YEAR PLAN
MSU SRA SCIENCE
2017-2018
SRA 17E
(submitted July 11, 2017)

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Alexander Wilson
Aqeel Anas
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Uwais Patel
INTRODUCTION

To the Faculty of Science and the Members of the Assembly,

I would like to begin by thanking you for taking the time to read through our year plan! To our constituents, thank you for believing in our ideas and ultimately electing us to represent you in the coming year. Among the six of us, we hope to bring a variety of different experiences, perspectives and ideas to the table to reach our collective goal of enhancing the student experience through governance.

As a collective, we believe that our individual platforms would best be met by encouraging internal collaboration within our caucus, as well as with the assembly and our other partners such as the McMaster Science Society (MSS). For this reason, we have added a new section under our objectives that details what each respective SRA Science member plans on completing. Although slightly ambitious, we have highlighted nine primary objectives that the six of us would like to tackle this year. Not only do we bring our own new ideas to the plate, we also wish to continue the efforts of previous SRA Science Caucuses while ensuring that our platforms are relevant yet considerate of the needs that still exist within our faculty. We hope to continue expanding our outreach to our constituents, improve relations with partners like the MSS, as well as improve the academic/student experience within the faculty and the union as a whole.

Below, we have cumulated a detailed review of the efforts we hope to achieve in the coming year. This is merely a summary of our plan that we hope will also provide some insight for possible collaborative efforts. If you feel that there is a project you may want to work on us with, please feel free to contact any one of us at the email addresses listed!

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Warm Regards,

Sabra Salim
SRA Science Caucus Leader
GOALS

<table>
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<tr>
<th>Objective 1</th>
<th><strong>Course Registration and Management</strong></th>
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<tbody>
<tr>
<td>SRA Members</td>
<td>Alex Wilson, Sabra Salim, Sinthu Senthillmohan</td>
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**Description**
Course registration and management are our academic priorities this year. One of our internal academic priorities includes easing the registration process for science students as well as enhancing the course experience for students alike.

1) **Assessment Ban:** In coordination with the VP Education platform, we are looking to better define the Assessment Ban as well as produce accountability measures for enforcement.

2) **Syllabi Repository:** This project involves having syllabi finalized earlier in the summer so students who need to have accessible formats created through library services can have them in time for the start of classes and so every student can have a better idea of the actual content of the courses they are enrolling in. We are excited to help Ryan work on this project and link it with ongoing open syllabus repository advocacy.

3) **Later Drop Add Date:** Additionally, we want to bring the idea of later drop add dates to these discussions. Because our academic terms never begin on a Monday and labs and tutorials don’t start until the second week, students are asked to finalize their schedule without experiencing a full week of it. This creates huge financial and accessibility barriers for a number of students.

4) **Recommended Courses on Mosaic:** Currently for science programs, mandatory courses are listed under the plan by requirements section. This platform primarily focuses on adding listed recommended courses for each program onto Mosaic so as to increase accessibility for enrollment.

**Benefits**
1) Producing anonymous accountability measures for enforcement of the assessment ban will allow students to report infractions when necessary. This will hold professors and course administration responsible for ensuring that marked material is only distributed/due outside of this period. Even more so, by enforcing accountability, we minimize the number of assessments that are distributed in the period before exams so students can focus on studying.

2) Via a course Syllabus Repository, students will have a better idea of what the actual content of the classes they are taking is.
This is particularly helpful for transdisciplinary students who may not have access to informal information sharing communities that currently exist. Additionally, this would give time for students who require course materials to be converted to an accessible format through library accessibility services to do so over the summer as some students do not receive needed materials until October (Midterm season) in the current system.

3) A later drop add date would ameliorate many financial and accessibility considerations in the current course enrollment model.

4) By adding recommended courses on Mosaic, we provide science students with more accessible information when enrolling. Recommended courses are currently only on undergraduate academic calendars which are not frequently cross checked. Many of the recommended courses end up being prerequisite to a large majority of upper year courses which students then fail to take. This addition will help students become more aware of courses like this when planning and enrolling.

| Difficulties                | 1) Difficulties in this platform are primarily around logistically planning ground work (student feedback) for evidence-based advocacy. |
|                            | 2) This requires a deadline shift in when course syllabi are due which may impact the contracts of sessional faculty - more research is needed into the difficulties and existing policies before a specific plan can be brought forward. Ideally these syllabi would be embedded into mosaic or the undergraduate course calendar however failing this a potential difficulty into where to house this information arises. |
|                            | 3) This is a rather significant change and one that will likely be better received in internal university offices also support this change. This changes the fee timeline of the university as well which could have significant unforeseen impacts that need more investigation. |
|                            | 4) One of the biggest difficulties in this platform is convincing the Faculty and the Dean’s Office that adding recommended courses to Mosaic is meaningful to students. This can hopefully be overcome by producing a survey to reveal that this is what students want. |

| Long-term implications      | 1) This will hopefully in the long term provide students with a medium to report such infractions. |
|                            | 2) Students of the future can enroll in courses with actual knowledge of the course content! Additionally, this will have rippling effects as better informed students will strengthen |
individual student’s ability to waive prerequisite courses when appropriate and allow for more work in designing minors to be done by students strengthening that advocacy.

3) N/A

4) In the long term, we hope that recommended courses on Mosaic will ease the enrollment process.

How?

1) Work with David Lee, the AVP UA, to establish ground work in data collection and then continue in advocacy from there.

2) Working with Ryan Deshpande, the Vice President (Education), to understand his current framework for addressing this need from last year’s referendum and finding avenues to support and collaborate on this project.

3) Initially, working with the Education team to research and evidence this ask and include it in the Academic Success Policy being written this year. Additionally, working with other organizations on campus (Student Accessibility Services, Student Financial Aid, Student Accounts, and the Registrar’s Office) to understand the impact this would have on various university services.

4) Currently, we are in the works of having biweekly meetings with the Dean and the Associate Dean to discuss this issue and bring it to their council. This does not require university administration outside of the faculty.

Partners

David Lee - Associate Vice President University Affairs
Ryan Deshpande - Vice President of Education
Maureen MacDonald - Dean of Science
Michael Farquharson - Associate Dean of Science
Otto Geiss - IT/AV: Information Technology Analyst

Objective 2  Constituent Outreach

SRA Members
Alex Wilson, Sabra Salim, Sinthu Senthilmohan, Sabrin Salim, Aqeel Anas, Rabeena Obaidullah

Description
As outlined by SRA Science 16-17, constituent outreach continues to be a priority. Students are unaware of the ways that they can become involved with the MSU. On the other hand, students are also not informed of the different plans and projects we work on over the course of the academic term. We have highlighted four main strategies below in increasing our presence both online and in person.

1) **Restructuring Office Hours**: Our current plan includes implementing the work of the SRA Engineering 16-17 in office hours. We plan to host a caucus office hour that will be 2 hours
in length biweekly either online through a live stream or at a changing location throughout the year. Flexibility in time and location will also allow us to cater to more students and increase our accessibility.

2) **Attending Faculty Day/Night:** As per the VP Administration Platform, we are currently in the works of attending the Science Faculty Day/Night during Welcome Week so as to interact with incoming first years and set a presence.

3) **General Assembly:** The McMaster Science Society hosts a general assembly every term that allows science students to keep up with the work they do. We are currently in the works of discussing with the President on our presence at this assembly.

4) **Increasing Online Outreach:** Currently, we are using Twitter, Facebook and Instagram to reach out to our constituents. We are hoping we can increase our Facebook like count and expand our online presence through updates. We will also be updating our page on the MSS, post semesteraly videos of our progress and continue with updating the MSU Webpage.

| Benefits | By opening the gate of communication with science students, dialogue of the efforts we make during the year can become known. Even more, by continuing with these discussions, we can receive the necessary feedback and information needed to best cater to our constituents. This will also make students more comfortable with the SRA and the MSU as a whole. |
| Difficulties | Difficulties in this platform primarily consist of organizing logistics in our outreach plans. Setting up times for meetings and bi-weekly office hours maybe an issue during the coming year as described below. |
| Long-term implications | This will hopefully allow us to remove the barrier between SRA and science students so that they may be more comfortable in reaching out to us throughout this year and for many to come. |
| How? | 1) Work with respective administration to book rooms if necessary as well as organize times for all of us to come together.  
2) After approval from Preethi, we will be reaching out to Marina and the Science Planners to see how we can best be of help at Faculty Day.  
3) Contact Connor Maclean and VP Internal in organizing slides and timings for GA to present our projects  
4) We have currently assigned a social medium platform to each SRA Science member. This will allow for efficient updating. We also plan on inviting individuals to the Facebook page and to consistently post important information on class pages. |
| Partners | **Preethi Anbalagan** - Vice President Administration (MSU)  
**Marina Bredin** - Faculty Coordinator |
Science Planners - (MSS)
Connor Maclean - President (MSS)
Naomi Wong - Vice President Internal (MSS)
Monish Ahluwalia - Vice President Communication (MSS)
Daksh Datta - Webmaster (MSS)

<table>
<thead>
<tr>
<th>Objective 3</th>
<th>Enhancing the Learning Environment</th>
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<tr>
<td>SRA Members</td>
<td>Alex Wilson, Sinthu Senthilmohan, Rabeena Obaidullah</td>
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Description

1) **Podcasted Courses**: Based on the information the previous SRA Science caucus has provided regarding this issue, we believe we can encourage more professors to podcast their classes.

2) **Variability in Course Assessment**: We are hoping to work with faculty administrators to ensure that we implement variability in assessments in our courses. A well-known example of a course that provides students various options for the calculation of their final grade is that of CHEM 1A03/1AA3.

Benefits

1) Podcasted courses have the capability of drastically increasing the availability and accessibility of classroom lecture content.

2) Variability in our course assessments is important as it honours that every student applies their knowledge in different manners.

Difficulties

1) Many classrooms that have the capability to podcast, have professor’s who are unaware of this or how to do this. Additionally, there is an attitudinal barrier that if lectures are podcasted students will stop attending lecture and this is believed to be problematic. Large introductory classes that would benefit from being podcasted are not always held in classrooms with appropriate infrastructure to do so.

2) Logistical issues may arise in partnering with University staff, especially in changing and implementing different types of assessments/grade calculations.

Long-term implications

1) Could lead to broader investments in distance education software and a prioritization of universal design in course conceptualization.

2) Establishing various course assessments could increase student success as these styles vary in response to variability among students.

How?

1) Creating a letter/package with evidence-based literature explaining why podcasting is beneficial, why professors should do it, and directing them to Otto Geiss to help set it up in their classrooms.

2) Work with the Faculty and the Dean of Science to establish new
assessment strategies and/or grading techniques.

| Partners          | Otto Geiss - IT/AV: Information Technology Analyst  
|                  | Maureen MacDonald - Dean of Science  
|                  | SRA Commerce  
|                  | SRA Social Sciences |

Objective 4  

**Accessibility**

| SRA Members          | Alex Wilson, Sinthu Senthillmohan |

| Description | In many ways, our school environment can be improved to better accommodate students with various needs, and one way to do that is by making the classroom more accessible.  
|             | 1) **Mosaic Improvements:** Right now, Mosaic only shows the bare minimum when it comes to course descriptions. Things like whether the class is podcasted, whether the room will be wheelchair accessible, and how we're being evaluated are not listed. Hopefully, Mosaic can be improved so that much more information is available for students online, when they are selecting courses.  
|             | 2) **SAS Note-Taking Program Improvements:** As it currently stands you as a student can register to be a note taker on the SAS website. The purpose of note takers is to provide students who can't make it to class for disability related reasons with notes, allowing them to access to the same information as everyone else. Currently students who post notes are offered a reference letter in exchange. Yet, every year students who need these notes cite frustration over a lack of note takers in any of their courses (University Accessibility Policy: https://www.msumcmaster.ca/governance/bylaws-policies/general-policies and Accessibility Forum Reports: https://www.msumcmaster.ca/governance/bylaws-policies/msu-reports) . Imagine paying for a course and having to drop it because no one would give you notes. This system needs to change.  
|             | 3) **Disability Studies Minor (Alex):** This is a project I’ve had the pleasure of working on for quite some time now and I’m excited to continue working on it as an assembly member. Previously, I’ve had the opportunity of working with Blake Oliver current Vice President Education, and former University Affairs Commissioner, to Co-Author the current University Accessibility Policy (https://www.msumcmaster.ca/governance/bylaws-policies/general-policies) which among many things demonstrated student need in the creation of this minor. |
Currently the Madness Eugenics Discrimination and Sanseis (MEDS) working group of the President’s Advisory Committee on Building an Inclusive Community (PACBIC: https://pacbic.mcmaster.ca/) is working on advocating on the creation of an interdisciplinary minor in disability studies. As an assembly member I would like to continue to work with MEDS on this initiative.

4) **Deferred Maintenance and Physical Accessibility (Alex):** It has been a substantial period of time since our Deferred Maintenance Policy paper has been updated and is long expired. I would like to investigate deferred maintenance in relation to campus accessibility and suggest recommendations for a future edition of this policy.

### Benefits

1) Students with disabilities can know ahead of time exactly how their courses are structured, whether certain assessment styles may impose barriers, and whether the classroom can accommodate them. This implementation will also allow all students to know exactly what they are signing up for, and lets them choose courses according to their strengths.

2) Students who require notes to be provided to them will actually get them.

3) Students are able to critically engage in academic content relating to facets of their identity. Students benefit from a better understanding of the nuance and complexities of disability as a social category. Students who want to pursue disability studies in post graduate studies can explore these issues in undergrad and become more prepared for these studies.

4) When the deferred maintenance policy is written there will be more data collected in regards to an accessibility framework and some of the policy planning will have already been done.

### Difficulties

1) The biggest barrier will be efficiently transferring course information onto Mosaic, and deciding what is/isn’t important to include.

2) Student Accessibility Services is sometimes inconsistent in their response to student driven feedback on their services. Professors may think this is an “easy” way to get participation marks.

3) There is not set framework for creating a minor. Especially from student feedback. To some extent this is charting new territory and will require varied and flexible approaches.

4) To be honest this is the lowest priority point for me (Alex) as it is setting future years up for success and initiating conversations for the future as opposed to looking for tangible goals this year. As such it may be put to the side when prioritization becomes more important.
| Long-term implications | 1) Students will know all that they need to know before signing up for a course.  
2) Partnering with SAS on this project may allow for better collaboration in the future on other advocacy initiatives.  
3) This is already a multi-year project and will likely continue beyond this year.  
4) Sets future deferred maintenance advocacy up for success. |
| How? | 1) We can look into how information is chosen to be put onto Mosaic, and whether the Mosaic Steering Committee can help advocate for these improvements.  
2) Working with Student Accessibility Services, the Vice President (Education) and Faculty Society VP Academics, we want to explore a system where registering and meeting the responsibilities of being an SAS notetaker qualifies you for participation marks in relevant courses. Not only is this a fair means of assessment as note taking is part of participation, thus providing notetakers with diverse assessment opportunities, it will increase the number of students that have access to notes. Additionally, we want to work on incorporating SAS notetaker registration into course syllabi so more students are aware they can become notetakers.  
3) Working with MEDS a list of disability related courses at McMaster has already been compiled. Their syllabi are in the process of being collected and professors and faculty potentially interested in the creation of this minor have been reached out to to gauge interest. Moving forward a introductory course will need to be designed that integrates foundations with some perspectives from these upper-year courses. Advocacy should be focused on securing funding for a student researcher to suggest content for the introductory course and look at course content at other universities to make other relevant recommendations.  
4) Look at current MSU policy on deferred maintenance as well as past accessibility forum reports to find areas that need future research or draft recommendations to be made. Additionally, working with Macaccess strategic questions can be asked during data collection activities to ensure their is relevant accessibility related data to strengthen future asks. |
| Partners | Ryan Deshpande - Vice President of Education  
Ivelina Velikova - Macademics Coordinator |
<table>
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<th>Objective 5</th>
<th><strong>Career Networking Night</strong></th>
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<tbody>
<tr>
<td><strong>SRA Members</strong></td>
<td>Alex Wilson, Sabra Salim, Sinthu Senthillmohan, Rabeena Obaidullah, Aqeel Anas, Sabrin Salim</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>In conjunction with the McMaster Science Society, our goal for this platform is to provide science students with a medium to explore career opportunities within the STEM field. Currently, we are looking to expand the current career networking night, Quantum Leap.</td>
</tr>
<tr>
<td><strong>Benefits</strong></td>
<td>Science students are often unaware of the various career and academic paths available to them after their undergraduate studies. Seeing a gap in the university and faculty's efforts to assist students in transitioning out of McMaster, we believe that a career networking night will provide science students with an opportunity to broaden their horizons and gain insight into these options.</td>
</tr>
<tr>
<td><strong>Difficulties</strong></td>
<td>Budgeting and finances may pose an issue for this event. Current plans include taking Quantum Leap to a venue on campus which may be costly.</td>
</tr>
<tr>
<td><strong>Long-term implications</strong></td>
<td>Continuity of Quantum Leap in partnership with the MSS, this event can continue to benefit science students in the long-term by aiding them in exploring options beyond McMaster. In the long-term, we</td>
</tr>
<tr>
<td><strong>How?</strong></td>
<td>We have reached out to the MSS Academic Events Planner who is currently coordinating the conference. We will be assisting her in coordination of the event and in acquiring sponsors, promotion and necessary logistics.</td>
</tr>
<tr>
<td><strong>Partners</strong></td>
<td><strong>Sabrina Campbell</strong> - Academic Events Planner, MSS Science Program Societies</td>
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<th>Objective 6</th>
<th><strong>Diversity in Governance</strong></th>
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<tr>
<td><strong>SRA Members</strong></td>
<td>Sabrin Salim, Sabra Salim</td>
</tr>
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</table>
### Description
Under the SRA, “MSU Wants You” is a working group committee that aims “to increase the diversity and representation of student government at McMaster in terms of but not limited to gender, race, sexuality, ability, Indigenous status, and other underrepresented groups” (1.1). After consulting members of the SRA Science 2016-2017 Caucus, we agreed that this working group may be further improved. I would like to implement change by running focus groups throughout the the 2017-2018 school year in collaboration with relevant MSU Services (e.g. Diversity Services, Maccess etc.). In addition, through this I would like to also run surveys to collect data through these focus groups. As science students, it is important for us to recognize the importance of collecting data so as to improve services through recognizing where there may be a lack of resources.

### Benefits
This will allow us to see what we can do as a student’s union to support minority groups on campus and further provide opportunities.

### Difficulties
The working group requires to work with executive members of WGEN, QSCC, McMaster Indigenous Student Community Alliance and Diversity Services

### Long-term implications
This will hopefully increase representation in elected positions (governance) within the MSU while also working to tackle institutional barriers.

### How?
The Working Group Committee operating policy requires some updating. Maccess Coordinator should be added into the operating policy as well as the removal of the Advocacy Coordinator (Advocacy has been disassembled). In addition, we would like to set up a meeting with Ryan Deshpande to see how it is we may collect information and what information is required so that we may see development

### Partners
- **Padmaja** - WGEN Coordinator
- **Kamini Persaud** - Internal Governance AVP
- **Aditya Harchand** - QSCC Coordinator
- **Representative from the McMaster Indigenous Student Community Alliance**
- **Lilian Obeng** - Director of Diversity Services
- **Lauren McClinton** - Maccess Coordinator

### Objective 7  
**Housemate Connector**

**SRA Members**
- Sinthu Senthillmohan

**Description**
I hope to work with the Off Campus Resource Centre to improve the service they provide for students who are looking for housemates. Some changes I wish to implement include:

1) **Better Promotion**: I had never previously heard of this service until I went in person to the OCRC office to inquire about it. No
information is available online, and it is not marketed to first years, which is crucial considering many of them will be moving to live off campus for the first time.

2) **Year-Round:** Currently, this service is only available in the summer, and primarily targets students entering first year. I want to expand this to be year-round, and for students from any year, as many leases are signed much earlier than when this service runs.

3) **Automatic Match-Up:** Right now, students must create profiles on this website and then spend time looking through other profiles to choose a housemate. We can change this to mimic the automatic match-up system that occurs when incoming first years fill out a short questionnaire to get paired up with a roommate in residence.

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Students can easily find potential housemates based on similar interests and lifestyles.</th>
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<tbody>
<tr>
<td>Difficulties</td>
<td>There may be monetary issues when it comes to keeping the website running during the summer.</td>
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<tr>
<td>Long-term implications</td>
<td>In the long term, students can continue to use a well-established medium to find potential housemates.</td>
</tr>
<tr>
<td>How?</td>
<td>I think that by working with services that target first year students, we can better promote this service. For example, MSU Spark hosts a session regarding moving off-campus, and advertising this service could be added to the agenda by working with their Sessions Coordinator. I would also like to work with the OCRC to make more information available online, so that we can efficiently reach out to students who may require this service the most.</td>
</tr>
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**Partners**

Lindsay D’Souza - Spark Coordinator
Giancarlo Da-Re & Jane Luft - Spark Sessions Coordinators
Off Campus Resource Centre

**Objective 8**

**Distribution of Information**

**SRA Members**

Aqeel Anas

**Description**

With the immensity and complexity of the union, there is a vast amount of information that can be collected and used in multiple different ways. As technology progresses towards an information basis, the MSU should work towards implementing ways in which data collection can be used to assess the success of the inner workings of the union. As we have amassed a historical database of information, there are many patterns that could be recognized that we could use to our advantage in making future decisions of the MSU. Furthermore, with service operations, we should be constantly collecting and analyzing
usage, training, budgetary constraints, and all other metrics of services. With certain services catering to a certain population, while others catered to all students, we should be collecting information to ensure that these services are on a sustainable path to more success in the future.

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Collecting data and metrics will allow us to quantify the successes and failures of our services. This information could be used to make future decisions and continue their sustainable growth by collecting and analyzing annual data about how well we are serving our students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulties</td>
<td>Some of our difficulties are primarily as a result of metric collection. Data collecting can be lengthy, time consuming and expensive. Even more, student information must also remain secure.</td>
</tr>
<tr>
<td>Long-term implications</td>
<td>In the long term, analyzing our services will allow us to see the historical growth of the union. This information will allow us to continue serving our students as a feedback system to further improve the union.</td>
</tr>
<tr>
<td>How?</td>
<td>The first step involves looking into what type of metrics are common to all services and see how we can start to collect that type of information. Even more, we want to see if certain services are not collecting a type of data that could be crucial to making decisions about that service. After this, we will look into collecting metrics about MSU members to have a better understanding of the population that the union is serving.</td>
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**Partners**

**Kristina Epifano** - AVP Services

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### Objective 9  Providing Resources to Clubs

**SRA Members**

Aqeel Anas, Sabra Salim, Rabeena Obaidullah

**Description**

1) **Service Collaboration:** Cross service collaboration has been one of the best ways that we are able to optimize our resources to deliver the best programming for students. Likewise, I would like to make it possible for clubs to have a platform on which they are able to collaborate with not only other clubs, but also MSU Services. This would not only provide clubs with more resources to provide programming for students, but it will also bridge a gap between students involved in only clubs and students involved in only MSU services.

2) **Clubs Storage:** I also want to look into clubs storage, and finding alternative spaces for clubs to be able to store their belongings. Currently the only storage cabinets in club space are to serve over 300 clubs, however with the growing
population of students and more clubs, we need to find better storage solutions.

3) **Connecting Program Societies**: Currently under the MSS there are 13 program societies. Year after year they provide opportunities and programming for their given cohort of students. However, some of the smaller programs within the faculty of science often go under represented, and the students in those programs go unsupported. We want to be able to bring together all the program societies to discuss best practices, support the often forgotten ones, and collaborate to offer the best services to the students of each respective program.

4) **Interfaith Council**: Still in its very early stages. Will be updated in next report. A working group where presidents of faith based groups can sit in a roundtable to discuss best practices and collaboration.

| Benefits | 1) This platform will hopefully provide clubs with more resources to improve the success of their programming. Even more so, in increasing collaboration from large campus bodies that serve a set population of MSU members. We also want to bridge the divide between students who are involved in clubs and students involved in MSU services. Clubs have better outreach and are thus a great way for services to reach more MSU members.  
2) This will provide clubs with adequate storage for their belongings.  
3) This platform is important as it will aid in the transition to a more connected faculty. This will also recognize smaller groups as well as provide opportunities for program societies to share best practices and centralize resources with the MSS. |
| --- | --- |
| Difficulties | 1) Services have a packed schedule and it can be hard to collaborate with multiple partners at once. More so, not all clubs will want to collaborate with services or other clubs, and/or may have difficulty finding overlapping programming to collaborate on. Logistics of collaboration can also become difficult and confusing.  
2) Difficulties with this platform primarily revolve around finding space on campus for storage.  
3) Connecting 13 different societies can be difficult logistically. |
| Long-term implications | 1) This theme will essentially help establish a more connected campus with all the services and clubs collaborating. With this, everyone is able to come together and provide a rich and diverse range of programming and support for students.  
2) Better storage means more space for the growth of the clubs department. |
### How?

1. The first step is to create a platform for all clubs to be able to collaborate on their events. After this platform has been created, a master calendar of all the events that will be run should be organized to minimize overlap and encourage collaboration on projects/programming together.

2. Optimize current clubs storage, or look into new spaces to allocate for clubs storage.

3. Work with the MSS to bring program society executives in meetings with the SRA.

### Partners

- **Board of Directors**
  - Jenna Courage - Clubs Administrator
  - Monica Sadik and Ruchika Gothoskar - Assistant Clubs Administrators
  - Connor Maclean - President (MSS)

- **Program Societies**

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3) As for collaboration with program societies, increased collaboration can diversify the programming and opportunities we can provide science students. The faculty can also grow together and pave way for easier collaborations in the future.
Long-term planning

<table>
<thead>
<tr>
<th>Overarching Vision (what is the ultimate goal?)</th>
<th>To continue utilizing governance to improve the undergraduate experience in all facets of student life.</th>
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<tbody>
<tr>
<td>Description</td>
<td>We hope that our projects if not accomplished within the coming year, will maintain their longevity through work by incoming caucuses. If there is one task that needs to consistently be continued, it would be to increase constituent outreach every year until it becomes optimal.</td>
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<tr>
<td>Year X</td>
<td>● Increase Facebook like count consistently every year until our Facebook like count is close to faculty population numbers</td>
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| Partners                                        | McMaster Science Society (MSS)  
Program Societies  
Welcome Week Planners (Science) |

GOALS to strive for

List 5 things that you would like to have prepared for the beginning of September

- Start discussions with Sabrina Campbell to work on the Quantum Leap Conference
- Increase like count to 1500 likes on Facebook
- Establish metrics for groundwork Assessment Ban, recommended courses and Mosaic related items
- Meet with the McMaster Science Society and establish meetings with the Dean’s office
- Meet with the Science Planners to organize Faculty day
- Establish metrics for service analysis

List 5 things you would like to have completed during the fall term (1st)

- Finalize logistics for the Quantum Leap
- Focus groups for MSU and You working group
- Increase Facebook like count to 2000 likes
- Establish a meeting time for bi-weekly meeting
- Attend MSS General Assembly Term
List 5 things you would like to have completed during the winter term (2nd)

- Increase Facebook like count to 2500 likes
- Increase diversity in governance for the upcoming election
- Attend MSS General Assembly Term 2
- Gain access to more clubs storage
- Mosaic related changes struck

Further establishment of semesterly and monthly deadlines to come in the coming month.

Master Summary of Themes

Theme 1: Course Registration and Management
Theme 2: Constituent Outreach
Theme 3: Enhancing the Learning Environment
Theme 4: Accessibility
Theme 5: Career Networking Night
Theme 6: Diversity in Governance
Theme 7: Housemate Connector
Theme 8: Distribution of Information
Theme 9: Providing Resources to Clubs