

**FACULTY OF SCIENCE  
Meeting of Faculty  
Tuesday, December 7, 2010  
Leacock Council Room - L232**

**ATTENDANCE:** As recorded in the Faculty Appendix Book.

**DOCUMENTS:** S-10-11, S-10-12

Dean Grant called the meeting to order at 3:05 p.m.

**Pre-Agenda Items:**

**(a) McGill Centraide Campaign**

Mr. Vaughan Dowie, Co-chair of the McGill Centraide Campaign, introduced Ms. Anna Cerrone, the Faculty of Science's representative to Centraide, and made an appeal to Faculty members to donate to the Campaign. He emphasized the important work that Centraide supported across the region of Montreal, and said that if Faculty members needed any assistance they would be welcome to contact Ms. Cerrone.

Dean Grant thanked Mr. Dowie and Ms. Cerrone for the generous contribution of their time to the Centraide Campaign, and he underlined the good work that Centraide supports.

**(b) Worrisome Student Behaviour**

Dr. Linda Starkey, Associate Dean of Students, gave a presentation on dealing with violent, threatening or otherwise worrisome behavior. She said that in 2003 the Office for the Dean of Students had created a 'Red Folder' aimed at worrisome behaviour. She described various levels of intervention, and said that procedures were in place for investigation, support and follow-up. She mentioned some of the signs to look for and stressed that coordinated support was available. The relevant Website is:

[www.mcgill.ca/deanofstudents/intervention](http://www.mcgill.ca/deanofstudents/intervention).

Dean Grant thanked Dr. Starkey for her informative update on a very important issue.

**(1) ADOPTION OF AGENDA**

Prof. Levine **moved**, seconded by Prof. Gale, that the Agenda be adopted.

**The motion carried.**

**(2) MINUTES OF OCTOBER 19, 2010**

**S-10-11**

Ms. Ma **moved**, seconded by Mr. Schermbrucker, that the Minutes be approved.

**The motion carried.**

**(3) BUSINESS ARISING FROM THE MINUTES**

There was no business arising from the Minutes.

**(4) REPORTS OF COMMITTEES**

a) **Academic Committee** **S-10-12**

The Academic Committee approved the following on October 26 and November 23, 2010:

**SECTION A: NEW PROGRAM****Biology**

- **B.Sc. Major in Quantitative Biology** **AC-10-10(Rev)**

**Associated Courses:**

- *New Course:*

BIOL 395                      Quantitative Biology Seminar 1                      **AC-10-11(Rev)**  
1 credit

- *Course Revisions:*

BIOL 495                      Quantitative Biology Seminar 2                      **AC-10-12(Rev)**  
Changes: title and credit weight [from 3]  
1 credit

**404.1**                      Prof. de Takacsy introduced the above new program and associated courses.

Prof. Brown **moved**, seconded by Prof. Gale, that the above proposals be approved.

**The motion carried.**

**SECTION B: MINOR AND MODERATE PROGRAM CHANGES**

**1. Computer Science/Biology**  
**- Major in Computer Science & Biology** **AC-10-20**

**Associated Courses:**

COMP 364                      Computer tools for Life Sciences                      **AC-10-18**  
Changes in restrictions and description  
3 credits

COMP 401                      Project in Biol. And Comp. Sci                      **AC-10-19**  
Changes in description and prerequisites  
3 credits

**404.2**                      Prof. de Takacsy said that the introduction of the Quantitative Biology program (above) resulted in a change in credit weight for BIOL 495, which had been a required course for the Major in Computer Science & Biology. The change in credit weight for BIOL 495 necessitated the above changes.

Prof. Vogel **moved**, seconded by Prof. Levine, that the above proposals be approved.

**The motion carried.**

**2. Biology and Mathematics**  
**- Joint Major in Biology and Mathematics** **AC-10-13(Rev)**

**404.3**                      Prof. de Takacsy briefly described the changes to the Joint Major in Biology and Mathematics.

Prof. Levine **moved**, seconded by Prof. Dudek, that the changes in the program be approved.

**The motion carried.**

**3. Atmospheric & Oceanic Sciences**

**Undergraduate Programs:**

- Liberal Program: Core Science Component in Atmospheric and Oceanic Sciences **AC-10-24**
- Major in Atmospheric Science **AC-10-25**
- Major in Atmospheric Science: Atmospheric Chemistry **AC-10-26**
- Honours in Atmospheric Science **AC-10-27**
- Honours in Atmospheric Science: Atmospheric Chemistry **AC-10-28**
- Diploma in Meteorology **AC-10-29**

**Associated Courses:**

- |          |  |                 |
|----------|--|-----------------|
| ATOC 315 | Thermodynamics and Convection<br>Changes in title, description, prerequisites<br>3 credits                             | <b>AC-10-21</b> |
| ATOC 525 | Atmospheric Radiation<br>Changes: number [from 620], title, description,<br>prerequisites, restrictions                | <b>AC-10-22</b> |
| ATOC 521 | Cloud Physics<br>Changes: number [from 621], title, description,<br>prerequisites, restrictions, administering faculty | <b>AC-10-23</b> |

After an explanation by Prof. de Takacsy, Prof. Gyakum **moved**, seconded by Prof. Green, that the above changes be approved.

**The motion carried.**

**Graduate Programs:**

- M.Sc. in Atmospheric and Oceanic Sciences (Thesis) **AC-10-31**
- M.Sc. in Atmospheric and Oceanic Sciences (Thesis) - Environment **AC-10-32**

**Associated Courses:**

- |                   |   |                           |
|-------------------|---|---------------------------|
| ATOC 619/CHEM 619 | Advanced Atmospheric Chemistry<br>Changes in credit weight [from 4 to 3], title,<br>description | <b>AC-10-30/AC-10-30A</b> |
|-------------------|---|---------------------------|

**404.4** Modifications to ATOC 619/CHEM 619 required the credit weight change. This change, and others, were reflected in the changes to the programs.

Prof. de Takacsy **moved**, seconded by Prof. Gyakum, that the above be approved.

**The motion carried.**

**Retirement: Program Option**

- M.Sc. in AOS (Thesis) - Computational Science and Engineering **AC-10-33**

Prof. de Takacsy **moved**, seconded by Prof. Gyakum, that the retirement be approved.

**The motion carried.**

**SECTION C: NEW COURSES**

- |    |                                 |   |                 |
|----|---------------------------------|---|-----------------|
| 1. | <b>Physiology</b><br>- PHGY 524 | Chronobiology<br>3 credits                  | <b>AC-10-34</b> |
| 2. | <b>Psychology</b><br>- PSYC 444 | Sleep Mechanisms and Behaviour<br>3 credits | <b>AC-10-35</b> |

**404.5** Prof. de Takacsy said that the above two courses covered related ground, one from a physiological and the other from a psychological perspective. Consultations had taken place between the units.

Prof. de Takacsy **moved**, seconded by Ms. Ma, that the courses be adopted.

**The motion carried.**

- |            |  |                 |
|------------|--|-----------------|
| - PSYC 180 | Crit Thinking: Biases & Illusions<br>3 credits | <b>AC-10-36</b> |
|------------|--|-----------------|

Prof. de Takacsy **moved**, seconded by Prof. Levine, that the above course be adopted.

**The motion carried.**

- |    |                                   |  |                 |
|----|-----------------------------------|--|-----------------|
| 3. | <b>Redpath Museum</b><br>REDM 410 | Writing Research Articles<br>3 credits | <b>AC-10-17</b> |
|----|-----------------------------------|--|-----------------|

Prof. Green **moved**, seconded by Mr. Djafarian, that the above course be adopted.

**The motion carried.****SECTION D: MAJOR COURSE CHANGES**

- |                               |   |                     |
|-------------------------------|---|---------------------|
| <b>Psychology</b><br>PSYC 302 | The Psychology of Pain<br>Renumbered from 505; changes in prerequisites,<br>restrictions<br>3 credits     | <b>AC-10-37</b>     |
| PSYC 328                      | Health Psychology<br>Changes: number [from 429], description, prerequisites,<br>restrictions<br>3 credits | <b>AC-10-9(Rev)</b> |
| PSYC 506                      | Cognitive Neurosci of Attn<br>Renumbered from 365; changes in prerequisites,<br>restrictions<br>3 credits | <b>AC-10-38</b>     |

**404.6** Prof. de Takacsy said that the above three courses had been renumbered to various levels for various reasons.

Prof. de Takacsy **moved**, seconded by Prof. Zuroff, that the above changes be approved.

**The motion carried.**

**SECTION E: MINOR COURSE CHANGES (For Information Only)**

- Report on Minor Course Changes

AC-10-16(Rev)

**SECTION F: OTHER (For Information Only)****Geography (B.A. Program Change)**

- Honours in Urban Studies
- Major Concentration in Geography; Urban Systems
- Minor Concentration in Geography; Urban Systems

**(5) REPORT: LEARNING MANAGEMENT SYSTEM PROJECT**

**405.1** Ms. Sharon Roy, Director of CCS and Project Manager of Phase 1 of the Process to select a new Learning Management System (LMS), gave a presentation on the LMS Project. She described the project's goal, scope and structure, including the memberships of the various committees involved. The presentation is available at:

[www.mcgill.ca/files/science/LMS.pdf](http://www.mcgill.ca/files/science/LMS.pdf)

**405.2** The project's blog is <http://blogs.mcgill.ca/mycourses>.

**405.3** Dean Grant thanked Ms. Roy for her presentation, and said that the Faculty's contact for the project was Professor Audrey Moores, Department of Chemistry.

**(6) MEMBERS' QUESTION PERIOD**

There were no members' questions.

**(7) REPORT ON ACTIONS OF SENATE**

Please note that the entire Minutes of Senate are available on the Web at <http://www.mcgill.ca/senate/minutes/>.

- Prof. K. Franklin will report on the Senate Meeting of October 20, 2010, at a future Faculty meeting.

**Senate Meeting of October 25, 2010 - Prof. J. Hurtubise**

The meeting focused entirely on Graduate Studies. It began with a report on graduate studies at McGill by Dean Marty Kreiswirth. Some highlights of the report: 10.6% of students at McGill are in PhDs, as opposed to 7% at the average Canadian research university. This proportion is small however, compared with leading US research universities. Also, the last ten years has seen an important increase in the number of post-docs at McGill, with 680 now registered.

He then outlined three challenges:

- 1) Funding. McGill's students were dramatically underfunded, but now are reaching the average level of G13. In \$ funding per student, Science is the highest, with a 25K average. The challenge, of course, is where to get more.
- 2) Getting better, and a better mix, of students.
- 3) Soft skills- building a more marketable graduate student. A wide range of courses are now available for this at McGill.

The assembly then discussed these challenges table by table, and came up with several suggestions, the most notable (in one observer's judgment) were:

1.
  - a. Work on obtaining the large interdisciplinary grants
  - b. Better and more applications to Quebec funding
  - c. Support for student scholarship applications
  - d. Work on international student funding
  - e. Leverage sources against each other.
  
2.
  - a. Develop pipelines for undergraduates (Science: BSc-MSc)
  - b. Gear research internships towards a pre-acceptance into graduate studies
  - c. Better graduate housing
  - d. Work on your web site
  - e. Research exchanges
  - f. Sell Montreal
  
3. Soft skills
  - a. PhD coop program
  - b. Non-academic training

The mode of interaction with the assembly was a point of departure, and an interesting one. On the one hand, it was certainly more engaging than the usual brain-numbing powerpoint, and is certainly the best way of getting information out of a group that size, but one might wonder about its eventual use as an input, and the reversal of the line of reporting that it implies: one more meeting safely navigated.

### **Senate Meeting of November 17, 2010 – Prof. P. Grütter**

**1. Resolution on the Deaths** of Professor Catherine Shaw (*Department of English*) and Professor Guy Mehuys (*Soil Science*)

**2. Remarks from the chair:**

Madame Principal talked about the Strategic Reframing Initiative (SRI), which is a collaborative senior administrative project that aims to enhance McGill's quality, revenues and levels of performance in 5 core areas:

1. student enrolment (Martin Grant)
2. transformative research and innovation (Bruce Lennox),
3. philanthropy,
4. cost efficiencies, and
5. performance management.

- Is our enrolment mix of students progressive and optimal in support of our mission?
  
- How do we attract more research funding to the University, and lead in research and scholarly quality, innovation, dissemination and societal impact?
  
- How do we build a sustainable and stable fund-raising culture that will generate high performance well into the future?
  
- Are we doing all we can to leverage the dollars that we have in support of our academic mission?
  
- Are we doing all that we can to understand, manage and measure performance throughout our complex organization?

With the help of the pro-bono input from 2 McGill alumni now at McKinsey. Checkout video interview (15 minutes) at <http://www.mcgill.ca/principal/>

**3. Questions:**

1. Senator Joshua Abaki (undergraduate representative, SSMU VP University Affairs, Microbiology & Immunology Major) had several questions.

Background: Principal's Task Force on Student Life and Learning (PTFSLL) identify as key priority "... to ensure that decision-making at all levels is informed by **principles** and goals appropriate to a student-centered, research-intensive University." Several recent decisions made by the administration however have contravened the promises made in this document.

Questions:

Could the administration clarify the difference between policies, procedures, guidelines, regulations, and administrative decisions and how these are developed?

To what degree does the administration consider the promises made in the PTFSLL and Administrative Response binding, given that when the promises made in the documents have been brought up, they have mostly been dismissed? As well as several other related questions.

The Provost answered as follows:

The question to clarify the difference between policies, procedures, guidelines, regulations, and administrative decisions was asked and answered at the January 21, 2009 Senate.

Task forces produce reports and recommendations which are the product of extensive consultation and deliberations typically involving students. The recommendations in turn may lead to development of policies, procedures regulations and guidelines, and to administrative decisions. Many, if not most, of the undertakings outlined in the administrative response to the PTFSLL were just that – administrative. But, the administration has undertaken to report back to Senate and the Board on progress or the lack thereof with regard to how the administrative response reflects in implementing the spirit of the recommendations that the task forces make.

This administration has a litany of accomplishments relative to student life and learning, not the least of which was to create the position of Deputy Provost (Student Life and Learning). Having identified certain lacunae in consultations and communications with student groups, they launched a new working group to which student leaders have indicated an openness and a willingness to contribute, to ensure that things are done better.

2. Senator Matt Reid (Undergraduate, Management) asked a question regarding space constraints for out-of-faculty students. Students campus-wide have a desire to pursue studies outside of their main faculty. Such opportunities promote a more holistic educational experience, experience which will be incredibly relevant in students' post-graduate pursuits. However, in the 2009-2010 Annual Report of the Sub-Committee on Student Records to ESAAC, the Faculty of Science introduced registration restrictions for the first time to certain courses at the U0 level.

The Deputy Provost (Student Life and Learning) answered as follows:

Although courses may be capped to enhance the learning experience, the two most obvious limitations on capacity are space and personnel, including faculty, teaching assistants, and, for some courses, lab instructors and technicians.

3. Senator Amara Possian (Undergraduate, Arts) had questions regarding commitment to advising, in particular if Bill 100 will affect the quality of academic advising that students receive at McGill, since according to the Principal McGill will have to take specified measures over the coming years to reduce its spending.

The Dean of Students answered that she is happy to report that Bill 100, which puts limits on the hiring of managerial staff in universities and other public bodies, specifically excludes staff providing services to students. Advising and other student affairs staff are exempt from the provision of the law. This also means that professional development and training opportunities for academic advisors will not be compromised.

#### **4. Motions and Reports from Organs of the University Government**

1. **Joint Board-Senate Meeting** (which was on graduate student education)
2. **The Current State of Graduate and Postdoctoral Studies** (noteworthy items: SKILLSETS, Future Student Website, and Recruitment and Retention BEST workshops! Newly proposed funding formula for graduate students based on suggestions by faculties is more transparent)
3. **White Paper 2012-2016: Follow-up discussion.** Not much discussion on the content, as Senators were more interested in the nature of the White Paper document itself. Concern was expressed that the overly broad nature of the document rendered it more like a mission statement than a strategic paper. Also 'discussed' were concerns about the various aspects of university rankings and how McGill responded to them. Senators noted that rankings were imperfect instruments and that not all of the University's goals may, or should, be in alignment with ranking.
4. **Report on Campaign McGill:** Has reached \$579.5 million towards its \$750 million goal. The Campaign was producing good results despite the economic downturn in 2009. McGill community has a lot of work to do in order to reach the goals. The Vice-Principal (Development and Alumni Relations), Mr. Marc Weinstein finished the report by asking Senators to give to the Campaign and talk about the campaign. So maybe we should remind Faculty of Science meeting attendees to give to the cause.

Meeting ended 17:30

#### **(8) OTHER BUSINESS**

There being no further business, the meeting adjourned at 3:50 p.m.