
Minutes of the meeting of the **Academic Policy Committee** held on Thursday 14th February 2013, from 3:00 to 5:00 p.m., Room 302, James Administration Building

Present: A.C. Masi (Chair), W. Adams, K. Dalkir, J. Galbraith, A. Ghoshdastidar, H. Hatch-Dinel, I. Henderson, L. Hendren, S. Huebner, M. Kreiswirth, S. MacDougall, C. Mandato, M.J. Mendelson, A. Misra, P. Perez-Aleman, J. Potter, P. Smith, L. Stone, C. Urbain (for C. C. Cook), C. Weston, M. Zidel, H.M.C. Richard (*Secretary to the Committee*)

Regrets: C. C. Cook, W. Hendershot, E. Laverdière, N. Srinidhi, S. Stroud, P. Tikasz

Guests: M. Fitzpatrick (item 5 b), J. Deshaye

Document circulated at the meeting: *none*

08.01 Proposed agenda

The proposed agenda was adopted.

08.02 Minutes of previous APC meeting held on 31st January 2013

The minutes were approved as circulated.

08.03 Business arising

- Name of proposed “McGill Centre for Health and Economic Convergence”

Email from Dr. Chris Lannon, Desautels Faculty of Management, 2012-02-12 (*13-APC-02-48*)

APC considered the new name that the Desautels Faculty of Management proposed for the Centre, in response to APC’s comments and request: *the McGill Centre for the Convergence of Health and Economics*. The Chair spoke in favour of omitting the term “research”, reminding members that entities that do not engage in research should not be called “centres”; the term “centre” should be used only for research centres. In the discussion, it was noted that the term “research” would be inappropriate as the Centre would not be engaged in research on economics, but would seem rather to focus on marketing; the term “economics” is furthermore not restricted to the activity or interests of economists, and the new name is grammatically correct.

APC approved the name for the proposed centre: the McGill Centre for the Convergence of Health and Economics (in French: *Centre McGill de convergence de la santé et de l’économie*).

08.04 APC Subcommittee on Teaching and Learning

- Principal’s Prize for Excellence in Teaching (*13-APC-02-46*)

Professor Cynthia Weston presented the proposal to expand the guidelines so that they should be more inclusive, by extending eligibility to all “ranked tenure track (or tenured) staff and ranked Contract Academic Staff”. This would allow teaching staff in clinical departments, working in hospitals, to be included. It was added that the proposed revisions address a longstanding problem, for much of the teaching in the Faculty of Medicine is done by Faculty staff in the hospitals. Proposed changes include the addition of teaching in clinical/professional or practice settings and teaching in continuing education and faculty development among teaching responsibilities listed in item 5. They also include the addition of one representative from MACES (McGill Association of Continuing Education Students) and one from MCSS (Macdonald Campus Student Society) on the PPET Selection Committee.

In the discussion, the first condition in item 6 of the nomination package was questioned. It was suggested that a summary of teaching evaluations “over at least five (5) years” for Assistant Professors and Faculty Lecturers may be unrealistic; the PPET has been awarded to staff with experience of fewer than five years. It was proposed and agreed that the condition should be changed to “over at least three (3) years” for Assistant Professors and Faculty Lecturers, and at least five (5) years for Associate Professors and Full Professors”

Discussion also dealt with the proposed change, in the Preamble, from “the award will recognize great researchers who are also great teachers” to “... will recognize great teachers who enhance their students’ understanding of research...” It was explained that this change was proposed as a way to open the Prize to a wider range of instructors, including those who do evidence-based teaching in clinical, professional or practice settings. While the title of Full Professor is reserved to outstanding researchers, the Faculty of Medicine has a category of Full Professors (Clinical) for clinicians whose clinical work has a broad academic impact. Given the role of research at McGill in enhancing the transmission of knowledge and the sense that the combination of research and excellent

communication is valued, there was agreement among APC members that the original intent of the Prize guidelines should not be lost. The text should acknowledge more forcibly that this is not necessarily applicable to all categories of instructors. The revisions to the sentence were therefore revised as follows: “To highlight the importance McGill places on individuals’ commitment to the link between teaching and research (in the academic and clinical settings), the award will recognize great researchers who are also great teachers who enhance their students’ understanding of research. While desirable, this is not imperative for Faculty Lecturers or for Contract Academic Staff...”

The revisions to the Principal’s Prize for Excellence in Teaching Guidelines will be amended as discussed by APC. The document, with the approved revisions, will return to APC for information before it is presented to Senate as having been approved by APC (in APC’s 445th Report to Senate, for the meeting of Senate on 20th March 2013).

08.05 APC Subcommittee on Courses and teaching Programs (SCTP) (for approval)

Report # 8 from the SCTP meeting of 24th January 2013 (13-APC-02-47)

a) New program:

- **B.A.; Minor Concentration in Religion and Globalization** (18 cr.) - *Appendix A*

The proposed program was approved. This approval will be reported to Senate for information (in APC’s 445th Report for the meeting of Senate on 20th March 2013).

b) Major program revision

- **M.A. in Counselling Psychology; Non-Thesis – Project** (60 cr.) - *Appendix B*

Professor Marilyn Fitzpatrick, Department of Educational Psychology and Counselling, Faculty of Education, presented the proposed revisions: increasing the credit weight of two courses from 3 to 6 credits each, and changing the research project from three 3-credit courses to six 3-credit courses, and the overall number of credits from 42 to 57.

In the discussion, it was explained that the proposed number of credits is consistent with what is expected of a professional Master’s program, which in addition to preparing students for doctoral studies, prepares students for professional practice. Unlike research programs that are usually kept at 45 credits at McGill, professional Master’s programs require 60 credits for accreditation. While Thesis programs are funded by program, Non-Thesis programs are funded by credit; this program will be funded for 60 credits. It was stated that the proposed changes bring the credits in line with the amount of work covered and bring the funding in line with the number of credits.

APC approved the proposed major program revision to the M.A. in Counselling Psychology; Non-Thesis – Project. This approval will be reported to Senate for information (in APC’s 445th Report for the meeting of Senate on 20th March 2013).

08.06 Other business

None.

The meeting adjourned at 3:40 p.m.

Helen M.C. Richard - HMCR/APPCdocs/minutes/2013-02-14