



School of Graduate Studies

1280 Main Street West
Hamilton, Ontario, Canada
L8S 4L8

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

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

The next meeting of Graduate Council will be held on **Tuesday June 11th 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 May 14th, 2019**
- 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 Coordinator Postdoctoral Affairs and Research Training**
- VII. Faculty of Health Sciences Graduate Policy and Curriculum Committee Report**
- VIII. Working Group Reports**
 - a. Student-Supervisor Relationship
- IX. Faculty of Health Sciences Police Records Check Policy**
- X. Major Modification Proposal**
- XI. Radiation Sciences Administration Transfer**
- XII. Change to Scholarship Terms of Reference**
- XIII. Final Assessment Reports**



Tuesday May 14th at 9:30 am in Council Chambers (GH-111)

Present: Dr. D. Welch (Chair), Dr. C. Hayward, Ms. C. Mascotto, Dr. J. Shedden, Ms. D. Jones, Mr. S. Peter, Ms. S. Oikawa, Ms. S. Ramsammy, Dr. I. Marwah, Dr. L. Chan, Dr. S. Bannerman, Dr. M-A. Letendre, Dr. D. Mountain, Mr. L. Greville, Dr. I. Bruce, Dr. J. Gillett, Dr. M. Thompson, Dr. B. Gupta, Dr. P. Swett, Dr. J. Carette, Ms. S. Baschiera (Associate Registrar and Graduate Secretary), Ms. C. Bryce (Assistant Graduate Secretary)

Regrets: Dr. L. Wiebe, Dr. S. Raha, Dr. M. Gough, Dr. E. Grodek, Dr. A. Sills, Ms. S. Erebeos, Ms. V. Antonipillai, Mr. P. DeMaio

By Invitation: Dr. G. Randall

I. Minutes of the meeting of April 23rd, 2019

It was duly moved and seconded **'that Graduate Council approve the minutes of the meeting of March 19th, 2019.'**

The motion was **carried**.

II. Business arising

There was no business arising.

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

Dr Welch reported on the following items:

- The OGS allotment had been released, at the same amount as last year;
- Strategic Mandate Agreement metrics and their future interaction with funding from the MTCU;
- Two new Associate Deans starting their terms on July 1st.

IV. Report from the Graduate Associate Deans

Dr. Gupta (Faculty of Science) reported on the following item:

- The Faculty is looking at ways to enhance professional skill development and discussing what's available on campus through SGS and through the Faculty.

Dr. Swett (Faculty of Humanities) reported on the following item:

- An upcoming meeting with Dr. Gillett to explore the idea of new joint M.A. in Cultural Heritage Studies.

Dr. Gillett (Faculty of Social Sciences) reported on the following item:

- Interest from programs in exploring the idea of micro credentials at graduate level.

Dr. Hayward (Faculty of Health Sciences) reported on the following items:

- The FHS research plenary;
- Work within the Faculty to increasing indigenous student enrollment, noting the importance of the Band council's support in students enrolling.

Dr. Thompson had no report.

V. Report from the Associate Registrar and Graduate Secretary

Ms. Baschiera reported on the following items:

- Projects logged with UTS:
 - Admissions project
 - Automated supervisory committee report
 - The translation of regulations in the Graduate Calendar into Mosaic.
 -

VI. Report from the Coordinator Postdoctoral Affairs and Research Training

Ms. Mascotto reported on the following items:

- The Thesis Writing Bootcamp with 62 students in attendance;
- Postdoc Orientation Week, noting that it was running currently, and that the next orientation would run in September;
- SPICES with 8 projects funded;
- Welcome events for May students;
- A mental health focus group in partnership with the Student Wellness Centre;
- The International Coordinator has been working on webinars for new international students coming in September.

VII. Working Group Reports

a. Cotutelle

Dr. Swett presented the recommendations from the group. The recommendations included the following:

- Minor changes to Graduate Calendar copy;
- Changes to the Cotutelle Policy, intended to make the policy more user friendly and clear;
- The International Coordinator in the School of Graduate Studies become the point person for Cotutelle arrangements;
- Adoption of a Cotutelle checklist;
- Creation an invite web presence for international experiences;
- Additional exploration on financial arrangements and incentives.

Council members discussed the checklist and letter of intent. A correction was noted to Dr. Welch's title in the checklist and the need for additional consideration around the intellectual property section and the financial section (to note that waving tuition for the student is not waving it to the university).

A council member asked if there should be some wording in the policy about when the process should be started as well as the timing it should be completed by. Dr. Swett suggested the wording in the policy be adjusted to note that students must initiate arrangements within the first twelve months.

It was duly moved and seconded **'that Graduate Council approve the report as set out in the document, with the minor change noted.'**

The motion was **carried**.

b. Graduate Program Structure

Dr. Gupta provided a summary of the report. He noted that the basis for the group was that there are many course-based programs at McMaster and there is increased pressure on existing policies and procedures and a need to define better processes/policies. The group proposed the creation of two broad categories the first includes most traditional research and the second is mostly course-based. The recommendations include clarification around what a course is and what a Milestone is. There were also a couple of recommendations related to category two programs, including the proposal of a new no course available leave of absence type. The group also recommended the revision of the refund policy and further consideration around a single-course fee and revisions to what is considered part-time status.

A council member asked about the names of the different categories. Dr. Gupta explained that the names were considered carefully, noting that OCGS recommends that all programs have a research component, so the name is intended to highlight the difference in the way research is conducted.

It was duly moved and seconded, **'that Graduate Council approve the report as set out in the document.'**

The motion was **carried**.

c. Student-Supervisor Relationship

Dr. Bruce presented an update, noting that the mandate of the group was to identify the broad spectrum of strains and resources that could build a healthy relationship from the start. The group worked to consolidate resources available on campus and had discussions with different stakeholders. They have a plan to deploy survey to students and faculty to get a more university wide understanding and want to develop effective website to lay out resources more clearly. The group also explored additional resources like workshops that students and/or supervisors could take. From the student side they discussed several peer mentorship strategies. They also identified that even if there is a centralized website there will need to be a strategy directing students to it. The final recommendation from the group will be to continue work on rolling this out.

VIII. Graduate Calendar Administrative Section Changes

Ms. Baschiera highlighted the changes proposed, including the following:

- Changes to the sessional dates including minor changes to black out periods;
- Changes to some program names with respect to changes made in the curriculum cycle;
- Section 2.5.7 the addition of a new type of leave and reorganization of the section;
- Some changes to the grading section, including adding percentages to the grading scale and clarification on other grading scales;
- Additional information about how courses and Milestones are defined and how they interact which is intended to tease out the impact of Milestones with an academic component.

It was duly moved and seconded, **'that Graduate Council approve the changes as set out in the document.'**

The motion was **carried**.

IX. Faculty of Business Graduate Curriculum and Policy Committee Report

Dr. Randall presented the items noting the following proposed changes:

- Business Ph.D. proposed changes to their calendar copy to improve consistency between fields and removing duplication;
- Master of Finance proposed the addition of two new electives and the removal of requirement to maintain a B average in the program;
- Health Management proposed a change related to their admission language as a result of their IQAP review, clarifying regulated versus non-regulated professionals;
- MBA program proposed removing a couple of electives in Accounting, adding one in the Health area, creating an elective list for the new Blended Learning program, and cleaning up and correcting the calendar copy in a few areas, including a change to the admission grade for B Comm grade for consistence, noting that this is not a change to requirements but that it had not been captured in the calendar previously.

It was duly moved and seconded **‘that Graduate Council approve the changes as described in the documents, subject to approval from the Faculty of Business.’**

The motion was **carried**.

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

Dr. Hayward presented the items, noting that Medical Sciences proposed to simplify the transfer process from Master’s to Ph.D. and Nursing proposed a change to the calendar copy as a result of changing their scholarly paper from a Milestone to a course.

It was duly moved and seconded, **‘that Graduate Council approve the changes proposed by the Faculty of Health Sciences as described in the documents.’**

The motion was **approved**.

XI. Spring 2019 Graduands (to be distributed)

It was duly moved and seconded, **‘that Graduate Council approve the list of the 2019 Spring Graduands, with amendments/corrections to be made as necessary by the Associate Graduate Registrar.’**

The motion was **approved**.

XII. Final Assessment Report

This item was received for information.



School of Graduate Studies

1280 Main Street West
Hamilton, Ontario, Canada
L8S 4L8

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

To : Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

Via e-ballot on May 16th, 2019 the Faculty of Health Sciences Graduate Policy and Curriculum Committee approved the following recommendations.

Please note that these recommendations were approved by the Executive Committee of the Faculty of Health Sciences.

For Approval of Graduate Council

- **Health Research Methodology**
 1. **Change to Course Requirements – Field Reduction**

- **Speech Language Pathology**
 1. **Change to Admission Requirements**



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

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:			
<p>1. This form must be completed for ALL changes involving degree program requirements/procedures. All sections of this form must be completed.</p> <p>2. An electronic version of this form (must be in MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
DEPARTMENT	Health Evidence and Impact		
NAME OF PROGRAM and PLAN	Health Research Methodology		
DEGREE	M.Sc. (by Thesis & by Course Work)		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	CHANGE IN COURSE REQUIREMENTS
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	EXPLAIN: Reduction of the number of Fields from five to three Added paragraph on electives being approved at program level	
OTHER CHANGES	<input type="checkbox"/>	EXPLAIN:	

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

A. M.Sc. by Thesis

Requirements

Requirements for the thesis-based M.Sc. degree include: i) successful completion of at least five half courses at the graduate level of which: a) one course must be HTH RS M 721, b) one course must be HTH RS M 702 and c) the remaining required courses may be selected from among the courses offered by the HRM Program; ii) field-specific courses (if applicable); iii) successful completion of a research internship; and iv) submission and successful defence of a thesis. The required courses for the M.Sc. thesis are:

Field of Specialization	Common Courses	Field Specific Courses	Electives
HRM Classic	*721 and *702	n/a	3
Clinical Epidemiology		*743, *730 or *751	1
Health Services Research		*762	2
Population and Public Health		*751	2
Health Technology Assessment		*737, *741	1 (usually *706)

- HTH RS M 702 / Introduction to Biostatistics
- HTH RS M 721 / Fundamentals of Health Research and Evaluation Methods
- HTH RS M 730 / Introduction to Research Methods for Randomized Controlled Trials
- HTH RS M 737 / Economic Analysis for the Evaluation of Health Services
- HTH RS M 741 / Introduction to Health Technology Assessment
- HTH RS M 743 / Systematic Review Methods
- HTH RS M 751 / Observational and Analytical Research Methods
- HTH RS M 762 / Approaches to the Evaluation of Health Services
- PUBHLTH/ HTH RS M 706 / Introduction to Health and Public Health Economics

B. M.Sc. by Course Work

Requirements

Requirements for the course-based MSc degree include: i) successful completion of at least **seven** half courses at the graduate level of which: a) one course must be HTH RS M 721, b) one course must be HTH RS M 702 and c) the remaining required courses may be selected from among the courses offered by the HRM Program; ii) field-specific courses; iii) successful completion of a research internship; and iv) a scholarly paper on a methodological issue, written at the completion of course work.

The required courses for the M.Sc. by coursework are as follows:

Field of Specialization	Common Courses	Field Specific Courses	Electives
HRM Classic	*721 and *702	*730 or *751, one of: *723, *727, *731, *733, *737, *743, *753, *745	3
Clinical Epidemiology		*743, *730 or *751	3
Health Services Research		*762	4
Population and Public Health		*751	4
Health Technology Assessment		*737, *743, *741	2 (usually *706)

- HTH RS M 702 / Introduction to Biostatistics
- HTH RS M 721 / Fundamentals of Health Research and Evaluation Methods
- HTH RS M 723 / Regression Analysis
- HTH RS M 727 / Theory and Practice of Measurement
- HTH RS M 730 / Introduction to Research Methods for Randomized Controlled Trials
- HTH RS M 731 / Advanced Linear Models for Health Data
- HTH RS M 733 / Statistical and Methodologic Issues in Randomized Clinical Trials
- HTH RS M 737 / Economic Analysis for the Evaluation of Health Services
- HTH RS M 741 / Introduction to Health Technology Assessment
- HTH RS M 743 / Systematic Review Methods
- HTH RS M 745 / Qualitative Research Methods
- HTH RS M 751 / Observational and Analytical Research Methods
- HTH RS M 753 / Regression Analysis
- HTH RS M 762 / Approaches to the Evaluation of Health Services
- PUBHLTH/ HTH RS M 706 / Introduction to Health and Public Health Economics

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

A. M.Sc. by Thesis

Requirements

Requirements for the thesis-based M.Sc. degree include: i) successful completion of at least five half courses at the graduate level of which: a) one course must be HTH RS M 721, b) one course must be HTH RS M 702 and c) the remaining required courses may be selected from among the courses offered by the HRM Program; ii) field-specific courses (if applicable); iii) successful completion of a research internship; and iv) submission and successful defence of a thesis. The required courses for the M.Sc. thesis are:

Field of Specialization	Common Courses	Field Specific Courses	Electives
HRM Classic	*721 and *702	n/a	3
Clinical Epidemiology		*743, *730 or *751	1
Health Services Research		*762	2
Population and Public Health		*754	2
Health Technology Assessment		*737, *741	1 (usually *706)

- HTH RS M 702 / Introduction to Biostatistics
- HTH RS M 721 / Fundamentals of Health Research and Evaluation Methods
- HTH RS M 730 / Introduction to Research Methods for Randomized Controlled Trials
- HTH RS M 737 / Economic Analysis for the Evaluation of Health Services
- HTH RS M 741 / Introduction to Health Technology Assessment
- HTH RS M 743 / Systematic Review Methods
- HTH RS M 751 / Observational and Analytical Research Methods
- ~~HTH RS M 762 / Approaches to the Evaluation of Health Services~~
- PUBHLTH/ HTH RS M 706 / Introduction to Health and Public Health Economics

B. M.Sc. by Course Work

Requirements

Requirements for the course-based MSc degree include: i) successful completion of at least **seven** half courses at the graduate level of which: a) one course must be HTH RS M 721, b) one course must be HTH RS M 702 and c) the remaining required courses may be selected from among the courses offered by the HRM Program; ii) field-specific courses; iii) successful completion of a research internship; and iv) a scholarly paper on a methodological issue, written at the completion of course work.

The required courses for the M.Sc. by coursework are as follows:

Field of Specialization	Common Courses	Field Specific Courses	Electives
HRM Classic	*721 and *702	*730 or *751, one of: *723, *727, *731, *733, *737, *743, *753, *745	3
Clinical Epidemiology		*743, *730 or *751	3
Health Services Research		*762	4
Population and Public Health		*754	4
Health Technology Assessment		*737, *743, *741	2 (usually *706)

- HTH RS M 702 / Introduction to Biostatistics
- HTH RS M 721 / Fundamentals of Health Research and Evaluation Methods
- HTH RS M 723 / Regression Analysis
- HTH RS M 727 / Theory and Practice of Measurement
- HTH RS M 730 / Introduction to Research Methods for Randomized Controlled Trials
- HTH RS M 731 / Advanced Linear Models for Health Data
- HTH RS M 733 / Statistical and Methodologic Issues in Randomized Clinical Trials
- HTH RS M 737 / Economic Analysis for the Evaluation of Health Services
- HTH RS M 741 / Introduction to Health Technology Assessment
- HTH RS M 743 / Systematic Review Methods
- HTH RS M 745 / Qualitative Research Methods
- HTH RS M 751 / Observational and Analytical Research Methods
- HTH RS M 753 / Regression Analysis
- ~~HTH RS M 762 / Approaches to the Evaluation of Health Services~~
- PUBHLTH/ HTH RS M 706 / Introduction to Health and Public Health Economics

All electives will be approved at the program level. All Health Research Methodology courses are approved as electives and fulfill the degree requirements. Courses outside of the HRM program may be eligible as electives but will require program approval.

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

The HRM program is requesting to reduce the number of fields from five to three for the MSc program. This will also help reduce the number of academic plans. The remaining fields will be:

1. **Classic**
(The Classic, Health Services Research and Population Health fields will all merge into the Classic field)

***Rationale:** The Health Services Research field no longer has a field leader and the field-specific course is no longer available to students. The Population Health field has not been a popular option with students.*

2. **Clinical Epidemiology**
3. **Health Technology Assessment**

As mentioned above, HTH RS M 762 / Approaches to the Evaluation of Health Services needs to be removed from the HRM course list as this is the required course for the Health Services Research field that is being closed. There is no field leader for this field, nor is there an instructor for this course and it has not run in years.

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

As soon as possible

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

PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR (please include a tracked changes version of the calendar section affected if applicable):

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Mitch Levine Email: levinem@mcmaster.ca Extension: 20210 Date submitted: May 16, 2019

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

SGS/2013



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

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:			
<p>1. This form must be completed for ALL changes involving degree program requirements/procedures. All sections of this form must be completed.</p> <p>2. An electronic version of this form (must be in MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
DEPARTMENT		Health Evidence and Impact	
NAME OF PROGRAM and PLAN		Health Research Methodology	
DEGREE	Ph.D.		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
CHANGE IN ADMISSION REQUIREMENTS	<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	<input checked="" type="checkbox"/>	EXPLAIN: Reduction of the number of Fields from six to four Added paragraph on electives being approved at program level	
OTHER CHANGES	<input type="checkbox"/>	EXPLAIN:	

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Course Requirements

Students who have not taken courses that represent an introduction to health research methods (HTH RS M 730 or HTH RS M 751 [or their equivalents]) and basic biostatistics (HTH RS M 702 [or equivalent]), and theory and practice of measurement (HTH RS M 727 [or its equivalent]) may be required to take these courses in addition to the regular course load. Students should consult program documentation for the specific requirements for the fields of specialization.

The specific recommended courses would depend on the student's field of specialization, and their interest in exploring focused areas in depth. These courses could be taken from the following list:

Philosophy of Science

- HTH RS M 700 / Philosophy of Science for Health Research

Biostatistics

- HTH RS M 723 / Regression Analysis
- HTH RS M 731 / Advanced Linear Models for Health Data
- HTH RS M 714 / Methods for the Analysis of Longitudinal Data
- HTH RS M 739 / Biostatistical Collaboration
- HTH RS M 750 / Practical Bayesian Design and Analysis in Clinical Studies
- HTH RS M 753 / Regression Analysis

Health Economics

- HTH RS M 737 / Economic Analysis for the Evaluation of Health Services *and*
- ~~HTH RS M 787 / Principles of Health Economics~~
- PUBHLTH/ HTH RS M 706 / Introduction to Health and Public Health Economics
- *or*
- HTH RS M 788 / Health Economics *and*
- HTH RS M 791 / Topics in Advanced Health Economics

Health Policy

-
- HTH RS M 738 / Health Policy Analysis

Measurement

- HTH RS M 727 / Theory and Practice of Measurement

Epidemiology

- HTH RS M 733 / Statistical and Methodologic Issues in Randomized Clinical Trials
- HTH RS M 743 / Systematic Review Methods

Qualitative Methods

- HTH RS M 745 / Qualitative Research Methods

Special Topics

- HTH RS M 722 / Selected Topics in Clinical Epidemiology and Population Health Research Methods

Independent Study

- HTH RS M 705 / Independent Study in Clinical Epidemiology and Health Research Methods

Population Health

- HTH RS M 748 / Population and Public Health

Program Evaluation

- HTH RS M 762 / Approaches to the Evaluation of Health Services

Research Ethics

- HTH RS M 742 / Ethical Issues in Research Involving Human Subjects

Health Technology Assessment

- HTH RS M 740 / Advanced Decision Analysis in Health Technology Assessment (HTA)
- HTH RS M 741 / Introduction to Health Technology Assessment

Knowledge Translation

- HTH RS M 726 / The Science and Practice of Knowledge Translation: Foundations

Additional Information

Field of Specialization	Common Courses	Field Specific Courses	Electives
HRM Classic	n/a	n/a	3
Clinical Epidemiology		*742	2
Biostatistics		*739	2
Health Services Research		*751 or *748	2
Population and Public Health		*748	2
Health Technology Assessment		*740	2 (usually *706, *743)

Other course offerings may be considered; students will be encouraged to consider existing courses in the Faculties of Health Sciences, Business, Science, and Social Sciences.

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

Course Requirements

Students who have not taken courses that represent an introduction to health research methods (HTH RS M 730 or HTH RS M 751 [or their equivalents]) and basic biostatistics (HTH RS M 702 [or equivalent]), and theory and practice of measurement (HTH RS M 727 [or its equivalent]) may be required to take these courses in addition to the regular course load. Students should consult program documentation for the specific requirements for the fields of specialization.

The specific recommended courses would depend on the student's field of specialization, and their interest in exploring focused areas in depth. These courses could be taken from the following list:

Philosophy of Science

- HTH RS M 700 / Philosophy of Science for Health Research

Biostatistics

- HTH RS M 723 / Regression Analysis
- HTH RS M 731 / Advanced Linear Models for Health Data
- HTH RS M 714 / Methods for the Analysis of Longitudinal Data
- HTH RS M 739 / Biostatistical Collaboration
- HTH RS M 750 / Practical Bayesian Design and Analysis in Clinical Studies
- HTH RS M 753 / Regression Analysis

Health Economics

- HTH RS M 737 / Economic Analysis for the Evaluation of Health Services *and*
- PUBHLTH/ HTH RS M 706 / Introduction to Health and Public Health Economics
- *or*
- HTH RS M 788 / Health Economics *and*
- HTH RS M 791 / Topics in Advanced Health Economics

Health Policy

- HTH RS M 738 / Health Policy Analysis

Measurement

- HTH RS M 727 / Theory and Practice of Measurement

Epidemiology

- HTH RS M 733 / Statistical and Methodologic Issues in Randomized Clinical Trials
- HTH RS M 743 / Systematic Review Methods

Qualitative Methods

- HTH RS M 745 / Qualitative Research Methods

Special Topics

- HTH RS M 722 / Selected Topics in Clinical Epidemiology and Population Health Research Methods

Independent Study

- HTH RS M 705 / Independent Study in Clinical Epidemiology and Health Research Methods

Population Health

- HTH RS M 748 / Population and Public Health

Program Evaluation

- ~~HTH RS M 762 / Approaches to the Evaluation of Health Services~~

Research Ethics

- HTH RS M 742 / Ethical Issues in Research Involving Human Subjects

Health Technology Assessment

- HTH RS M 740 / Advanced Decision Analysis in Health Technology Assessment (HTA)
- HTH RS M 741 / Introduction to Health Technology Assessment

Knowledge Translation

- HTH RS M 726 / The Science and Practice of Knowledge Translation: Foundations

Additional Information

Field of Specialization	Common Courses	Field Specific Courses	Electives
HRM Classic	n/a	n/a	3
Clinical Epidemiology		*742	2

Biostatistics		*739	2
Health Services Research		*751 or *748	2
Population and Public Health		*748	2
Health Technology Assessment		*740	2 (usually *706, *743)

~~Other course offerings may be considered; students will be encouraged to consider existing courses in the Faculties of Health Sciences, Business, Science, and Social Sciences.~~

All electives will be approved at the program level. All Health Research Methodology courses are approved as electives and fulfill the degree requirements. Other courses offerings in the Faculties of Health Sciences, Business, Science, and Social Sciences may be considered but will require program approval.

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

The HRM program is requesting to reduce the number of fields from six to four for the PhD program. This will also help reduce the number of academic plans. The remaining fields will be:

1. **Classic**

(The Classic, Health Services Research and Population Health. fields will all merge into the Classic field)

***Rationale:** The Health Services Research field no longer has a field leader and the Population Health field has not been a popular option with students.*

2. **Clinical Epidemiology**

3. **Health Technology Assessment**

4. **Biostatistics**

In addition, HTH RS M 762 / Approaches to the Evaluation of Health Services needs to be removed from the HRM course list as this is the required course for the Health Services Research field that is being closed. There is no field leader for this field, nor is there an instructor for this course and it has not run in years.

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

As soon as possible

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

PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR (please include a tracked changes version of the calendar section affected if applicable):

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Mitch Levine Email: levinem@mcmaster.ca Extension: 20210 Date submitted: May 16, 2019

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

SGS/2013



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

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:			
<p>1. This form must be completed for ALL changes involving degree program requirements/procedures. All sections of this form must be completed.</p> <p>2. An electronic version of this form (must be in MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
DEPARTMENT	School of Rehabilitation Sciences		
NAME OF PROGRAM and PLAN	Speech-Language Pathology Program - SLPMSC		
DEGREE	MSc		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
CREATION OF NEW MILESTONE <input type="checkbox"/>			
CHANGE IN ADMISSION REQUIREMENTS	X	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	CHANGE IN COURSE REQUIREMENTS
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	X	EXPLAIN: Change to description of a prerequisite for admission	
OTHER CHANGES	EXPLAIN:		

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Biological Science Prereq

one biological-science course at any level with a grade of B or higher; and

Note: A biological or life science course is considered any of the following: anatomy, biochemistry, biology, biomedical sciences, environmental science, earth science, histology, physiology, ecology, chemistry, physics, health physics, pharmacology, biotechnology, radiation sciences, integrated science, kinesiology or neuroscience

TOEFL

Applicants whose first language is not English and who did not attend an English-speaking university for their undergraduate degree must achieve at least a score of 600 (written) or 250 (computer) or 92 (iBT)

(reading-22, speaking-24, listening-24, writing-22) on the TOEFL.

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

Biological Science Prereq

one Human Anatomy or Physiology course at any level with a grade of B or higher; and

TOEFL

Applicants whose first language is not English and who did not attend an English-speaking university for their undergraduate degree must achieve at least a score of 100 (iBT) (reading-24, speaking-26, listening-24, writing-26) on the TOEFL.

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

The prerequisite change reflects the requirements for accreditation

The revised TOEFL score matches the requirements of the regulatory body (CASLPO) for Speech-Language Pathology

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

September 2019

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

PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR
(please include a tracked changes version of the calendar section affected if applicable):

Biological Science Prereq

one ~~biological science~~ Human Anatomy or Human Physiology course at any level with a grade of B or higher; and

~~Note: A biological or life science course is considered any of the following: anatomy, biochemistry, biology, biomedical sciences, environmental science, earth science, histology, physiology, ecology, chemistry, physics, health physics, pharmacology, biotechnology, radiation sciences, integrated science, kinesiology or neuroscience~~

TOEFL

Applicants whose first language is not English and who did not attend an English-speaking university for their undergraduate degree must achieve at least a score of ~~600 (written) or 250 (computer) or 92~~100 (iBT) (reading-~~2~~24, speaking-~~2~~26, listening-24, writing-~~2~~26) on the TOEFL.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Lyn Turkstra
13/19

Email: turkstrl@mcmaster.ca

Extension: 28648

Date submitted: May

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

SGS/2013

Graduate Student Supervisor Relationships at McMaster University

2018-2019 Working Group on Student Supervisor Relationships

Committee Mandates

1. Explore a broad spectrum of strains placed on student-supervisor relationships with a view to identifying resources to building healthy relationships right from start. It is not the aim of the committee to catalog a long list of grievances.
2. The committee wishes to encourage students not to be intimidated by their supervisors, but to build healthy relationships from the initial meeting with an understanding of expectations; both from their supervisors and themselves.
3. The committee wants to encourage supervisors to be clear and fair in their expectations of students and ensure that students have easy access to positive mentorship strategies.
4. There are a number of different groups on campus that are already addressing many of these issues. The working group would like to consolidate this information and present it to the University community through an SGS portal. These include websites, which require minimal resources, as well as more resource intensive strategies such as workshops/one-on-one counselling. The committee will provide a range of strategies that can be phased in over a number of years as resources become available. In general, the committee wishes to encourage SGS to promote positive relationship building through a broad range of engagement strategies from the initial stages of the student/supervisor dyad.

Identified scope of challenges faced by both students and faculty

The committee identified and discussed a number of general issues witnessed throughout the McMaster campus. These issues are not discipline specific and their mitigation will require a multifaceted approach implemented over time. One of the limitations of this list is that the working group does not have balanced representation from members in all faculties. One of the goals of SGS and the committee should be to rectify this and ensure at least one faculty member and one student represent each faculties, hopefully.

1. Students start programs with unrealistic expectations of project outcomes/design. Their vision of the project does not align with that of the supervisor.
2. In some cases, students are not prepared to drive the project with their own initiatives. They are waiting on guidance from the supervisor at all steps. Strategies to increase the awareness of tools and strategies that can help the student deal with changing pressures and cultural perceptions of the student/supervisor relationship would be helpful. It will be important to underscore that graduate studies is significantly different from the undergraduate experience in this regard.
3. Since most supervisors do not receive a great deal of formal training in how to mentor and manage relationship development with trainees prior to starting an academic position, it would be valuable to consolidate, and if necessary, to create tools to facilitate skill

development in the areas of (i) initiating strong mentorship relationships (ii) strategies to promote student growth and the development of project management skills (iii) and guidelines for how to manage a deteriorating relationship (if that should happen) specifically targeted at faculty.

4. Students may lack sufficient information about program and supervisor expectations at the time of entry into the program. Providing early access to information may be valuable.
5. Faculty of Social Science felt that faculty may be politicizing the relationship with their students, where the philosophical differences between students and faculty become an area of tension. This may not be as much of an issue in the STEM faculties.
6. Students encounter major life events that can impede or delay academic progress (family care responsibilities, illness, acquisition of a disability or episodic/chronic conditions, bereavement, financial strain, housing instability, legal issues, violence, discrimination/harassment, parental leave, etc). This in turn can strain the student-supervisor relationship.

Primary Recommendation of the Working Group

The primary recommendation of this working group is to prioritize investment in up-front training and information for supervisors; promotion of documents that will help to implement important practices in building positive relationships; and connecting students with peer-networks that will serve to mitigate building tensions early through positive social activities and healthy discussions.

The committee heard from a number of consultants that investment in such “preventive” strategies, as the first steps, should prove to be more effective in managing the quality of the student/supervisor relations as compared to investment in strategies to mitigate deteriorating relationships. Ultimately, both processes will need to be addressed but the strategies below focus on promoting high quality relationships from the start.

Proposed Strategies

The strategies discussed below will require sustained effort and will need to be implemented for a substantial period of time in order to yield significant results. The committee has elected to focus on resources that will require minimal cost to implement and target both students and supervisors.

1. **The deployment of a survey to graduate students as well as faculty.** During the summer/fall of 2019, two surveys should be deployed to ensure the actions and recommendations of the committee are evidence based. These surveys will be conducted in collaboration with the office of Faculty Leadership and Development, the Coordinator for International Graduate Students, and the Coordinator, Recruitment, Retention and Diversity. SGS and the above-mentioned offices will resource these surveys, possibly using various student employment opportunities, which already exist on campus as well as exploring opportunities to leverage existing data or collaborations with the Office of Institutional Analysis. The purpose of these anonymized surveys will be to:

- a. See how many students self-identify as having experienced challenges with their supervisor
 - b. See how many students perceive their colleagues as having experienced challenges with their supervisors
 - c. Evaluate the awareness of students regarding the resources that are available on campus to help facilitate positive student/supervisor relationship building and maintenance.
 - d. Assess the awareness of faculty regarding the resources that are available on campus to help facilitate positive student/supervisor relationship building and maintenance.
 - e. Assess whether faculty and students have an opinion on what types of resources they feel would assist the development of a positive student/supervisor relationship.
 - f. Assess the willingness of faculty to utilize “Getting the Supervisory Relationship off to a Good Start”; a document which already exists at SGS (https://gs.mcmaster.ca/sites/default/files/resources/supervisory_relationshipjuly_22_016.pdf)
2. **The development of an effective website that consolidates the available McMaster resources and lays out a stepwise path to deal with potential conflicts and their resolution.** The working group determined that Western University has a strong website dedicated to the management of student supervisor relationships. It may also be helpful to consider the preparation of a short e-document that can be distributed to all faculty through their individual departments. Some of the identified resources which should be included are:
- a. **The Ombuds’ office** - The role of the Ombuds office will be clearly included on the website. We will ask the Ombudsperson for a description that summarizes the role of the office and provides appropriate contact information. By doing this, we risk the possibility that students may consider going directly and initially to the Ombuds office and overtax their resources. However, making this information available to faculty and students is important because of the possibility that majority of the university community may not clearly understand the role of this office in relationship management; a suggestion supported by the Ombudsman’s office.
 - b. The **student supervisor relationship management documents** (already in existence at SGS) should be recommended to all graduate students as tools to better explore their supervisor’s expectations and their own expectations. The document entitled “Getting the Supervisory Relationship off to a Good Start” raises a number of important questions to discuss. These can form the foundation for performance expectations between the student/supervisor dyad. The link for the document is: https://gs.mcmaster.ca/sites/default/files/resources/supervisory_relationshipjuly_22_2016.pdf (also included as an appendix). It would be valuable if one or two

departments utilized this document, as a pilot, to evaluate logistical hurdles and the extent of the impact it would have on reducing student supervisor conflicts. The committee agreed that it might be important to incentivize the use of this document. However, the mode through which this could be done was less clear. Initially, it could be implemented as a milestone in the progression of documents that a student must complete as part of their degree. This would at least ensure that the supervisor and student has had the important conversation.

- c. Included as part of this information, should also be a **link to the existing manual on Good Practice in the Supervision and Management of Postgraduate students** prepared by The McPherson Institute and Dr. Susan Watt. (<https://mi.mcmaster.ca/site/wp-content/uploads/2016/12/Supervision-Mentoring-of-Postgrad-Students-1.pdf>). Importantly, this document outlines factors to consider in starting off the relationship and its suggestions fit well with the implementation of the document described above. The Appendix sections of this document contains a number of valuable summaries that might be important references for individuals who have limited time. There is also a graduate supervision document on the SGS website which contains some concise information for both students and supervisors. Providing consolidated links to such documents from one easily referenced web page will be helpful for all parties. The working group recommends continuing to survey the landscape for documents that could become part of the consolidated set of resources for students and supervisors.
- d. **A prioritized list of avenues to pursue when relationships begin to fail.** This would take the form of a grouping of resources to be investigated as a first step, as well as a second grouping of avenues to pursue in case initial efforts are not able to identify a suitable course of action. For example, some of the possible first steps include accessing the (i) supervisor (provided this is not where the source of stress originates); (ii) program representative or (iii) graduate student calendar or (iv) program handbook. The committee decided against specifying a single sequence of steps to follow recognizing that the spectrum of situations that students and faculty may be facing are likely to be too diverse to be accommodated into one logic-based flowsheet.
- e. **How to connect to peer groups within each faculty.** ALL new graduate students should be encouraged to seek out a peer mentor at the start of their program. This inclusive strategy can be implemented by various graduate student association by holding informal social gatherings. Some faculties are already doing this.
- f. **Student Wellness Centre** – a short description of the available contacts and resources will be consolidated from their website in consultation with the Wellness office.
- g. **Equity & Inclusion Office** - A role and contact for this office should be included on the consolidated web page.
- h. Information specifically targeted to the unique challenges faced by **International Graduate Students and Indigenous Graduate Students** should be specifically

addressed as an item on the resource page. This may help to increase engagement by these students. Specific items that are of highest priority at the start of their graduate program will be identified in conversation with the School of Graduate Studies staff.

3. **Additional resources for consideration**

- a. Mitacs offers professional development workshops (project management, communication skills, etc); this type of training might be listed as resources under the broad conflict resolution umbrella – and more on the proactive/preventative side. These resources might help to flesh out skills/training that is either outside of the supervisor’s scope/capacity
- b. MILO – for resources/information on intellectual property, ownership of work etc
- c. Lynda.com – free online resources of leadership/professional behaviour that might be of interest to the graduate student population.

These tasks may be peripheral to the student supervisor relationship but the committee recognized that other supports, or consolidation of information on how to access these supports, can also be valuable to students in managing their levels of anxiety related to their academic progress.

4. **Faculty training in how to deal with student conflicts.**

- a. Development of clear documentation on **how to deal with deal with student appeals** and present these to the Associate/Assistant Deans of the various graduate programs on campus. Most graduate programs likely have these in place. It would be valuable to share these with faculty at new faculty training sessions and with our peer mentor leaders.
- b. Development of information concerning the **cultural differences in attitudes related to conflict and conflict management** for international students into the new faculty training programs. This can be placed into the faculty leadership module provided by the office of Faculty Leadership and Development.

5. **Peer mentorship strategies.** Some graduate student groups on campus have already implemented a coffee house get together for student/student conversations on faculty issues. Including faculty may help to provide a balanced discussion and some immediate answers, but this could stifle the discussion environment. Some strategies for successfully implementing the peer mentorship strategy include:

- a. **The need (from a student’s perspective):** Often, students reach out to other students for representation, guidance and support when encountering concerns or issues regarding inadequate compensation, unrealistic expectations from their supervisor, or if they feel discriminated against.
- b. **Execution strategy:** Initially, student representatives aim to have conversations with the graduate student seeking assistance to assess the situation. As we begin to understand the needs for that student, we will also inquire whether other groups

have been approached, such as the Associate Deans of their department, Ombuds, GSA, etc. Assuming we are one of the first groups they have reached out to, we can provide them with resources to assist them on a case-by-case basis, such as recommending they schedule a meeting with their Dean, book an appointment with Student Wellness, or make use of another health-based tools, etc. Our aim is to be primarily a sounding board (helping them to navigate the system), a party that is not directly involved in the conflict but can bring tools to the table for students that they might not have realized existed. Our secondary aim is to assist them in the appropriate capacity if they do not feel comfortable moving forward to meetings with other parties, due to a variety of reasons that may include uncertainty, shyness, fear, etc.

- c. **Strategies to monitor the progress of students who require assistance:** Where appropriate, our representatives may be included in meetings/email conversations with other parties to continue to provide support to the student feeling there is a conflict. If in a particular case we simply direct students to resources, we may choose to reach out later and ensure they feel their needs are being met, or if they feel they need more resources, continue to assist in directing them to the help they require.
 - d. It may also be valuable to **collect statistics** on the frequency with which peer mentors are being contacted to help guide students in cases of conflict and whether the student felt the peer mentor relationship was beneficial. The need for statistics should be balanced with the consideration of possibly overburdening students who want to be helpful; otherwise this may have a detrimental effect to the overall program.
6. **Dialogue through social media.** The possibility of using social media to create a campaign that would keep resources, processes, and supports in the awareness of students. SGS has a weekly email to all graduate students, and social media such as Facebook, Twitter, Instagram could be utilized to communicate the various resources to the student body on a frequent basis. Graduate students do not need the service/support/resources until “they need it”. In other words, timing is key, and pacing these messages (also tips for good communication, stress-reduction, and campus resources) on effective intervals could help to mitigate issues before and as they come up. The SGS communications coordinator is effective at managing negativity on social media. While this is not meant to be an in-depth discussion forum, it would be advisable to have skilled social worker or a trained counselor to facilitate this process. The implementation of this offering may need to await appropriate resourcing.
 7. **Update of SGS 101 to include information about how to effectively manage student supervisor relationships.** It may be valuable to integrate a student development plan into SGS 101 so students can come back to visit the core principles and resources as needed. It may be possible to house this student plan in Avenue so that the students can revisit it during the progression of their academic career at McMaster. The student supervisor

form can be included as part of the landmarks that assist students in monitoring the quality of their professional relationship with their supervisor.

8. **Providing students with the option of getting training in professional communication through continuing education.** The committee explored the possible engagement of McMaster Continuing Education and the McPherson Institute in delivering specialized workshops/courses to students related to professional conduct, conflict management. While MCE has programs in leadership and professional conduct, their courses are free to McMaster staff and not graduate students. The cost of courses range from \$300-900/ student (depending on the length of the course). This may not be pragmatic solution given the size of the graduate student body. MCE can develop specialized courses that would also necessitate a heavy up-front cost. The courses do become cheaper per student as more students engage. Some of the courses that are possible through this program include (i) Difficult Conversations (ii) Conflict Resolution (iii) Work Life Balance, and (iv) Effective Business communications. While these are valuable courses, the committee did not feel that there was sufficient return on investment in moving forward with these courses, even for the peer mentor leaders given their cost.

The McPherson Institute was approached to provide similar types of supports. They advocated for establishment of a positive relationship from the start of the degree program, using tools such as the student/supervisor document discussed above. The possibility of modifying this document (if such modifications are required) with the assistance of McPherson is also a possibility.

While the possibility of the McPherson Institute providing some training in professional conduct or conflict management for the Student Peer group leaders was discussed, this was deemed to be resource intensive because of the expertise that would be required to provide such training and the time commitment that would be required by the graduate student leaders to absorb the training effectively. In general, the advice from all consultants regarding how to manage deteriorating student/supervisor relationships effectively, was that there is a significantly better return on investment if resources are provided to build a strong relationship from the start, rather than manage a deteriorating relationship.

9. **Continued investment in the working group on Student Supervisor Relationships.** The working group recognized that developing quality student/supervisor relationships is a dynamic challenge due to the changing academic and employment environment. The committee recommends that SGS continue to invest effort in monitoring and updating solutions to these issues through the continued efforts of a Graduate Council working group.

Sandeep Raha
Chair
Graduate Council Working Group on Student Supervisor Relationships

rahas@mcmaster.ca

905-521-2100 ext 76213

Appendix I

Committee Membership for the Working Group on Student/Supervisor Relationships

Andrea Cole Coordinator, Grad Student Recruitment, Retention and Diversity	coleand@mcmaster.ca
Christina Bryce Assistant Graduate Secretary and Synapps Administrator	cbryce@mcmaster.ca
Devon Jones Engineering student	jonesde2@mcmaster.ca
Ian Bruce (Engineering) - Professor and Graduate Associate Chair	brucei@mcmaster.ca
Japteg Singh – Health Sciences Grad Students Federation, MPH student	singhj70@mcmaster.ca
Neil McLaughlin (Social Sciences – first term only, research leave second term) - Professor	nmclaugh@mcmaster.ca
Sam Peter Engineering student	peters5@mcmaster.ca
Samantha-Jo Caetano Math student	caetans@math.mcmaster.ca
Sandeep Raha (Health Sciences) <i>Chair, Working Group on Student Supervisor Relationships.</i>	rahas@mcmaster.ca
Stephanie Baschiera – Associate Registrar & Graduate Secretary	baschie@mcmaster.ca

Major Modifications Proposal DRAFT May 16, 2019

Major modifications are important to the continuous improvement of our programs by allowing the maximum flexibility for programs to evolve over the curriculum cycle. Major modifications are a recognized component of the Quality Council (QC) Framework and are recognized in the McMaster University Institutional Quality Assurance Process (IQAP).

While both the QC and IQAP policies provide guiding principles and high level examples of major modifications, a specific list of standard major modifications has not yet been formalized by McMaster.

We expect that one of the recommendations from our November 2018 audit will be to review how McMaster identifies and categorizes these to improve the efficiency of the administrative process and to provide clarity to programs wishing to evolve their curriculum.

In the absence of the formal audit report, the School of Graduate Studies wishes to propose two categories of major modifications related to the University's commitment to internationalization.

Specifically, we propose that any currently approved and operating graduate program be permitted to add either a *collaborative stream* or *dual degree* pathway to its existing offerings through a major modification. In both cases, the documentation for approval must address how the program requirements, delivery and structure meet the University and Provincial standards for graduate work.

Collaborative Stream

In consultation with the relevant Associate Dean, SGS, programs would be permitted to add a *stream in collaboration with an international partner*. Formal MOUs, signed through the Office of International Affairs, would be required prior to moving through the curriculum process. Tuition arrangements and other matters related to funding would be included therein.

In a Collaborative Stream, existing program requirements would be adapted to include an international experience as an equivalent requirement to an existing component of the program. The benefits of the collaboration must be justified in detail in the curriculum documentation and meet the threshold of existing degree level expectations. The documentation must address how the design, structure, requirements and delivery of the stream support the program learning outcomes and degree level expectations.

Dual Degree

In consultation with the relevant Associate Dean, SGS, programs would be permitted to add a *dual degree pathway in conjunction with an international partner*, which would allow students to study in two approved degree programs at the Masters level at the same time and complete the requirements of both.

Formal MOUs, signed through the Office of International Affairs, would be required prior to moving through the curriculum process. Tuition arrangements and other matters related to funding would be included therein.

In the Dual Degree Pathway existing program requirements would be adapted to include an international experience as an equivalent requirement to an existing component of the program. The benefits of the dual degree must be justified in detail in the curriculum documentation and must meet the threshold of existing degree level expectations. The documentation must address how the design, structure, requirements and delivery of the stream support the program learning outcomes and degree level expectations

Proposed Approval Process

Both the collaborative stream and the dual degree pathway would require the following documentation:

- A copy of the signed MOU between McMaster and the partner institution.
- A list of the full requirements, including placements, major research project, etc. of each of the original programs.
- A clear indication of how students would progress to complete the requirements of each program (through the collaborative stream or dual program pathway) including what happens if the student is unsuccessful in any component.
- Identification and explanation of : 1) any double counting and where the international experience will satisfy an equivalent requirement, and 2) indicate any additional material that would be required in place of an original requirement (portfolio, component of the major research project, etc.)
- A clarification of the time expected for completion and which program the student is expected to be enrolled in at either institution.
- A clarification of which streams of the existing program are open to this pathway.

All curriculum documentation and supplementary material will be approved through the normal curriculum process at McMaster and be reported to both Quality Council and the Ministry on an annual basis in accordance with our normal reporting requirements.

Summary of Police Records Check Policy

- As part of their program, students will at times work with actual patients, standardized patients and classmates both on campus and when located at various clinical sites run by external clinical agencies therefore the Faculty of Health Sciences (FHS) requires all students aged 18 years or older and registered in a Health Professional Program to provide a Police Records Check, specifically a Vulnerable Sector Check (VSC).
- Students under the age of 18 years as of May 1st of their incoming year will not be required to submit a Vulnerable Sector Check by July 31st of their incoming year because Police Services will not issue a police check to persons under 18 years of age unless for a government employer. Rather, these students will be required to submit a VSC within 16 weeks subsequent to their 18th birthday.
- When requesting a VSC, McMaster University is to be listed as the requesting agency; VSCs issued for other organizations will not be accepted.
- International or Visa students are required to provide a Police Certificate from each country or territory that they have resided for more than six (6) months consecutively for the past five years prior to their offer of acceptance.
- Vulnerable Sector Checks are required to be updated on an annual basis and are a condition of continued registration with the University. Failure to have a valid VSC registered with the Professionalism Office at all times may result in a learner being ineligible to attend at clinical settings and participate in clinical placements. This can, and will likely, result in a student being unable to complete the requirements of their program; such delays normally results in additional costs for the student (ie tuition, accommodation etc).
- Students are to be cognizant of the fact that they may be asked to complete the police Record Check process more frequently than annually, if required by a clinical site.
- “Not Clear” checks result from findings of police contact only. The reasons for police contact can vary greatly, any time an individual comes to the attention of the police, it can be recorded in police records. A late submission or non-submission of a police record check does not equate to a “Not Clear” but rather may be deemed as a breach of the Faculty of Health Science Professional Behaviour Code of Conduct for Learners and addressed by the relevant Associate/Assistant Dean.
- Once a student becomes aware of a “Not Clear” Vulnerable Sector Check, they must immediately notify the Advisor, Professionalism, FHSprof@mcmaster.ca. Any delays in the student initiating such notification shall be at the student’s own risk.
- If a student is unable to obtain a Vulnerable Sector Check, they must immediately notify the Advisor, Professionalism, FHSprof@mcmaster.ca.

- "Not clear" checks result in:
 - Consideration of the "Not Clear" by Police Records Check Advisory Panel, and subsequent referral of recommendations to the appropriate Associate/Assistant Dean
 - Student notification of the outcome

- Potential Outcomes of a "Not Clear" police check may include but are not limited to:
 - No negative outcome
 - Enrollment deferred for one year
 - Student admitted, and is advised that placement sites maintain the ultimate right not to accept the student for clinical placement(s), and that this is beyond the university's scope of control
 - Student may be required to withdraw, be suspended, or expelled
 - Students may encounter substantial delays in graduation in whole or in part as a result of their "Not Clear" VSC
 - Any other reasonable recommendation of the Panel

- Appeals under this policy are subject to university protocol.

McMaster Policies, Procedures and Guidelines

Complete Policy Title: Police Records Check – Faculty of Health Sciences

Table of Contents

A.	PREAMBLE	4
B.	RELATED POLICIES	4
C.	POLICE RECORDS CHECKS: AUTHORITY AND RESPONSIBILITY	5
D.	SPECIFIC RESPONSIBILITIES	5
	All Members of the Faculty of Health Sciences	5
	The Faculty of Health Sciences Health Professional Program Offices.....	5
	The Faculty of Health Sciences Professionalism Office	6
	Police Records Check Advisory Panel	7
E.	VULNERABLE SECTOR CHECK	8
F.	OBTAINING A VULNERABLE SECTOR CHECK	8
	Canadian Students	8
	International Students	10
	Visiting Elective Students	10
	Undue Hardship	11
	Submission and Timelines	11
	Late Submission of Police Record Checks.....	12
	Return of Vulnerable Sector Checks	13
G.	IMPLICATIONS OF A “NOT CLEAR” VULNERABLE SECTOR CHECK	13
H.	“NOT CLEAR” VULNERABLE SECTOR CHECK	14
I.	APPEAL.....	16
J.	RECORDS	16
K.	REVIEW AND APPROVAL	16
	APPENDIX A: POLICE RECORDS CHECK ADVISORY PANEL	17

A. PREAMBLE

1. The purpose of a university is to encourage and facilitate the pursuit of knowledge and scholarship. In the Faculty of Health Sciences (FHS), the attainment of this purpose requires some students to interact with children and other vulnerable populations of whom the university must take reasonable measures to protect.
2. Students enrolled in FHS health professional programs work with other students, actual patients and standardized patients in the classroom and at various clinical sites run by external clinical agencies. In order to discharge its due diligence to protect the public, the Faculty of Health Sciences considers the criminal record of students participating in any clinical environment.
3. Students demonstrate their ability to work with vulnerable populations in many ways, including:
 - a) Acquiring clinical knowledge and competence;
 - b) Demonstrating respect for others;
 - c) Demonstrating professionalism and appropriate adherence to legal principles; and
 - d) Development and demonstration of ethical frameworks.
4. This policy applies to all students registered in a McMaster FHS Health Professional Program except those registered in a Postgraduate Medicine Program or Pre-Residency Program (PRP2), who will follow the College of Physician and Surgeons of Ontario (CPSO) guidelines for Criminal Record Checks
5. This policy represents the Faculty of Health Sciences' recognition of the trust and authority given to students while in an academic, clinical work environment.

B. RELATED POLICIES

6. This policy governs all students registered in a FHS Health Professional Program. In some instances, a student's behaviour may also involve both academic and non-academic activities, in which case the student is subject to several policies, including but not limited to the *McMaster Student Code of Rights and Responsibilities* and the *Faculty of Health Sciences Professional Behaviour Code of Conduct for Learners*.

C. POLICE RECORDS CHECKS: AUTHORITY AND RESPONSIBILITY

7. It is understood that it is not a violation of the Ontario Human Rights Code to deny or delay registration of a learner into the Faculty of Health Sciences or when necessary, to suspend or expel a student from the Faculty of Health Sciences as a result of the application of this policy.
8. As a faculty within a broader educational institution, the Faculty of Health Sciences is required to act fairly and reasonably at all times when making decisions that affect the rights and opportunities of others. As a result, decisions regarding denying or delaying enrollment or removal from an academic program must be made thoughtfully, respecting the need at all times for procedural fairness.
9. The Faculty of Health Sciences, through its Program Offices, shall make reasonable efforts to communicate to potential and current students:
 - a) this policy;
 - b) the requirement of a Vulnerable Sector Check;
 - c) submission deadlines;
 - d) the need to advise the FHS Professionalism Office immediately of a "Not Clear" Vulnerable Sector Check;
 - e) that a "Not Clear" Vulnerable Sector Check may result in suspension or expulsion from the program;
 - f) that a "Not Clear" Vulnerable Sector Check may result in a restriction on their ability to secure clinical placements.
10. Any student that knowingly submits false, misleading or incomplete information as part of Vulnerable Sector Check shall be subject to withdrawal, suspension or expulsion from the program due to failure to meet conditions of continued enrolment.

D. SPECIFIC RESPONSIBILITIES

All Members of the Faculty of Health Sciences

11. All members of the Faculty of Health Sciences (students, faculty, instructors, staff and invigilators) are responsible for creating a safe atmosphere in the clinical, academic learning environment, including the execution of research, teaching, learning and administrative responsibilities.

The Faculty of Health Sciences Health Professional Program Offices

12. The Health Professional Program Offices within the Faculty of Health Sciences, include but are not limited to:
 - Child Life & Pediatric Psychosocial Care

- Midwifery Education Program
 - Nursing, Graduate and Undergraduate Programs
 - Occupational Therapy Program
 - Physician Assistant Education Program
 - Physiotherapy Program
 - Speech-Language Pathology Program
 - Undergraduate Medical Education
13. The Health Professional Program Offices are responsible for assisting the Faculty of Health Sciences Professionalism Office in discharging its responsibilities with respect to the Police Records Checks Policy. Responsibilities will include:
- a) advising students of this policy's requirements and associated timelines;
 - b) monitoring expiry dates of VSCs and may contact students to advise of pending expiry and requirement for an updated VSC;
 - c) ensuring students who are not in good standing as per this policy (ie. do not have a valid and current VSC registered with the Professionalism Office by the appropriate timeframes):
 - i. are restricted from attending any clinical environment; or
 - ii. that appropriate measures related to not meeting the conditions of continued enrollment are enforced; or
 - iii. that other sanctions as deemed necessary by the Program are enforced.
 - d) assisting with the development and implementation of this policy;
 - e) acting as a resource for the Advisory Panel;
 - f) assisting all members of the Faculty of Health Sciences with understanding the requirements of the Police Check.

The Faculty of Health Sciences Professionalism Office

14. The Faculty of Health Sciences Professionalism Office will act as the overseer of this policy. Responsibilities include, but are not limited to:
- a) assisting students and Programs with implementation and understanding of this policy;
 - b) accepting, verifying and registering VSCs for all enrolled students in a FHS Health Professional Program;
 - c) ensuring validation of VSCs and Police Certificates submitted through the Association of Faculties of Medicine of Canada (AFMC) Portal for undergraduate medicine elective students;
 - d) advising Programs of receipt of VSCs and expiry dates as well as late or non-submission of Police Record Checks;
 - e) supplying requested documentation to students as requested by various Police Services (eg. Toronto Police Services Consent to Disclosure of Personal Information form and student specific correspondence such as personalized letter with student's name and program required for OPP offices);
 - f) granting an extension to the submission deadline on a case per case basis if a VSC is

- delayed by an issuing body;
- g) accepting a notarized affidavit in place of a VSC if deemed “undue hardship” by the Advisor, Professionalism;
- h) when approved by the Advisor, Professionalism, allowing a student to submit a notarized affidavit as an interim measure if submission is late due to student delay;
- i) returning student VSCs if submitted with a self-addressed stamped envelope;
- j) convening the Police Records Check Advisory Panel to review all “Not Clear” Police Record Checks;
- k) providing administrative and policy advisory support to the Panel;
- l) liaising with students and Programs to facilitate the Panel review process;
- m) initiating the updating and administration of this policy;
- n) ensuring the Faculty of Health Sciences is advised of current policy and processes regarding Municipal, Provincial and Federal policies as they relate to police checks.

Police Records Check Advisory Panel

15. The Police Records Check Advisory Panel (also referred to as the "Panel" in this policy) is responsible for the consideration of all "Not Clear" Vulnerable Sector Checks.
16. The Panel shall be selected from the membership of the Professionalism Advisory Working Group (PAWG) as appointed by the Vice-Dean, Health Professional Education, Health Sciences. The Panel shall:
 - a) consist of 5 Panel members with at least three clinical program disciplines;
 - b) achieve a required quorum of 3 members to conduct a Panel review meeting;
 - c) by way of the FHS Professionalism Office, request a notarized affidavit, personal statement and any supporting documentation from the student for consideration by the Panel;
 - d) allow the student the opportunity to address the Panel;
 - e) issue recommendations to the relevant Associate/Assistant Dean regarding the student’s continued enrolment and potential issues which may arise as a result of the “Not Clear” VSC;
 - f) ensure the student is advised of the outcome;
 - g) be supported by the Advisor, Professionalism and administrative support from the Professionalism Office, both of whom are non-voting members.
17. The recommendations of the Panel are to be communicated in writing to the Associate/Assistant Dean of the respective program, for their final consideration. For recommendations requiring a decision regarding a graduate student, the relevant Program will communicate their recommended decision to the Vice-Dean, Faculty of Health Sciences and Associate Dean of Graduate Studies (Health Sciences).
18. Once the Associate/Assistant Dean of the respective program, or the Vice-Dean, Faculty of Health Sciences and Associate Dean of Graduate Studies (Health Sciences) in matters involving graduate students, has made their final decision the outcome will be communicated in writing to the student:

- a) by the Associate/Assistant Dean of the respective program, or the Vice-Dean, Faculty of Health Sciences and Associate Dean of Graduate Studies (Health Sciences) for matters involving graduate students, if the identity of the student is known;
 - b) by the FHS Professionalism Office if the identity of the student is not disclosed.
19. The Panel and the Associate/Assistant Dean are normally prohibited from knowing the identity of the parties to whom the record relates, except where an individual agrees to waive his/her anonymity, or when deemed necessary by the Panel or the Associate/Assistant Dean in order to administer recommendations.

E. VULNERABLE SECTOR CHECK

20. Bill 113, The Police Records Check Reform Act (PRCRA) passed December 1, 2015 and enacted November 1, 2018 identifies three standard types of Police Record Checks: Criminal Record Check, Criminal Record and Judicial Matters Check, and Vulnerable Sector Check. The Vulnerable Sector Check (VSC) is intended to be used to screen individuals that work or volunteer in positions of trust or authority with vulnerable individuals. It is a collection of offence information, including convictions, outstanding warrants, charges and judicial orders available from a local police agency's records management system and other systems/records where authorized. This check will include sexual offence convictions for which the individual has received a pardon, exceptional disclosure information from local police services if eligible and charges within 5 years with a finding of "not criminally responsible on account of mental disorder".
21. The PRCRA allows an "Exceptional Disclosure Assessment". This permits Police Services to disclose certain non-convictions and police contact information on a VSC if there is concrete and compelling concern for the safety of vulnerable persons as it pertains to a particular institution or organization. As such, all VSCs must be issued with McMaster University listed as the requesting agency.
22. In the Province of Ontario, local police services will follow Bill 113, Police Record Checks Reform Act (PRCRA). For individuals initiating a VSC from out of province, or whose local police service does not follow PRCRA guidelines, students are to obtain a police check which most closely reflects the release of information detailed in a PRCRA Vulnerable Sector Check.

F. OBTAINING A VULNERABLE SECTOR CHECK

Canadian Students

23. Students must contact their local police service to obtain a VSC and to be made aware of processing timeframes. It is the student's onus and sole responsibility to be informed of the proper process for submitting an application, including but not limited to ensuring that their application and the specific required fees are submitted according to the

timelines indicated by their respective issuing bodies.

24. Police Services will require students to provide documentation from McMaster University detailing the requirement for a VSC. Students can download a “*McMaster Request for VSS letter*” from the FHS Professionalism website https://fhs.mcmaster.ca/pcbe/police_records_check.html. In the event the Police Services request a personalized letter or specific form, students are to contact the FHS Professionalism Office, fhsprof@mcmaster.ca for assistance.
25. Students under the age of 18 years as of May 1st of their incoming year will not be required to submit a Vulnerable Sector Check by July 31st of their incoming year. Students are to advise the FHS Professionalism Office, fhsprof@mcmaster.ca of their current age and birth date by July 31st of their incoming year. These students are required to submit a VSC within 16 weeks subsequent to their 18th birthday.
26. Students are required to accurately list all prior addresses they have resided in for more than six months consecutively for the past five years prior to their offer of acceptance on their Vulnerable Sector Check application.
27. For incoming students, their Vulnerable Sector Check must be dated after May 1st of their incoming year to be considered current.
28. Vulnerable Sector Checks are required to be updated on an annual basis prior to their current VSC expiring and are a condition of continued registration with the University. VSCs are deemed valid for one calendar year from date of issue from Police Services.
29. It is required that **two original copies** of a Vulnerable Sector Check are obtained - one for submission to the FHS Professionalism Office and one to keep for their own records, as placement sites will ask to see proof of documentation. If unable to obtain two original copies, students must submit to the FHS Professionalism Office their one original copy with a self-addressed stamped envelope (SASE) with which their one original copy will be returned to them through Canada Post.
30. In some cases, electronic copies of a Vulnerable Sector Check may be accepted by the FHS Professionalism Office provided the check has a verifiable digital signature from the originating Police Services. Contact fhsprof@mcmaster.ca to confirm acceptance prior to submission. Students should note that the FHS Professionalism Office cannot guarantee a placement site’s acceptance of an electronic VSC.
31. The cost of the Vulnerable Sector Check shall be at the sole expense of the student. Students are instructed to keep their receipt of payment to verify the initiation date of the VSC request as this may be needed should there be a delay in receiving the VSC from Police Services.
32. The process of obtaining a VSC may take up to sixteen weeks or more depending on the timelines indicated by the respective local Police Service. It is expected students apprise themselves of the processing timeframes posted by their Police Services in order to meet submission deadlines.

International Students

33. This policy, in its entirety, applies to International students with regard to registration and continuing status in the program. For purposes of this policy, Police Certificates will be required in place of a Vulnerable Sector Check and will be processed in the same manner as described for VSCs within this policy.
34. Police Certificates are considered a statement of no criminal record, issued by a foreign country. Police certificates vary widely from each country and territory. The FHS Professionalism Office follow the guidelines established by the Government of Canada, on acceptable providers of Police Certificates for each country and territory, details can be found at: <http://www.cic.gc.ca/english/information/security/police-cert/intro.asp>.
35. International students must provide a Police Certificate from each country or territory that they have resided in for more than six months consecutively for the past five years prior to their offer of acceptance.
36. For incoming students, Police Certificates must be dated after May 1st of their incoming year to be considered current.
37. International students will be required to submit annually and prior to their current one expiring, a Vulnerable Sector Check or a Police Certificate, depending on the procedures of their local police service while in Ontario. Police Certificates and VSCs are deemed valid for one calendar year from date of issue from Police Services.

Visiting Elective Students

38. Visiting Elective Students are students enrolled at another university and concurrently attending McMaster University for an elective through the Undergraduate Medicine program.
39. Students with a home school in Canada are required to accurately list all prior addresses they have resided in for more than six months consecutively for the past five years prior to their elective start date on their Vulnerable Sector Check application.
40. International students are required to provide a Police Certificate from each country or territory that they have resided in for more than six months consecutively for the past five years prior to their elective start date.
41. It is recognized that similar documentation may be a requirement of the student's home university therefore, VSCs must be issued with McMaster University or the student's home school listed as the requesting agency.
42. When applying for a visiting elective, students must upload a pdf of their Vulnerable

Sector Check and/or Police Certificate(s) with their application on the Association of Faculties of Medicine of Canada (AFMC) portal <https://www.afmcstudentportal.ca>. Failure to upload this documentation may result in delayed processing of an elective application or a cancelled elective.

43. Vulnerable Sector Screens and/or Police Certificates must be valid within 12 months of the end date of the elective. If a student's current VSC or Police Certificate will expire before or during the elective, the student may submit their current document with their application but must, at least 8 weeks prior to the elective start date, upload a new VSC or Police Certificate which is valid until the end of the elective.
44. Visiting Elective students must make readily available the original copies of uploaded VSCs and/or Police Certificates as they can be requested for verification by the Michael G. DeGroot School of Medicine, the FHS Professionalism Office or the clinical site when attending an elective. Failure to produce original copies when requested may result in a cancelled elective.

Undue Hardship

45. Students are required to list all prior addresses they have resided in for more than six months consecutively for the past five years prior to their offer of acceptance on their Vulnerable Sector Check application. International students are required to provide a Police Certificate from each country or territory they have resided in for more than six months consecutively for the past five years prior to their offer of acceptance. The Faculty of Health Sciences recognizes that in rare circumstances, some Police Services may require requests for Vulnerable Sector Checks or Police Certificates to be made in person and that this may cause undue hardship for students. Under these circumstances, and at the discretion of the Advisor, Professionalism, a notarized affidavit may be used in place of a Vulnerable Sector Check or Police Certificate. For further information students are to contact the Advisor, Professionalism, fhsprof@mcmaster.ca for direction.

Submission and Timelines

46. All incoming students are required to forward an original copy of their Vulnerable Sector Check to the FHS Professionalism Office by July 31 of the year in which the student has received an offer of admission. Failure to do so may result in the student not being permitted to enter their program.
47. For continued enrollment in their respective program, it is the student's responsibility to ensure a valid and current VSC is registered with the Professionalism Office prior to their current VSC expiring and at all times while attending classes and placements. Failure to do so may result in a student's inability to participate in activities that involve the practice of skills and/or interactions with others e.g., peers, patient volunteers, standardized patients and patients on clinical placement.

48. Vulnerable Sector Checks are considered valid for one calendar year from date of issue by Police Services.
49. Vulnerable Sector Checks must be valid for the entire duration of each placement, therefore a student may need to update their VSC more frequently than annually. It should be noted that some placement sites may require a more recent VSC therefore it is the student's responsibility to be aware of the site's requirements prior to placement.
50. Once a student becomes aware of a "Not Clear" Vulnerable Sector Check, they must immediately and prior to the submission deadline, notify the Advisor, Professionalism, FHSProf@mcmaster.ca.

Late Submission of Police Record Checks

51. In some cases, a Police Record Check is unduly delayed, i.e. beyond the timelines indicated by the issuing body. In these circumstances, if a student can offer proof that they had in fact submitted their application and paid the proper requisite fees on time, they may be granted an extension past the submission deadline. The student must advise the Professionalism Office prior to the submission deadline and submit documentation demonstrating adherence to the issuing body's timeframes. The Advisor, Professionalism may then at their sole discretion grant an extension.
52. If a student is unable to submit a Vulnerable Sector Check by the submission deadline and this delay was due to the student's own conduct, the student must advise the Professionalism Office prior to the submission deadline. In some cases, a notarized affidavit may be permitted as an interim measure in order to allow the student to attend to their clinical responsibilities. The cost associated with obtaining a notarized affidavit is the sole the responsibility of the student.
53. The Professionalism Office will deem a late submission due to student's own conduct as a breach of the Faculty of Health Science Professional Behaviour Code of Conduct for Learners and as such, will notify the relevant Associate/Assistant Dean of the breach for consideration and/or for future reference. It should be acknowledged that a series of minor breaches, including a violation under this policy, may be considered a "single" serious breach and fall under the jurisdiction of the Professionalism Policy and its sanctions.
54. If neither a Vulnerable Sector Check nor notarized affidavit are submitted to the Professionalism Office by specified timeframes, the Professionalism Office will consider this failure to submit the appropriate documentation as a single serious breach of the Faculty of Health Science Professional Behaviour Code of Conduct for Learners. The office will notify the relevant Associate/Assistant Dean of this breach for consideration and/or for future reference. Additionally, the relevant Associate/Assistant Dean to determine, at their discretion, appropriate measures related to the student not meeting the conditions of enrollment. In the case of graduate students, the Assistant Dean will consult with the Vice-Dean, Faculty of Health Sciences and Associate Dean of Graduate Studies

(Health Sciences).

55. Should a student at any time become aware that their Vulnerable Sector Check has expired prior to submitting an updated version, they must immediately notify the Advisor, Professionalism FHSProf@mcmaster.ca.

Return of Vulnerable Sector Checks

56. Vulnerable Sector Checks submitted to the FHS Professionalism Office will only be returned to a student if the student is unable to obtain two original copies from their Police Services and their one original copy is submitted to the FHS Professionalism Office with a self-addressed stamped envelope (SASE) with which their one original copy will be returned to them through Canada Post.
57. Police Record Checks are not stored by the FHS Professionalism Office but rather, all checks are confidentially destroyed annually on or about October 1st.

G. IMPLICATIONS OF A “NOT CLEAR” VULNERABLE SECTOR CHECK

58. “Not Clear” Vulnerable Sector Checks result from convictions, outstanding warrants, charges and judicial orders available from a local police agency’s records management system and other systems/records where authorized and may include sexual offence convictions for which the individual has received a pardon as well as charges within 5 years with a finding of “not criminally responsible on account of mental disorder”. Exceptional disclosure information such as non-convictions and police contact information may be included at the discretion of the Police Services.
59. A late submission or non-submission of a police record check does not equate to a “Not Clear” but rather may be deemed as a breach of the Faculty of Health Science Professional Behaviour Code of Conduct for Learners and addressed by the relevant Associate/Assistant Dean.
60. Should a student receive a “Not Clear” Vulnerable Sector Check whereby charges have been “Withdrawn” for an indictable offence, the student shall, at their sole cost, provide the Panel with a transcript of the legal proceedings of the hearing whereby the charges were withdrawn.
61. Convictions prosecuted by way of indictment under the Criminal Code of Canada for which a pardon has not been granted shall result in suspension or expulsion.
62. Convictions under the following legislation may result in suspension or expulsion:
 - a) *The Controlled Drugs and Substances Act*;
 - b) *The Food and Drugs Act*; and/or
 - c) Criminal Records (Young Person) (Pursuant to Section 119(1)(a) of the

Youth Criminal Justice Act).

- d) Summary convictions under *The Criminal Code of Canada* for which a pardon has not been granted.
63. The following information revealed through a Vulnerable Sector Check may result in suspension or expulsion:
- a) pardoned sexual offences;
 - b) undertakings to enter into a Surety to Keep the Peace;
 - c) restraining orders under the *Criminal Code of Canada* or the *Family Law Act*;
 - d) Records of "Not Guilty: Not criminally responsible on account of Mental Disorder";
 - e) Convictions under other Federal and Provincial statutes;
 - f) Absolute and conditional discharges where not prohibited by legislation; and/or
 - g) Probation, Prohibition and other Judicial Orders.
64. Information pertaining to the following matters may result in deferral of registration or suspension for up to one year on the condition that the issue raised in the Vulnerable Sector Check is resolved:
- a) outstanding warrants and charges;
 - b) pending charges, and ongoing investigations under federal and provincial statutes; and/or
 - c) Exceptional Disclosure Assessments provided by Police Services

H. "NOT CLEAR" VULNERABLE SECTOR CHECK

65. Once a student becomes aware of a "Not Clear" Vulnerable Sector Check, they must immediately notify the Advisor, Professionalism, FHSProf@mcmaster.ca.
66. The FHS Professionalism Office retains administrative adjudication of this policy, and shall assume the responsibility to notify a student that has a "Not Clear" Vulnerable Sector Check that the matter shall be forwarded to the Police Records Check Advisory Panel for consideration.
67. The FHS Professionalism Office will convene Police Records Check Advisory Panel and ensure procedural guidelines are followed as outlined in *Appendix A: Police Records Check Advisor Panel*.
68. The student shall be invited, in writing, to submit relevant materials to the Panel for consideration of the "Not Clear" Vulnerable Sector Check, including but not limited to a notarized affidavit outlining the facts as well as any additional supporting documentation.
69. The student will be allowed to address the Panel for a maximum of ½ hour and may be accompanied by a personal support person. This support person shall not include legal

counsel and shall not be permitted to address the Panel without the Panel's consent.

70. The FHS Professionalism Office shall forward to the Panel the redacted file of each student with a "Not Clear" Vulnerable Sector Check (hereafter referred to as the "File")
The File will include all materials submitted by the student for consideration by the Panel.
If the student agrees to address the Panel the student will forego their anonymity with the Panel and the File will not be redacted.
71. The FHS Professionalism Office will make every reasonable effort to maintain the confidentiality of each student with a "Not Clear" Vulnerable Sector Check and will only share identifying information if required in order to fulfill the recommendations from the Panel and/or the outcomes deemed necessary by the Associate/Assistant Dean.
72. The Panel shall consider the File of each student with a "Not Clear" Vulnerable Sector Check on a case-by-case basis as expeditiously as possible in all circumstances.
73. The Panel shall not have any contact with the student, unless the student has accepted the invitation to address the Panel.
74. The Panel shall communicate its recommendations in writing, through the FHS Professionalism Office, to the respective Associate/Assistant Dean within 5 business day of the Panel Review meeting.
75. Upon receiving the Panel's recommendations, the Associate/Assistant Dean, or the Vice-Dean, Faculty of Health Sciences and Associate Dean of Graduate Studies (Health Sciences) if the matter pertains to a graduate student, shall make a decision regarding the student's status. At this stage, the anonymity of the student may have to be rescinded by the FHS Professionalism Office based on the Panel's recommendations and/or the decision of the Associate/Assistant Dean or the Vice-Dean, Faculty of Health Sciences and Associate Dean of Graduate Studies (Health Sciences).
76. In the case of a recommendation to suspend or expel the student, the Associate/Assistant Dean shall make a recommendation to the Vice-Dean, Health Professional Education, Health Sciences or Vice-Dean, Faculty of Health Sciences and Associate Dean of Graduate Studies (Health Sciences) regarding the status of the student within a reasonable time. If the decision of the Associate/Assistant Dean differs from the recommendation of the Panel, then the Associate/Assistant Dean will provide a written rationale for the decision to the Panel.
77. If anonymity of the student is rescinded, the Associate/Assistant Dean shall communicate his or her decision to the student in writing in a timely manner. If the identity of the student can be maintained the decision shall be communicated in writing to the student by the FHS Professionalism Office.

I. APPEAL

78. The decision to suspend or expel a student may be appealed as per the [Student Appeal Procedures Policy](#).
79. Students must complete enrollment in order to initiate the appeal process.

J. RECORDS

80. The Office of the Advisor, Professionalism shall maintain a confidential record of each student with a "Not Clear" Vulnerable Sector Check. Records will be retained for a minimum of seven years after which their file will be confidentially destroyed.
81. All Panel recommendations shall be filed in accordance with University procedures on freedom of information and protection of privacy.
82. Decisions of the Assistant/Assistant Dean that are communicated to the student as required by this policy shall be kept in the student's academic record.

K. REVIEW AND APPROVAL

83. This policy was approved by the Senate of McMaster University on ??????????

APPENDIX A: POLICE RECORDS CHECK ADVISORY PANEL

Membership

1. The Police Records Check Advisory Panel (hereafter referred to as the “Panel”) shall be selected from the membership of the Professionalism Advisory Working Group (PAWG) as appointed by the Vice-Dean, Health Professional Education, Health Sciences.
2. The Panel shall consist of the following:
 - a) 5 members representing at least three clinical program disciplines;
 - b) be permitted to issue recommendations upon achieving a required quorum of 3 members, and
 - c) be supported by the Advisor, Professionalism and administrative support from the Professionalism Office, both of whom are non-voting members.
3. The Faculty Lead, Professionalism, or delegate, shall chair meetings of the Panel.
4. The Panel shall be supported by an Administrative Assistant who will record all Panel proceedings, as well as the Advisor, Professionalism who will advise solely and specifically on the policy. Neither party shall have a decision making role nor be a voting member of the Panel.
5. The Advisory Panel may, from time to time, enlist the services of independent experts including but not limited to lawyers, police, risk management consultants, screening consultants or other individuals with relevant training for the purpose of providing advice to the Panel. This "external advisor" shall have no decision making capacity on the Panel.
6. The Advisor, Professionalism shall ensure that members of the Panel receive necessary training to discharge their responsibilities.

Procedural Guidelines

7. When the FHS Professionalism Office is advised of a “Not Clear” Police Check, the student with the “Not Clear” check will be given a minimum of 10 business days to submit a notarized affidavit, personal statement and any supporting documentation for consideration by the Panel.
8. The FHS Professionalism Office will convene the Panel and invite the student to address the Panel. The student will be allowed to address the Panel for a maximum of ½ hour and may be accompanied by a personal support person. This support person shall not include legal counsel and shall not be permitted to address the Panel without the Panel’s consent.

9. Every attempt will be made to convene a Panel Review meeting within 20 business days of notice of a "Not Clear" police check.
10. The FHS Professionalism Office shall forward to the Panel the redacted file of each student with a "Not Clear" Police Check (hereafter referred to as the "File") The File will include all materials submitted by the student for consideration by the Panel. If the student agrees to address the Panel the student will forego their anonymity with the Panel and the File will not be redacted.
11. The Panel shall consider the File of each student with a "Not Clear" Police Check on a case-by-case basis as expeditiously as possible in all circumstances.
12. Decisions of the Panel shall be made by majority vote.
13. In considering the File, the Panel will take the following factors into consideration:
 - a) the relevancy of the conviction or charge to the student's program, with a specific view as to whether the offence involved:
 - i. children or other vulnerable populations;
 - ii. sexual activity;
 - iii. violence;
 - iv. acts of dishonesty; and/or
 - v. the use of alcohol or illegal drugs.
 - b) the date of any conviction;
 - c) the seriousness of any conviction;
 - d) efforts at rehabilitation undertaken by the student;
 - e) the likelihood that offence(s) will be repeated;
 - f) the policies of clinical facilities in the local jurisdiction;
 - g) the nature of the offence or incident and its relevance to the Standards of Conduct of the relevant regulatory body;
 - h) the student's full and open disclosure of all relevant information; and
 - i) such other factors as deemed reasonable by the Panel.
14. Upon consideration of the File, the Panel can make any of the following recommendations to the relevant Associate/Assistant Dean:
 - a) permit the student to continue in the program despite a "Not Clear" Police Check provided that:
 - i) the student is advised that the clinical facilities maintain the ultimate right not to accept the student for clinical placement(s), and that this is beyond the university's scope of control, and that
 - ii) the student is apprised of the potential consequences of a denied placement, including but not limited to the inability to complete the requirements of the program, potentially jeopardizing and/or delaying their progress in the program and completion of degree requirements, with the potential associated increased costs of prolonged and/or obstructed study.
 - b) allow the student to register subject to the imposition of conditions or

- restrictions deemed appropriate in the circumstances.
- c) require the student to withdraw from the program for a period of up to one year until such time as the outstanding issue is resolved;
 - d) suspend or expel the student from the program;
 - e) any other reasonable recommendation of the Panel.
15. Recommendations of the Panel shall be recorded by the Administrative Assistant, and dated and signed by the Panel Chair.
16. The recommendations of the Panel are to be communicated in writing, by way of the FHS Professionalism Office, to the Associate/Assistant Dean of the respective program, for their final consideration and to the Vice-Dean, Faculty of Health Sciences and Associate Dean of Graduate Studies (Health Sciences) if the matter requires a decision for a graduate student. They will be communicated in writing and within 5 business days of the Panel Review meeting.

Outcomes

17. Upon receiving the Panel's recommendations, the Associate/Assistant Dean shall make a decision, or the Vice-Dean, Faculty of Health Sciences and Associate Dean of Graduate Studies (Health Sciences) for decisions on graduate students, regarding the student's status. At this stage, the anonymity of the student may have to be rescinded by the FHS Professionalism Office based on the Panel's recommendations and/or the decision of the Associate/Assistant Dean or the Vice-Dean, Faculty of Health Sciences and Associate Dean of Graduate Studies (Health Sciences).
18. Once the Associate/Assistant Dean of the respective program, or the Vice-Dean, Faculty of Health Sciences and Associate Dean of Graduate Studies (Health Sciences), has made their final decision the outcome will be communicated in writing to the student:
- c) by the Associate/Assistant Dean of the respective program, or the Vice-Dean, Faculty of Health Sciences and Associate Dean of Graduate Studies (Health Sciences), if the identity of the student is disclosed;
 - d) by the FHS Professionalism Office if the identity of the student is not disclosed.
19. In the case of a recommendation to suspend or expel the student, the Associate/Assistant Dean shall make a recommendation to the Vice-Dean, Health Professional Education, Health Sciences or Vice-Dean, Faculty of Health Sciences and Associate Dean of Graduate Studies (Health Sciences) regarding the status of the student within a reasonable time. If the decision of the Associate/Assistant Dean differs from the recommendation of the Panel, then the Associate/Assistant Dean will provide a written rationale for the decision to the Panel.

Appeals

20. The decision to suspend or expel a student may be appealed as per the [Student Appeal Procedures Policy](#).
21. Students must complete enrollment in order to initiate the appeal process.

Confidentiality

22. The Panel and the Associate/Assistant Dean are normally prohibited from knowing the identity of the parties to whom the record relates, except where an individual agrees to waive his/her anonymity, or when if required in order to fulfill the recommendations from the Panel and/or the outcomes deemed necessary by the Associate/Assistant Dean.
23. The FHS Professionalism Office will make every reasonable effort to maintain the confidentiality of each student with a “Not Clear” Vulnerable Sector Check and will only share identifying information if absolutely necessary.

May 22, 2019

TO: Graduate Council
Senate
University Planning Committee

FROM: Maureen J. MacDonald, Dean, Faculty of Science 

SUBJECT: Transfer of Administration of Radiation Sciences and Health & Radiation Physics Interdisciplinary Graduate Programs, Faculty of Science

On December 31, 2015 the Department of Medical Physics & Applied Radiation Sciences was terminated. At that time, the undergraduate programs of that Department were transferred to the School of Interdisciplinary Science, with the graduate programs becoming independent and led by a Director, Radiation Sciences and Health & Radiation Physics Interdisciplinary Graduate Programs, Faculty of Science.

I am now reporting, for information, the transfer of the administration of those graduate programs to the Department of Physics & Astronomy. This change was made after consultation with graduate students, program faculty, the Associate Deans and myself, and Faculty and Central administration. It should also be noted that the current Director is from the Department as are the majority of faculty teaching and supervising in the graduate programs. A Director of the Graduate Programs will remain in place for another year, shadowed by the current Associate Chair (Graduate) who will then take over the responsibilities of the Director starting in 2020-2021. While the program remains interdisciplinary, this administrative change provides a much needed "home" for students and faculty. This administrative change was approved unanimously by the Department on April 16th and General Faculty on March 28th, 2019.

We welcome this change and thank the Department of Physics & Astronomy for their leadership on this matter and the smooth transition. This change officially takes effect July 1, 2019.

We are happy to address any questions or concerns you may have.

cc: B. Gupta, Associate Dean (Graduate Studies), Faculty of Science
D. Bailey, Administrator (Faculty Affairs), Faculty of Science

The Richard Fuller Memorial Scholarships

Suggested new ToFR: *The Richard Fuller Memorial Scholarships were established in 1991 with funds from the estate of Henrietta Osborne. This award is to support research and travel by doctoral candidates in the Department of History. Awards will be made on the recommendation of the Department of History. Doctoral candidates may receive no more than two awards over the course of the first four years of their doctoral program.*

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Economics M.A., Ph.D., Economic Policy M.A.

Date of Review: March 25 and 26, 2019

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 Economics. 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

In accordance with the Institutional Quality Assurance Process (IQAP), the Economics program submitted a self-study in February 2019 to the Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its graduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Social Sciences, and selected by the Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on March 25th and 26th, 2019. The visit included interviews with the Provost and Vice-President (Academic); Vice-Provost and Dean of Graduate Studies, Associate Dean, Graduate Studies and Research, Chair of the department and meetings with groups of current students, full-time faculty and support staff.

The Graduate Chair of the department and the Dean of the Faculty of Social Sciences submitted responses to the Reviewers' Report (May 2019). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

- **Strengths**

Selected quotes from the external report bring out the key strengths of our programs.

- “The Department of Economics has a tradition of high-quality research and training for which it is recognized and known, and despite recent staff losses remains a home for several well-known and innovative researchers capable of offering doctoral training at the highest levels.” (Page 4)
- “A special feature of the program at McMaster is the co-op option. Students who choose this option must work in a placement with a significant research opportunity for a four- or an eight-month term. This option is particularly useful for students seeking employment outside academia.” (Page 6)
- “In the Self-Study and in our visits, we noticed several initiatives for innovation. We were impressed by the computer lab, the Experimental Economics lab, the co-op option for all graduate students, the “flipped classroom” strategy for Health Economics, the addition of lab sessions to the first core econometrics course, and the abundance of research/term papers used in McMaster’s graduate economics courses.” (Page 9)
- “Overall, we have the impression of a department with a strong culture of dedication to quality teaching, student success, and a democratic scholarly environment.” (Page 10)

- **Areas for Enhancement or Improvement**

- “The size of both the graduate programs and the faculty complement are insufficient to take full advantage of the prestige of the Department, its programs, and its strength in research.” (Page 4)
- “Because of recent retirements and departures, even given the current hires, the department is well under its past strength and under the size that would normally be associated with a department of its reputation and past success in graduate training and research. As well, several members of the Department are on secondment in administrative positions.” (Page 11)
- “...the Department should aim to have at least 25 tenure track professors. The recommendation is as valid today as it was ten years ago.” (Page 15)
- “PhD specializations are restricted to the areas in which faculty members are able to provide first-rate training, a set which nevertheless could expand if active new faculty members are hired.” (Page 9)
- Additional points made in the external report are highlighted in the table below.

Summary of the Reviewers’ Recommendations with the Department’s and Dean’s Responses

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Expand in tandem the size of the graduate programs and the faculty	Faculty complement: The department will continue to advocate for resources to replace	Chair, Assoc. Chair for faculty expansion and	Given the lags involved in the approval of

<p>complement. The quality and prestige of the graduate programs of the Department are jeopardized by the insufficient size of its faculty. As mentioned in the previous review, the Department should aim to have at least 25 tenure track professors. We understand that for the increase to be viable more resources should be generated. For this reason, we also recommend increasing the size of the graduate programs with the view of generating more revenue.</p>	<p>departed/retired faculty in a speedy manner. We will advocate for positions at the Assoc. and Full Professor level to replace unexpected departures of mid-career faculty. This is particularly important in the context of the discussion in section 6.1.2 of the external review report.</p> <p>The department has already begun implementing a plan to expand the number of entering graduate students. The Chair of Graduate Studies has begun discussions with FSS and SGS in order to discuss how best to ensure that this expansion is possible by re-aligning the funding of future graduate students, especially international students.</p> <p>The Graduate Studies Committee of the department is discussing additional pathways for undergraduate students with insufficient preparation, including a qualifying year/semester or a graduate diploma prior to joining our current Masters programs.</p> <p>An expanded summer preparatory camp is another option on the table.</p>	<p>Graduate Chair for the rest.</p>	<p>program changes though all stages at the university, the posting of job ads and hiring of faculty, a period of 24 months will be required.</p>
<p>Consider the possibility of enhancing the MAEP to become a professional program. The success of the MAEP program could be exploited to get revenue for the</p>	<p>The department is interested in exploring the possibilities of either opening a new professional masters program or integrating the existing MAEP into a professional program. Recent discussions within the department have suggested that a large number of issues need to be considered and we will strike a committee to explore these</p>	<p>Department Chair and Graduate Chair will lead discussions and strike a committee.</p>	<p>Recommendations will be made in 6 months.</p>

<p>expansion of the Department and the graduate programs. The program should be attractive to many more international students than those currently enrolled. Also, with some enhancements, such as adding an extra term, the program could generate more revenue, and could be an attractive professional program. For these enhancements to be sustainable, the bulk of the extra revenue should be reinvested in the Department of Economics and its graduate programs.</p>	<p>possibilities and bring recommendations to the department after a careful cost-benefit analysis.</p> <p>We will need to conduct discussions with FSS and SGS also regarding revenue and cost sharing with the department. In addition, as discussed in the previous recommendation, a significant expansion of our graduate programs will need additional faculty resources.</p> <p>Some minor resources to hire a work-study student may be required to conduct background research into similar programs elsewhere to identify “best-practices” and avoid implementation mistakes.</p>		
<p>Modify how the math camp is offered to allow students more time to assimilate the material and to avoid interference with the courses taken in the first semester. The current format of four days at the beginning of the fall semester does not serve students well. We suggest offering the math camp prior to the beginning of the</p>	<p>The department has already begun implementing this recommendation. This change has been discussed at the recent department meeting. A minor increase in resources will be needed to expand the preparatory camp to two weeks from the current model since instructors will need to be compensated for their hours of work.</p>	<p>Department Chair and Graduate Chair.</p>	<p>We expect this to be in place for the incoming cohort of students in the 2019-20 academic year.</p>

<p>fall semester over the span of two weeks and avoiding the evaluation of the math camp to interfere with the fall courses.</p>			
<p>Enhance the research experience of PhD students by upgrading the research activities of PhD students who are still taking courses, and by maintaining research support for advanced students. This research experience may be a component of regular courses, or, preferably on our view, it may take the form of a new research paper during the second year and the beginning of the third year. This paper not only would be useful to give student research experience at an early stage, it would also serve as a tool for exploring a potential topic for their dissertations.</p>	<p>The department agrees that the addition of a research paper in the second year is a good idea. We have begun discussions at the last department meeting and a formal change to our graduate regulations will be made in the coming academic year. Additional changes to the requirements for PhD students including more semesters in the thesis workshops are also under consideration by the graduate studies committee.</p> <p>In addition, a grad research skills workshop where students would be provided a refresher on searching articles using ECONLIT and web of science SSCI, searching working papers from major credible research institutions (NBER etc.), where to look for data, how to write an academic paper, how to identify research questions etc. could be added.</p>	<p>Chair of Graduate Studies.</p>	<p>One academic year to obtain approval for changes to the graduate calendar at various levels.</p>

<p>Enhance the marketing of all graduate programs to better target the programs offered to the students' needs. Better advertising the programs strengths, in particular in the case of the MAEP, is a major part of this enhancement. In addition, the set of potential applicants, domestic and international, could be broaden by offering realistic paths to join the programs to top students with some deficiencies in their admission requirements. Finally, the Department should provide better guidance in the choice between the MA and the MAEP programs.</p>	<p>The department is considering a number of ways to improve the marketing of our graduate programs and to highlight several key distinguishing features of our programs.</p> <p>Much of this work involves improving our web pages. Minor resources for a work-study student with web design skills would be immensely useful in this regard.</p> <p>We need to highlight how well our students do in finding meaningful jobs.</p> <p>We also need to enhance marketing of our highly successful co-op program. This program is very popular with students and is currently operating with no resources beyond the good-will of a few faculty members. The reviewers state on page 14 of the report that... "Creating and enhancing the interaction of students with potential employers helps the successful placement of students. We encourage the Department to continue these efforts." As the department expands the number of masters students, the co-op will generate significant resources for the university. Some of these funds need to be redirected to the department to allow job placement and co-op placement to continue to achieve the high standards of the past.</p>	<p>Chair of graduate studies.</p>	<p>6 months and on-going. Marketing of programs requires resources every fall.</p>
---	---	-----------------------------------	--

Dean's Response, Faculty of Social Sciences

The Dean was heartened by the very positive assessment of Economics' graduate programs. The reviewers noted the high overall regard for the program outside McMaster and highlighted a number of strong features of the program, the high quality of the students' training experience, and the high levels of satisfaction among the students. They noted in particular, the co-op option, the research facilities available to students, innovations in teaching, the opportunities for students to write papers and undertake research papers through their coursework, and the extra-lab time integrated into the core econometrics course.

Naturally, they also identified areas for improvement, and made a set of specific recommendations in this regard. The department response outlines specific steps that the department will take in response to these recommendations, in many cases starting almost immediately. The Dean appreciated this strong response by the department. Below he offered some comments on each of the major recommendations and on the department's response to the recommendation.

1. Expand in tandem the size of the graduate programs and the faculty complement

The reviewers state that the quality and prestige of the graduate programs are jeopardized by an insufficient faculty complement. Expanding the graduate programs, they suggest, could generate revenue that can finance expansion of the faculty complement.

The Faculty has demonstrated a strong commitment to the department in the last few years as the department has experienced an unusual number of retirements and departures. At the end of hires currently in progress, the FTE complement of tenure research faculty will be 23.50, less than 0.50 lower than its highest level since 2012/13, while the complement of teaching-stream faculty has been increased by 1.0 FTE. This is below the target of 25 tenured faculty cited in the report, but the last number of years have focused simply on restoring the complement in light of the unusual number of losses. The Faculty remains committed to working with the department to enhance its faculty complement. This will be a challenge in the near term as the Faculty absorbs the recent 10% reduction in tuition fees mandated by the provincial government and the essential freezing for the near term of the nominal value of the provincial operating grant. There is merit in the recommendation to expand enrolment in the graduate programs—as noted, the department offers strong programs that are attractive to students; further, among departments in the social sciences, Economics currently has the third lowest number of graduate students per tenured faculty member. But expansion simply of the research graduate programs will not generate sufficient revenue to finance new faculty positions. Financing new faculty positions through expanded graduate training be advanced far more through the creation of professional programs that generate a larger

revenue stream. As the departmental response indicates, the department has begun to expand MA enrolment this year, and as per the second recommendation, it has committed to examining options for professional programs. The Faculty is committed to working with the department as it examines options and support it in pursuing the most promising ones. This is fully consistent with larger strategic directions of the university.

2. Consider enhancing the MAEP to become a professional program

The reviewers are correct that the MAEP is a logical place to consider a professional program. The challenge in the domestic market is that although students value the more policy-oriented training offered through the MAEP (compared to the traditional MA), students also know that they can get good jobs in the public and private sectors with the traditional MA. It is not clear that students would pay a large premium for a professional MAEP without substantial enhancement. The department has committed to examine this issue, and as part of that will have to assess what enhancements and modifications might make it attractive as a professional program. One option would be to adapt it to create an internationally focused MAEP and target international students seeking to enhance their marketability in their home countries, for which such a degree may be attractive. There may be other ways to focus a professional program on niche markets willing to pay the higher tuition. The department will have to consider all such options as it examines this issue.

3. Modify the way in which the math camp is offered

The department has already begun implementation of this recommendation.

4. Enhance the research experience of PhD students, especially while they are still taking coursework

The issue identified by the reviewers is common to PhD programs with heavy course requirements (as is true of all North American doctoral programs in economics, and increasingly so internationally). The department has already committed to act on this during the coming year and obtain the required changes into the calendar for the start of next year. The introduction of a research paper in the second year is one promising mechanism for achieving the underlying goal, but other approaches may also help and the Dean was glad to see that the department is also looking at other ways it can enhance the research experience of students earlier in their training.

5. Enhance the marketing of all graduate programs, including better targeting of the programs offered to students' needs

Better marketing of our graduate programs has been a focus of the Faculty for the last number of years, with a particular focus on websites. To that end, the Faculty has made available to all graduate programs strategic resources provided by the Provost intended to

enhance marketing and recruitment. The department has committed to acting on this recommendation immediately, and the Faculty will continue to work with the department on this issue. Both the reviewers and the departmental response highlight enhancement of the interactions between students and potential employers. The department may benefit by drawing on the Faculty's Experiential Education office, which has expertise in identifying and arranging internships and other work-integrated learning experiences and is in regular contact with public- and private- sector employers interested in student placements.

Quality Assurance Committee Recommendations

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Mechanical Engineering (M.A.Sc. and Ph.D.)

Date of Review: February 26 and 27, 2019

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 Mechanical Engineering. 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

In accordance with the Institutional Quality Assurance Process (IQAP), the Department of Mechanical Engineering program submitted a self-study in January 2019 to the Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its graduate programs. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Dean, Faculty of Engineering, and selected by the Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on February 26th and 27th, 2019. The visit included interviews with the Provost and Vice-President (Academic); Vice-Provost and Dean of Graduate Studies, Associate Dean, Grad Studies and Research, Chair of the Department and meetings with groups of current students, full-time faculty and support staff.

The Chair of the Department and the Dean of the Faculty of Engineering submitted responses to the Reviewers' Report (April 2019). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

The Reviewers determined that there were three areas of strength in the Mechanical Engineering graduate program: (i) Quality of the Faculty and Training, (ii) Learning Environment and (iii) Institutional Support. Most faculty have active research programs with healthy funding and productive research dissemination. The research facilities were found to be excellent and conducive for performing leading edge research in a broad range of areas in mechanical engineering. One point of note was that the research environment was collaborative, which fostered multidisciplinary research projects, many of which are supported by industry. The students were found to be satisfied with the quality of their training and pleased with their choice of institution for their graduate program. The reviewers found a high level of institutional support for the graduate program, including continuous improvements to student welfare, including seating and quiet spaces for study. The department has been successful in hiring several female faculty members in the last five years which has significantly improved the gender balance of the faculty.

Areas for Enhancement or Improvement

While the Review Team concluded that “there were no major challenges to the success of this unit”, six areas for enhancement were identified: (i) Graduate Courses, (ii) PhD Comprehensive Examination, (iii) Student Space, (iv) TA duties, (v) Domestic Graduate Student Recruitment and (vi) International Focus. The availability of relevant courses, especially for doctoral students who have completed their MASc at McMaster was found to be limited. The PhD comprehensive exam was found to be a point of contention with graduate students, especially the assignment of the subject areas for examination. While graduate students expressed overall satisfaction with their Teaching Assistant experience, the lack of feedback on their performance was a concern. The difficulty of recruiting domestic students to the PhD program was of particular concern.

Summary of the Reviewers’ Recommendations with the Department’s and Dean’s Responses

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
PhD Comprehensive Exam: (i) Re-examine objectives and ensure current examination format is meeting objectives and (ii) Split examination into two parts, taken at end of Year 1 and half way through Year II.	The department will re-examine the objectives of the PhD Comprehensive Exam. The exam format of other Engineering Departments at McMaster and Mechanical Engineering units in other universities will be reviewed. Potential revised formats are: (i)	Associate Chair (Graduate Studies)	These proposals will be discussed at the departmental retreat in May 2019 for faculty feedback. The graduate curriculum committee will re-examine the PhD comprehensive exam and develop any necessary changes over the academic year 2019/20 for approval

	<p>Develop a set of core subject areas from which student will pick two (relevant to their research and approved by their supervisor) to be examined for Part A. Complete Part A between 8 to 12 months of start of program. Complete Part B (Research Proposal) between 18 to 24 months of start of program. (ii) Remove Part A of the comprehensive exam and keep only Part B. Expand Part B to include two topic areas related to the research that the student will be orally examined on.</p>		<p>by the department and implemented in 2020/2021.</p>
<p>Course Offerings: Examine ways to offer more flexibility to Ph.D. students in terms of course selection.</p>	<p>Current regulations require that 50 percent of the courses must be from the home department. Unfortunately, this cannot be waived by School of Graduate Studies. To alleviate this, and provide more flexibility in courses, the department has recently (2018/19) cross listed several courses from ECE, Chem Eng, SEPT, and Materials as Mech Eng Courses. Additional courses from other departments have been identified to be useful to our students,</p>	<p>Associate Chair (Graduate Studies/Graduate Administrator)</p>	<p>Additional relevant graduate courses from other departments for cross listing as MECH ENG courses will be submitted to GCPC for approval in the academic year 2019/2020. This will provide a wider range of courses for PhD students, especially those working in multidisciplinary areas, and will address the 50 percent home department course rule.</p>

	and will be cross-listed in the next academic year.		
Department Weekly Seminar Course (ME758): (i) Revisit format to increase number of presentations on general topics and (ii) Re-evaluate attendance criteria for fulfilling course requirements.	Students are provided with the option of presenting their own research or on a general topic in engineering. The department will solicit input from the graduate student body on the format of the presentations. The procedure for missing a seminar is announced at the beginning of each semester, posted on the department website, on the A2L course site and on the weekly announcements that are also posted on the course site and circulated by email to all graduate students.	Associate Chair (Graduate Studies)/Graduate Administrator	The procedure for missing a seminar will continue to be announced at the beginning of each term, highlighted on the department website and in both the weekly email to the students and on the A2L announcements. Graduate student and faculty feedback on the seminar format will be solicited over summer 2019. This is also an agenda item at the Department Retreat in 2019. Any changes resulting from this review will be implemented in the academic year 2019/2020.
Incoming Students in Winter and Spring Semesters: Provide better orientation information to incoming students starting in January and May of each academic year.	Currently, the Graduate Administrative Assistant provides individual orientations to incoming January and May Grad students, upon arrival. The process will be formalized with a scheduled orientation session for all incoming students in January and May of each year. This will not supersede the orientation events organized by the Department and	Associate Chair (Graduate Studies)/Graduate Administrator	A formal spring orientation will be held for incoming students in May 2019. This will be continued in January and May of each year. Students attending this orientation will also be invited to attend all orientation events that are held in September of each year.

	University in September of each year.		
<p>Student Space: Continue survey of student space usage and plans for room renovations and expansion of student space into new Engineering tower and determine equitable solution.</p>	<p>JHE313 was completely refurbished in 2018 with seating for 19, hotel style. In addition, JHE326 was refurbished and repurposed as a computational graduate room with assigned desks for 12 grad students. JHE311 will be refurbished in summer 2019. Graduate student input on the layout for JHE311 will be incorporated into the design. Evaluation of student space will be an on-going activity to meet anticipated increase in graduate student enrolment.</p>	<p>Ms. Leslie Kocis, Administrator</p>	<p>Consultation with Graduate Students, coordinated through the Grad Student Representative, is underway. The design of the room layout will be finalized and refurbishment of JHE311 will be done over Summer 2019.</p>
<p>TA Duties: Provide feedback on TA performance.</p>	<p>Currently, the Course Instructor meets with each TA at the beginning of each semester to complete the TA Hours of Work form and a Department implemented "TA Expectations" form. The latter outlines the responsibilities and expectations of the TA and the Course Instructor. An exit meeting between the Instructor and the TA will be formalized at the end of the course (after the course</p>	<p>Associate Chair (Graduate Studies)/Graduate Administrator</p>	<p>The TA exit meeting form will be developed during the summer 2019. The exit meeting between the Course Instructor and the TA will be implemented in the academic year 2019/2020.</p>

	evaluations are received) to complete the loop. A TA evaluation form will be developed to facilitate feedback on the TA performance. Any specific comments from the students pertaining to the TA in the course evaluation form will be conveyed to the TA.		
Domestic PhD Graduate Student Recruitment: Consider recruitment of PhD domestic students by way of a five-year combined Bachelor-Master program.	An ad hoc department committee will be formed to determine the feasibility of a five-year combined Bachelor-Master program. The committee will also, additionally, develop other strategies on improving domestic PhD student recruitment.	Chair	The committee will be formed in Spring 2019, and perform the study in the academic year 2019/2020. The committee will present their findings at the Departmental retreat in 2020 for action.

Dean’s Response, Faculty of Engineering

The reviewers in their assessment of the Department of Mechanical Engineering found it to be a research powerhouse, well-structured in its curriculum and well run. Its strengths include its innovative and excellence in research, its multidisciplinary collaborative projects, good student morale, recruitment strength, and healthy gender balance. The Dean was pleased to see such a complementary assessment and aimed to help the Department with the helpful recommendations provided.

In the series of recommendations made in the report, the majority are seen as minor changes (in the words of the reviewers) and will be beneficial to the student experience. Re-evaluating comprehensive examination procedures is valuable every few years. The Dean noted the need to see better incorporation of the principles of equity and inclusion throughout the academic landscape, and comprehensive examinations are repeatedly becoming a point where issues arise frequently. The department may find their procedures are adequate, but the Faculty is very supportive of them taking a fresh look at its layout. Flexibility in course selection is a challenging issue in the face of Graduate Studies regulations that the Faculty understands well and is continually looking for creative solutions.

The Dean is highly supportive of an interdisciplinary curriculum and recognize the strength of the Department of Mechanical Engineering in this area. This is a point where the Associate Dean may be helpful and will be able to assist the Associate Chair, Graduate of the Department in addressing the program's vision. Student space is a continual issue with the Faculty's ever-growing graduate population, but with new available space in a soon-to-open engineering building, some of this stress should be alleviated and the Faculty will continually try to allocate funds over time to re-fresh their current spaces. The Faculty sees opportunities to support and help the Department in fostering international collaborations/exchanges so long as domestic recruitment remains the priority for the Department's graduate programs. The accelerated Master's degree that the Department is considering is already in use in several departments within the School of Engineering and Applied Sciences and the Faculty can link the leadership in the Department of Mechanical Engineering with the other programs to gain advice on how to effectively implement. The Dean pledged to continually work with the Department on these aspiring changes.

Quality Assurance Committee Recommendations

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Philosophy (B.A., M.A., Ph.D.) and Justice, Philosophy and Political Law

Date of Review: March 12 - 13, 2018

*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 **Philosophy undergraduate and graduate** programs delivered by the Philosophy Department. This report identifies the significant strengths of the programs, 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 Cyclical Program Review of the Undergraduate and Graduate Philosophy Programs

In accordance with the Institutional Quality Assurance Process (IQAP), the Philosophy department submitted a self-studies in February 2018 to the Vice-Provost, Faculty and Vice-Provost and Dean of Graduate Studies to initiate the cyclical program review of its undergraduate and graduate programs. The approved self-studies presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-studies contained all course outlines associated with the program and the CVs for each full-time member in the department.

Two arm's length external reviewers, one from Baltimore and one from New York and one internal reviewer were endorsed by the Dean, Faculty of Humanities, and selected by the Vice-Provost, Faculty and Vice-Provost and Dean of Graduate Studies. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on March 12 - 13, 2018. The visit included interviews with the Provost and Vice-President (Academic); Vice-Provost, Faculty, Vice-Provost and Dean of Graduate Studies, Departmental Chair and meetings with groups of current undergraduate and graduate students, full-time faculty and support staff.

The Chair of the department and the Dean of the Faculty of Humanities submitted responses to the Reviewers' Report (May 2019). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

In their report (April 2018), the Review team noted that in general, the Philosophy program as a whole is strong, vibrant, and academically healthy. The report highlighted that the program is a model of success that warrants continuing and increasing support by University Administration, a conclusion that University stakeholders seem to recognize already. The report further noted that the rigor of the self-assessments spoke to the quality and reach of the programs' achievements.

Areas of Improvement

In their report, the Review Team identified some recommendations for areas of improvement including:

Undergraduate

- Reliance on sessionals and CLA's in recent years is evidence that the department is understaffed, creating constraints on enrollment growth and quality

Graduate

- Clarifying the rationale and objective of the Ph.D. seminar;
- Improving the communication between graduate students and faculty;
- Increased support of graduate students applying for non-academic employment and;
- Reducing the teaching of courses that have both undergraduate and graduate students (so-called "4/6 courses").

The Dean of the Faculty of Humanities, in consultation with the Chair of the department shall be responsible for monitoring the recommendations outlined in the implementation plan. The details of the progress made will be presented in the progress report and filed in the Vice-Provost, Faculty's office.

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

Implementation Plan

Recommendation to Preserve Strength of Undergraduate Programs	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
The reviewers found that additional tenure-stream faculty are necessary	The Department agrees with this recommendation and its basis. A crucial further point is that the department's tenure-	The Chair is tasked with initiating a discussion with the	To comply with this recommendation, the additional faculty searches must be

<p>to enable further enrollment growth and quality enhancement and to preserve existing strengths in the undergraduate programs given the nine-unit (six of which take effect in 2018-19) commitment of faculty resources per year to the IBH program (Reviewer's Report, 21)</p>	<p>track faculty complement for academic year 2020-21 is projected to be even smaller than the 2017-18 complement of 12.5 FTE tenure track faculty that the reviewers found to be understaffed. Two members of the 2017-18 complement are no longer with the department. A third member is now ½ time and in the first year of a three-year transition to retirements. Another staff member will be retired as of July 1, 2019 and a further staff member (currently ½ time) will be fully retired as of July 1, 2020. The department is in the process of hiring two tenure-track faculty members for the 2019-20 academic year. In sum (including the two new hires), the department tenure-track faculty complement for 2020-21 is projected to be only 10.5 FTE – i.e. 2 FTE smaller than the 'understaffed' 2017-18 complement. Thus minimal compliance with the reviewers' recommendation requires no less than three further tenure-track faculty searches in the 2019-20 academic year for faculty whose positions would begin in the 2020-21 academic year. This would result in a TT faculty complement of 13.5 for 2020-21 one FTE larger than the 2017-18 complement.</p>	<p>Dean on this matter.</p>	<p>conducted in 2018-20, and any such search will likely need to be authorized in 2018-19.</p>
<p>A reduction in the teaching load of CLAs from a 4-4 to a 3-3, with increased research and service obligations. (Reviewer's Report, 21)</p>	<p>The department agrees with this recommendation and will continue to advocate for this change so long as the department continues to rely on CLA support. The department's main concerns are that the 4-4 teaching load</p>	<p>The Chair, Stefan Sciaraffa, is tasked with initiating a discussion with the Dean on this matter.</p>	<p>This will require negotiation and discussion the academic year prior to the commencement of the CLA in question.</p>

	significantly impedes the CLA's career development and undercuts CLA morale. Moreover, it makes it difficult for the CLA to contribute regularly to the intellectual and research life of the departments' community of faculty and graduate students.		
--	--	--	--

JPPL Program Recommendations for Enhancement	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
A 3rd year sequence that parallels the 2nd year JPPL only sequence. This would further foster the development of an intellectual community among the JPPL students.	To execute this plan, we would need a faculty complement significantly larger than the present complement. Although it is a good idea, this enhancement would not be one of our first priorities if feasible.	N/A	N/A
More uniformity between sections of 'core' JPPL courses.	The department does not agree that greater uniformity of content across different sections of the same core courses would amount to an enhancement of the program. Such an effort risks impeding the pedagogical creativity and instructor autonomy that we believe is essential to strong undergraduate teaching.	N/A	N/A
Students expressed concern that too many courses are scheduled at conflicting times.	The department will redouble its efforts to ensure that students can easily navigate the JPPL requirements during their three years of courses.	The Chair in consultation with the curriculum committee and Office Coordinator	The course management and timetabling process that takes place each year
Although the JPPL major lists many courses on the interdisciplinary course list, few of the courses are	The department will reassess its interdisciplinary offerings and the structure of the interdisciplinary requirement.	The JPPL Advisor, Stefan Sciaraffa, in consultation with the Department Curriculum Committee.	This reassessment will take place over the course of the 2018-19 and 2019-20 academic years.

available for students to take in any particular year. Substantially revisiting the options on this list would be beneficial.			
More tenure-stream faculty in the third year, fewer sessional and CLA instructors.	The department agrees with this recommendation, but unless faculty resources are significantly increased, there is little that we can do to implement this enhancement.	N/A	N/A
Increase the current program cap of 60 students per year.	We could significantly increase the size of the program—perhaps from the current 60/year to 80-90 students per year—given current levels of student demand. The department would be inclined to do so, but simply cannot with current faculty resources. The current cap of 60 is difficult to manage with current faculty resources. Note further that the department set this cap of 60 when its tenure-track faculty complement was 14 FTE (significantly larger than the 10.5 currently projected for 2020-21). See JPPL Self-Study, 2012. In short, increasing the cap for JPPL would require significantly larger faculty complement than we presently have or project to have in the short term.	N/A	N/A

BA Honours Program Recommendations for Enhancement	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
A 2nd year course sequence for BA Honours that parallels the JPPL	The department agrees with this recommendation. The department has enlisted	James Sikkema and the Department Chair, Stefan Sciaraffa.	This assessment and restructuring will take place over the course of the 2018-

Honours 2nd year sequence.	the aid of CLA and Assistant Professor James Sikkema to restructure two-second year courses, Early Modern I and Early Modern II to meet this need.		19 and 2019-20 academic years.
The students in this program would benefit from more support for their extracurricular activities, such as an enhanced Philosophy Club, through faculty and/or graduate student leadership, and opportunities to serve as an undergraduate Teaching Assistant.	The department endorses this recommendation. As part of his increased service obligations pursuant to a reduction of the standard 4-4 course load, Dr. Sikkema is spearheading our efforts to help build a cohesive intellectual community among our Phil BA Honours students by introducing a number of extracurricular opportunities.	James Sikkema and the Department Chair, Stefan Sciaraffa.	This assessment and restructuring will take place over the course of the 2018-19 and 2019-20 academic years.
Market the major more effectively early on.	We endorse this recommendation as well. Here too, we've asked Dr. Sikkema to help organize our efforts in this regard.	James Sikkema and the Department Chair, Stefan Sciaraffa.	This assessment and restructuring will take place over the course of the 2018-19 and 2019-20 academic years.

Implementation Plan for Four Recommendations Regarding the MA and PhD Philosophy Programs

Graduate Programs Recommendations for Improvement	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendations
The primary recommendation is that the Department develop more intentional and systematic activities of professional development for doctoral students, staged across each level of graduate education.	The Department is developing a set of six or so 90-minute professionalization workshops that will run parallel to the PhD seminar over the course of the academic year but will be available to all students enrolled in our program. These workshops will cover a variety of different topics, including: conference-paper methodology and standards; journal article	The chair, Stefan Sciaraffa, and the PhD advisor, Mark Johnstone, are spearheading these initiatives.	We are implementing the proposed changes over the 2018-19 academic year and then we will, upon consultation with the graduate students, consider further refinements.

	methodology and standards; preparing for the academic job market; preparing for the nonacademic job market; teaching, and community engagement.		
Further integration of IEPI with the Philosophy Department is advisable in light of the immediately foregoing recommendation.	The department is considering developing a new PhD. Program or Stream designed to integrate graduate teaching and training at IEPI into the departmental curricular offerings.	The chair, Stefan Sciaraffa, and Assistant Professor (CLA) Matt Grellette have been tasked with organizing the department's deliberations and research with respect to these possibilities.	We expect to settle on a plan for such curricular developments by January of 2019 and then over the next year to apply for approval with the relevant oversight body.
Improving the communication between graduate students and faculty.	To this end as well as the end of boosting graduate morale in general and increasing greater transparency in departmental decisions, the department has implemented a monthly meeting between the graduate students and the Chair of the Department and the PhD advisor. During this meeting the Chair and PhD advisor update the graduates on various Departmental developments and the graduate students are invited to bring graduate activities, initiatives and matters of concern to the attention of the Chair and PhD advisor. There is an expectation that the three graduate representatives (elected yearly) will attend each monthly meeting, and all graduate students are encouraged to attend.	The Department Chair and PhD Advisor.	This initiative has been implemented and will be further developed in consultation with the graduate students.
Support of graduate students applying for non-academic	The Department recognizes the need to improve this area of graduate student training.	The Department Chair will coordinate the two	We plan to have the Two professionalization

<p>employment.</p>	<p>We plan to deliver at one professionalization workshop that deals specifically with this issue, calling on the resources of Claudia Emerson. Dr. Emerson is the director of the Institute for Ethics and Policy for Innovation. Much of her work is in the capacity as a consultant to policymakers and research scientists on matters of ethics and policy. As a result, she is keenly aware of the unique skills that philosophy MA and PhD graduates can bring to the professional sector as analysts and consultants. The Department is also in the process of putting together a database of graduate students who have obtained non-academic employment on the strength of their graduate training in philosophy. We plan to initiate a workshop that would bring students in drawn from this database. A further idea would be to make these graduates contact information available to our current graduate students.</p>	<p>workshops and the Chair will oversee the Department administrative staff's supplementation of the database. The Department will also seek to construct a small committee of graduates to help implement and provide further guidance regarding these initiatives.</p>	<p>workshops this academic year (2018-19). We have a rudimentary database of non-academic graduates that we plan to continue developing.</p>
<p>Reducing the teaching of courses that have both undergraduate and graduate students (so-called "4/6 courses").</p>	<p>The Department agrees that it should significantly reduce the number of mixed courses. For the 2018-19 academic year the department has scheduled only three 4/6 offerings that supplement our eleven 700-level graduate-student only seminars. To the degree resources allow, the Department will limit 4/6 offerings to those instances in which the Department judges that the split-arrangement</p>	<p>The Department Chair and Curriculum Committee.</p>	<p>This effort must be sustained on a year-to year basis.</p>

	would equally or better serve the pedagogical interests of graduate and undergraduate students than would separate courses for each group of students.		
--	--	--	--

Graduate Programs Recommendation for Enhancement	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendations
MA Program Students would like a research seminar in their second year.	MA students' main task during the second year is the writing of a substantial MA Thesis. The department's view is that this Thesis drive MA Program is pedagogically sound and a proven success. The department worries that the introduction of a 2nd year MA research seminar would interfere with the students' progress. For this reason, we do not plan to heed this recommendation.	N/A	N/A
Clarify the purpose of the PhD seminar and move the seminar to a later year (currently the seminar is required of 2nd year PhD students), with a focus on professional development, such as a required paper submission to a refereed academic journal, a professional talk, or some other activity that directly enhances preparation for the job market.	The faculty has engaged in ongoing consultation with the PhD students regarding this issue. At present, we do not plan to move the seminar to a later stage of the PhD program. Rather, we first will implement the better-focused 2nd year version and then revisit the issue at the end of the year, with consultation from the current year's graduate students. We have clarified that the seminar objective is as follows: To produce a new work with the ultimate goal of developing it as a conference paper and, perhaps, ultimately a journal submission. The main pedagogical goal is to provide the student with a clear	The Chair (Stefan Sciaraffa), PhD Advisor (Mark Johnstone) and faculty member delivering the PhD seminar (Brigitte Sassen).	We are implementing the proposed changes over the 2018-19 academic year and then we will, upon consultation with the graduate students, consider further refinements.

	understanding of how to construct a piece of philosophical work for presentation at conferences and, ultimately, a publication in a peer-reviewed journal.		
Enhanced mentoring of doctoral students via the office of the PhD Advisor, putting plans into place to help alleviate stress and anxiety of the doctoral students, and greater transparency in the SSHRC graduate fellowship decision making process.	The Department PhD advisor already bears a tremendous administrative burden, and our graduate supervisors by and large spend a tremendous amount of time with their PhD students. Moreover, the department is not sure about the what further mentoring the doctoral students have in mind or what further steps can be taken to relieve the stress and anxiety of the students. Thus, we would like to gather more information. To this end as well as the end of boosting graduate morale in general and increasing greater transparency in departmental decisions, the department has implemented a monthly meeting between the graduate students and the Chair of the Department and the PhD advisor. During this meeting the Chair and PhD advisor update the graduates on various Departmental developments and the graduate students are invited to bring graduate activities, initiatives and matters of concern to the attention of the Chair and PhD advisor. There is an expectation that the three graduate representatives (elected yearly) will attend each monthly meeting, and all graduate students are encouraged to attend.	The Department Chair and PhD Advisor.	This initiative has been implemented and will be further developed in consultation with the graduate students.
The introduction of an applied ethics MA or PhD program	The department is considering developing a new PhD. Program or Stream designed to integrate	The chair, Stefan Sciaraffa, and Assistant	We expect to settle on a plan for such curricular

	graduate teaching and training at IEPI into the departmental curricular offerings.	Professor (CLA) Matt Grellette have been tasked with organizing the department's deliberations and research with respect to these possibilities.	developments by January of 2019 and then over the next year to apply for approval with the relevant oversight body.
Graduate students appear to treat the Friday colloquium as optional – as an “add on” to their graduate education. This seems like a missed opportunity for professional development in the graduate program. One enhancement would be to use the Friday colloquium to support a culture of professional development for graduate students.	The department faculty repeatedly stresses to the graduate students that regular attendance at the department colloquia is expected and an important component of their graduate professionalization. We will continue to do so. We do not believe it would be the best use of faculty resources to incorporate and invigilate this requirement within the structure of a seminar.	N/A	N/A

Dean’s Response, Faculty of Humanities:

The Dean thanks the Review team and the Department for their thorough and constructive approach to the graduate and undergraduate programs in the Department of Philosophy. The Dean was pleased that the report emphasized the strength and dynamism of the department, and that the reviewers admired our distinctive undergraduate offering in Justice, Political Philosophy and Law.

The Dean noted that he supports the Department’s thoughtful response to the small number of constructive recommendations made about its core programs. They have already undertaken several initiatives in response to some of the comments that the reviewers heard from students. The Dean offered only a few additional comments.

Faculty Complement

The Dean shares concerns of the Department and the reviewers that we need to sustain the faculty complement, although the Department’s detailed accounting is off by one. At the time of the review in 2017-18, the Department had 11.5 tenure faculty, 1 special appointment and 2 CLAs; by 2020-21, the

Department will have 13.5 tenure faculty and at least 1 CLA. The Dean's recommendation to the next Dean is contained in his current budget plan, and includes another hire in 2021-22, which with retirements would result in their being 14 tenure faculty and at least 1 CLA.

The Dean further noted that in the Faculty of Humanities, many departments have faced and are facing retirements without replacement; it is testament to the success of the Department that the Dean is at least trying to keep up with retirements/resignations. Undoubtedly, the Department might be able to grow the JPPL program with one or two more faculty members, but the benefits of increasing the size of the cohort are less clear when overall domestic enrolments are capped, and adding to the faculty complement is more challenging given the uncertain funding climate, and when the needs of other departments and programs must be addressed.

Teaching Assignment of CLAs

The Dean acknowledged that the reviewers express concern over the teaching assignment of CLAs. The precise teaching assignment is a matter of negotiation, both with prospective candidates and with the Department. The standard 24 units is a starting point for a teaching-intensive CLA, but Departments frequently argue that other expectations or the nature of the courses to be offered justifies a reduction in the assignment to 21 or 18 units. The Dean noted that none of the three CLAs in the Department in 2018-19 had a 4-4 teaching assignment.

Quality Assurance Committee Recommendations

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with an 18-month progress report and a subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.