McMaster University

SENATE MINUTES

Wednesday, November 8, 2017 at 3:30 p.m.
In the Council Room (111), Gilmour Hall

PRESENT: Dr. Patrick Deane (Chair), Ms Anita Acai, Ms Leah Allan, Dr. Catherine Anderson, Dr. Vishwanath Baba, Dr. Rob Baker, Dr. Sigal Balshine, Dr. Pamela Baxter, Dr. Martin Beckmann, Mr. Cam Brandreth, Dr. Philippa Carter, Dr. Narat Charupat, Mr. Jason Chestney, Dr. David Clark, Mr. Andrew Colgoni, Mr. Gary Collins, Dr. Ken Cruikshank, Dr. Ian Dworkin, Dr. David Earn, Dr. Meridith Griffin, Dr. Sheila Harms, Dr. Khaled Hassanein (Acting Vice-Provost and Dean of Graduate Studies), Dr. Alison Holloway, Dr. Jerry Hurley, Ms Rebecca Jamieson, Dr. Thia Kirubarajan, Dr. Maureen MacDonald, Prof. Judy Major-Girardin, Ms Beth Manganelli Staite, Dr. Anne Niec, Mr. Jim McCaughey, Mr. Sid Nath, Dr. Robert O’Brien, Ms Rina Patel, Mr. Aaron Roberts, Dr. Stephanie Ross, Dr. Jonathan Schertzer, Dr. Spencer Smith, Dr. Erik Sorensen, Ms Moira Taylor, Ms Veronica Van der Vliet; Dr. Brenda Vrkljan, Dr. Len Wawerman, Ms Christi Garneau (Secretary of the Senate), Susan Welstead (Governance Advisor and Assistant University Secretary)

OBSERVERS: Ms Carolyn Brendon, Dr. Sandra Carroll, Ms Esme Davies, Dr. Susan Denburg, Ms Andrea Farquhar, Dr. Chelsea Gabel, Dr. Jacy Lee, Mr. Sean Van Koughnett, Dr. Gary Warner

REGRETS RECEIVED: Dr. Lee Beach, Dr. Lori Campbell, Dr. Ana Campos, Dr. David Farrar, Dr. James Gillett, Dr. Suzanne Labarge, Ms Vivian Lewis, Dr. Graeme Luke, Ms Taylor Mackenzie, Dr. Paul O’Byrne, Dr. Laura Parker, Ms Melissa Pool, Dr. Ishwar Puri, Dr. Victor Satzewich, Dr. Aaron Schat, Dr. Susan Searls Giroux, Dr. Doug Welch, Ms Mary Williams

A. OPEN SESSION

OPENING REMARKS

Dr. Deane noted that, as mentioned at the last meeting, McMaster’s Strategic Mandate Agreement had been signed and the University was currently awaiting the go-ahead from the Ministry to post the public version of the document.

In terms of federal initiatives, McMaster is continuing to work with the U15 to advocate for increased funding for research. This, together with the recommendations of the Naylor fundamental science review, will be one of the key items for discussion at McMaster’s annual Ottawa Day, which was to take place on November 29.
Dr. Deane pointed out that in the 2017 Research Infosource rankings released on October 26, McMaster was recognized as Canada’s most research-intensive university, with a total research income of $354.6 million (up from $324.6 million last year).

Turning to local affairs, Dr. Deane noted that the province-wide college instructors strike, which began on October 16, was continuing. It impacted McMaster students in programs involving Mohawk College and Conestoga College since during the period of the strike all full-time programs at college premises were suspended; this included courses taught by McMaster faculty and sessional faculty at college locations. The Provost’s Office and affected units across campus were working closely with the colleges to try to minimize the disruption to students. As previously mentioned, all McMaster classes and labs held at the McMaster campus were continuing as usual.

Dr. Deane then acknowledged the generosity of Chancellor Emeritus Dr. Red Wilson, who provided the funds to launch the Socrates Project, a two-year campus-wide pilot project to showcase and help foster the critical thinking, communication, creativity, imagination and collaboration skills crucial to developing deeply engaged citizens and leaders. The project would include a focus on the performing arts, high-quality debate, interdisciplinary programming, local and global engagement and leadership development.

An ongoing priority for the University was employment equity, which would be the focus of two open forums, on November 20 and December 4, to update the community on the implementation of the Employment Equity Framework and engage in a collective visioning process with respect to key employment equity initiatives to be implemented over the next year. Details were available online, and all interested members of the McMaster community were welcome to register and attend.

Another key area of focus for McMaster has been mental health. The University had released an update on its Student Mental Health and Well-being Strategy two weeks previously and was joining Ontario’s students, colleges and universities in calling for a “whole-of-community” approach by government, health-care providers, community agencies, student associations and post-secondary institutions to take immediate action on the growing problem of student mental health. A joint report entitled “In It Together: Taking Action on Student Mental Health” was released on November 2 by the four partner groups -- the College Student Alliance, the Ontario Undergraduate Student Alliance, Colleges Ontario and the Council of Ontario Universities -- to emphasize the fact that effective support for student mental health is one of the most pressing issues on college and university campuses today, and that, while post-secondary institutions have made addressing it a priority, they cannot meet the challenge alone.

Dr. Deane said Senators were probably aware of the University’s plans to become Ontario’s first tobacco- and smoke-free campus as of January 1, 2018. A great deal of consultation and discussion had taken place around this initiative and the relevant policy was currently being finalized. Development of appropriate supports, guidance and advice and a comprehensive program were underway to assist students, faculty and staff in transitioning to the new policy, as well as to educate and inform the community about the new tobacco- and smoke-free
designation. The University was working closely with partners in the community, including Hamilton Public Health Services, to develop this initiative, which was consistent with both McMaster’s focus on health and its endorsement of the Okanagan Charter, to which it became a signatory last year.

Dr. Deane noted that the annual McMaster Remembrance Day Service, which was open to all members of the McMaster community, would take place on November 11 at 10:45 a.m. in Convocation Hall.

Finally, Dr. Deane reminded Senators that the annual Senate Reception would take place in the Great Hall of the University Club immediately following the meeting.

I APPROVAL OF AGENDA – OPEN SESSION

Dr. Deane confirmed that no requests had been received to move any items from the Consent to the Regular agenda of the Open Session.

It was duly moved and seconded,

“that the Senate approve the Open Session agenda for the meeting of November 8, 2017 and that items II to III be approved by Consent.”

The motion was carried.

CONSENT

II MINUTES

Motion:

that the minutes of the Open Session portion of the meeting held on October 11, 2017 be approved as circulated

Approved by Consent

III REPORT FROM THE COMMITTEE ON APPOINTMENTS (Appendix A)

a. Recommendation to Revise the Terms of Reference for the Professorship in Water Policy and Research

Motion:

that the Senate approve, for recommendation to the Board of Governors, revisions to the terms of reference for the Professorship in Water Policy and Research (Philomathia Chair), as set out in Attachment I of Appendix A
Approved by Consent

b. Recommendation to Revise Supplementary Policy Statement A3, “Procedures for Other Appointments (Except in Health Sciences)”

Motion:

that the Senate approve, for recommendation to the Board of Governors, revisions to Supplementary Policy Statement A3, “Procedures for Other Appointments (Except in Health Sciences),” as set out in Attachment II of Appendix A

Approved by Consent

Secretary’s Note: It was subsequently realized that the revision document approved by Senate was incomplete. This item, with corrections from the Committee on Appointments, will be brought forward again for the appropriate approval.

c. Recommendation to Revise Section VIII, Clause 4a, of the Tenure and Promotion Policy

Motion:

that the Senate approve, for recommendation to the Board of Governors, revisions to Section VIII, Clause 4a, of the McMaster University Revised Policy and Regulations With Respect to Academic Appointment, Tenure and Promotion (2012), as set out in Attachment III of Appendix A

Approved by Consent

REGULAR

IV BUSINESS ARISING

There was no business arising from the Open Session minutes.

V ENQUIRIES

a. Re Canada 150 Research Chairs

Since a member had asked prior to the meeting for an update on the Canada 150 Research Chairs program, Dr. Baker, the Vice-President (Research), was invited to describe McMaster’s involvement.
Dr. Baker observed the program’s accelerated timeframe. The call for proposals was issued on June 15, and the deadline for submissions was September 15, which was a very short time within which to recruit faculty members.

Universities could recruit only international faculty, not people in Canada, and equity and diversity were a significant focus. The funding would be one-time only, for a total of seven years. A research chair could be proposed at one of two levels, at either $350,000 per year or $1 million per year. McMaster put forward nominees within the program’s parameters.

It is anticipated that the program would decide on the proposals by the end of the year.

The member who had made the original inquiry identified himself and asked whether the University could hire some of the applicants with its own resources, outside of the Canada 150 Research Chairs program.

Dr. Baker explained that hiring was done by the individual Faculties, so decisions on potential recruits would be determined at that level.

VI COMMUNICATIONS

a. Memorandum re Confidentiality (Appendix B)

Ms Garneau, the University Secretary, drew members’ attention to the memorandum titled “Confidentiality of Senate and Senate Committee Discussions,” which was circulated annually to remind continuing Senate members and inform new members of the rules of confidentiality for open and closed sessions of Senate and Senate committee meetings.

Ms Garneau added that members should dispose of Senate materials they no longer needed in confidential waste containers, or bring them to the Secretariat office (Gilmour Hall, Room 210) where they would be disposed of in a secure manner.

b. Oral Report From the COU Colleague on the October 19, 2017 Meeting of the Council of Ontario Universities

Dr. Cruikshank noted that the October 19 meeting of the Council of Ontario Universities was his first as Academic Colleague from McMaster. The colleagues met first on their own, then had a meeting with executive heads (presidents and principals).

The colleagues discussed the role of Academic Colleague, noting a wide variety in the selection of colleagues at individual universities and in the way they reported back to their universities.

They then received updates on provincial government initiatives, including the status of the Strategic Mandate Agreements and a plan to increase the number of STEM (Science, Technology, Engineering, Mathematics) graduates in Ontario by 25 per cent over five years.
The colleagues also discussed the Career Kick-Start Strategy, which was developed in response to the Highly Skilled Workforce Report. A Career Ready Fund was established in early September and would have three streams, the first of which was focusing on experiential education.

The meeting of the Academic Colleagues and Executive Heads included a discussion of the challenges created by government-mandated changes for Executive Heads at Ontario universities and whether there was a role Academic Colleagues could play to alleviate that. It was suggested that better communication between university executives and faculty on these issues could help.

VII REPORT FROM GRADUATE COUNCIL (Appendix C)

a. Proposal to Establish a Blended Learning Part-Time Master of Business Administration Program

The Acting Vice-Provost and Dean of Graduate Studies, Dr. Hassanein, explained that Graduate Council was recommending the establishment of a new version of the part-time Master of Business Administration program which would offer more flexibility to all students but would particularly attract working professionals with five to eight years of work experience who want to keep their jobs while completing their studies.

The blended delivery would involve three intensive face-to-face residences per semester combined with weekly technology-enabled learning requirements during the off-campus periods. This would greatly reduce the time, cost and inconvenience of the commuting associated with the current part-time program and, in the process, create a wider catchment area from which students could be drawn.

It was duly moved and seconded,

"that the Senate approve, on recommendation of Graduate Council, the establishment of a Blended Learning Part-Time Master of Business Administration Program as set out in Attachment I of Appendix C."

The motion was carried.

b. Proposal to Establish a Facilitated Indigenous Admissions Policy, Faculty of Health Sciences

Dr. Hassanein explained that, in recognition of the specific barriers and challenges faced by Indigenous learners when pursuing higher education, the Faculty of Health Sciences had developed a facilitated admissions stream intended to provide equitable access to Indigenous applicants. This initiative was in response to Call to Action #23 of the Truth and Reconciliation Commission of Canada, which states: “We call upon all levels of government to: i. Increase the number of Aboriginal professionals working in the health-care field; ii.
Ensure the retention of Aboriginal health-care providers in Aboriginal communities; iii. Provide cultural competency training for all healthcare professionals.”

It was duly moved and seconded,

“that the Senate approve, on recommendation of Graduate Council, the establishment of a Facilitated Indigenous Admissions Policy in the Faculty of Health Sciences as set out in Attachment II of Appendix C.”

The motion was carried.

VIII REPORT FROM THE UNIVERSITY PLANNING COMMITTEE (Appendix D)

a. Establishment of a Blended Learning Part-Time Master of Business Administration Program

Senate received this report for information.

IX OTHER BUSINESS

There was no other business in Open Session.

In Closed Session, Senate:

a. approved the Closed Session portion of the minutes of the meeting of October 11, 2017;

b. approved, on recommendation of the Committee on Appointments, the following appointments and re-appointments:
   • the Paul R. MacPherson Chair in Indigenous Studies for the period July 1, 2017 to June 30, 2019;
   • a Professor in Water Policy and Research (Philomathia Chair) for a three-year term, effective July 1, 2017; and
   • an Acting Director of the Indigenous Research Institute for the period September 1, 2017 to June 30, 2018;

c. received from the Committee on Appointments, for information, the following appointments reports:
   • an Acting Program Co-ordinator (Medical Radiation Sciences and Medical Physics) in the School of Interdisciplinary Science for the period January 1 to December 30, 2018; and
   • an Associate Chair (Undergraduate) in the Department of Materials Science and Engineering for the period January 1, 2018 to December 30, 2020;
d. approved the list of fall undergraduate degree graduands from the Arts and Science Program and the six Faculties, and the fall graduands from the School of Graduate Studies;

e. received from the Committee on Appointments decisions made with respect to recommendations for tenure and promotion, or continuing appointment without annual review and promotion, or continuing appointment without annual review, or permanence in the six Faculties. Senate nominated, through the President to the Board of Governors, those candidates for whom tenure and promotion, or continuing appointment without annual review and promotion, or continuing appointment without annual review, or permanence had been approved;

f. received from the Board for Student Appeals, for information, a report on a recent appeal; and

g. approved, on recommendation of the Vice-Provost and Dean of Graduate Studies, a list of candidates eligible for a McMaster Certificate of Post-Doctoral Study.
REPORT TO SENATE
FROM THE
COMMITTEE ON APPOINTMENTS

Open Session (Consent Agenda)

At its October 25, 2017 meeting, the Committee on Appointments approved the following recommendations and now recommends them to Senate for approval:

a. Recommendation to Revise the Terms of Reference for the Professorship in Water Policy and Research (Attachment I)

b. Recommendation to Revise Supplementary Policy Statement A3, “Procedures for Other Appointments (Except in Health Sciences)” (Attachment II)

c. Recommendation to Revise Section VIII, Clause 4a, of the Tenure and Promotion Policy (Attachment III)

Senate: For Approval
November 8, 2017
MEMORANDUM

Date: October 4, 2017

To: Senate Committee on Appointments

Cc: Dr. David Farrar, Provost

From: Ishwar Puri, Dean and Professor

SUBJECT: Revised Terms of Reference for the Professor in Water Policy and Research (Philomathia)

On behalf of the Faculty of Engineering, I would like to recommend the approval of the revised Terms of Reference for the Professorship in Water Policy and Research established in April 2012.

The Professorship in Water Policy and Research is cross-appointed to the Faculties of Engineering and Social Sciences, with an adjunct appointment at the United Nations University - Institute for Water, Environment and Health.

The revised Terms of Reference are attached.

Thank you.
Terms of Reference for the Professor in Water Policy and Research

Attachment I

Appointments:

*Engineering*: Department of Civil Engineering  
*Social Science*: Health, Aging and Society  
*UNU-INWEH*: adjunct professor  
*Term*: 3 years; renewable for an additional 3 years

Reporting:

The Professor in Water Policy and Research will provide an annual report of his/her research and water-network related service activities to the Deans of the Faculties of Engineering and Social Sciences, who will in turn report to the donor.

Service:

The Professor in Water Policy and Research will direct the *McMaster Water Network* (MWN), a university-wide network of Institutes and researchers with interests in water-related research across McMaster. The Network has several functions, including fostering relationships amongst potential collaborators and supporting the development of large research grants and teams, supporting the development of future water leaders through the Student Chapter, advancing community engagement through research and educational activities, and cultivating external relationships with researchers, institutes, industry, government etc., to benefit McMaster researchers.

In support of the MWN, annual funds of $16,000 is provided from the endowment fund in support of the following:
- Up-front support to develop a website
- Ongoing support to maintain the website
- In-kind time to support events (i.e. Water Week, Spring Water Forum), including: bookings, liaising amongst stakeholders, accounting, advertising, support for events
- Financial support for events may be supplemented on occasion by Faculties, the School of Graduate Studies and the Vice-President (Research)

Institutes/Centres synergistic with the Water Network include: McMaster Indigenous Research Institute, Centre for Peace Studies, Institute on Globalization and the Human Condition; McMaster Institute for Multi-Hazard Systemic Risk Studies; McMaster Centre for Climate Change; McMaster Institute for Healthier Environments; Michael G. DeGroote Institute for Infectious Disease Research; Sentinel Bioactive Paper Network; Centre for Health Economics and Policy Analysis; MacDATA; and others.

Participation in Departmental and Faculty committees will be assigned by the Chairs of the home departments annually, in consultation with each other and in consideration of the MWN requirements.

Research:

The Professor in Water Policy and Research is expected to maintain an active research programme at the nexus of disciplines at global to local scales. Funding of $14K annually is provided from the endowment fund in support of the Professor in Water Policy' and Research.
f) The participation of any appointee in the graduate work of a Department is subject to the regulations of Senate and the School of Graduate Studies and to the approval of the Dean of Graduate Studies (see SPS A11).

1. **Adjunct Academic Appointments**
   
a. The title of 'Adjunct Lecturer', 'Adjunct Assistant Professor', 'Adjunct Associate Professor' or 'Adjunct Professor' should be reserved for persons holding full-time positions at other institutions, or independent scholars who are not employees of McMaster University, or McMaster University staff who wish to participate in academic endeavours beyond those normally associated with their staff positions.

b. These appointments should be reserved for persons who will have a significant involvement in the teaching and/or research activity of the Department, which may extend beyond one year.

   - Recommendations from Departments are subject to approval by the Faculty Appointments Committee.

2. **"Visiting" Appointments**

   - The title of 'Visiting Lecturer' or 'Visiting Assistant Professor', 'Visiting Associate Professor' or 'Visiting Professor' should be reserved for persons visiting for short periods from other universities or institutions. Normally, visiting appointments would not extend beyond one year.

b. For Visiting appointments of three months and more, recommendations from Departments are subject to approval by the Dean and the Provost.

3. **In-Residence Appointments**

   a. This category of appointment is to allow for the appointment to the University of distinguished performers, artists, writers, industry leaders and other scholars. These appointments will not involve regular teaching duties.

b. Recommendations from Departments are subject to approval by the Faculty Appointments Committee.

4. **Industry Professor**

   a. This category of appointment is without rank and is reserved for people who have substantial business or industrial experience at senior levels of management.

b. These appointments should be reserved for persons who will have a significant involvement in the teaching and/or research activity of the Department, usually extending beyond one year.
McMaster University Revised Policy and Regulations With Respect To Academic Appointment, Tenure and Promotion [2012]

Proposed revisions to Section VIII 4 (a)

Current wording:

a) If the Senate Committee on Appointments and the MUFA Executive agree that the revisions are minor and reach agreement on the revisions, the amendments will be presented to Senate by the Senate Committee on Appointments.

Proposed wording change agreed to by Joint Committee and the MUFA Executive:

a) If the Senate Committee on Appointments and the MUFA Executive agree that the revisions are minor and reach an agreement on the revisions, the amendments will be presented to Senate by the Senate Committee on Appointments.
November 2, 2017

TO: Members and Observers of the McMaster University Senate

FROM: Christi Garneau
University Secretary

RE: Confidentiality of Senate and Senate Committee Discussions

For many years there has been an annual reminder to members of Senate and Senate committees of their responsibilities in terms of confidentiality.

The operation of the Senate is governed by *The McMaster University Act, 1976* and the Senate By-laws. Much of Senate’s business is conducted in Open Session and that part of each Senate meeting may be attended by any member of the University or the wider community. Matters discussed in Open Session are not confidential and the record of Senate’s Open Session proceedings is available to the general public.

The University Act, however, provides for certain matters to be dealt with in Closed Session, i.e., “matters confidential to the University” and “matters of a personal nature concerning an individual.” Items discussed in the Closed Session portion of Senate meetings are confidential and are not to be divulged to anyone not entitled to be present. This rule applies also to the meetings of Senate committees and boards (Senate By-law 2(1)). The University is now also governed by Ontario’s *Freedom of Information and Protection of Privacy Act* (RSO 1990) (FIPPA). Despite the provisions of this Act with respect to Freedom of Information, the substance of Closed Session discussions are normally exempt from disclosure. This Act does, however, impose on the University an even greater level of accountability with respect to the protection of confidential information about individuals.

Senate members and observers are urged to treat Closed Session discussions and materials with the necessary confidentiality, not only to protect the individuals whose names may be mentioned, but also to provide an atmosphere in which Senate and committee members may engage in frank debate on what are sometimes very sensitive issues. In this way, the dignity and authority of the Senate will not be undermined and the decisions made will more likely be based on full and candid discussion.
At its meetings on September 19th and October 17th, Graduate Council approved the following for recommendation to Senate:

For Approval:


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

This proposal was also approved at the October 18th, 2017 meeting of the University Planning Committee.

2. Facilitated Indigenous Admissions Program - Faculty of Health Sciences Attachment II

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

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

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

August 31, 2017

DeGroote
SCHOOL OF BUSINESS

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1.0 PROGRAM

1.1 Program Description

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

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

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

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

1.2 Proposal Preparation and Consultation Process

Internal Stakeholders

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

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

External Stakeholders

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

Professional Market Research

The proposed BLPT MBA has also taken into consideration professional market research efforts conducted by The Strategic Counsel on behalf of DSB. Between February and April 2017, this research agency gathered qualitative and quantitative interview and survey data from 1,500 prospective students, alumni and employers to better understand DSB’s position in the market as well as overall MBA program preferences and learning objectives. Some 98 respondents provided detailed feedback related specifically to part time MBA studies. Several important findings derived from this input have confirmed the pre-existing indicators of the need for such a program. (See also Section 1.6.1 – Evidence of Societal / Labour Market Needs)


2 See Appendix A – MBA Program Development Committee Members.

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

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

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

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

- **Community engagement**: given that the School interacts with local and regional industry and community organizations virtually every day, BLPT MBA students, faculty and staff will leverage these connections to support live company and community projects (e.g., local and regional companies, Innovation Factory, The Forge ², social impact agencies, etc.)

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

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

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

- Providing an evidenced-based curriculum;
- Leveraging the core MBA curriculum (in new delivery formats);
- Introducing students to the growing importance of digital transformation (without being a digitally-focused program, like the Executive MBA in Digital Transformation); and
- Opportunities to pursue healthcare management coursework and projects, if desired.

1.4 Program Learning Outcomes

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

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

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

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

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

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

In addition to the above, the new BLPT MBA seeks to create a cohesive stand-alone program designed for a more experienced segment of working peers. As noted in section 1.1, working students have historically been merged into courses catering to Full-time and Co-op MBA students who typically have 0 to 3 years of experience. By contrast, the segment targeted by the BLPT MBA program would have already been working for 5 to 8 years and would therefore prefer and expect a program that reflects this increased experience base. The proposed BLPT MBA directly addresses this specific concern and, in doing so, will target market space that is not occupied by other DSB programs. For example, the only other MBA program dedicated to working professionals is the 13 month, 4-module Executive MBA in Digital Transformation. Apart from its deep focus on digital business, this premium-positioned program caters to significantly more senior executives whose average age is 41 years old and bring an average of 15 years of work experience to class with some 12-20% coming from...
overseas. Given the market positioning and delivery format of the new BLPT MBA (requiring three residences per semester), DSB expects to draw students who are relatively early in their careers and live within a two-hour driving radius of the RJC. 

For a summary of the key characteristics and differences amongst DSB’s MBA programs, see Appendix B – DeGroote’s Portfolio of MBA Programs.

1.5 Consistency with Degree Level Expectations

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

1.6 Demand for Program

1.6.1 Evidence of Societal / Labour Market Need

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

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

In recognition that such changes are underway, in 2016 the Government of Canada released an ambitious Innovation Agenda designed to pivot the country away from a twentieth century economy reliant on natural resources and old industrial manufacturing practices towards more advanced technological bases of competition. To this end, the federal government (through its March 2017 budget) has specifically encouraged innovation and industrial renewal by promoting greater entrepreneurship and creativity, the translation of scientific expertise into commercially viable products and services, the creation of world-class clusters and partnerships, the advancement of clean and inclusive growth, and increased digital literacy. Such initiatives are expected to spur demand for management talent that can suitably support these priority policy areas.

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

1.6.2 Evidence of Student Demand

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

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

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

- 90% of prospective students welcome online learning components.

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

• In terms of total online learning workload, 22% prefer 1-3 hours, 45% prefer 4-6 hours, and 13% prefer 7-10 hours per week, respectively.
• Two thirds of respondents prefer a program that can be completed in 3 years or less; prospects are willing to pay more for a program that can be completed within this period.
• Three quarters of respondents see a cohort-based program as important or very important.
• Content areas of most interest are strategic management, and leading self and others.

1.6.3 Justifiable Duplication

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

1.7 Degree Nomenclature

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

2.0 ADMISSIONS AND ENROLMENT

2.1 Admissions Requirements

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

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

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

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

2.2 Enrolment Planning and Allocations

<table>
<thead>
<tr>
<th>Program Year</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>30</td>
<td>35</td>
<td>35</td>
<td>35</td>
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<tr>
<td>Year 2</td>
<td>--</td>
<td>30</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Year 3</td>
<td>--</td>
<td>--</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>Year 4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total Enrolment</td>
<td>30</td>
<td>65</td>
<td>95</td>
<td>105</td>
</tr>
</tbody>
</table>

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

* In further contrast to the full-time and MBA Co-op programs, the Admissions Committee will also consider alternative standardized test scores in lieu of the GMAT, specifically the GRE, LSAT and MCAT, all of which require demonstrations of analytical, critical reasoning and verbal competences. Those who have successfully passed the CFA Level II exams will also be able submit scores to substitute for the GMAT based on the recognition that the competencies assessed are financial and economic in nature, and are considered more difficult than what is tested by the GMAT. Should there be any doubts about a candidate's suitability for the BLPT MBA, the Admissions Committee will retain the right to request higher GMAT test scores than those originally submitted.
The rationale for the proposed $57,500 tuition fee is as follows:

- Students will receive more personalized attention from faculty and staff due to numerous individual action learning projects that do not exist in the full-time and MBA Co-op programs.
- The program will incur higher than normal costs associated with managing and supporting very active online learning portals.
- Pricing is relatively consistent with the comparator part-time MBA program offered by the Lazaridis School (Wilfrid Laurier) at $53,650, while remaining substantially lower and therefore more attractive than the fees charged by the Rotman School (University of Toronto) at $101,350 and the Schulich School (York University) at $80,000.
- Data collected by the Strategic Counsel points to a willingness to pay a higher fee for a cohort experience that is a maximum of three years in duration (as is the proposed BLPT MBA).

2.3 Alternative Application Requirements

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

3.0 STRUCTURE

3.1 Administrative, Governance and Communication

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

Strategic Governance

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

Daily Governance

The MBA Academic Director will oversee the coordination and implementation of the academic design and delivery of the Program. This will include working with faculty to ensure that their individual courses align with the Program's learning objectives and requirements. The MBA Academic Director will report to the Dean of DSB, while working in collaboration with the above noted Associate Deans, and any relevant curricula committees.

Daily Management Support

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

- Program Coordinator: helps prospects through admissions and other administrative processes that need to be navigated throughout a student's course of study; works with faculty to ensure that the appropriate logistical arrangements and support is provided during the face-to-face residencies. (0.50 FTE).
- Career Advisor: provides job sourcing and advice to students seeking new career opportunities. (0.5 FTE).
- Learning Manager: partners with faculty and students to help design and ensure the appropriate application of work-integrated learning assignments; works with faculty and students to ensure that integration of learning themes and objectives within and across semesters are suitably highlighted; helps ensure online learning activities are being implemented as intended; works with faculty to initially source and subsequently coordinate with external learning partner organizations, as needed; in concert with the Academic Director, reviews student progress at the end of each semester. These functions may be accomplished either through contracted services or through staff (to be determined).
- Technical Support: when certain technical difficulties arise, it may be necessary to escalate 'help desk' requests to the DSB's in-house Digital Media Technician. Should the issue remain unresolved, another level of escalation might be required, either within McMaster or to external vendors, depending upon the situation.
- Temporary Support Staff: contracted services for providing program logistics and delivery support during the week-end residencies.

Communications

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

Curriculum changes will follow the appropriate approval stages within DSB and McMaster.
3.2 Structure and Regulations

Program breakdown

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

<table>
<thead>
<tr>
<th>Existing Part-Time MBA Requirements (being phased out)</th>
<th>New BLPT MBA Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Accounting and Reporting</td>
<td>Leadership Fundamentals (new)</td>
</tr>
<tr>
<td>Organizational Behaviour</td>
<td>Management Fundamentals (new)</td>
</tr>
<tr>
<td>Economics</td>
<td>Managing Financial Resources (1601)</td>
</tr>
<tr>
<td>Information Systems Management</td>
<td>Economics &amp; Business Statistics (1602)</td>
</tr>
<tr>
<td>Applied Business Statistics</td>
<td>Competing Through Digital Transformation &amp; Analytics (1603)</td>
</tr>
<tr>
<td>Human Resources Management</td>
<td>Creating Customer Value (1604)</td>
</tr>
<tr>
<td>Marketing Concepts and Applications</td>
<td>Managing Organisations (1605)</td>
</tr>
<tr>
<td>Strategic Management</td>
<td>Intermediate Finance +</td>
</tr>
<tr>
<td>Electives: 24 units</td>
<td>Intermediate Marketing +</td>
</tr>
<tr>
<td></td>
<td>Intermediate Operations Management +</td>
</tr>
<tr>
<td></td>
<td>Co-creating Strategic Foresight +</td>
</tr>
<tr>
<td></td>
<td>Innovation and Design Thinking +</td>
</tr>
<tr>
<td></td>
<td>Business, Gov't &amp; Global Environment (P700)</td>
</tr>
<tr>
<td></td>
<td>Strategic Management (P720)</td>
</tr>
<tr>
<td></td>
<td>Strategic Integration Project (new 1 semester)</td>
</tr>
<tr>
<td></td>
<td>Program Synthesis &amp; Future Planning +</td>
</tr>
<tr>
<td></td>
<td>Electives: 12 units</td>
</tr>
<tr>
<td></td>
<td>+ New quarter courses</td>
</tr>
</tbody>
</table>

For calendar descriptions of all required courses, please see Appendix E – Course Descriptions.

The key differences and similarities in the requirements between the existing part-time MBA program being phased out and the new BLPT MBA are as follows:

- In the revised BLPT MBA Leadership Fundamentals is a new course taken at the start of the program to meet identified high priority needs of working professionals and employers.
- A new Management Fundamentals course is taken at the start of the Program to ensure strong basic general managerial skills are established at the outset (similar – albeit at a higher level – to the Foundations section of the Full-time and MBA Co-op programs implemented in 2016).
- Both programs require five (5) core courses namely 1601 to 1605. Although these courses are common between both programs, they will be redesigned for the new BLPT MBA program as they will vary in the depth and format of delivery.
- Four (4) new intermediate level quarter courses (of 1.5 units each) are required in the new BLPT, with each building off of material covered in the 1601 to 1605 series of courses.
- Two new quarter courses (1.5 units each) covering Innovation and Design Thinking and Co-creating Strategic Insight are required in the new BLPT MBA.
- The team-based Strategic Integration Project will bring together content from different core subjects while displaying independent research, problem-based inquiry and collaboration skills by working with external industry ‘client’ partners who will commit to be actively involved in the field work phase of the course.
- Elective requirements in the new BLPT program amount to 12 units instead of 24 units in the current MBA programs; options for fulfilling these requirements include BLPT MBA specific courses (to be developed), regular courses with full-time MBA students, independent research project (up to 6 units), overseas study trip (3 units) and cross-registration in approved university wide electives (up to 6 units).
- A new Program Synthesis and Future Planning quarter (1.5 units) capstone course will build off of the key learning points and reflections captured during each course to create an overarching journey for the entire program, while developing a career-ready learning portfolio that will help students achieve their career goals.

Program requirements

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

10 For further references to McMaster University’s regulations related to Masters degrees, please see: http://academiccalendar.facs.mcmaster.ca/content.php?catoid=20&navoid=3573#3.2 Program Requirements.
Progressive student achievement

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

- Integrated Building Blocks: the first six semesters cover the core subject matter commensurate with a general management MBA geared to working professionals to ensure that solid functional business knowledge and skills have been developed.
- Exploring Possibilities: during semesters 7 and 8 students select electives to build knowledge and skills in areas they deem to be of most interest and importance.
- Creating Your Future: semester 9 will conclude the Program with a capstone team-based Strategic Integration Project, along with an opportunity for individuals to develop a structured Synthesis course (or) DSB Program Synthesis and Future Planning learning journals designed to capture key lessons gleaned throughout the Program and help ensure better career preparedness.

3.3 Graduate Programs -- Program Length

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

4.0 CURRICULUM AND TEACHING

4.1 Program Content

Ongoing Relevance

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

Reflecting Student Diversity

Diversity can be defined across a wide range of attributes, including culture, gender, professions, religion, physical abilities, sexual orientation, etc. The BLPT MBA will deliberately seek to attract cohorts of students who represent diversity across these and other attributes to ensure that rich team and class-wide learning environments are created. In addition, during the courses related to leadership and managing organizations, explicit treatment will be given to merits of fostering inclusive workplaces, along with references related to legislation that impacts Ontario-based organizations.

Presenting Local and Global Perspectives

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

4.2 Program Innovation

Learning Approach

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

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

Blended Learning

The BLPT MBA will be a true blended learning experience with approximately one third of all instructional hours delivered through a technology enabled learning platform. The flexibility of this
approach is not currently offered by any other business school in Ontario, thus creating unique
differentiated advantage amongst provincial providers. At the same time, participants will still have ample opportunities for face-to-face engagement and bonding opportunities commensurate with the desire for a strong cohort experience.

**Technology Enablement**

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

**Integrated Learning Non-Linear Learning**

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

**Personalized Professional Development**

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

**Community Service Learning Opportunities**

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

4.3 Modes of Delivery

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

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

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

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

4.4 Experiential Learning

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

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

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

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

**Proactive, Accessible, and Inclusive Teaching and Curriculum Design**

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

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

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

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

McMaster Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses not to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete.

4.6 Research Requirements

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

5.0 ASSESSMENT OF LEARNING

5.1 Methods for Assessing Students

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

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

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

The variety of assessment methods noted above will help ensure that students will develop well-rounded skill sets as well as have opportunities to ‘shine’ based on inherent capabilities and learning preferences. For example, some students may embrace the prospect of individual and team presentations more positively than others. By contrast, some students may welcome the opportunity to develop individual and team reports more than presenting the actual findings. Regardless of the learning preferences students might bring coming into the Program, a key objective will be to enhance all skills development areas, allow students to leverage their innate talents, while bolstering areas that require improvement.
In terms of accessibility, the unique blend of intensive residencies and online learning requirements will provide participants with greater flexibility in managing their studies while they are managing their careers and personal obligations. As many assignments throughout the BLPT MBA program will be team-based, the onus will be on the respective groups to ensure that different learning and accessibility needs are managed appropriately. Faculty and program administrators will only weigh in on how teams manage their workloads if/when unique situations arise. (See also Section 4.5 – Accessibility)

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

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

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

5.3 Demonstrating Student Achievement

Documenting and demonstrating student success (near term)

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

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

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

Documenting and demonstrating student success (medium term)

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

Documenting and demonstrating student success (long term)

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

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

6.0 RESOURCES (GRADUATE PROGRAM)

6.1.6 Administrative, Physical and Financial Resources

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

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

Physical and Online Infrastructure

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

Financial Resources

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

6.1.7 Library, Technology, and Laboratory Resources

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

6.1.8 Faculty

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

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

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

6.1.9 Student Financial Support

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

6.1.10 Seed Funding

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

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

- New courses (full semester)
  - Leadership Fundamentals
  - Management Fundamentals
- New courses (half semester / quarter courses)
  - Intermediate Accounting
  - Intermediate Finance
  - Intermediate Marketing
  - Intermediate Operations
  - Innovation and Design Thinking
  - Co-Creating Strategic Foresight
  - 2 electives
- Re-designed (full semester)
  - Managing Financial Resources (1601)
  - Economics & Statistics (1602)
  - Competing Thru Digital Analytics (1603)
  - Creating Customer Value (1664)
  - Managing Organizations (1605)
- Capstone Courses (facilitation courses)
  - Strategic Integration Project
  - Program Synthesis and Future Planning

DSB will hire an experienced Learning Manager (either as part of the BLPT MBA Program team or as an outside consultant) to advise faculty on how to partition the content into manageable ‘chunks’ as
well as identify the most suitable assignments, learning modes and technologies required to maximize learning effectiveness within the blended environment. As part of the process, this resource will work with faculty to identify cross-fertilization opportunities across various courses and the Program at large in order to create a more holistic and integrated learning journey for the student. The Learning Manager would also coordinate with the MacPherson Institute as needed.

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

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

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

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

6.1.11 Supervision
There are two learning avenues by which faculty may provide high levels of supervision to students, the Strategic Integration Project and the Independent Research elective. In the case of the team-based Strategic Integration Project, the course is intended to be predominantly ‘field-based.’ As such, it will not include a regular stream of classes. Rather, after the initial classes are completed at the opening residency in the final semester, teams would work with external ‘client’ organizations to research and work on the various course stages before producing a final report and presentation. Faculty will provide overall supervision to the teams, particularly if unanticipated ‘roadblocks’ emerge that make completion of the project difficult. (e.g., original sponsor leaves the company). In addition, faculty will facilitate workshops at the second residency to ensure the projects will be completed by the third residency, where teams will make final presentations to faculty and ‘client’ sponsors.

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

7.0 QUALITY AND OTHER INDICATORS
7.1 Academic Quality of the Program
Top 5% Accreditation
DSB is a recognized leader in management education and research, having been accredited by the AACSB. This places the School amongst the top five percent worldwide for consistently adhering to industry best practices. The BLPT MBA will adhere to AACSB’s guidelines for design, delivery and management to ensure that these accreditation standards are maintained.

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

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

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

- In an example of global cooperation, Associate Professor Manish Kacker, along with co-applicants from McGill University, the University of Texas, and the University of Rennes received $71,450 to advance their project to determine if dual distribution (defined as the joint
DSB faculty have also successfully secured NSERC funding via the Discovery program and have a track record of success with the Engage Program as well. For example, in the 2016 NSERC Discovery Grant competition, Associate Professor Manish Verma’s research project entitled “Disruption and Recovery/resilience, and Safety Issues in Freight Transportation” received $125,000 to investigate the strategic and tactical attributes involved in ascertaining the resilience of a freight transportation system from both intentional and random disruptions; and develop an analytical framework and mitigation strategies to cope with such disruptions. It is important to note that in recognition of his leadership within this domain his work was distinguished with a 2016 NSERC Discovery Accelerator Supplement award for an additional $120,000. This NSERC success is in addition to prior year SSHRC funding that Dr. Verma received demonstrating that his research as is the case with a number of his colleagues (Khaled Hassanein and Milena Head) is able to successfully secure funding from both agencies.

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

7.2 Intellectual Quality of the Student Experience

Faculty Enhancement and Renewal

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

Strong Practical Regional Connections

Given the School’s rich history in general, along with its reputation for offering Canada’s oldest and largest MBA co-op program in particular, DSB has established strong regional connections with...
industry and social impact agencies throughout Hamilton-Niagara, Burlington-Oakville and the GTA. This provides students with exceptional platforms for working with industry and social support organizations on a wide range of applied projects that blend theory with practice.

**Director's College Capabilities**

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

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

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

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

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

The application must include all parts of sections A through C

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

I. A request for consideration under the Facilitated Indigenous Admissions Process.
II. An overview of the applicant’s academic and personal background that highlights the reasons and motivation for chosen health profession(s).
III. Declaration of self-identification as an Indigenous person with a response to the following question: What does Indigenous identity mean to you?

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

Accepted supporting documents of ancestry may include:

a. A copy of a valid Indian Status or Treaty card;

b. A copy of a valid Nunavut Trust Certificate card, roll number or any other proof accepted by Inuit communities;

c. A copy of a membership card from a Métis registry recognized by the Métis National Council (Métis Nation of Ontario, the Manitoba Métis Federation, the Métis Nation – Saskatchewan, the Métis Nation of Alberta and the Métis Nation British Columbia);

d. A copy of a membership card from a Métis Settlement General Council community.

e. Proof that an ancestor’s name has been entered in the Indian Register according to the Indian Act, or on the band list of an individual band, or on the Inuit roll;

f. Written confirmation of nationhood in a federally recognized band council which has its own citizenship code; or

g. A declaration of Indigenous (status or non-status) identity by the candidate with supporting documentation from either an official in a recognized Indigenous organization or a relative in an Indigenous community.

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

PART C: LETTERS OF RECOMMENDATION (Written or Oral forms accepted)
Provide one letter of recommendation from an Indigenous community that outlines why the community supports the applicant seeking consideration through FIAP. Acceptable letter writers can be from diverse Indigenous communities/organizations; for example: Elders, Friendship Centres, teachers/professors, guidance/academic counsellors, mentors, or professionals who can speak to the applicant’s attributes to the chosen program. An option of an Oral recommendation is also available.

PART D: Engagement with the [Aboriginal] Indigenous community
Applying to McMaster through the FIAP is an agreement by the applicant to meet with the Faculty Advisor or Director of the ISHS office twice a year. The objectives of these meetings are to ensure the applicant is meeting their academic goals; are aware of the multiple supports available to them (scholarships, bursaries, tutoring, mentorship, Elders, advocacy, professional development etc.) In addition, students are provided with a connection to the Indigenous communities (Indigenous Students Health Sciences Office, Indigenous Student Services, undergraduate and graduate student groups) at McMaster.
HOW THE APPLICATIONS WILL BE REVIEWED
Members of the IHTF will review the applications. Applications will then be endorsed by the IHTF for consideration under the facilitated admissions process for the program(s) applied for, or recommended for consideration in the general pool.

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

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

The decisions of the IHTF are final.

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

Approved September 19, 2016 Indigenous Health Task Force
Approved April 24, 2017 Indigenous Education Council
Approved July 5, 2017 Health Sciences Education Council
a. Establishment of a Blended Learning Part-Time Master of Business Administration Program (for information)

At its October 18, 2017 meeting, the University Planning Committee approved a proposal for the establishment of a *Blended Learning Part Time Master of Business Administration*, effective September 2018. The proposed program responds to the specific needs of working professionals and provides them with a learning environment that is more relevant to their experience and with more flexible learning options, including blended learning.

Senate: November 8, 2017
For Information