

Institutional Priorities and Strategic Framework 2021-2024

Office of the
President

**BRIGHTER
WORLD**

McMaster
University 



Vision: Impact, Ambition and
Transformation through Excellence,
Inclusion and Community:
Advancing Human and Societal
Health and Well-being

Land acknowledgement: McMaster University recognizes and acknowledges that it is located on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the Dish With One Spoon wampum agreement.

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Sculpture of a boat-like form created by Ernest Daetwyler.
Located on front lawn of McMaster Museum.
The Boat Project/everythingwillbefine, commissioned for
the McMaster Museum of Art's Artist Garden 2018-2020.



Students sit and socialize in front of the Sir William McMaster statue in front of University Hall.

The life-sized sculpture of the University's namesake was a gift from the Alumni Association to the University in recognition of its 125th anniversary in 2012.

President's Message



The many discussions and consultations I engaged in during 2020 with members of the McMaster community and beyond provided a great deal of feedback and thoughtful commentary about our collective aspirations and goals. A clear picture emerged of

the commitment of members of our University to making a positive impact on the world, developing the partnerships and collaborations needed to support our scholars and ensure that we are well positioned to tackle the major local and global issues we face, and building a clear sense of community and belonging for everyone. This collective sense of ambition and desire for positive, societal impact is captured in our *refreshed vision statement*:

Impact, Ambition and Transformation through Excellence, Inclusion and Community: Advancing Human and Societal Health and Well-being

This new vision statement is intended to capture both the depth of our collective aspirations and desire for impact, as well as our commitment to inclusive excellence and serving the global community in all that we do. In referencing the current positioning

statement, the vision statement links McMaster's historical and continuing strengths and commitments with our intentions and goals for the future.

Despite the challenging times in which we all find ourselves, I am extremely optimistic about our University and all that we can achieve together. As a number of colleagues have remarked to me recently, it is time for us to start dreaming again. I invite all members of our community to do exactly that.

The Strategic Plan which follows focuses our collective efforts around five key institutional priorities and lays out a strategic framework for addressing them. I intend this to be a living document, reflective of our nimbleness and innovative approach, and look forward to working with the entire McMaster community to bring both our vision and strategic plan to life and increase our positive impact locally and globally.

David Farrar, President and Vice-Chancellor

Overview

Mission Statement: At McMaster our purpose is the discovery, communication and preservation of knowledge. In our teaching, research, and scholarship, we are committed to creativity, innovation and excellence. We value integrity, quality, inclusiveness and teamwork in everything we do. We inspire critical thinking, personal growth, and a passion for lifelong learning. We serve the social, cultural, and economic needs of our community and our society.

McMaster University is a research-intensive, student-centered institution dedicated to advancing human and societal health and well-being. We are a uniquely differentiated institution with a global reputation for innovation in teaching and learning – closely aligned with world-leading research excellence that generates significant knowledge, enables creativity, advances human understanding, and delivers positive societal and economic impact.

McMaster is focused on preparing our students to be engaged and thoughtful citizens, equipped with the skills, knowledge, resilience, and understanding needed to make a positive and effective contribution to the world. As we transition through the current pandemic and evolve as an institution, we are well-equipped to continue to provide an outstanding, personalized learning environment for our students, whether in the virtual or the physical environment, and to take advantage of the many opportunities for innovative interdisciplinary programming and collaboration that is a McMaster hallmark.

Across all six Faculties, we have the ability and the creativity to partner and collaborate on the knowledge, discoveries, and innovation that are needed to make a positive and decisive impact on our society and world. It is this nimbleness and engagement across Faculties and academic disciplines, as well as across borders as we collaborate with scholars and research teams from other universities and countries, that will support our successful evolution into a post-pandemic world. Our recognition of the importance and power of diversity at all levels of the University is a vital part of our strength, as is our approach to the building of partnerships based on mutual respect and reciprocity, whether at the local or the global level.

Our vision is to use our collective skills, knowledge, and understanding to improve the world and to make an impact in addressing the big issues we face ranging from climate change to health and well-being, inequity, poverty, disease, and access to education, to name but a few. Across our Faculties, McMaster's researchers, scholars, teachers, and students have the knowledge, creativity, and skill to work together across disciplinary boundaries and knowledge systems to find solutions to these and other global issues. In nurturing and supporting excellence across the institution and at all levels, we have the ability to emerge strongly from the pandemic, to contribute to the local and global community in significant and impactful ways, and to empower our students to transform our world.

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Institutional Priorities

McMaster's Strategic Plan is based around five key priorities:



Inclusive Excellence

Aspire to embed an inclusive approach that intentionally engages and respects a diversity of peoples, perspectives, and ways of knowing, in everything we do.



Teaching and Learning

Further advance and support innovation in teaching and learning, within and beyond the classroom, and across disciplines and Faculties, to elevate teaching as a professional discipline, and equip our students with the knowledge and skills needed to make a transformative impact on our world.



Research and Scholarship

Be the go-to place for world-class researchers and collaborators who share our values and commitment to working together across disciplines, sectors, and borders to develop knowledge, tackle global issues, and advance human understanding.



Engaging Local, National, Indigenous and Global Communities

Further develop and expand our network of longstanding and respectful partnerships with communities, partners, research collaborators, and supporters for the benefit of all.



Operational Excellence

Enable the administrative operations of the University to most effectively support the institutional vision and aspirations of our community of researchers, scholars, teachers, and learners.

These priorities form the foundational elements of our plan with each priority becoming a strategic goal with associated objectives, activities, and metrics. It is intended to be a living and evolving document and will serve as McMaster's agenda and accountability statement for the next three years.



Pictured here,
students sit and reflect
in the Nina de Villiers
Rose Garden.

A joint effort of McMaster
University, McMaster Students
Union and many friends, this
garden is a symbol of our
commitment to harmony and
respect of all.

Priority 1: Inclusive Excellence

Goal: Aspire to embed an inclusive approach that intentionally engages and respects a diversity of peoples, perspectives, and ways of knowing, in everything we do.


Inclusive Excellence is an approach that recognizes that a diversity of peoples, perspectives, knowledges, and ways of knowing must be intentionally and authentically engaged to achieve McMaster's vision for excellence and transformational impact through student learning, scholarly research, and global and local community engagement. In aspiring and working to be an inclusive community we recognize that diversity is our strength and that better outcomes and greater impact are achieved as our diversity is increased.

To secure and sustain the requisite diversity for educational and academic excellence, the University has already established a robust EDI Strategy and is implementing a comprehensive Action Plan with a three year time horizon. Strategic actions, which aim to achieve four broad goals, have been identified across six thematic objectives: (1) enhancing campus-wide understanding and efficacy;

(2) enhancing data-informed and evidence-based planning and practice; (3) improving inclusivity of curriculum and scholarship; (4) enhancing inclusive leadership capabilities; (5) enhancing support, consultation and engagement of historically underrepresented and underserved students, faculty and staff; and (6) enhancing recruitment and retention of historically underrepresented students, faculty, and staff.

Alongside this institutional strategy, and recognizing the unique position of Indigenous peoples within our community and society, as well as the obligations arising from McMaster's commitment to respond to the recommendations of the Truth and Reconciliation Commission of Canada, an Indigenous Education and Research strategy is being developed under the leadership of the Indigenous Education Council.

OBJECTIVE	ACTIVITIES	ASSESSMENT METRICS
<p>Systems and Structures - Establish and enact organizational systems, structures, policies, and processes that mobilize and sustain Equity, Diversity and Inclusion (EDI) commitments and resources through leadership, governance, and accountability.</p>	<ul style="list-style-type: none"> ◦ Enhance the campus community understanding of inclusive excellence as an institutional imperative, and improve campus-wide EDI efficacy. ◦ Enhance inclusive leadership capabilities by establishing baseline EDI training requirements and offering ongoing professional development. ◦ Enhance systems and resources to support data-informed and evidence-based EDI-related planning, decision-making, and practice. 	<ul style="list-style-type: none"> ◦ The extent to which EDI priorities and goals are integrated in institutional strategic documents and implemented across unit portfolios with adequate resources. ◦ The proportion of current board and senate members, executive officers and senior academic/administrative leaders who self-identify as members of Equity Deserving Groups (EDG) and the proportion who complete the baseline EDI training designed for senior leadership and governing bodies. ◦ The extent to which EDI efforts are resourced and set up for success, measured by the proportion of human and financial resources allocated to advancing strategic EDI priorities and goals.
<p>Enhance and Innovate - Develop and advance research and academic programs, teaching and learning practices, and broader educational opportunities, in a manner that exemplifies inclusive excellence, interdisciplinary approaches, societal relevance, and impact in diverse local, regional, national, and global communities.</p>	<ul style="list-style-type: none"> ◦ Enhance inclusivity and opportunities for interdisciplinarity in curricula and scholarship across Departments and Faculties. 	<ul style="list-style-type: none"> ◦ The extent to which students have opportunities to develop EDI-related academic and professional skills, measured as the proportion of IQAP submissions that address EDI in curriculum design, the proportion of courses with critical social inquiry/practice learning outcomes, and student enrolment in these courses. ◦ The extent to which EDG scholars and EDI-related scholarship are recognized and rewarded in the research eco-system, measured by the proportion of Tri-agency grants and chairs awarded to members of EDGs and the proportion that support EDI-related research methods and impacts. ◦ The extent to which EDG faculty and staff are recognized and rewarded in teaching and service, measured by the proportion of EDGs awarded University teaching and service honorifics.
<p>Community Building - Build and support a community continuously developing attitudes, knowledge, and skills to foster positive interpersonal and intergroup relations, a culture of respect and inclusion, and a climate where all members of the community experience dignity and belonging.</p>	<ul style="list-style-type: none"> ◦ Enhance opportunities for meaningful consultation with, engagement of, and provision of support to historically underrepresented and underserved students, faculty and staff. 	<ul style="list-style-type: none"> ◦ The extent to which community members feel a sense of dignity and belonging, measured by self-reported experiences of respect, inclusion and equity. ◦ The extent to which managers are equipped to advance EDI, and the extent to which community members are equipped to foster respectful, inclusive and equitable relationships, measured by the proportion of individuals who participate in baseline EDI training designed for those groups.
<p>Promote Diversity - Attract and engage a campus community of learners, scholars, practitioners, and leaders that reflects local and national demographic diversity, including groups historically and contemporarily underrepresented, underutilized, and underserved in higher education.</p>	<ul style="list-style-type: none"> ◦ Enhance the recruitment and retention of historically underrepresented students, faculty and staff through targeted initiatives, including the Black Academic Excellence hiring initiative, the student access strategy, and the targeted hiring of Indigenous faculty and staff in alignment with the Indigenous Education and Research strategy. 	<ul style="list-style-type: none"> ◦ The extent to which admissions and employment policies and practices integrate EDI principles and priorities, and decision-makers/adjudicators are equipped to identify and remove barriers to student access and success, as well as in employee recruitment, progression and retention policies and practices. ◦ The extent to which EDG students and employees have opportunities to enter, advance and succeed in the University, measured by recruitment, progression and retention data.



Pictured here, students collaborate at a whiteboard in the Economics Lab.

Students are encouraged to collaborate and share ideas across disciplines and Faculties.

Priority 2: Teaching and Learning

Goal: further advance and support innovation in teaching and learning, within and beyond the classroom, and across disciplines and Faculties, to elevate teaching as a professional discipline and equip our students with the knowledge and skills needed to make a transformative impact on our world.

The response to COVID-19 has necessitated major changes to the teaching and learning environment. While McMaster remains focused on ensuring that faculty, staff, and students have the technological and other supports they need to succeed in this changed learning environment, this is also an opportunity to harness the positive aspects and technological advances that have been made as we focus on active learning and ensuring the best possible educational experience for our students. The Teaching and Learning Strategy will address this in further detail, but our overall goal is to define and expand experiential-based learning, locally and globally, both curricular and co-curricular, through partnerships

and interdisciplinarity, and provide innovative and varied approaches to inclusive and scholarly teaching that are focused on creativity, risk-taking, and reflection, and elevate teaching as a professional discipline.

Ultimately, we are preparing our students to make a positive impact on the world, recognizing that one of the major contributions to society that McMaster can make within Canada and beyond is graduating students who can serve as thoughtful and resilient global citizens and can make, advocate for, or support effective and positive change in the world.

OBJECTIVE	ACTIVITIES	ASSESSMENT METRICS
<p>Continue to engage in Partnered and Interdisciplinary Learning, exemplifying an environment that is inclusive of diverse perspectives across disciplines and embraces global insights in all aspects of the learning experience and that engages students as partners and active participants in the learning process, eliciting their deep curiosity to explore beyond traditional disciplinary boundaries and supporting them to become globally engaged citizens.</p>	<ul style="list-style-type: none"> ◦ Design and implement structures that enable students to be active partners in the learning process and engaged through peer support, mentorship, teaching, research, and community learning. ◦ Identify and remove structural barriers (policies, processes, practices) to interdisciplinary learning across the University and find ways to enable, support, recognize and reward interdisciplinary teaching and learning. ◦ Apply an EDI lens to teaching and learning activities, including developing strategies to ensure diverse perspectives and expansive ways of knowing are respected and valued. ◦ Develop an agreed McMaster definition of “experience-based learning” and seek to expand experience-based learning, locally and globally, providing for a range of approaches to teaching and learning that are focused on skills development, application, and reflection. 	<ul style="list-style-type: none"> ◦ Numbers of Interdisciplinary and Inter-Faculty Degree Programs developed and implemented. ◦ Student reflections, feedback and assessment of interdisciplinary learning experiences. ◦ Agreement of a McMaster definition of “experience-based learning” and increased numbers of students who are provided with experience-based learning opportunities.
<p>Focus on the continued development of Holistic, Transformational, and Personalized Student Experiences, recognizing that our graduate and undergraduate students are at the core of our community and are critically important in advancing the positive impact of our University through their engagement as students in research, creative projects, social and commercial innovation, and the development of local and global connections, and post-graduation as they make use of the knowledge and skills acquired at McMaster. The development of a holistic student experience, beginning in the first-year and extending beyond the classroom, is intended to promote personal growth, support health and well-being, and enhance a sense of belonging and connectedness in our community.</p>	<ul style="list-style-type: none"> ◦ Implement increased opportunities for first year students to engage in small group learning experiences, high impact learning practices, and interdisciplinary learning to foster curiosity and possibility. ◦ Remove barriers and promote flexibility and choice for students upon entry into programs and throughout program progression to allow for a personalized educational experience. ◦ Enhance and expand teaching development opportunities for educators around student mental health, inclusion, accessibility, and safety needs (e.g., course design, compassionate response to student needs). ◦ Support students in their personal and professional development beyond the classroom, through co-op and internship opportunities, including on campus and international work placements, opportunities to lead and participate in clubs and societies, to launch their own ventures, to live and act as mentors in on-campus residences, to volunteer within the community, and to participate as members of varsity and intramural teams. ◦ Explore expanded ways to support students as they prepare to enter the job market and begin their careers, ensuring that they are equipped with the skills to be successful in the evolving modern workplace, as well as the more traditional core learning outcomes. ◦ Focus on the development of modern, inspiring physical spaces that enable and promote connectedness and community within the student body, and support academic success, personal growth, and health and well-being across our diverse student body. 	<ul style="list-style-type: none"> ◦ Numbers of first-year programs that allow for a small group learning experience. ◦ Expanded suite of teaching development opportunities related to student mental health, inclusion, and accessibility. ◦ Increased number of students living in residence as additional residence spaces become available; increased number of co-op/internship opportunities; increased number of work-abroad opportunities; increased number of volunteer opportunities and students employed on campus (work-study and co-op). ◦ Enhanced careers support and advice available centrally and within Faculties and Departments, including making use of the expertise and support of McMaster’s alumni and broader community of supporters. ◦ Completion of the Student Activities and Fitness Expansion, providing 100,000 square feet of fitness, study, event, lounge, prayer and meeting space; completion of the Main Street and Graduate Student Residences; and completion of the McLean Centre for Collaborative Discovery, including collaborative, academic, innovation, and community space.

OBJECTIVE	ACTIVITIES	ASSESSMENT METRICS
<p>Support and advance Inclusive and Scholarly Teaching, valuing and recognizing teaching as a foundational aspect of the McMaster experience and encouraging creativity, risk taking, and originality in our teaching practices. Continue to focus on the critically important integration of research and teaching at all levels across the University and embed EDI principles into teaching excellence.</p>	<ul style="list-style-type: none"> ◦ Refine policies and processes to demonstrate that teaching is valued and recognized as a professional practice, including the establishment of a knowledge translation and exchange process to support research-based teaching practice. ◦ As our learning environments and teaching approaches continue to evolve, further promote innovation and improvement in the assessment and evaluation of student learning, as well as in the evaluation of the quality, relevance, and impact of teaching. 	<ul style="list-style-type: none"> ◦ Policies reviewed and updated to more clearly recognize and value teaching. ◦ Development of a process to share educational research and scholarly literature on teaching to support practical advances to teaching processes. ◦ Development of meaningful, authentic means of assessments that promote learning and foster collaborative projects and evaluations, and provide means to recognize the quality and impact of teaching.
<p>Focus on the development of Active and Flexible Learning Spaces, ensuring that whether in an online, face-to-face, or blended format, we use learning spaces with intention and purpose. Beginning with learning outcomes our goal is to align our spaces to support those outcomes, ensuring accessibility and inclusivity in order to meet the diverse needs of our community members.</p> <p>Recognizing the ways that online and virtual classrooms have changed the teaching and learning environment for both our educators and our students, use evidenced based research to make decisions about tools and platforms to optimize learning in the digital environment.</p>	<ul style="list-style-type: none"> ◦ Develop best practices for learning that are focused on the intentional consideration and integration of on-campus learning spaces (classrooms, labs, libraries, studios), online learning spaces, and community spaces for learning. ◦ Design all new physical and virtual spaces to be universally accessible: designed to be supportive, barrier-free, mental health positive, and adherent to policies relating to health, safety, accessibility, and inclusion, and engage members of relevant communities in design discussions wherever appropriate. ◦ Develop and implement a clear Digital Learning Strategy that enhances and complements the face-to-face learning experience. 	<ul style="list-style-type: none"> ◦ Development of best practices that allow for the intentional integration of on-campus, blended, and online learning spaces. ◦ Development and implementation of McMaster's first Digital Learning Strategy.



DeGroote School of Business students confer with Dr. Catherine Connolly, Canada Research Chair in Organizational Behaviour.



Pictured here, Ph.D. candidate Peter Ho, works in Dr. Ignacio Vargas-Baca's Lab in the Department of Chemistry & Chemical Biology.

Dr. Vargas-Baca's group has pioneered the systematic study of the application of the supramolecular interactions formed by atoms of sulfur, selenium and tellurium to construct functional multimolecular structures. Knowledge derived from this work is highly relevant to applications in areas as diverse as chemical synthesis, optical technologies, electronics and inorganic polymers.

Priority 3: Research and Scholarship

Goal: be the go-to place for world-class researchers and collaborators who share our values and commitment to working together across disciplines, sectors, and borders to develop knowledge, tackle global issues, and advance human understanding.

The ongoing pandemic has brought into sharp focus the importance of accurate data and research, and the need for interdisciplinary approaches to solve the biggest problems facing our world. McMaster has the ability and ambition to make a transformative, positive impact at the local, regional, national, and global level in areas ranging from physical and mental health to pandemic preparedness, climate change, social justice, Indigenous Ways of Knowing, and advanced manufacturing (to name just a few). Our goal is to be a global leader, recognized for our ability to solve the complex issues facing our world; using our knowledge and creativity to enable a fairer, more equitable future for everyone. The impact of our research and scholarship, particularly as it relates to the UN Sustainable Development Goals, a series of critically important, interconnected goals, is a key area of focus across the campus. The launch of the Brighter World Research

Initiative, with the initial focus on Canada's Global Nexus for Pandemics and Biological Threats, in which all six Faculties are involved, provides a path to focus our revenue-generation efforts in support of our researchers and demonstrate the global impact of the work undertaken in labs, libraries, and offices across our campus and with our partners.

Our scholarship encompasses fundamental research, artistic and cultural endeavours, and community-based and interdisciplinary collaborations, all of which contribute to the body of human knowledge and to our broader understanding of our world and the global issues we face. Our intention is to develop ambitious and strategic goals for our research and scholarship over the coming months and to further extend our institutional networks, impact, and influence.

OBJECTIVE	ACTIVITIES	ASSESSMENT METRICS
<p>Global Leadership and Impact - Redefine how McMaster engages in research and scholarship to enable us to work together across disciplines, tackle major global issues, advance our global leadership and the positive impact of our research, and expand the body of human knowledge and understanding.</p>	<ul style="list-style-type: none"> ◦ Building on our rich history of research excellence, develop and support an environment that enables basic and applied research to excel across disciplines, knowledge systems, sectors, and borders, that enables us to tackle major global issues, and to recruit and retain the highest calibre faculty and graduate students. ◦ Create structures that allow our research centres and institutes to build capacity, attract faculty, and design academic programs to ensure a seamlessness between teaching and research. ◦ Build flexibility into Tenure & Promotion and Career Progress Merit structures to encourage and recognize researchers and scholars who move across disciplines to advance the output and impact of their work through interdisciplinary institutes. ◦ Invest resources in research administration (MILO, ROADS, HRS) to maximize the institutional support and reduce the administrative burden for our researchers. ◦ Design pathways for Indigenous undergraduate students – who wish to pursue a research path – to facilitate entry into graduate programs. 	<ul style="list-style-type: none"> ◦ Advancement of EDI goals; increased number of highly cited researchers; increased number of prestigious national and international awards. ◦ High-performing, globally recognized research centres and institutes; opportunities for interdisciplinary graduate programs; seamless integration of research and teaching; increased collaborations with academic, industry, and government partners. ◦ Increased funding received from federal granting agencies; increased multi-disciplinary and multi-institutional grant applications, and strategic partnership development; greater success in major innovative, comprehensive and competitive funding competitions. ◦ Creation of mentorship programs; increased investment in Indigenous Undergraduate Summer Research Scholars Program.
<p>Be a driver of Economic Prosperity and Social Innovation</p>	<ul style="list-style-type: none"> ◦ Create a seed fund to support early stage start-ups coming out of research. ◦ Develop mechanisms to support student and faculty entrepreneurs throughout the entire innovation pipeline – from idea to implementation – and help bridge to scale-up within McMaster Innovation Park's space and capacity. Provide sufficient flexibility in enrolment and support for graduate student entrepreneurs to allow the development of start-ups and social innovation initiatives at different points within academic careers, including mid-degree. ◦ Develop a process for allocating space and/or resources on the strength of the potential for commercial or innovation success and opportunities for diverse teams of researchers. ◦ Invest resources to expand mentorship and Entrepreneur-in-Residence programs to increase opportunities for impact. ◦ Coordinate all mentorship networks and engage alumni to support innovation initiatives. ◦ Recognize and resource foundational research as critical to knowledge transfer, social innovation, commercialization, and the advancement of our society and strengthening of civil life. 	<ul style="list-style-type: none"> ◦ Increased number and quality of start-ups and licenses; increased opportunities for additional follow-on financing. ◦ Increased number of spin-offs; job creation and growth for Hamilton region; increased inventions and copyright disclosures submitted and patents filed; enhanced opportunities for partnerships and private sector funding. ◦ Increased social innovation projects and partnerships with community partners and entities. ◦ Streamlined activities and access to experts/mentors to expand number of ventures; increased community outreach and alumni engagement. ◦ Recognition of contributions to the body of human knowledge through citations, increase in peer reviewed publications, artistic and cultural performances, and social impact.

OBJECTIVE	ACTIVITIES	ASSESSMENT METRICS
<p>Collaboration and Partnership - Expand our international outreach, influence, and impact through research partnerships, collaborations, and exchanges, as well as through contributions to the body of human knowledge.</p>	<ul style="list-style-type: none"> ◦ Establish key international partnerships to accelerate research excellence and exceptional educational experiences. ◦ Develop a strategy to increase the number of students and researchers who participate in international partnership exchanges and research collaborations. ◦ Capitalize on reputation, talent, and capacity of centres and institutes to develop innovative international partnerships and academic exchanges. 	<ul style="list-style-type: none"> ◦ Increased ability to address UN Sustainable Development Goals; make a positive difference to the world, attract global recognition, and enhance our ability to attract international talent – faculty and students. ◦ Increased number of new international partnerships; international grants; exchange programs for graduate and undergraduate students; opportunities for co-supervision and co-authored publications; rise in international rankings. ◦ Graduate students with global awareness, understanding, and immersive cultural experiences – no matter their discipline or chosen profession.



Pictured here, Thrombosis and Atherosclerosis Research Institute (TaARI) lab manager, Dr. Dhruva Dwivedi, oversees grad student Jaskirat Arora inspecting lab experiment samples.



Pictured here, the annual Community Engagement and Volunteer Fair is held in the McMaster University Student Centre.

The fair is an opportunity for undergraduate and graduate students to learn about opportunities to support local organizations that can help develop skills and provide valuable experience.

Priority 4: Engaging Local, National, Indigenous, and Global Communities

Goal: Further develop and expand our network of longstanding and respectful partnerships with communities, partners, research collaborators, and supporters for the benefit of all.

McMaster has a critically important and ongoing role to play in the transformation of Hamilton, our region, and our country, and an equally important role to play in fostering global partnerships and citizenship. Our goal is to continue to work in partnership with our City and our local Indigenous communities, and operate as a trusted and respectful partner to the communities we serve, both locally and globally, engaging in principled partnerships with communities to foster and promote community-based research and knowledge mobilization. We also seek to expand community engaged and globally connected educational offerings, including enhancing the opportunities available in a virtual environment. Alongside this we are committed to teaching and modelling a sense of positive global citizenship, engaging in discussions about public policy, data and democracy, and fostering the skills of critical thinking and comprehension needed to evaluate information and seek truth and accuracy.

Although the restrictions on travel arising as a direct result of COVID-19 have changed the way we collaborate and engage at an international level, international research collaborations and partnerships continue to flourish as our researchers and scholars find ways to connect and continue their research in the virtual environment. We remain focused on building and expanding effective international partnerships at the undergraduate, graduate, and faculty level, and on further enhancing the global profile of the University.

McMaster also remains deeply committed to building on our longstanding partnership with Indigenous communities in the Dish with One Spoon territory and to working closely and respectfully to advance our response to the recommendations of the Truth and Reconciliation Commission.

OBJECTIVE	ACTIVITIES	ASSESSMENT METRICS
<p>Further advance the Principles of Community Engagement as the foundation of community-campus partnerships, developing the many connections between the University and the greater Hamilton community and local Indigenous communities, expanding the number of principled partnerships with communities, ensuring that they address both community and University priorities, and fostering and promoting community-based research and knowledge mobilization.</p>	<ul style="list-style-type: none"> ◦ Build collaborative relationships across sectors ensuring that the principles of equity, reciprocity, and sustainability are the foundation of the relationships. ◦ Improve campus communications to lessen duplication of effort and to coordinate requests and responses to community priorities. ◦ Develop connections between researchers and community partners and continue to identify and work toward eliminating barriers to community-based research and knowledge mobilization. ◦ Strengthen McMaster's role as a national leader in community engagement, social innovation, and social impact, ensuring ongoing collaboration with universities, colleges, and relevant networks and organizations to share best practices and coordinate efforts to address societal challenges. 	<ul style="list-style-type: none"> ◦ Increased numbers of connections and partnerships based on the principles. ◦ Alignment of funding opportunities and distribution strategies with partnership development and collaborations. ◦ Appropriate recognition of work done by faculty, staff, students, and community partners that aligns with the principles. ◦ Enhanced communication about the impact and outcomes of McMaster's community engagement initiatives locally, nationally, and globally.
<p>In support of our goal of developing our students as engaged and thoughtful global citizens, support and expand curricular and co-curricular experiential and community engaged and globally connected educational offerings, including enhancing the opportunities available in a virtual environment.</p>	<ul style="list-style-type: none"> ◦ Enhance and develop experiential and community engaged learning experiences, including developing, designing, and curating community informed educational resources for remote and in-person experiential and community learning. ◦ Promote curricular and co-curricular experiential and community engaged learning opportunities, with the goal of ensuring that all students have access to quality experiential and community engaged learning opportunities. ◦ Engage in activities that promote the internationalization of our curriculum including engaging with international partners to give lectures and host events, and promoting campus-wide opportunities for cross-Faculty dialogue to facilitate knowledge dissemination and foster interdisciplinary international interactions. 	<ul style="list-style-type: none"> ◦ Increased numbers of curricular and co-curricular community engaged and globally connected experiences available to students in both the remote and in-person learning environment. ◦ Develop a portfolio of collaborative on-line international learning (COIL) opportunities; engage with and contribute to the eMOVIES initiative in Latin America.
<p>Recognizing the unique position of Indigenous peoples within our community and society, support and advance the Indigenous Education and Research Strategy being developed under the leadership of the Indigenous Education Council.</p>	<ul style="list-style-type: none"> ◦ Continue to respond to and advance the recommendations of the Truth and Reconciliation Commission of Canada with regard to addressing the systemic barriers experienced by Indigenous learners, faculty and communities, including advancing the enrolment and hiring of Indigenous students, faculty, and staff across the University. ◦ Support the implementation and advancement of the Indigenous Education and Research Strategy once finalized. ◦ Support the growth and advancement of the Indigenous Studies Program, including its evolution from a program to a Department, and the creation of a graduate program in Indigenous Studies. 	<ul style="list-style-type: none"> ◦ Successful hiring of increased numbers of Indigenous faculty and staff, and increased enrolment of Indigenous students. ◦ Evolution of the Indigenous Studies Program into a Department and the creation of a graduate program in Indigenous Studies.

OBJECTIVE	ACTIVITIES	ASSESSMENT METRICS
<p>Continue to develop and advance our engagement with the global community guided by principles of integrity, reciprocity, reflexivity, sustainability, and transformation, through our course offerings, international exchange opportunities, research collaborations, and opportunities for knowledge dissemination, and interdisciplinary international interactions.</p>	<ul style="list-style-type: none"> ◦ Foster global citizenship among students, faculty, staff, and administration through institutional participation in global initiatives, including international partnerships in support of research and academic excellence, and engagement in addressing global issues. ◦ Integrate global awareness in students' learning and co-curricular experiences, both on campus and through international mobility, including exchange programs, joint international programming, the joint supervision of Ph.D. students, and related international engagement for education. ◦ Develop a significant set of equitable merit-based graduate scholarships for international graduate students to expand the range of programs to which international graduate students can be accepted and supported, establish a competitive advantage for McMaster, and promote the global diversity of our graduate researchers. ◦ Identify specific institutions, countries, and regions that offer the best opportunities for sharing of learning and knowledge, as well as enhancing research, education, and social and economic development. ◦ Support international research and scholarships, including giving tangible evidence to staff and faculty that international engagement is a valued activity. 	<ul style="list-style-type: none"> ◦ Increased numbers of joint international programs, student exchange arrangements, jointly-supervised Ph.D. projects, and dual degree programs. ◦ Development of a foundational Global Engagement course available to all students. ◦ Increase in faculty and student engagement in virtual global learning opportunities. ◦ Development of an institution-wide strategy identifying key institutions, countries, and regions to engage with for mutual benefit. ◦ Enhanced communication about the impact and outcomes of McMaster's global and community engagement initiatives locally, nationally, and globally.





Pictured here, employees take part in the annual Inspiring from Within Employee Development conference.

The conference strengthens and encourages the career and personal growth of McMaster employees by exploring ideas, suggestions and strategies. It offers employees the opportunity for professional development, networking with colleagues, and a chance to support their personal well-being.

Priority 5: Operational Excellence

Goal: enable the administrative operations of the University to most effectively support the institutional vision and aspirations of our community of researchers, scholars, teachers, and learners.

To ensure the best possible support for our faculty, staff and students, it is vital that we have professional, inclusive, and highly efficient administrative processes in place across all areas of the University. Our goal is to modernize and streamline systems and processes in all areas and to enable the administrative areas of the University to be creative and innovative, responsive to changing circumstances, and equipped with the training and resources needed to support and enable the work of our researchers, scholars, teachers, and learners. We will continue our renewal of administrative processes across all areas of the University and will seek to leverage and apply best practices, modernize processes, and enhance services, no matter where the work is performed. We will also continue and advance our focus on sustainability,

environmental stewardship, and accessibility across our campus operations.

We will also continue to support our staff in a way that is responsive to the evolving needs of our diverse community, advancing professional development, inclusive learning and growth, and supporting personal well-being and a sense of community and belonging. Recognizing the importance of our EDI and Indigenous Strategies, we are also committed to the continued development of opportunities for ongoing education and leadership training for administrative leads and to implementing equitable administrative processes that reflect and respect those strategies.

OBJECTIVE	ACTIVITIES	ASSESSMENT METRICS
<p>Integrated Planning - Through integrated planning between the administrative and academic leadership of the University, adopt a “One University” approach to ensure that operational policies and processes and organizational design are optimized to deliver high quality, nimble, and efficient support services to our diverse community of researchers, scholars, teachers, and learners.</p>	<ul style="list-style-type: none"> ◦ Build out service delivery and governance platforms for core functional services on a cross-campus basis, creating platforms and communities to facilitate integrated planning and action and finding models that facilitate a decentralized delivery model while ensuring comparative effectiveness and efficiency among peers. ◦ Invest in the professional development of administrative staff across the campus and ensure that the organizational design facilitates high quality service delivery. ◦ Continue to play a leadership role in global and national study groups and with selected partners to identify and implement best practices. 	<ul style="list-style-type: none"> ◦ Refreshed Administration strategy. ◦ Benchmarks: service effectiveness and efficiency.
<p>Transformative IT Structure - Working as a connected community, McMaster will deliver a seamless foundation of core and transformative information technologies and services, accelerating the University’s teaching, learning, and research mission and enabling engagement, adaptability, and connections at all levels of the institution.</p>	<ul style="list-style-type: none"> ◦ Develop a standardized, scalable, and integrated technology infrastructure as the foundation for transformative information technologies and services. ◦ Invest in strong data integrations and automation tools to create ‘delightful’ technologies and world-class experiences for students, faculty, and staff. 	<ul style="list-style-type: none"> ◦ Integrated service desks; networking tools; asset management and IT career frameworks to facilitate community development. ◦ Completion of critical infrastructure to support research and teaching/learning; robust information security and data protection. ◦ Delivery of transformative solutions such as 0365 applications; CRM; document management; mobile applications; research technology and data governance. ◦ Benchmarks: IT and transformational expenditures; maturity assessments.
<p>Cultivate human potential by enabling University strategy in a manner which is responsive to the evolving needs of our diverse community, delivering service excellence, pursuing opportunities for ongoing improvements to service delivery models and empowering and supporting professional development, inclusive learning and growth, and a sense of community and personal well-being.</p>	<ul style="list-style-type: none"> ◦ Build out the suite of Human Resources philosophies, policies, and programs to support an engaged and inclusive campus community that attracts, retains, and supports the high-calibre, diverse talent needed to deliver the University’s strategy. ◦ Continue to develop and advance a diverse range of professional development programs, leadership training, opportunities for inclusive learning and growth, and well-being initiatives and work to increase awareness of such programs and opportunities. ◦ Continue to implement and advance the various action items identified by the HR Review, modernizing and enhancing payroll, service delivery models, and professionalizing HR support across the campus. ◦ Review learnings from COVID-19 and retain positive workplace flexibility practices and use of technology in “back to campus” planning, and in support of personal well-being for faculty and staff across the institution. 	<ul style="list-style-type: none"> ◦ Refreshed HR Strategy, integrated with the EDI strategy. ◦ Completion of HR Review action plans. ◦ Benchmarks: Improved service effectiveness and efficiency; campus health and well-being; workforce planning; bargaining mandate achievements; increased awareness of and engagement with professional and personal training programs.

OBJECTIVE	ACTIVITIES	ASSESSMENT METRICS
<p>Campus Environment - Provide a functional, accessible, sustainable, and attractive campus environment that promotes and supports learning, teaching, research, and community engagement, together with a high-quality service and support to building occupants.</p>	<ul style="list-style-type: none"> ◦ Design, construct and maintain signature buildings to deliver contemporary research, teaching, learning, and administrative space that facilitates University strategy, delivers on our sustainability goals, and supports the attraction of high-calibre faculty, staff, and students. ◦ Advance and support the development of McMaster Innovation Park consistent with University research, innovation, commercialization, and revenue generation strategies. 	<ul style="list-style-type: none"> ◦ Refreshed Facilities strategy. ◦ Completion on budget and on schedule of approved capital projects. ◦ Benchmarks: service effectiveness, sustainability, and efficiency.
<p>Living Laboratory for Sustainability - Engage our community as we work to transform our campus into a living laboratory for sustainability, accessibility, and inclusion, focusing on carbon reduction, energy and waste management, with the ultimate goal of being a carbon free campus.</p>	<ul style="list-style-type: none"> ◦ Work with stakeholders to consider recommendations for the sustainable use of West Campus. ◦ Develop a sustainability plan and annual report in a cross-campus collaboration evidencing the University's commitment to the relevant UN Sustainable Development Goals and supporting progress towards a carbon free campus. 	<ul style="list-style-type: none"> ◦ Refreshed Campus Master Plan. ◦ Sustainability Report. ◦ Energy Management Plan Initiatives. ◦ Benchmarks: GHG consumption; utility costs.
<p>Financial Stewardship and Risk Mitigation - Develop and steward the University's financial assets, including the development of alternative revenue strategies to optimize and enable institutional priorities. Ensure McMaster retains a strong and sustainable financial position that takes account of risk and engages appropriate mitigation strategies.</p> <p>Through cross-campus collaboration ensure that financial systems are secure and provide effective and efficient service to the University community.</p>	<ul style="list-style-type: none"> ◦ Continue to build out the University's capital planning processes to ensure the optimal use of financial resources. ◦ In addition to the fundraising and stewardship initiatives led by University Advancement, develop the Alternative Revenue Strategy for the University, including the development of the real estate portfolio, research commercialization initiative, and a sustainable and financially-responsible development plan for McMaster Innovation Park that generates long-term value for the University, financially, reputationally, and academically. ◦ Execute ancillary service recovery plans post-pandemic, returning them to high-functioning student and campus support services that contribute meaningfully to the University's financial position. ◦ Complete the review of the University's approach to risk management and related organizational structure, with the goal of ensuring that risk review and mitigation is embedded within decision-making practices. 	<ul style="list-style-type: none"> ◦ Board-approved Alternative Revenue Strategy with relevant aspects activated. ◦ Alongside the ongoing carbon reduction strategy, develop a formal strategy to allow the University to meet its divestment goals, as well as promoting the ongoing sustainability of the campus. ◦ Benchmarks: Bond rating; Investment Management performance; investment portfolio carbon measurements; deferred liability funding. ◦ Completion of the review and development of an implementation plan for risk management.



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