Committee is an internal committee member at McMaster – Dr. Welch and Dr. Searls-Giroux chair the committee and it oversees all the reviews, looks for assurances that standards are met and that the program responds appropriately to any concerns highlighted by reviewers and can recommend a review happen on a shorter timescale. It is the final step of internal quality control at McMaster and the items from the committee are reported to Senate.

Dr. Gupta moved and Dr. Sills seconded, 'that Graduate Council approve the new member of the Quality Assurance Committee.'

The motion was carried.

#### **X. Change to Award Names**

For information item.

Dr. Thompson noted (related to the earlier discussion about graduate student outcomes) that UBC had released a document on Ph.D. career outcomes and there's a lot of good stats there. By all accounts about

90 percent are employed within 6 months of graduation. The council member commented that there was a difference between employment in Canada and employment overseas. Dr. Welch responded that the issue was worth further discussion and that this was the sort of thing that should be discussed at Graduate Council.

## 2017-18 Scholarship Committee Members and Assignments

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William Gwynne

Psychiatry  
SON  
SON  
SRS  
Neuroscience  
Nursing  
HEI  
Biochemistry  
Medical Sciences

CIHR Doctoral  
Internal Awards  
Internal Awards  
CIHR Doctoral  
Banting  
Vanier  
Vanier  
Student  
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Kamran Eshghi  
Mohammad Tajvarpour

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Finance and Business Economics  
Operations Mgmt  
Information Systems  
Marketing  
Finance and Business Economics  
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## FINAL ASSESSMENT REPORT

### Institutional Quality Assurance Program (IQAP) Review

#### School of Engineering Practice and Technology

**Date of Review: May 12 and 13, 2016**

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

*The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.*

#### **Executive Summary of the Review**

The School of Engineering Practice and Technology submitted a self-study to the School of Graduate Studies April 2016. The self-study presented the program descriptions and learning outcomes, an analytical assessment of the programs, and program data including the data collected from a student survey along with the standard data package prepared by the Office of Institutional Research and Analysis. Appended were the CVs for each full-time faculty member in the Department.

#### **Areas of Strength**

While the report highlighted numerous potential strengths, they were for the most part noted to be potential opportunities. The report did indicate however, that the SEPT graduate programs have a unique opportunity to differentiate themselves from other engineering programs in Canada by offering a program based on industrial apprenticeship (“go beyond coop”), similar to UK programs.

#### **Areas for Improvement/Enhancement**

- (i) Student enrollment and recruitment.

Enrollment in SEPT graduate programs has not met the target of 110 new students per year. This raises issues with respect to feasibility of delivering graduate programs with very small number of students per class.

- (ii) Clarify value proposition and merge all programs into a single M.Eng. program with specialties.

The committee believes that such a merger would provide a stronger focus and clarity with respect to the value that the programs bring to the students and to the prospective employers.

- (iii) Integration of SEPT with the rest of Faculty of Engineering.

The School has been operating as a separate entity with relatively scant interactions with the rest of the Faculty of Engineering.

- (iv) Use industry apprenticeship as a way to master competencies required to enable engineering practitioners to transform ideas and inventions into innovations which create value for society.

The report points out the examiners also concluded that most of the programs (with exception of MEME) are oriented towards business and management.

### **Improvements currently undertaken and/or being investigated beyond the scope of the IQAP**

The School was grateful to the examiners for their effort to provide us with thorough feedback and have taken their comment to heart. They will seek input from companies and civic/governmental bodies in order to ensure that the programs meet their needs. Prior to the IQAP review, an internal review conducted in 2015/2016, including feedback from the students, identified several areas for improvements and we have implemented the following changes for 2016/2017:

#### Improve common courses across SEPT graduate programs:

- A. Refocus the “leadership for Innovation” common course to enhance students’ ability to define their own, personal value proposition and their personal leadership capabilities.
- B. Substantially revamp “Innovation Studio”, another common element, to a place where students practice innovation processes in design, public policy and entrepreneurship.

Enable students to acquire technical competencies in areas required by industry

- C. Improve the hands-on technical competencies of our graduates
  - a. Development of prototypes (physical or software applications) via a course on prototyping (2 options available for September 2016 – Software and Hardware)
  - b. Introduce several graduate courses with lab component (robotics, industrial networks, etc.). These newly approved courses will be offered in September 2016 subject to having a sufficient number of students enrolled.

Identify industry needs with respect to intrapreneurship capabilities

- D. We have conducted several focus group sessions with companies, with the objective to identify their needs with respect to intrapreneurship. We see this route as a path towards increased enrollment in our Master of Entrepreneurship and Innovation program, with a modest addition of courses. Furthermore, this area of the program may be offered as a certificate program for working professionals thus enabling further opportunities for income generation.

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

The School received the IQAP report as an opportunity for a ground-up examination of all aspects of the SEPT graduate programs and to implement improvements, which will create a strong value for the students and prospective employers while capitalizing on the strengths of SEPT and the Faculty of Engineering's School of Engineering and Applied Sciences (SEAS). Over the next 12 months the program will develop detailed proposals to the Faculty of Engineering, dealing with all aspects of SEPT graduate programs.

### Recommendations

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
<p><b><u>Student enrollment and recruitment</u></b></p> <p>The intent is to have a sufficient, high quality enrollment, which will ensure financial viability of the SEPT graduate programs. It is a combination of enrollment and the tuition level, which will provide such stability. Our programs in Engineering Design and in Engineering and Public Policy compete with similar programs at adjacent universities and have limited room to increase their tuition. On the other hand, the Entrepreneurship and Innovation program has recently been recognized as the</p>	<p>(i) Improve marketing materials by clearly articulating the value of the individual programs for the students and for the employers.</p> <p>(ii) Create by Sept. 15<sup>th</sup> the marketing plan for 2017/2018; include target student enrollment and actions required to attract a significantly large number of applicants from Canada and from abroad. Identify market segments and the corresponding marketing channels to reach wide audiences of potential students.</p> <p>(iii) Define SEPT strength areas / focus areas and their relationships to the societal needs.</p> <p>During 2014/2015 and 2015/2106 the total enrollment has increased to approx. 80 students per year. Our short term goal is to have 200 applicants</p>	<p>Responsibility: Vlad Mahalec, Lindsay Bolan</p>	<p>Short term actions (3 months)</p>

<p>world's best entrepreneurship program (International Council for Small Business and Entrepreneurship (ICSB) Global Award in Entrepreneurship Education Excellence for best Masters' in Entrepreneurship in the world). This places the School in a unique position to market the program as a premier program and decide whether they should increase the enrollment or significantly increase the tuition or both (acknowledging this will mean elimination of BIU revenue).</p>	<p>and 110 to 120 actual enrollment.</p>		
	<ul style="list-style-type: none"> <li>(i) Identify modes of delivery which will make it feasible for part time students to enroll.</li> <li>(ii) Build a network of companies which will work with SEPT to provide opportunities to work on industrial projects.</li> <li>(iii) Develop tuition/enrollment model for MEEI program, considering that some students may be starting companies while others will be entrepreneurs.</li> <li>(iv) The School has developed a plan to enrich SEPT laboratory facilities with additional equipment which will allow us to create a Learning Factory, an integrated hands-on</li> </ul>	<p>Responsibility: SEPT Graduate Faculty</p>	<p>Long term actions (12 to 24 months)</p>



	learning environment representing integrated manufacturing from customer order to manufacturing and shipping. This unique learning facility will be continuously modified/improved through student projects		
<b><u>Enrollment of domestic students vs. visa students</u></b>	<p>(i) SEPT is proposing to restructure MEME program around Industry 4.0 with emphasis on automation and smart systems, automotive, and advanced manufacturing. Besides strong focus on the current needs of manufacturing sector, MEME program has significantly lower tuition for domestic students and we expect a significant portion of the students to be domestic.</p> <p>(ii) The School will compare their programs with other M.Eng. programs, examine ways by which they can achieve higher than 30% domestic enrollment in their graduate programs and propose appropriate actions.</p>	Ad hoc committee, consultants and SEPT Marketing staff	
<b><u>Clarify the value proposition and merge all programs into a single M.Eng. Program with specializations</u></b> The examiner's report brings up an example of a Master of Public Policy degree at the University of Toronto, which right from the start had 200 applicants and	Offering one M.Eng. degree with specializations is an intriguing proposal which the School will analyze thoroughly and over the next 12 months deliver their recommendation on possible ways to implement it. The School will need to balance the need for distinct identity of the individual fields and the associated potential for marketing them vs. marketing of a single degree.	Ad hoc committee and consultants	

<p>limited its enrollment to 100 students. If each of the School's four programs had 100 students enrolled annually, they would clearly have programs with clear value proposition and acceptance in the market place.</p>	<p>This idea is integral with considerations of the value proposition of the programs and industry apprenticeship.</p> <p>The School will need to be able to attract students interested in specific fields, notably Entrepreneurship and also Public Policy even if they offer only a single degree.</p>		
<p><b><u>Integration of SEPT with the rest of Faculty of Engineering and eliminating image of SEPT programs as "second class"</u></b></p>	<p>SEPT's orientation towards industry, with hands-on experiential learning should become the brand strength of its programs. The goal should be that SEPT graduates compete for jobs alongside SEAS graduates. Once that is accomplished, the perception of a "second class" school will hopefully be eliminated.</p> <p>At present there are several SEPT courses which have been cross-listed with SEAS departments and vice versa. It is not uncommon to have PhD students from SEAS take such courses. The School will pursue further such cross-listings, since the combined complement of SEPT and SEAS courses provides richer learning experiences for all Faculty of Engineering students.</p> <p>Furthermore, the School will encourage SEPT faculty to become associate members of SEAS departments and vice versa. Several such examples already exist, e.g. Biotech faculty from SEPT becoming associate members of Chemical Engineering.</p> <p>SEAS faculty often form research centres to pool</p>	<p>SEPT Faculty and Staff</p>	

	<p>resources and tackle large scope research projects.</p> <p>SEPT faculty should lead inclusive, faculty wide activities in the areas where its unique strengths lie (e.g. entrepreneurship, product design, public policy) thereby creating opportunities for joint work with the rest of Faculty of Engineering. The exact framework for such activities and their scope and associated timeline still needs to be identified.</p>		
<p><b><u>Industry / civic bodies apprenticeship</u></b></p>	<p>Current programs are 12 months in duration (with the exception of the Entrepreneurship program which is 16 months), with Engineering Design having a mandatory industry or civic related project. Four months is not long enough to have a very significant industrial experience; the program is compensating for such short duration by starting the projects at the beginning of the second term.</p> <p>Significantly longer apprenticeship, engaged in solving complex issues at the partner's location, would significantly enhance the quality of learning.</p> <p>The School will study industry apprenticeship models in other countries (specifically, will visit U of Sheffield in UK) and develop a proposal how to implement such a model in Canada. Apprenticeship may include:</p>	<p>Ad hoc committee and consultants</p>	

	<ul style="list-style-type: none"> <li>(i) Working with civic, governmental, or industrial bodies on analysis of public policy issues and formulating policy proposals.</li> <li>(ii) Working with small/medium companies to improve their products and associated manufacturing processes.</li> <li>(iii) Working with large companies on identification of process improvements, product designs, etc.</li> </ul> <p>The apprenticeship model may not work well for students who are focused on starting their own companies.</p>		
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<p><b><u>Most programs are business/management oriented</u></b></p>	<p>SEPT graduate programs emphasize leadership and value creation process (via Leadership for Innovation course and Innovation Studio – zero credit course, respectively). Students in Engineering Design most often take Project Management as the second non-technical course; the remaining courses are technical in nature. Courses in Entrepreneurship deal with various aspects of starting a company, while courses in Public Policy deal with various aspects of policy making.</p>	<p>Ad hoc committee Chair and Vice Chair</p>	
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## **Faculty Response:**

The Faculty of Engineering has reviewed the Final Assessment Report provided by three Reviewers, as well as the reply by the program to the IQAP review of graduate programs in the Walter Booth School of Engineering Practice (SEP). The Faculty is grateful to the reviewers for their thorough examination of the programs and helpful comments.

The school (now part of the Walter G. Booth School of Engineering Practice and Technology, or SEPT), is a purposely-created entity in the Faculty that exclusively offers only professional Master degrees. Since the curricula of these degrees is intentionally focused beyond technical learning, the core mission of the SEPT graduate program is to develop multi-disciplinary engineering leaders. The program provides candidates holding a Bachelor's or equivalent degree with knowledge and hands-on experiences that connect engineering principles with topics related to government policy, business development, leadership, management theory and problem solving.

Therefore, the programs in SEP are intended to be deliberately separate from those in the School of Engineering and Applied Science (SEAS). The reviewers have missed this important point. The SEPT graduate program adds breadth of knowledge to a student's education while SEAS provides a student with greater knowledge with more disciplinary depth.

The Faculty also believes the statements of the reviewers that the SEPT graduate program is perceived as 'second class' in the Faculty are based on an incomplete understanding of its role. Polled undergraduate students do not yet have a complete realization that the jobs held by engineers require much broader thinking than simply along technical lines. However, they agree that closer links should be developed between the SEPT graduate program and SEAS. This is best managed by integrating the extra-curricular activities of the students at present. Students in the SEPT graduate program are encouraged to join the Engineering Graduate Society, which plans social events and skills workshops throughout the year. There is also a growing interest across the Faculty to improve the awareness of entrepreneurship among our student population. This presents an opportunity for students of the SEPT graduate program to have a very active role.

The reviewers were mistaken that a new program would be added. The Faculty assumed that this impression lead to their concern of further dilution of a small group of students having access to too many program options. As clarification, the Faculty's intent in the near future is to change the scope of an existing degree program (MEME) so that it has a broader, more attractive scope to educate recent engineering graduates. MEME is being set up with by decreasing the emphasis on activities that restrict class sizes so that more students can be included in a single class.

Enrollment in the SEPT graduate program is of great concern for the Faculty, which the reviewers appropriately noted as being quite low. Declining domestic numbers and overall erosion of quality applicants pose additional concerns, as mentioned in the report. The reviewers attribute this to a weak value proposition and inadequate marketing. The Faculty is in agreement with the school that a revised

marketing initiative must be developed and implemented this year. This outreach should target McMaster undergraduate students as well as external applicants. The Faculty will be looking for a plan of modestly narrow scope to ensure that the School is not trying to tackle too large of a problem all at once. Identification of the market sectors to which our programs would seem attractive will be important in defining the scope. An external, mostly industrial, advisory committee should be created to assist the school in building a network of companies mentioned by the programs in their reply to the report. The Faculty will consult Dr. Douglas Barber in his role as Executive in Residence on how to proceed. They have a positive outlook on local domestic recruitment since the newly merged school, SEPT, mentioned in the report will offer a pathway that bridges its undergraduate and graduate programs, a synergy that was not present previously. The Faculty anticipates greater awareness among undergraduate students regarding the SEPT graduate programs as the newly merged entity begins to educate students this academic year.

The reviewers were concerned with the many course offerings that have very small class sizes. The Faculty will approach this concern cautiously, giving the School enough time to grow enrollments first before potentially undermining its ability to deliver quality content. Certainly, the value proposition of the programs to the Faculty is based on the SEPT graduate program achieving complete cost recovery within the next few years. The Faculty expects ongoing consultation with the ad hoc committees formed by the school to help streamline its course content over time. There is currently little in the way of shared interactions through course delivery since students in SEAS can only enroll in the classes offered through the SEPT graduate program for extra credit, a restriction that essentially means that very few attend. This may change in the near future as more programs within SEAS contemplate allowing complementary course selection as part of their degree requirements. Building the proposed learning factory that was mentioned the programs' reply is an exciting proposition that will give it the opportunity to show to its students their value by industry. The Faculty offers the important caveat that learning factory should not represent another fiscal drain and the school should show that it can be funded through corporate donations and involvement.

Finally, the proposal of a single degree with specialization has attractive components and many challenges. The Associate Dean will work with the School to build a program framework and engage the Ontario government in regards to its feasibility. For the immediate future, the modified MEME program mentioned in the reply by the School will give the faculty some necessary evidence of demand for the content that the single degree's specializations will be based upon.

The Faculty is committed to improving the SEPT graduate programs so that they offer a world class education to both Canadians and visa students.

### **McMaster's Quality Assurance Recommendations**

**In their report, the external reviewers raised a number of significant concerns about the programs housed in the School of Engineering Practice. The School provided a series of follow-up actions to be undertaken by an ad-hoc committee and consultants and as a result, the Quality Assurance**

**Committee is recommending that the School of Engineering Practice should follow a modified course of action with an 18-month follow up report and a full external cyclical review to be conducted no later than 4 years after the start of the last review to assess how the follow-up actions being undertaken by the School are impacting the programs.**



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**Faculty of Health Sciences, McMaster University**  
**Facilitated Indigenous Admissions Program (FIAP):**  
**Self-Identification Policy**

With an understanding that Indigenous learners can face specific barriers or challenges when pursuing higher education, schools and programs within McMaster's Faculty of Health Sciences have facilitated admissions streams for applicants with Indigenous North American (First Nations, Inuit or Métis) ancestry. This process is intended to provide equitable access to Indigenous applicants and aligns with the intent of the *Truth and Reconciliation Commission of Canada Calls to Action*. Most notably, the facilitated admissions process supports Call to Action #23 which states, "We call upon all levels of government to I. Increase the number of Aboriginal professionals working in the health-care field. II. Ensure the retention of Aboriginal health-care providers in Aboriginal communities. III. Provide cultural competency training for all healthcare professionals."

The FIAP Self-Identification policy is for the Faculty of Health Sciences. This policy applies to current and future programs or schools that have or will engage in a facilitated admissions stream for all Indigenous (First Nations, Inuit and Metis) applicants regardless of program type (undergraduate, graduate, postgraduate). The purpose of this policy is to assist schools/programs with the student self-identification component of the facilitated Indigenous admissions process only.

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In order to assist students with preparation for the application process they are encouraged to contact the Indigenous Students Health Sciences (ISHS) office. The ISHS office provides guidance to Indigenous applicants to health sciences and offers workshops on the Multi Mini Interview (MMI) preparation; copies of MCAT study guides and practice tests for example. Students are also encouraged to speak with the Indigenous Student Services/Indigenous Studies Program academic advisor in their degree planning.

Applicants wishing to apply through McMaster's FIAP need to complete the following supplementary self-identification application in addition to the McMaster university and program specific application processes. The FIAP application is submitted to McMaster's Indigenous Health Task Force (IHTF) through the ISHS Office

The application must include all parts of sections A through C

**PART A: LETTER OF CONSIDERATION**

The letter is not scored but is used by the reviewers on the IHTF to better understand the social/cultural context of the applicant. The letter of consideration should not exceed 500 words and must include:

- I. A request for consideration under the Facilitated Indigenous Admissions Process.
- II. An overview of the applicant's academic and personal background that highlights the reasons and motivation for chosen health profession(s).

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- III. Declaration of self-identification as an Indigenous person with a response to the following question: What does Indigenous identity mean to you?

### **PART B: DECLARATION OF ANCESTRY DOCUMENTATION**

The applicant must provide specific information and documentation regarding their First Nation (status and non-status), Métis, Inuit, Band Council, Tribal Council, Treaty, community, nation or organizational affiliation.

Accepted supporting documents of ancestry may include:

- a. A copy of a valid Indian Status or Treaty card;
- b. A copy of a valid Nunavut Trust Certificate card, roll number or any other proof accepted by Inuit communities;
- c. A copy of a membership card from a Métis registry recognized by the Métis National Council (Métis Nation of Ontario, the Manitoba Métis Federation, the Métis Nation – Saskatchewan, the Métis Nation of Alberta and the Métis Nation British Columbia);
- d. A copy of a membership card from a Métis Settlement General Council community.
- e. Proof that an ancestor's name has been entered in the Indian Register according to the Indian Act, or on the band list of an individual band, or on the Inuit roll;
- f. Written confirmation of nationhood in a federally recognized band council which has its own citizenship code; or
- g. A declaration of Indigenous (status or non-status) identity by the candidate with supporting documentation from either an official in a recognized Indigenous organization or a relative in an Indigenous community.

It is strongly encouraged to request supporting documentation for proof of ancestry as soon as possible so the application can be processed in a timely manner. We reserve the right to verify the documentation submitted.

### **PART C: LETTERS OF RECOMMENDATION (Written or Oral forms accepted)**

Provide one letter of recommendation from an Indigenous community that outlines why the community supports the applicant seeking consideration through FIAP.

Acceptable letter writers can be from diverse Indigenous communities/organizations; for example: Elders, Friendship Centres, teachers/professors, guidance/academic counsellors, mentors, or professionals who can speak to the applicant's attributes to the chosen program. An option of an Oral recommendation is also available.

### **PART D: Engagement with the [Aboriginal] Indigenous community**

Applying to McMaster through the FIAP is an agreement by the applicant to meet with the Faculty Advisor or Director of the ISHS office twice a year. The objectives of these meetings are to ensure the applicant is meeting their academic goals; are aware of the multiple supports available to them (scholarships, bursaries, tutoring, mentorship, Elders, advocacy, professional development etc.) In addition, students are provided with a connection to the Indigenous communities (Indigenous Students Health Sciences Office, Indigenous Student Services, undergraduate and graduate student groups) at McMaster.

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### **HOW THE APPLICATIONS WILL BE REVIEWED**

Members of the IHTF will review the applications.

Applications will then be endorsed by the IHTF for consideration under the facilitated admissions process for the program(s) applied for, or recommended for consideration in the general pool.

An endorsement by the IHTF of an applicant does not ensure acceptance to a program. It allows the applicant to apply under the Indigenous specific criteria of the program. Applicants must still complete all program and supplementary applications.

The IHTF membership includes the Faculty Advisor and Director of ISHS, Indigenous Faculty, an Indigenous community representative and an Indigenous health professional or health organization member, an ISHS Mentor, and Elders.

The decisions of the IHTF are final.

### **NOTE:**

Only one FIAP application is necessary if applying to more than one program within the Faculty of Health Sciences at McMaster University. Applicants must be mindful of the various deadline dates if applying to more than one program using the FIAP.

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Approved September 19, 2016 Indigenous Health Task Force

Approved April 24, 2017 Indigenous Education Council

Approved July 5, 2017 Health Sciences Education Council