**Program Progress Report**

**Institutional Quality Assurance Program (IQAP) Review**

**Health Aging and Society**

**Date of Site Visit:** April 27th-28th, Report, May 21st 2021

**Progress Report Prepared by: External:** Lynn Martin, Fabiola Aparicio-Ting

**Internal:** Tina Moffat

**Progress report prepared by:** Michel Grignon (chair)

**Please outline below how recommendations from the initial program review have been addressed. [Please fill in one table for each recommendation from the original Final Assessment Report]**

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| Recommendation: Reconsider the designation of the undergraduate programs as limited enrollment programs. |
| Responsibility for Implementation: Department Chair, Undergraduate Chair and undergraduate committee |
| Anticipated Timeline for Completion: Completed |
| Additional Notes/Commentary:<br>Traditionally we have limited our Aging and Society programs the most in terms of their enrollment numbers (due to their greater use of community resources).  A review of the overall situation will be conducted by the undergraduate committee. This review will be informed by a prior scoping review of comparable programs in the faculty. |
| Progress (check one)<br>X    Completed<br>☐    In Progress<br>☐    Other (please explain) |
| Department's Comments:<br><br>After a careful review and discussion among faculty members and with the FSS Associate Dean Academic, it was decided to lift restrictions to enrollment except for courses with a strong experiential component (making use of community resources). |
| Dean's Comments:<br><br>I concur with this response, which strkes a middle ground of opening enrolment in general while recognizing the need to limit resources demands in some specific courses. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>QAC reviewed this report and had no further comments or concerns |

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| Recommendation:<br>Increase opportunities for field course placements with community organizations that focus on public health, social aspects of health, and mental health. |
| Responsibility for Implementation:<br>Undergraduate Chair and undergraduate committee |
| Anticipated Timeline for Completion: Completed |
| Additional Notes/Commentary:<br>When the Government of Ontario introduced experiential education into some of the metrics for post-secondary education a few years ago, we undertook a thorough review of our programs and courses. We were able to document that a large proportion of our courses include an experiential component:<br><br>All of our undergraduate students are required to take one of two courses that are centred around experiential education: HLTHAGE 3B03 - Advanced Research Inquiry or HLTHAGE 3G03 - Community Based Research.<br><br>Many of our 4th year thesis students also do projects that include experiential education.<br><br>Finally, we note that HLTHAGE 3EE3 – The practice of everyday life, and 3BB3 – Field Research - provide multiple opportunities with over twenty community partners. |
| Progress (check one)<br>X.   Completed<br>☐   In Progress<br>☐   Other (please explain) |
| Department's Comments:<br>Health, Aging & Society is now part of the co-op program launched by the Faculty of Social Sciences and students will have the opportunity to enrol in 2025-26. |
| Dean's Comments:<br>The participation of HAS and its programs in the Faculty of Social Science co-op program will address the recommendation by increasing the opportunities to gain the types of experiential learning included in the recommendation. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

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| Recommendation:<br>Revise the thesis course (HLTHAGE 4Z06) to incorporate more opportunities for feedback on writing (proposal and thesis) and ongoing feedback on the project. |
| Responsibility for Implementation: Course instructor – Gavin Andrews |
| Anticipated Timeline for Completion: Completed |
| Additional Notes/Commentary:<br>Advice will be given to thesis supervisors that they need to provide early and continued feedback. However, on the whole, over the years supervisors have provided excellent support. |
| Progress (check one)<br>X. Completed<br>☐ In Progress<br>☐ Other (please explain) |
| Department's Comments:<br><br>Supervisors provide early and continued feedback to students enrolled in the thesis course. |
| Dean's Comments:<br><br>Satisfactory response by the program. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

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| Recommendation:<br>Align writing expectations and formats (for example, APA 6 or APA 7) and provide extra academic writing supports in first and second year foundational courses. |
| Responsibility for Implementation:<br>Undergraduate Chair and undergraduate committee |
| Anticipated Timeline for Completion: See below |
| Additional Notes/Commentary:<br>These possibilities will be discussed in a future undergraduate committee meeting. However, we do like to provide freedom and flexibility with regard to such things as referencing styles (as long as established formats are used consistency) |
| Progress (check one)<br>☐ Completed<br>☐ In Progress<br>X. Other (please explain) See Department's comments |
| Department's Comments:<br>It was collectively decided that flexibility in referencing style is important, especially now that software such as Zotero allow students to easily modified referencing. |
| Dean's Comments:<br>HAS is an interdisciplinary department offering interdisciplinary educational programs.  Referencing styles differ across disciplines and forcing adoption of a single referencing style across the entire program is not in the interests of the students..  As long as students follow guidelines provided by instructors/supervisors, it is acceptable to allow different referencing styles. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

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| Recommendation:<br>Consider adding inquiry-based components into HLTHAGE 1AA3 for students who enter the program through the Social Science I pathway. |
| Responsibility for Implementation:<br>Course Instructor Sarah Clancy |
| Anticipated Timeline for Completion: Completed |
| Additional Notes/Commentary:<br>We note that these courses serve a dual role of providing a foundation for students who later enter our program, but also providing an elective for students who will never be in our programs. We do provide inquiry-based approaches through class discussions and small group projects based on real world health issues. We will work to incorporate more inquiry into Level I courses with balancing these dual objectives in mind (and within our resource constraints). |
| Progress (check one)<br>X.  Completed<br>☐  In Progress<br>☐  Other (please explain) See Department's comments |
| Department's Comments:<br>A written assignment requires students to practically apply the knowledge learned and a medical ethics and health humanitarianism workshop is now included as part of the course design |
| Dean's Comments:<br><br>The response of the program is sensible given the context and resource constraints. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

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| Recommendation:<br>Differentiate learning outcomes - or at least establish levels of achievement- for the one and two-year MA programs. |
| Responsibility for Implementation:<br>Graduate Chair and graduate committee |
| Anticipated Timeline for Completion: Completed<br><br> |
| Additional Notes/Commentary:<br>We already make clear the differences between our one and two-year MA programs. However, we will revisit the learning outcomes for the 1-year and 2-year programs and bring them to the fore in our program information. |
| Progress (check one)<br>X.   Completed<br>☐   In Progress<br>☐   Other (please explain) See Department's comments |
| Department's Comments:<br>These learning outcomes are now specified in the graduate handbook. |
| Dean's Comments:<br><br>Completed.<br><br><br><br> |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above<br><br><br> |

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| Recommendation: Increase advanced course offerings for methods and gerontology for PhD students. |
| Responsibility for Implementation: Graduate Chair and graduate committee |
| Anticipated Timeline for Completion: Completed |
| Additional Notes/Commentary: The two research methods courses are mandatory for all PhD students, but we will discuss alternatives (e.g., advanced method courses or gerontology as reading courses for interested doctoral students, geared toward their dissertation) |
| Progress (check one) X. Completed ☐ In Progress ☐ Other (please explain) See Department's comments |
| Department's Comments: A component on differentiating age, cohort and period effects was added to the Quantitative Research Methods Course (HA716). |
| Dean's Comments: Resource constraints do not permit offering additional advanced methods courses. The additional material added to the existing methods course addresses an advanced methodological issue confronted in much aging research.  This is a reasonable response given the resource constraints. |
| QAC Comments (to be filled in by Quality Assurance Committee): See above |

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| Recommendation:<br>Consider ways to include community engagement for learning and research into the curriculum. |
| Responsibility for Implementation:<br>Department Chair |
| Anticipated Timeline for Completion: Completed |
| Additional Notes/Commentary:<br>These opportunities are already widely provided, although we will be able to make them more clear in the new database (discussed below) |
| Progress (check one)<br>X.   Completed<br>☐   In Progress<br>☐   Other (please explain) See Department's comments |
| Department's Comments:<br>The instructor for HA703 (Social systems, services and policy: critical approaches) in AY 2024-25 has professional experience in policy making and will offer opportunities to students to develop community engaged research.<br>MA Thesis and PhD Supervisors have been encouraged to recommend their supervisees to work with the McMaster Office of Community Engagement and the community more broadly. |
| Dean's Comments:<br><br>The response will increase awareness of and students' ability to undertake community-engaged learning and research.  The program can also pursue opportunities available through the FSS Community Research Platform. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

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| Recommendation:<br>Community opportunities might be extended further with a view to future careers – for (post)graduate students |
| Responsibility for Implementation:<br>Department Chair |
| Anticipated Timeline for Completion: June 2025 |
| Additional Notes/Commentary:<br>Inquire about the possibility of a student placement officer at the Faculty level |
| Progress (check one)<br>☐ Completed<br>X In Progress<br>☐ Other (please explain) See Department's comments |
| Department's Comments:<br>The Department is working closely with the FSS Office of Careers and Experiential Education to provide information to graduate students on future careers. |
| Dean's Comments:<br><br>The Faculty of Social Sciences has invested in recent years in an office of career guidance, which supports students in understanding career options and supporting them in pursuing career-related opportunities. This office also works with the FSS co-op program (which HAS has just joined) to ezpand experiential opportunities and career-related information. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

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| Recommendation:<br>Reflect on lessons learned from the move to remote teaching and learning in response to the COVID-19 pandemic that could be used to increase accessibility and remove barriers to learning. |
| Responsibility for Implementation:<br>Department Chair, Undergraduate Chair and Graduate Chair |
| Anticipated Timeline for Completion: December 2025 |
| Additional Notes/Commentary:<br>This is an exercise that the Faculty of Social Sciences will be engaging in, and we will be an active participant. |
| Progress (check one)<br>☐ Completed<br>X In Progress<br>☐ Other (please explain) See Department's comments |
| Department's Comments:<br>The Department is offering hybrid teaching and more online options for Spring and Summer courses. |
| Dean's Comments:<br><br>The FSS teaching and learning support program assists instructors on these issues, and is a resource to members of HAS as they implement hybrid, blended, on-line and more generally integrate the use of technology in their courses.  The members of HAS draw on these resources to address the underlying intent of the recommendation. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

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| Recommendation: Ensure that MRP students have the opportunity to present their work (e.g., to fellow students or the department). |
| Responsibility for Implementation: Graduate Chair and graduate committee |
| Anticipated Timeline for Completion: June 2025 |
| Additional Notes/Commentary: We will consider an annual symposium for MRP students to present their research to their peers. We will also consider regular zoom 'drop in sessions' where one or two students can present their work at a time. |
| Progress (check one)<br>☐ Completed<br>X In Progress<br>☐ Other (please explain) See Department's comments |
| Department's Comments: A symposium was organized, mostly by MA students, with the help of the Department, in the Fall of 2022 but, with the new cohort in 2023, the project lost momentum. We will revisit the idea of organizing a symposium, with more formal support from the Department. |
| Dean's Comments:<br><br>Effective response. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

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| Recommendation:<br>Include an external member in the composition of PhD Comprehensive Examination Committees. |
| Responsibility for Implementation:<br>Graduate Chair and graduate committee |
| Anticipated Timeline for Completion: See below |
| Additional Notes/Commentary:<br>We do not intend to add an external member to comprehensive examination committees. We already have an arms-length chair and the process is working well. |
| Progress (check one)<br>☐ Completed<br>☐ In Progress<br>X Other (please explain) See Additional Notes/Commentary |
| Department's Comments: |
| Dean's Comments:<br><br>Acceptable response. It is not the practice in the FSS to do this. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

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| Recommendation: |
| Increase the availability of scholarships for international students in the graduate program. This may require creative solutions if additional financial resources are not forthcoming. |
| Responsibility for Implementation: |
| Department Chair and Graduate Chair |
| Anticipated Timeline for Completion: Ongoing |
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| Additional Notes/Commentary: |
| We have already committed a substantial share of our departmental discretionary funds to international student scholarships, something that we commenced with the incoming 2020 cohort. We will continue to seek ways to enhance this. |
| Progress (check one) <br> ☐ Completed <br> X In Progress <br> ☐ Other (please explain) See Additional Notes/Commentary |
| Department's Comments: |
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| Dean's Comments: <br><br> Graduate student funding is a challenge, and funding for international graduate students is a particular challenge given that the university receives not government funding for these students and for PhD students the tuition is the same as for domestic students.  International students now contribute toward a program's scholarship and TA funding allocations, but there are real limits to what is possible is this respect. <br><br><br> |
| QAC Comments (to be filled in by Quality Assurance Committee): <br><br> See above |

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| Recommendation:<br>Consider increasing the undergraduate administrative assistant role to a 1.0 FTE as the program grows. |
| Responsibility for Implementation:<br>Department Chair |
| Anticipated Timeline for Completion: December 2025 |
| Additional Notes/Commentary:<br>This position is one that we have been actively reviewing at regular intervals in consultation with the Dean's office. This to ensure that our staff resources are consistent with those of other departments. We will review the situation again at the end of the 2021-22 academic year. |
| Progress (check one)<br>☐  Completed<br>X   In Progress<br>☐  Other (please explain) See Additional Notes/Commentary |
| Department's Comments:<br>The undergraduate administrative assistant role will be increased to a 0.8 FTE in AY  2024-25 and we are looking for ways to increase it to 1.0 FTE |
| Dean's Comments:<br><br>The FSS is in the process of reviewing all UG admin positions and assessing the needs in each program.  The FTE was increased to 0.8 while a partial analysis was undertaken, and a possible further increase will await completion of the fuller study. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

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| Recommendation:<br>Find creative ways to reduce reliance on sessional instructors and increase the number of core HAS faculty with a full commitment to the undergraduate and graduate HAS programs. |
| Responsibility for Implementation:<br>Department Chair |
| Anticipated Timeline for Completion: June 2025 |
| Additional Notes/Commentary:<br>We have consistently monitored our use of sessional instructors, and it is not inconsistent with other departments. We do not have a consistent number of courses covered by sessionals each year (which would suggest a structural problem). Instead, we have seen substantial variability from year to year, reflecting the need to cover sabbaticals and teaching releases for administrative and research purposes.<br><br>Our department has a large number of faculty serving in administrative roles outside the department, and also a high proportion of jointly appointed faculty, which we have mitigated with Contract-Limited (CLA) Assistant Professor appointments as much as possible. |
| Progress (check one)<br>☐ Completed<br>X In Progress<br>☐ Other (please explain) See Additional Notes/Commentary |
| Department's Comments:<br>It is being discussed with faculty members (more teaching large level 1 and 2 classes, meaning reducing offering of 4th year seminars) |
| Dean's Comments:<br><br>As the response notes, HAS has a large number of faculty in temporary administrative roles (the highest proportion of any department), which creates a need for sessional instructors and contractually limited faculty.  More generally, the Faculty of Social Sciences is currently undertaking a curriculum review across all programs for which one goal is to examine more closely the use of sessional instructors and ways to reduce the use of sessional instructors by making better use of our long-term teaching resources. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

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| Recommendation:<br>Increase teaching capacity in the areas of mental health and gerontology/aging. |
| Responsibility for Implementation:<br>Search Committee(s) |
| Anticipated Timeline for Completion: Completed |
| Additional Notes/Commentary:<br>At the time of the review we were already in the process of redressing this through our efforts to fill the vacant Gilbrea Chair in Aging & Mental Health. The search committee has now recommended a candidate, and this person will start their appointment in January 2022.<br><br>We also are also just starting the process of searching for a tenure track faculty in the area of social psychology and mental health (jointly with the social psychology program). The successful candidate could well have an interest in aging. We expect them to start on July 1, 2022. |
| Progress (check one)<br>X   Completed<br>☐   In Progress<br>☐   Other (please explain) See Additional Notes/Commentary |
| Department's Comments: |
| Dean's Comments:<br><br>The Chair was filled with an individual specializing in social dimensions of dementia, and the joint hire between HAS and social psychology was filled with an individual who contributes to mental health offerings. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

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| Recommendation:<br>In order to both strengthen and build on the quality of successful programs, creation of full-time faculty appointments in the areas of aging and mental health are strongly encouraged. |
| Responsibility for Implementation:<br>Search Committee(s) |
| Anticipated Timeline for Completion: Completed |
| Additional Notes/Commentary:<br>At the time of the review we were already in the process of redressing this through our efforts to fill the vacant Gilbrea Chair in Aging & Mental Health. The search committee has now recommended a candidate, and this person will start their appointment in January 2022.<br><br>We also are also just starting the process of searching for a tenure track faculty in the area of social psychology and mental health (jointly with the social psychology program). The successful candidate could well have an interest in aging. We expect them to start on July 1, 2022. |
| Progress (check one)<br>X   Completed<br>☐    In Progress<br>☐    Other (please explain) See Additional Notes/Commentary |
| Department's Comments: |
| Dean's Comments:<br><br>See previous comment.<br><br> |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

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| Recommendation: |
| Consider eliminating the 3-year Health & Aging BA. |
| Responsibility for Implementation: |
| Anticipated Timeline for Completion: Completed |
| Additional Notes/Commentary: |
| We have attempted to do so previously, but the program has proven to be useful for a number of students, at no additional cost to us. To explain… the curriculum is the same for the Honors 4-year degree and the 3-year BA. The 3-year BA allows students who want to move on to other education (e.g., medical school, college diploma) or the workforce, to 'have something to show' for their efforts. The only downside to the 3-year BA is that the Faculty receives a larger provincial grant amount for Honours students. We have mitigated the impact of this funding discrepancy by individually phoning eligible students each year to encourage them to transfer to Honours. |
| Progress (check one) |
| X  Completed |
| ☐   In Progress |
| ☐   Other (please explain) See Additional Notes/Commentary |
| Department's Comments: |
| Dean's Comments: |
| The Faculty concurs with the decision to not eliminate the three-year BA option. |
| QAC Comments (to be filled in by Quality Assurance Committee): |
| See above |

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| Recommendation:<br>Consider differentiating the Health & Aging MA and articulating differentiated program learning outcomes to better reflect the choice between Health & Aging or Health & Society. |
| Responsibility for Implementation: Graduate Chair and graduate committee |
| Anticipated Timeline for Completion: Completed |
| Additional Notes/Commentary:<br>We will consider this possibility at a future graduate committee meeting. |
| Progress (check one)<br>X   Completed<br>☐   In Progress<br>☐   Other (please explain) See Additional Notes/Commentary |
| Department's Comments:<br>It was decided that the department could not offer four graduate programs, given the resources available. Also, MA students are happy with the current flexibility. |
| Dean's Comments:<br><br>This recommendation appears similar in spirit to an earlier one regarding a need to clarify differences in learning outcomes sought in the graduate programs, which the department has undertaken in its revision of the graduate handbook. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

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| Recommendation: |
| Create a strategic vision for the direction of the Aging & Society BA program. |
| Responsibility for Implementation: Undergraduate Chair and undergraduate committee. |
| Anticipated Timeline for Completion: June 2025 |
| Additional Notes/Commentary: We will consider this possibility at a future undergraduate committee meeting. |
| Progress (check one) ☐ Completed X In Progress ☐ Other (please explain) See Additional Notes/Commentary |
| Department's Comments: We have conducted in-depth interviews with recent graduates as well as a survey of students currently enrolled in courses in the Aging & Society BA. |
| Dean's Comments: The interviews and survey are part of an early phase of a larger strategic visioning exercise the department is currently undertaking designed, in part, to address this recommendation. |
| QAC Comments (to be filled in by Quality Assurance Committee): See above |

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| Recommendation: |
| Increase faculty capacity with aging/gerontology expertise. |
| Responsibility for Implementation: Search Committee(s) |
| Anticipated Timeline for Completion: Completed |
| Additional Notes/Commentary:<br><br>At the time of the review we were already in the process of redressing this through our efforts to fill the vacant Gilbrea Chair in Aging & Mental Health. The search committee has now recommended a candidate, and this person will start their appointment in January 2022.<br><br>We also are also just starting the process of searching for a tenure track faculty in the area of social psychology and mental health (jointly with the social psychology program). The successful candidate could well have an interest in aging. We expect them to start on July 1, 2022. |
| Progress (check one)<br>X   Completed<br>☐   In Progress<br>☐   Other (please explain) See Additional Notes/Commentary |
| Department's Comments: |
| Dean's Comments:<br><br>Again, both the Chair position and the additional faculty member with joint responsibilities across HAS and Social Psychology have been filled. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

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| Recommendation:<br>Increase faculty capacity with mental health and addictions expertise. |
| Responsibility for Implementation: Search Committee(s) |
| Anticipated Timeline for Completion: Completed |
| Additional Notes/Commentary:<br>At the time of the review we were already in the process of redressing this through our efforts to fill the vacant Gilbrea Chair in Aging & Mental Health. The search committee has now recommended a candidate, and this person will start their appointment in January 2022.<br><br>We also are also just starting the process of searching for a tenure track faculty in the area of social psychology and mental health (jointly with the social psychology program). The successful candidate could well have an interest in aging. We expect them to start on July 1, 2022. |
| Progress (check one)<br>X   Completed<br>☐   In Progress<br>☐   Other (please explain) See Additional Notes/Commentary |
| Department's Comments: |
| Dean's Comments:<br><br>As noted, an additional faculty member with joint responsibilities across HAS and Social Psychology has been hired. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

| Recommendation: |
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| Explore creative ways to increase advanced course offerings for PhD students. |
| Responsibility for Implementation: Graduate Chair and graduate committee |
| Anticipated Timeline for Completion: June 2025 |
| Additional Notes/Commentary: <br> We will investigate ways that we can offer more specialized courses to graduate students that take advantage of faculty expertise. |
| Progress (check one) <br> ☐ Completed <br> X In Progress <br> ☐ Other (please explain) See Additional Notes/Commentary |
| Department's Comments: <br> Discussion ongoing among faculty on modifying HA703 to add an illness-driven dimension (e.g. dementia), and explore the themes of the course through specialized knowledge on that illness. |
| Dean's Comments: <br><br> The department continues to explore ways to respond to this recommendation effectively. |
| QAC Comments (to be filled in by Quality Assurance Committee): <br><br> See above |

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| Recommendation:<br>Explore ways to enhance the sense of community among undergraduate students. |
| Responsibility for Implementation: Graduate Chair and graduate committee |
| Anticipated Timeline for Completion: Ongoing |
| Additional Notes/Commentary:<br>We always work closely with HASSA (the student association) and will continue to do so. In addition, we hold dedicated sessions with direct entry cohorts to foster a sense of identity and cohesion in them.<br><br>The first year of the direct-entry program already includes the mandatory course 1ZZ3 which is limited to those in Health & Society I. It was designed with creating a sense of community very much in mind. |
| Progress (check one)<br>☐ Completed<br>X In Progress<br>☐ Other (please explain) See Additional Notes/Commentary |
| Department's Comments: |
| Dean's Comments:<br><br>A number of the FSS programs have noted that remote operations during COVID negatively affected the undergraduate program societies, which play a crucial role in building community among undergraduate students. The Faculty of Social Sciences has worked with the Faculty-wide McMaster Social Science Society to re-vitalize the undergraduate program student societies. Extra-curricular and co-curricular activities offered by student societies, combined with curricular element such as those undertaken by HAS, contribute to building a sense of community. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

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| Recommendation:<br>Increase experiential learning opportunities for applied and community-engaged research for graduate students. |
| Responsibility for Implementation: Department Chair |
| Anticipated Timeline for Completion: Completed |
| Additional Notes/Commentary:<br>These opportunities are already widely provided, though we will be able to make them more clear in the new database (discussed below) |
| Progress (check one)<br>X  Completed<br>☐   In Progress<br>☐   Other (please explain) See Additional Notes/Commentary |
| Department's Comments: |
| Dean's Comments:<br><br>This is one of multiple recommendations related to increasing opportunities for experiential learning at the undergraduate and graduate levels.  The department, working with the Faculty's Office of Careers and Experiential Education and other campus offices (e.g., Office of Community Engagement), has developed increased opportunities. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

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| Recommendation: |
| Enhance the offerings of job-readiness workshops and seminars by including a stronger focus on non-academic jobs and career pathways for undergraduate students, and expand professional workshop offerings to MA students. |
| Responsibility for Implementation: Undergraduate Chair, and undergraduate committee; Graduate Chair and undergraduate committee |
| Anticipated Timeline for Completion: June 2025 |
| Additional Notes/Commentary: <br> We already offer a professional development seminar for PhD students which is well attended and well received. We will consider doing more in future for MA and BA students. |
| Progress (check one) <br> ☐ Completed <br> X   In Progress <br> ☐ Other (please explain) See Additional Notes/Commentary |
| Department's Comments: <br> We have been working closely with the FSS career and experiential education office. |
| Dean's Comments: <br><br> The Faculty of Social Science Associate Dean, Graduate Studies is currently working with all graduate programs in the Faculty to offer more and more effective professional development programming. For instance, the Faculty, working with the University Career Success Centre, the FSS introduced a set of career-related workshops to provide graduate students with tools and strategies for finding a position, to provide direction on both academic and non-academic jobs. These sessions feature alumni who pursued careers in each sector and provide hands-on support for polishing one's portfolio for the academic job market.  These efforts complement program-specific investments made in programs, such as those offered by HAS. |
| QAC Comments (to be filled in by Quality Assurance Committee): <br><br> See above |

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| Recommendation: |
| Integrate opportunities for building workforce skills into the undergraduate curriculum. |
| Responsibility for Implementation: Undergraduate Chair, and undergraduate committee. |
| Anticipated Timeline for Completion: Completed |
| Additional Notes/Commentary: We feel that this would detract from the academic nature of our programs, and would be difficult to achieve given the wide-range of careers students enter from our programs. |
| Progress (check one) X  Completed ☐   In Progress ☐   Other (please explain) See Additional Notes/Commentary |
| Department's Comments: |
| Dean's Comments: This response is not acceptable in today's context and, to be frank, is not consistent with actions currently being undertaken by the HAS undergraduate programs.  For instance, the HAS undergraduate programs now participate in the the Faculty of Social Sciences co-op stream, which will provide workforce experience and skills to students. |
| QAC Comments (to be filled in by Quality Assurance Committee): See above |

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| Recommendation:<br>Continue working to enhance EDI within the curriculum and among HAS faculty and students. |
| Responsibility for Implementation: Department Chair. |
| Anticipated Timeline for Completion: Ongoing |
| Additional Notes/Commentary:<br>We have addressed this by including EDI as a new standing agenda item in our monthly departmental meetings. Faculty and staff will bring EDI teaching and research issues to the group, whilst the department chair will provide updates on EDI issues at the university level |
| Progress (check one)<br>☐ Completed<br>X In Progress<br>☐ Other (please explain) See Additional Notes/Commentary |
| Department's Comments: |
| Dean's Comments:<br><br>The HAS, along with all departments and programs in the FSS, continues to address this issue with an increasing amount of resources available to support these efforts (e.g., through the university's Office of Equity and Inclusion). The Faculty of Social Sciences, through its Equity, Diversity, Inclusion and Indigenous Strategies Advisory Committee, has also undertaken initiatives to support faculty seeking to integrate EDI content in courses. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |

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| Recommendation: |
| Provide sessional instructors with a vision/mission/principles document based on the culture and expectations in the department. |

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| Responsibility for Implementation: Undergraduate Chair and undergraduate committee |

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| Anticipated Timeline for Completion: Completed |

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| Additional Notes/Commentary: |
| We have created a version of the Faculty's Instructor Handbook that is specifically tailored to our department. We have started to issue this to all new sessionals and CLAs |

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| Progress (check one) |
| X Completed |
| ☐ In Progress |
| ☐ Other (please explain) See Additional Notes/Commentary |

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| Department's Comments: |

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| Dean's Comments: |

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| QAC Comments (to be filled in by Quality Assurance Committee): |
| See above |

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| Recommendation:<br>Think about how to more explicitly promote links with centres and networks to encourage student involvement, and possibly attract students from other units. |
| Responsibility for Implementation: Department Chair |
| Anticipated Timeline for Completion: Ongoing |
| Additional Notes/Commentary:<br>As suggested by the reviewers, a database of community partners, research centres, and networks will be developed and disseminated (including their varied activities offered) so that opportunities are clearer for graduate students and undergraduate students alike. |
| Progress (check one)<br>☐ Completed<br>X In Progress<br>☐ Other (please explain) See Additional Notes/Commentary |
| Department's Comments:<br>The Gilbrea centre provides many opportunities to graduate students to work with the community or on research projects led by faculty. We are still working on developing the database |
| Dean's Comments:<br><br>As noted, the involvement of students in the Gilbrea Centre for Studies on Aging has increased notably in recent years.  The Undergraduate Student Research Awards continues to create opportunities for students to engage in research with a faculty member, many link to other research groups. |
| QAC Comments (to be filled in by Quality Assurance Committee):<br><br>See above |