



**506th REPORT OF THE ACADEMIC POLICY COMMITTEE TO SENATE
on the APC meeting held on September 23rd, 2021**

I. TO BE APPROVED BY SENATE

(A) NEW TEACHING PROGRAMS REQUIRING SENATE APPROVAL - none

(B) ACADEMIC PERFORMANCE ISSUES / POLICIES / GOVERNANCE/AWARDS

Office of the Vice-Principal (Research and Innovation)

Revisions to the Policy on Copyright and Policy on Inventions and Software – *appendix A*

At a meeting on September 23rd, 2021, APC reviewed and approved the proposed revisions to the Policy on Copyright and Policy on Inventions and Software. Both policies called for revisions as they were last reviewed in 2017. The proposed changes are in part administrative and in part to align with peer institutions and include a definition of Staff Work and the addition of specific guidelines for Spin-Offs. The review cycle for both policies has also been modified from three to five years.

Be it resolved that Senate approve and recommend to the Board of Governors for approval the proposed revisions to the Policy on Copyright and Policy on Inventions and Software.

(C) CREATION OF NEW UNITS / NAME CHANGES / REPORTING CHANGES

School of Continuing Studies

Revisions to the academic organizational structure for the School of Continuing Studies – *appendix B*

At a meeting on September 23rd, 2021, APC reviewed and approved the proposed new academic structure for the School of Continuing Studies (SCS). The new structure is the result of an extensive strategic planning exercise and of internal and external consultations conducted over the past three years. The existing structure, in existence since 1968, is no longer serving the needs of SCS, whose academic offerings will now be articulated within five cross-disciplinary academic domains. The proposed structure will give the School more flexibility, particularly to adjust quickly to the rapidly changing needs of its learners, and better aligns with the Strategic Priorities of the University. The new architecture is also intended to complement the research and teaching priorities of all faculties at McGill.

Be it resolved that Senate approve and recommend to the Board of Governors for approval the proposed academic organizational restructuring of the School of Continuing Studies, as presented in Appendix B.

Faculty of Arts

Transfer of the McGill Writing Centre (MWC) from the School of Continuing Studies to the Faculty of Arts – appendix C

At a meeting on September 23rd, 2021, APC reviewed and approved the proposed transfer of the McGill Writing Centre to the Faculty of Arts. The McGill Writing Centre (MWC) is the University's designated source for writing instruction and is currently administered by the School of Continuing Studies. The relocation of the McGill Writing Centre to the Faculty of Arts will benefit both units, as the values and objectives of the MWC match those of the Faculty of Arts. This move also aligns with the emerging strategic priorities of the Faculty, notably around its work in Digital Humanities.

Be it resolved that Senate approve and recommend to the Board of Governors for approval the proposed transfer of the McGill Writing Centre (MWC) from the School of Continuing Studies to the Faculty of Arts.

(D) CHANGES IN DEGREE DESIGNATION – none

(E) INTER-UNIVERSITY PARTNERSHIPS – none

(F) OTHER - none

II. TO BE ENDORSED BY SENATE / PRESENTED TO SENATE FOR DISCUSSION – none

III. APPROVED BY APC IN THE NAME OF SENATE

(A) DEFINITIONS – none

(B) STUDENT EXCHANGE PARTNERSHIPS / CONTRACTS / INTERUNIVERSITY PARTNERSHIPS - none

(C) OTHER – none

IV. FOR THE INFORMATION OF SENATE

A) ACADEMIC UNIT REVIEWS - none

B) APPROVAL OF COURSES AND TEACHING PROGRAMS

1. Programs

a) APC Approvals (new options/concentrations and major revisions to existing programs)

i. New Programs - *none*

ii. Major Revisions of Existing Programs – *none*

**b) APC Subcommittee on Courses and Teaching Programs (SCTP) Approvals
(Summary Reports: <http://www.mcgill.ca/sctp/documents/>)**

i. Moderate and Minor Program Revisions

Approved by SCTP on May 13th, 2021 and reported to APC on September 23rd, 2021

Faculty of Agricultural and Environmental Sciences

B.Sc.(Agr.Env.Sc.); Major in Agricultural Economics (42 cr.)

B.Sc.(Agr.Env.Sc.); Specialization in Animal Biology (24 cr.)
B.Eng.(Bioresource); Minor in Animal Biology (24 cr.)
B.Sc.(Agr.Env.Sc.); Specialization in Animal Health and Disease (24 cr.)
B.Eng.(Bioresource); Minor in Animal Health and Disease (24 cr.)

Faculty of Arts

M.A. in Anthropology; Non-Thesis (45 cr.) [*from April 22, 2021 SCTP*]
B.A.; Minor Concentration in Canadian Studies (18 cr.)
B.A. & Sc.; Minor Concentration in Canadian Studies (18 cr.)
B.A.; Major Concentration in Canadian Studies (36 cr.)
B.A. & Sc.; Major Concentration in Canadian Studies (36 cr.)
B.A.; Major Concentration in Art History (36 cr.)
B.A.; Minor Concentration in Art History (18 cr.)
B.A.; Joint Honours - Art History Component (36 cr.)
B.A.; Double Spécialisation en Langue et littérature françaises composante; Études et pratiques littéraires (36 cr.)
B.A.; Spécialisation en Langue et littérature françaises; Études et pratiques littéraires [enrichie] (72 cr.)
B.A.; Concentration majeure en Langue et littérature françaises; Études et pratiques littéraires (36 cr.)
B.A.; Concentration majeure en Langue et littérature françaises; Traduction (36 cr.)
B.A.; Concentration mineure en Langue et littérature françaises; Études et pratiques littéraires (18 cr.)
B.A.; Concentration mineure en Langue et littérature françaises; Traduction (18 cr.)
B.A.; Minor Concentration in GIS & Remote Sensing (18 cr.)
B.A.; Joint Honours – Sociology Component (36 cr.)

Faculty of Education

Certificat d'études supérieures en pédagogie de l'immersion française (15 cr.)

Graduate and Postdoctoral Studies

Desautels Faculty of Management

M.B.A.; Non-Thesis (54 cr.)
M.B.A.; Non-Thesis – General Management (48 cr.)
M.M. in Finance; Non-Thesis (45 cr.)

Faculty of Science

B.Sc.; Major in Earth System Science (57 cr.)
B.Sc.; Honours in Earth System Science (66 cr.)

ii. Program Retirements

Graduate and Postdoctoral Studies

Faculty of Science

M.Sc. in Biology; Bioinformatics (45 cr.)
Ph.D. in Biology; Bioinformatics (0 cr.)

2. Courses

a) New Courses

Reported as having been approved by SCTP on May 13th, 2021:27

Faculty of Arts: 16

Faculty of Engineering: 1

Desautels Faculty of Management: 1

Faculty of Medicine and Health Sciences: 4

Faculty of Science: 5

b) Course Revisions

Reported as having been approved by SCTP on May 13th, 2021:24

Faculty of Arts: 8

School of Continuing Studies: 3

Faculty of Dentistry: 1

Faculty of Education: 6

Faculty of Engineering: 4

Faculty of Medicine and Health Sciences: 2

c) Course Retirements

Reported as having been approved by SCTP on May 13th, 2021:654

Faculty of Agricultural and Environmental Sciences: 20

Faculty of Arts: 315

School of Continuing Studies: 52

Faculty of Dentistry: 10

Faculty of Education: 1

Faculty of Engineering: 48

Faculty of Law: 26

Desautels Faculty of Management: 49

Faculty of Medicine and Health Sciences: 78

Faculty of Science: 55

C) OTHER

Approved by APC on September 23rd, 2021, and reported to Senate for information

Office of the Provost and Vice-Principal (Academic)

Creation of a Working Group on Teaching Evaluation – appendix D

At a meeting on September 23rd, 2021, APC reviewed and approved the proposal to establish a small working group under its governance to conduct a review of the University's approach to student course evaluations. The workgroup, co-chaired by Prof. Campbell and Prof. Buddle, will lean on preliminary work done at the University to review the mechanisms used to solicit student evaluations, the policies and guidelines surrounding the process, the use of the data collected and to explore possible other tools and methods that could be used to assess teaching effectiveness.

Approved by APC on September 23rd, 2021, and reported to Senate for information

Graduate and Postdoctoral Studies

Revisions to the Regulations on Graduate Student Supervision – appendix E

At a meeting on September 23rd, 2021, APC was informed that section 2.9 of the Regulations on Graduate Student Supervision was edited for clarification purposes.



McGill

Memorandum Note de service

21-APC-09-04

Office of the Provost and Vice-Principal (Academic)

Date: September 23, 2021

To/Destinataire(s): Christopher Manfredi, Provost and Vice-Principal (Academic), Chair of APC

From/De la part de: Martha Crago, Vice-Principal (Research and Innovation)

c.c. Julie Degans, Academic Program Officer

Subject/Object: Proposed Revisions to the *Policy on Copyright* and *Policy on Inventions and Software*

For: Decision

Purpose:

The *Policy on Inventions and Software* and the *Policy on Copyright* were initially approved and last reviewed in May 2017. Both policies call for a review after a further three years, along with the formation of a Working Group with specific stakeholders, including the Office of the VP (RI), the Office of the PVPA, MCGSS, MAUT, SSMU, PGSS, MACES, MCSS, AMURE, MUNACA, and MUNASA, to review any proposed changes. Consultation with APC is now requested regarding the proposed changes, that are in part administrative and in part to align with peer institutions.

Background:

The following revisions are proposed:

1. Policy on Inventions and Software (see *Document 02*)
 - Administrative changes throughout the document to clarify that there are now two sets of Guidelines that supplement the Policy: i) the existing *Guidelines on the Application of the Policy on Inventions and Software* and ii) the new [Guidelines on University Spin-Offs](#). As per McGill's *Policy on the Development and Review of Governing Documents*, the new Guidelines on University Spin-Offs were approved by the Vice-Principal (Research and Innovation) as the Executive Sponsor of the Policy.
 - Section 2.8: Minor update to definition of "Net Income" to reflect current practice
 - Section 2.10: Addition of a definition for "Spin-Off"
 - Section 3.3: Mirroring language with the Policy on Copyright to specify that students are allowed to seek help from the University to commercialize their work.
 - Section 6.3a: Reference to the existing *Guidelines on the Application of the Policy on Inventions and Software* regarding the transfer of the University's rights.
 - Section 8: Mirroring language with the Policy on Copyright to specify that should an inventor disagree with the application of the policy by the University, nothing shall prevent them from bringing forward a grievance under the appropriate University policy.
 - Section 11.1: Updating the review cycle to 5 years in accordance with McGill's *Policy on the Development and Review of Governing Documents*.

2. Policy on Copyright (*Document 03*):

- Section 2.2: Addition of a definition for “Staff Work”
- Section 4.1: Language changes to clarify University rights to copyright when the technology transfer office assists in the dissemination of a work
- Section 4.2e: Indicating that copyright for Staff Work is owned by the University
- Section 4.3: Minor language update
- Section 7.1: Updating the review cycle to 5 years in accordance with McGill’s *Policy on the Development and Review of Governing Documents*.

Prior consultations/approvals:

- Spring-Fall 2020: Internal Discussions between the Office of the Vice-Principal (Research and Innovation) and Legal Services
- December 1, 2020 and January 22, 2021: Working Group as stipulated in the Policies
- February 9, 2021 and April 1, 2020: Electronic consultation with Faculty Deans
- March 2021: Discussions with the Faculty of Law
- May 11, 2021: Research Advisory Council (RAC)

Next steps:

- September 23, 2021: Submit to APC
- October 20, 2021: Submit to Senate
- October 28, 2021: Submit to the Board for final approval

Attachments

- Document 02 Policy on Inventions and Software Side by Side
- Document 03 Policy on Copyright Side by Side

POLICY NAME	POLICY ON INVENTIONS AND SOFTWARE
Approving Body	To be filled by Secretary-General
Initial Approval Date	2017
Date of last review	XXX
Date of next review	XXX
Executive Sponsor	Vice-Principal (Research and Innovation)

Related Documents	<ul style="list-style-type: none"> - Guidelines on the Application of the Policy on Inventions and Software - Guidelines for University Spin-offs - Policy on Copyright - Regulation on Conflict of Interest
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Current Text	Proposed Text
<p>1. Principles and Objectives</p> <p>This policy sets forth the rules applying to the ownership of, and rights to, intellectual property in the form of Inventions and Software developed by McGill University academic staff, administrative and support staff, students, as well as any other physical person working or doing research at or under the auspices of the University. The rules applicable to the ownership and rights to intellectual property (other than Software) covered by copyright are dealt with in the Policy on Copyright.</p> <p>The primary functions of the University are education, research, and the creation and dissemination of knowledge. The University affirms the principles of wide freedom of research and of free publication of the information generated. In some cases, obtaining intellectual property and transferring it to the private or public sector offers an optimal means of ensuring that University research positively affects the lives of Canadians and the world. Where this is the case, the University supports</p>	<p>1. Principles and Objectives</p> <p>This policy sets forth the rules applying to the ownership of, and rights to, intellectual property in the form of Inventions and Software developed by McGill University academic staff, administrative and support staff, students, as well as any other physical person working or doing research at or under the auspices of the University. The rules applicable to the ownership and rights to intellectual property (other than Software) covered by copyright are dealt with in the Policy on Copyright.</p> <p>The primary functions of the University are education, research, and the creation and dissemination of knowledge. The University affirms the principles of wide freedom of research and of free publication of the information generated. In some cases, obtaining intellectual property and transferring it to the private or public sector offers an optimal means of ensuring that University research positively affects the lives of Canadians and the world. Where this is the case, the University supports and encourages Inventors who so desire to pursue intellectual property</p>

and encourages Inventors who so desire to pursue intellectual property protection and to seek appropriate transfer of the underlying knowledge to private firms, philanthropies or civil society.

Intellectual property is the product of a cooperative relationship among academic staff, administrative and support staff, students, and the University, and derives from the creative energies of the individual fostered by the academic community and the environment. This includes facilities, equipment and financial support, in the form of grant funding, provided and administered by the University. The Inventor(s) and the University (and, where applicable, the affiliated institutions) have a shared interest in intellectual property. As hospitals and research institutes affiliated with the University may have contributed to the resources and the environment that led to Inventions or Software, separate agreements between the University and its affiliated institutions will provide for proper recognition of the financial, and other, interests of all parties.

Since the University draws its operating and research funds in large measure from the governments of Quebec and of Canada, the commercial development of its intellectual property must, to the extent possible, result in benefits to Quebec and Canada. Benefits take many forms including building up the research and innovation capacity of Quebec and Canada, offering more training opportunities, contributing to a knowledge infrastructure and responding to social and economic concerns. The University further recognizes that the presence of a vibrant, local, knowledge-based economy is beneficial to its members and seeks to foster its development by establishing McGill as a hub of knowledge mobilization, technology transfer, and networking between researchers and industry.

The objectives of this policy are:

- to serve the public interest by increasing research capacity, knowledge transfer or

protection and to seek appropriate transfer of the underlying knowledge to private firms, philanthropies or civil society.

Intellectual property is the product of a cooperative relationship among academic staff, administrative and support staff, students, and the University, and derives from the creative energies of the individual fostered by the academic community and the environment. This includes facilities, equipment and financial support, in the form of grant funding, provided and administered by the University. The Inventor(s) and the University (and, where applicable, the affiliated institutions) have a shared interest in intellectual property. As hospitals and research institutes affiliated with the University may have contributed to the resources and the environment that led to Inventions or Software, separate agreements between the University and its affiliated institutions will provide for proper recognition of the financial, and other, interests of all parties.

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The objectives of this policy are:

- to serve the public interest by increasing research capacity, knowledge transfer or by contributing to the development of

<p>by contributing to the development of useful products, services, and processes;</p> <ul style="list-style-type: none"> - to ensure the continued vibrancy of the University, its research and its service to the community through the dissemination and use of Inventions; and - to contribute, to the extent possible, to the socio-economic well-being of Quebec and Canada. 	<p>useful products, services, and processes;</p> <ul style="list-style-type: none"> - to ensure the continued vibrancy of the University, its research and its service to the community through the dissemination and use of Inventions; and - to contribute, to the extent possible, to the socio-economic well-being of Quebec and Canada.
<p>2. Definitions</p> <p>For the purpose of this policy, the following definitions apply:</p> <p>2.1 “Field of Academic Research” means the particular areas of research in relation to which an Inventor has published works, has received funding, or has made Inventions or developed Software, in the course of his or her academic duties.</p> <p>2.2 “Field of Academic Research and Teaching” means the fields in relation to which an Inventor has been teaching, and the particular areas of research in relation to which he or she has published works, has received funding, or has made Inventions or developed Software or Learnware, in the course of his or her academic duties.</p> <p>2.3 “Equity Holder” means an Inventor who holds more than ten percent (10 %) equity at the creation of the spin-off company based wholly or in part on his or her Invention or Software.</p> <p>2.4 “Guidelines” means the Guidelines on the Application of the Policy on Inventions and Software.</p> <p>2.5 “Invention” means any new and useful art, process, machine, manufacture, design or composition of matter, or any new and useful improvement to any art, process, machine, manufacture, design or composition of matter, which is or may be protected by patent, plant</p>	<p>2. Definitions</p> <p>For the purpose of this policy, the following definitions apply:</p> <p>2.1 “Field of Academic Research” means the particular areas of research in relation to which an Inventor has published works, has received funding, or has made Inventions or developed Software, in the course of his or her academic duties.</p> <p>2.2 “Field of Academic Research and Teaching” means the fields in relation to which an Inventor has been teaching, and the particular areas of research in relation to which he or she has published works, has received funding, or has made Inventions or developed Software or Learnware, in the course of his or her academic duties.</p> <p>2.3 “Equity Holder” means an Inventor who holds more than ten percent (10 %) equity at the creation of the spin-off company <u>Spin-off</u> based wholly or in part on his or her Invention or Software. “Guidelines” means the Guidelines on the Application of the Policy on Inventions and Software.</p> <p>2.4 “Invention” means any new and useful art, process, machine, manufacture, design or composition of matter, which is or may be protected by patent, plant breeder’s right,</p>

<p>breeder’s right, industrial design, utility model, or other similar intellectual property right.</p> <p>2.6 “Inventor” means any student, employee, or appointee of the University, whether academic or administrative and support staff, or any physical person, such as a visiting professor, working or doing research at or under the auspices of the University, who satisfies the applicable statutory requirements of inventorship. In this policy, the term “Inventor” shall also be used in reference to the creators of Software covered by copyright.</p> <p>2.7 “Lead Inventor” means that member of a group of Inventors designated by the group to act as its contact person with the University.</p> <p>2.8 “Learnware” means Software designed for teaching purposes that provides for interaction with the user, or makes use of a multimedia product, or both. It includes technology-enabled learning products in electronic format.</p> <p>2.9 “Net Income” means all consideration, including, without limiting the generality of the foregoing, royalties, cash, equity, and options, received by the Inventor(s) and the University from the sale, licensing, or other disposition of an Invention or Software, less the costs specifically related to the protection, licensing, distribution, financial charges imposed by the University for fund administration, or other charges related to the commercial development of the Invention or Software.</p> <p>2.10 “Software” means any set of instructions that is expressed, fixed, embodied, or stored in any manner and that can be used directly or indirectly in a device in order to bring about a specific result.</p> <p>2.11 “Student Academic Inventions or Software” means any Invention or Software that is created, conceived, developed, or first reduced to practice in the course of, or as part of, a student’s coursework or extracurricular activity, unless such coursework or activity: (a) is a graduate</p>	<p>industrial design, utility model, or other similar intellectual property right.</p> <p>2.5 “Inventor” means any student, employee, or appointee of the University, whether academic or administrative and support staff, or any physical person, such as a visiting professor, working or doing research at or under the auspices of the University, who satisfies the applicable statutory requirements of inventorship. In this policy, the term “Inventor” shall also be used in reference to the creators of Software covered by copyright.</p> <p>2.6 “Lead Inventor” means that member of a group of Inventors designated by the group to act as its contact person with the University.</p> <p>2.7 “Learnware” means Software designed for teaching purposes that provides for interaction with the user, or makes use of a multimedia product, or both. It includes technology-enabled learning products in electronic format.</p> <p>2.8 “Net Income” means all consideration, including, without limiting the generality of the foregoing, royalties, cash, equity, and options, received by the Inventor(s) and the University from the sale, licensing, or other disposition of an Invention or Software, less the costs specifically related to the protection, licensing, distribution, financial charges imposed by the University for fund administration, or other charges related to the commercial development of the Invention or Software.</p> <p>2.9 “Software” means any set of instructions that is expressed, fixed, embodied, or stored in any manner and that can be used directly or indirectly in a device in order to bring about a specific result.</p> <p><u>2.10 “Spin-off” means a duly incorporated company in the province of Québec or in</u></p>
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<p>student’s thesis work; (b) involves activities for which the student is paid by the University; (c) involves research or coursework that is the subject of an agreement with a third party; (d) was created, conceived, developed or first reduced to practice with the creative input or invention contribution of a non-student Inventor; or (e) makes substantial use of University facilities.</p>	<p><u>Canada, which derives or will derive a considerable portion of its commercial activities from the application or use of a technology or business model originating from research activities conducted at McGill. A Spin-off possesses a registered place of business outside of McGill and has been incorporated. A Spin-off must have an established option or licence agreement from McGill.</u></p> <p><u>2-102.11</u> “Student Academic Inventions or Software” means any Invention or Software that is created, conceived, developed, or first reduced to practice in the course of, or as part of, a student’s coursework or extracurricular activity, unless such coursework or activity: (a) is a graduate student’s thesis work; (b) involves activities for which the student is paid by the University; (c) involves research or coursework that is the subject of an agreement with a third party; (d) was created, conceived, developed or first reduced to practice with the creative input or invention contribution of a non-student Inventor; or (e) makes substantial use of University facilities.</p>
<p>3. Application of the Policy</p> <p>3.1 This policy is binding on all students and employees of the University and all physical persons working or doing research at or under the auspices of the University. This policy also applies to academic staff and administrative and support staff on sabbatical leave or leave of absence unless the host institution or company has rules which preclude the application of this policy and, in the case of a company, the University agrees in writing to other arrangements.</p> <p>3.2 The policy shall apply to any and all Inventions and Software disclosed after the date fixed for implementation of the policy.</p> <p>3.3 This policy does not apply to Student Academic Inventions or Software. Student</p>	<p>3 Application of the Policy</p> <p>3.1 This policy is binding on all students and employees of the University and all physical persons working or doing research at or under the auspices of the University. This policy also applies to academic staff and administrative and support staff on sabbatical leave or leave of absence unless the host institution or company has rules which preclude the application of this policy and, in the case of a company, the University agrees in writing to other arrangements.</p> <p>3.2 The policy shall apply to any and all Inventions and Software disclosed after the date fixed for implementation of the policy.</p>

<p>Academic Inventions or Software shall remain with its creators and ownership shall be determined in accordance with applicable law and shall not be impacted by this policy.</p>	<p>3.3 This policy does not apply to Student Academic Inventions or Software. Student Academic Inventions or Software shall remain with its creators and ownership shall be determined in accordance with applicable law and shall not be impacted by this policy. <u>Should a student wish to commercialize Student Academic Inventions or Software with the assistance of the University, he or she may contact the technology transfer office within the Office of Innovation and Partnerships. If the technology transfer office agrees to assist with the commercialization of the Student Academic Inventions or Software the University will ask that the rights to the Student Academic Inventions and Software be assigned to the University and that a portion of any revenues derived be attributed to the University. In such cases, the revenues would be split between the University and the student in accordance with section 5.1.1 of the Guidelines on the Application of the Policy on Inventions and Software.</u></p>
<p>4. Guidelines on Application of the Policy on Inventions and Software</p> <p>4.1 This policy shall be supplemented by the Guidelines. The Guidelines shall be used for the purpose of clarifying this policy and setting evolving processes and practices implemented in support of this policy. The Guidelines may be modified from time to time by the Vice- Principal (Research and Innovation) after appropriate consultation with the Senior Administration, Deans, the Technology Transfer Office, and members of the University community and affiliated institutions having experience and expertise in matters of Inventions and Software and commercial development of such.</p> <p>4.2 Except as provided in the Guidelines or agreed to between the Inventor(s) and the University, Inventions and Software are</p>	<p>4— Guidelines on Application of the Policy on Inventions and Software 54</p> <p><u>4.1</u> This policy shall be supplemented by the Guidelines. <u>The Guidelines on the Application of the Policy on Inventions and Software, which</u> shall be used for the purpose of clarifying this policy and setting evolving processes and practices implemented in support of this policy.</p> <p><u>4.2 This policy shall be supplemented by Guidelines for University Spin-offs, which shall outline the core principles and parameters within which spin-off companies Spin-offs are developed, maintained and commercialized based on Inventions and Software created at McGill. The Guidelines may be modified from</u></p>

<p>commercialized under the guidance and responsibility of the University.</p>	<p>time to time by the Vice-Principal (Research and Innovation) after appropriate consultation with the Senior Administration, Deans, the Technology Transfer Office, and members of the University community and affiliated institutions having experience and expertise in matters of Inventions and Software and commercial development of such.</p> <p><u>4.3</u> Except as provided in these Guidelines or agreed to between the Inventor(s) and the University, Inventions and Software are commercialized under the guidance and responsibility of the University.</p>
<p>5. Ownership</p> <p>5.1 <i>Ownership of Rights to Inventions:</i> Subject to section 5.3, the Inventor(s), on the one hand and the University, on the other hand, will each hold an equal interest in the intellectual property underlying Inventions created by the Inventor(s):</p> <ul style="list-style-type: none"> a) with University assistance; or b) with the substantial use of University equipment, facilities, or resources; or c) in the course of academic duties or work in the course of study, research, or teaching. <p>5.2 <i>Ownership of Rights to Software:</i> Subject to section 5.4, the Inventor(s), on the one hand, and the University, on the other hand, will each hold an equal interest in the intellectual property underlying Software created by the Inventor(s):</p> <ul style="list-style-type: none"> a) with University assistance; or b) with the substantial use of University equipment, facilities, or resources; or c) in the course of academic duties or work in the course of study, research, or teaching; and, in the case of Learnware, in the fields in which the Inventor has been teaching and doing research. 	<p>6.5 Ownership</p> <p>6.15.1 <i>Ownership of Rights to Inventions:</i> Subject to section 5.3, the Inventor(s), on the one hand and the University, on the other hand, will each hold an equal interest in the intellectual property underlying Inventions created by the Inventor(s):</p> <ul style="list-style-type: none"> a) with University assistance; or b) with the substantial use of University equipment, facilities, or resources; or c) in the course of academic duties or work in the course of study, research, or teaching. <p>6.25.2 <i>Ownership of Rights to Software:</i> Subject to section 5.4, the Inventor(s), on the one hand, and the University, on the other hand, will each hold an equal interest in the intellectual property underlying Software created by the Inventor(s):</p> <ul style="list-style-type: none"> a) with University assistance; or b) with the substantial use of University equipment, facilities, or resources; or c) in the course of academic duties or work in the course of study, research, or teaching; and, in the case of Learnware, in the fields in which the Inventor has been teaching and doing research.

5.3 Specific Exceptions Applicable to Inventions:

Notwithstanding section 5.1, the following categories of Inventions are not jointly owned by the University and the Inventor(s), and may be owned by the Inventor(s), the University, a third party, or jointly by two or more parties, as the case may be:

- a) where developed in the course of research sponsored by a third party pursuant to a written agreement with the University, wherein ownership rights are determined by specific terms of the agreement. Unless the terms of the agreement give ownership of the Invention to the third party, such Invention is owned by the University until all rights, such as a license or an option, granted to the third party under the agreement have become extinguished, at which point the Invention becomes jointly owned by the University and the Inventor(s);
- b) where developed in the course of a consulting agreement between the Inventor(s) and a third party, made in accordance with University policies and procedures. The ownership rights are then determined by the specific terms of the agreement;
- c) where made by an Inventor in a domain outside his or her Field of Academic Research, and where there has not been substantial use of University facilities, equipment or resources. The rights are then owned by the Inventor;
- d) where made by an Inventor who is a member of the administrative and support staff of the University, as a result of activities not covered by his or her contract of employment, and where there has not been substantial use of University facilities, equipment or resources. The rights are then owned by the Inventor;
- e) where the University assigned its rights to the Inventor(s) in accordance with section 4.3 of the Guidelines. The rights are then owned by the Inventor(s);

6-35.3 Specific Exceptions Applicable to Inventions:

Notwithstanding Section 5.1, the following categories of Inventions are not jointly owned by the University and the Inventor(s), and may be owned by the Inventor(s), the University, a third party, or jointly by two or more parties, as the case may be:

- a) where developed in the course of research sponsored by a third party pursuant to a written agreement with the University, wherein ownership rights are determined by specific terms of the agreement. Unless the terms of the agreement give ownership of the Invention to the third party, such Invention is owned by the University until all rights, such as a license or an option, granted to the third party under the agreement have become extinguished, at which point the Invention becomes jointly owned by the University and the Inventor(s);
- b) where developed in the course of a consulting agreement between the Inventor(s) and a third party, made in accordance with University policies and procedures. The ownership rights are then determined by the specific terms of the agreement;
- c) where made by an Inventor in a domain outside his or her Field of Academic Research, and where there has not been substantial use of University facilities, equipment or resources. The rights are then owned by the Inventor;
- d) where made by an Inventor who is a member of the administrative and support staff of the University, as a result of activities not covered by his or her contract of employment, and where there has not been substantial use of University facilities, equipment or resources. The rights are then owned by the Inventor;

<p>f) where the Inventor(s) assigned their rights to the University in accordance with section 6.4 of this policy. The rights are then owned by the University;</p> <p>g) where the Invention is the product of work covered by a collective agreement. The ownership rights are then determined by the specific terms of the collective agreement; and</p> <p>h) where the Invention is the product of work covered by an agreement with the University. The ownership rights are then determined by the specific terms of the agreement.</p> <p><i>5.4 Specific Exceptions Applicable to Software:</i> Notwithstanding section 5.2, the following categories of Software are not jointly owned by the University and the Inventor(s), and may be owned by the Inventor(s), the University, a third party, or jointly by two or more parties, as the case may be:</p> <p>a) where developed in the course of research sponsored by a third party pursuant to a written agreement with the University, wherein ownership rights are determined by specific terms of the agreement. Unless the terms of the agreement give ownership of the Software to the third party, such Software is owned by the University until all rights, such as a license or an option, granted to the third party under the agreement have become extinguished, at which point the Software becomes jointly owned by the University and the Inventor(s);</p> <p>b) where developed in the course of a consulting agreement between the Inventor(s) and a third party, made in accordance with University policies and procedures. The ownership rights are then determined by the specific terms of the agreement;</p> <p>c) where limited to the electronic form of a work, or where it is ancillary to a work. The rights are then owned by the Inventor(s);</p>	<p>e) where the University assigned its rights to the Inventor(s) in accordance with section 4.3 of the Guidelines <u>Guidelines on the Application of the Policy on Inventions and Software</u>. The rights are then owned by the Inventor(s);</p> <p>f) where the Inventor(s) assigned their rights to the University in accordance with section 6.3 of this policy. The rights are then owned by the University;</p> <p>g) where the Invention is the product of work covered by a collective agreement. The ownership rights are then determined by the specific terms of the collective agreement; and</p> <p>h) where the Invention is the product of work covered by an agreement with the University. The ownership rights are then determined by the specific terms of the agreement.</p> <p><i>6.45.4 Specific Exceptions Applicable to Software:</i> Notwithstanding section 5.2, the following categories of Software are not jointly owned by the University and the Inventor(s), and may be owned by the Inventor(s), the University, a third party, or jointly by two or more parties, as the case may be:</p> <p>a) where developed in the course of research sponsored by a third party pursuant to a written agreement with the University, wherein ownership rights are determined by specific terms of the agreement. Unless the terms of the agreement give ownership of the Software to the third party, such Software is owned by the University until all rights, such as a license or an option, granted to the third party under the agreement have become extinguished, at which point the Software becomes jointly owned by the University and the Inventor(s);</p> <p>b) where developed in the course of a</p>
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<p>d) works of art, including works of art expressed in multimedia format. The rights are then owned by the Inventor(s);</p> <p>e) in the case of Software which does not constitute Learnware, where developed by an Inventor in a domain outside his or her Field of Academic Research, and where there has not been substantial use of University facilities, equipment or resources. The rights are then owned by the Inventor;</p> <p>f) where constituting Learnware developed by an Inventor in a domain outside his or her Field of Academic Research and Teaching, and where there has not been substantial use of University facilities, equipment or resources. The rights are then owned by the Inventor;</p> <p>g) where developed by an Inventor who is a member of administrative and support staff of the University, as a result of activities not covered by his or her contract of employment, and where there has not been substantial use made of University facilities, equipment or resources. The rights are then owned by the Inventor;</p> <p>h) where the University has assigned its rights to the Inventor(s) in accordance with section 4.3 of the Guidelines. The rights are then owned by the Inventor(s);</p> <p>i) where the Inventor(s) assigned their rights to the University in accordance with section 6.4 of this policy. The rights are then owned by the University;</p> <p>j) where constituting Learnware developed as part of a web-based course specifically funded by the University, the rights are then owned or apportioned in accordance with a written agreement between the University and the Inventor(s);</p> <p>k) where the Software is the product of work covered by a collective agreement. The</p>	<p>consulting agreement between the Inventor(s) and a third party, made in accordance with University policies and procedures. The ownership rights are then determined by the specific terms of the agreement;</p> <p>c) where limited to the electronic form of a work, or where it is ancillary to a work. The rights are then owned by the Inventor(s);</p> <p>d) works of art, including works of art expressed in multimedia format. The rights are then owned by the Inventor(s);</p> <p>e) in the case of Software which does not constitute Learnware, where developed by an Inventor in a domain outside his or her Field of Academic Research, and where there has not been substantial use of University facilities, equipment or resources. The rights are then owned by the Inventor;</p> <p>f) where constituting Learnware developed by an Inventor in a domain outside his or her Field of Academic Research and Teaching, and where there has not been substantial use of University facilities, equipment or resources. The rights are then owned by the Inventor;</p> <p>g) where developed by an Inventor who is a member of administrative and support staff of the University, as a result of activities not covered by his or her contract of employment, and where there has not been substantial use made of University facilities, equipment or resources. The rights are then owned by the Inventor;</p> <p>h) where the University has assigned its rights to the Inventor(s) in accordance with section 4.3 of the <u>Guidelines-Guidelines on the Application of the Policy on Inventions and Software.</u> The rights are then owned by the</p>
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<p>ownership rights are then determined by the specific terms of the collective agreement; and</p> <p>l) where the Invention is the product of work covered by an agreement with the University. The ownership rights are then determined by the specific terms of the agreement.</p>	<p>Inventor(s);</p> <p>i) where the Inventor(s) assigned their rights to the University in accordance with section 6.3 of this policy. The rights are then owned by the University;</p> <p>j) where constituting Learnware developed as part of a web-based course specifically funded by the University, the rights are then owned or apportioned in accordance with a written agreement between the University and the Inventor(s);</p> <p>k) where the Software is the product of work covered by a collective agreement. The ownership rights are then determined by the specific terms of the collective agreement; and</p> <p>l) where the Invention is the product of work covered by an agreement with the University. The ownership rights are then determined by the specific terms of the agreement.</p>
<p>6. Commercialization</p> <p>6.1 <i>Disclosure:</i> Inventor(s) are required to disclose to the Technology Transfer Office those Inventions and Software described in sections 5.1, 5.2, 5.3a), and 5.4a) that they wish to develop for commercial purposes. This disclosure is to be made to the Technology Transfer Office, acting as the delegate of the Vice-Principal (Research and Innovation), through a Report of Invention (“ROI”). The Inventor(s) may indicate in the ROI if they want to pursue commercialization of the Invention or Software independently of the University. The Inventor(s) shall set out, in the ROI, reasons for believing that seeking intellectual property protection over the Invention or Software will best serve the University, the communities it serves and Quebec and Canada generally.</p> <p>6.2 <i>Decision of Inventors:</i> Inventor(s) are not obliged to seek commercial development of their work, and the University will respect the decision</p>	<p>76 Commercialization</p> <p>7-16.1 <i>Disclosure:</i> Inventor(s) are required to disclose to the tTechnology tTransfer oOffice those Inventions and Software described in sections 5.1, 5.2a), 5.3a), and 5.4a) that they wish to develop for commercial purposes. This disclosure is to be made to the tTechnology tTransfer oOffice, acting as the delegate of the Vice-Principal (Research and Innovation), through a Report of Invention (“ROI”). The Inventor(s) may indicate in the ROI if they want to pursue commercialization of the Invention or Software independently of the University. The Inventor(s) shall set out, in the ROI, reasons for believing that seeking intellectual property protection over the Invention or Software will best serve the University, the communities it serves and Quebec and Canada generally.</p>

<p>of the Inventor(s) not to commercialize their Invention or Software.</p> <p>6.3 <i>Commercialization by Inventors:</i> In the event that all of the Inventor(s) agree to pursue commercialization of the Invention or Software independently of the University, the following shall apply:</p> <p>a) <i>Assignment:</i> All rights to the Invention or Software shall be assigned by the University to the Inventor(s) in order for the Inventor(s) to be able to proceed with commercialization.</p> <p>b) <i>Sharing of Net Income:</i> The University shall retain the right to receive its share of the Net Income received from the commercialization of the Invention or Software by the Inventors, as is further set out in the Guidelines.</p> <p>c) <i>Negotiation of Transaction:</i> The Inventor(s) shall be responsible for commercializing the Invention or Software and shall have full authority to negotiate the terms of any and all agreements with third parties. The Inventor(s) shall assume all risks and costs associated with entering into such agreements. The Inventor(s) shall keep the University informed on a regular basis of their efforts to commercialize the Invention or Software and of any agreements that may have been entered into in connection therewith, including providing the University with an annual report of their activities.</p> <p>d) <i>Protection of Intellectual Property:</i> The Inventor(s) shall be responsible for securing and financing any intellectual property protection as appropriate. Except as otherwise provided in this policy or the Guidelines, the costs incurred in the protection of intellectual property shall be assumed wholly by the Inventor(s).</p> <p>e) <i>Documentation:</i> The University shall execute any document reasonably required for the purpose of protecting the Invention or Software and furthering its commercial development.</p>	<p>7.26.2 <i>Decision of Inventors:</i> Inventor(s) are not obliged to seek commercial development of their work, and the University will respect the decision of the Inventor(s) not to commercialize their Invention or Software.</p> <p>7.36.3 <i>Commercialization by Inventors:</i> In the event that all of the Inventor(s) agree to pursue commercialization of the Invention or Software independently of the University, the following shall apply:</p> <p>a) <i>Assignment:</i> All <u>of the University's</u> rights to the Invention or Software shall be assigned by the University to the Inventor(s), <u>as is further set out in the Guidelines on the Application of the Policy on Inventions and Software.</u> in order for the Inventor(s) to be able to proceed with commercialization.</p> <p>b) <i>Sharing of Net Income:</i> The University shall retain the right to receive its share of the Net Income received from the commercialization of the Invention or Software by the Inventors, as is further set out in the <u>Guidelines-Guidelines on the Application of the Policy on Inventions and Software.</u></p> <p>c) <i>Negotiation of Transaction:</i> The Inventor(s) shall be responsible for commercializing the Invention or Software and shall have full authority to negotiate the terms of any and all agreements with third parties. The Inventor(s) shall assume all risks and costs associated with entering into such agreements. The Inventor(s) shall keep the University informed on a regular basis of their efforts to commercialize the Invention or Software and of any agreements that may have been entered into in connection therewith, including providing the University with an annual report of their activities.</p> <p>d) <i>Protection of Intellectual Property:</i> The</p>
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6.4 *Commercialization by University*: In the event that, after reviewing the ROI, the Inventors have not declared in the ROI that they want to pursue commercialization of the Invention or Software independently of the University and the University decides to commercialize the Invention or Software, the following shall apply:

a) *Assignment*: All rights to the Invention or Software shall be assigned by the Inventor(s) to the University in order for the University to be able to proceed with commercialization.

b) *Sharing of Net Income*: The Inventor(s) shall retain the right to receive their share of the Net Income received by the University from the commercialization of the Invention or Software as is further set out in the Guidelines.

c) *Negotiation of Transaction*: Inventor(s) shall be involved in the commercialization process by providing their input and agreement on the development plan of the Invention or Software as is further set out in sections 3.5 and 3.6 of the Guidelines. Notwithstanding the foregoing, the Technology Transfer Office shall be responsible for commercializing the Invention or Software, and shall have full authority to negotiate the terms of any and all agreements relating to such commercialization. The University shall assume all risks associated with entering into such agreements.

d) *Protection of Intellectual Property*: The University may seek patent protection or copyright registration of the intellectual property underlying the Invention or Software as appropriate. It does not seek protection for Inventions or Software that, in its judgment, do not have significant potential or will not benefit from such protection. The University will cease to pursue protection of intellectual property where successful application of the technology seems unlikely. Except as otherwise provided in this policy or the Guidelines, the cost incurred in the

Inventor(s) shall be responsible for securing and financing any intellectual property protection as appropriate. Except as otherwise provided in this policy or the ~~Guidelines~~, [Guidelines on the Application of the Policy on Inventions and Software](#), the costs incurred in the protection of intellectual property shall be assumed wholly by the Inventor(s).

e) *Documentation*: The University shall execute any document reasonably required for the purpose of protecting the Invention or Software and furthering its commercial development.

7.46.4 *Commercialization by University*: In the event that, after reviewing the ROI, the Inventors have not declared in the ROI that they want to pursue commercialization of the Invention or Software independently of the University and the University decides to commercialize the Invention or Software, the following shall apply:

a) *Assignment*: All rights to the Invention or Software shall be assigned by the Inventor(s) to the University in order for the University to be able to proceed with commercialization.

b) *Sharing of Net Income*: The Inventor(s) shall retain the right to receive their share of the Net Income received by the University from the commercialization of the Invention or Software as is further set out in the ~~Guidelines~~. [Guidelines on the Application of the Policy on Inventions and Software](#).

c) *Negotiation of Transaction*: Inventor(s) shall be involved in the commercialization process by providing their input and agreement on the development plan of the Invention or Software as is further set out in ~~s~~Sections 3.5 and 3.6 of the ~~Guidelines~~ [Guidelines on the Application](#)

protection of intellectual property is borne by the University.

e) *Documentation*: The Inventor(s) shall execute any document reasonably required for the purpose of protecting the Invention or Software and furthering its commercial development.

6.5 *Divergent Opinions on Use of Invention or Software*: In cases where the University and the Inventor(s) have divergent ethical concerns in relation to the use of the Invention or Software by third parties, the matter will be resolved in accordance with section 8 of this policy.

of the Policy on Inventions and Software.

Notwithstanding the foregoing, the ~~t~~Technology ~~t~~Transfer ~~o~~Office shall be responsible for commercializing the Invention or Software, and shall have full authority to negotiate the terms of any and all agreements relating to such commercialization. The University shall assume all risks associated with entering into such agreements.

~~e~~d) *Protection of Intellectual Property*: The University may seek patent protection or copyright registration of the intellectual property underlying the Invention or Software as appropriate. It does not seek protection for Inventions or Software that, in its judgment, do not have significant potential or will not benefit from such protection. The University will cease to pursue protection of intellectual property where successful application of the technology seems unlikely. Except as otherwise provided in this policy or the ~~Guidelines~~Guidelines on the Application of the Policy on Inventions and Software, the cost incurred in the protection of intellectual property is borne by the University.

~~e~~e) *Documentation*: The Inventor(s) shall execute any document reasonably required for the purpose of protecting the Invention or Software and furthering its commercial development.

~~7.56.5~~6.5 *Divergent Opinions on Use of Invention or Software*: In cases where the University and the Inventor(s) have divergent ethical concerns in relation to the use of the Invention or Software by third parties, the matter will be resolved in accordance with Section ~~8~~8 of this policy.

<p>7. Sharing of Net Income</p> <p>7.1 <i>Sharing of Income:</i> Net Income derived from the commercialization of Inventions or Software shall be shared between the Inventor(s) and the University in accordance with this policy and the Guidelines.</p> <p>7.2 <i>Multiple Inventors:</i> In cases where there is more than one Inventor, the proportion of the Inventors' share of Net Income to be received by each Inventor, and any University contributors should the Inventors so decide, shall be set out in the ROI. The ROI shall be signed by all Inventors and any University contributors receiving a portion of the Inventors' Net Income. The Lead Inventor is responsible for the identification of all Inventors and University contributors, including students.</p> <p>7.3 <i>Equity Holders:</i> An Inventor involved in the founding of a spin-off company may receive equity (shares or options) over and above his or her share of Net Income as an Inventor under this policy. In such cases and where the University is commercializing the Invention or Software, the Equity Holder may be required by the University to waive, in favour of the University, their rights to their share of the Net Income and the portion of the Net Income which would otherwise have been allocated to the Equity Holder, as an Inventor, would be split <i>pro rata</i> between the University and the other Inventor(s).</p> <p>7.4 <i>Sharing with Other Academic Institutions:</i> Where an Invention or Software is developed jointly by an Inventor working at the University and a member of another academic institution working at the other institution, rights to such Invention or Software and Net Income shall be shared between the University and the other academic institution, taking into account the policies of both institutions. The sharing of Net Income will normally take into account the relative contributions of the individuals and their institutions. If the other academic institution is a University-affiliated institution, the sharing of ownership and Net Income shall be governed by</p>	<p>87 Sharing of Net Income</p> <p>8.17.1 <i>Sharing of Income:</i> Net Income derived from the commercialization of Inventions or Software shall be shared between the Inventor(s) and the University in accordance with this policy and the Guidelines.Guidelines on the Application of the Policy on Inventions and Software.</p> <p>8.27.2 <i>Multiple Inventors:</i> In cases where there is more than one Inventor, the proportion of the Inventors' share of Net Income to be received by each Inventor, and any University contributors should the Inventors so decide, shall be set out in the ROI. The ROI shall be signed by all Inventors and any University contributors receiving a portion of the Inventors' Net Income. The Lead Inventor is responsible for the identification of all Inventors and University contributors, including students.</p> <p>7.3 <i>Equity Holders:</i> An Inventor involved in the founding of a spin-off companySpin-off may receive equity (shares or options) over and above his or her share of Net Income as an Inventor under this policy. In such cases and where the University is commercializing the Invention or Software, the Equity Holder may be required by the University to waive, in favour of the University, their rights to their share of the Net Income and the portion of the Net Income which would otherwise have been allocated to the Equity Holder, as an Inventor, would be split <i>pro rata</i> between the University and the other Inventor(s).</p> <p>7.4 <i>Sharing with Other Academic Institutions:</i> Where an Invention or Software is developed jointly by an Inventor working at the University and a member of another academic institution working at the other institution, rights to such Invention or Software and Net</p>
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<p>agreements in place between the University and its affiliated institutions regarding the management of intellectual property.</p>	<p>Income shall be shared between the University and the other academic institution, taking into account the policies of both institutions. The sharing of Net Income will normally take into account the relative contributions of the individuals and their institutions. If the other academic institution is a University-affiliated institution, the sharing of ownership and Net Income shall be governed by agreements in place between the University and its affiliated institutions regarding the management of intellectual property.</p>
<p>8. Dispute Resolution</p> <p>Parties to any dispute arising out of the application of this policy are encouraged first to attempt to try to resolve the matter informally with the assistance of the Technology Transfer Office. If no such resolution is reached, the matter may be referred to the Vice-Principal (Research and Innovation). The Vice-Principal shall only hear disputes that have been brought within one (1) year of the complainant having had knowledge of the matter underlying the dispute. All material relevant to the dispute shall be provided to the Vice-Principal by all parties to the dispute, within fifteen (15) working days of the day on which the matter is referred to him or her. The Vice-Principal shall invite comments by interested parties and shall be free to consult with experts, if required. All information provided to experts by the Vice-Principal shall be treated as confidential by such experts. The Vice-Principal shall share the opinion of the experts with all interested parties and shall invite them to comment within a fixed delay. The Vice-Principal shall promptly advise the parties in writing of his or her decision in the matter. Any decision by the Vice-Principal under this section 8 shall be final.</p>	<p>98 Dispute Resolution</p> <p>Parties to any dispute arising out of the application of this policy are encouraged first to attempt to try to resolve the matter informally with the assistance of the tTechnology tTransfer oOffice. If no such resolution is reached, the matter may be referred to the Vice-Principal (Research and Innovation). The Vice-Principal shall only hear disputes that have been brought within one (1) year of the complainant having had knowledge of the matter underlying the dispute. All material relevant to the dispute shall be provided to the Vice-Principal by all parties to the dispute, within fifteen (15) working days of the day on which the matter is referred to him or her. The Vice-Principal shall invite comments by interested parties and shall be free to consult with experts, if required. All information provided to experts by the Vice-Principal shall be treated as confidential by such experts. The Vice-Principal shall share the opinion of the experts with all interested parties and shall invite them to comment within a fixed delay. The Vice-Principal shall promptly advise the parties in writing of his or her decision in the matter. <u>Should an Inventor disagree with the application of this policy by the University, nothing herein shall prevent them from bringing forward a grievance under the appropriate University policy. Any decision by the Vice-Principal under this Section 8 shall be final.</u></p>
<p>9. Enforcement</p>	<p>109 Enforcement</p> <p>The University and Inventor(s) shall, within a</p>

<p>The University and Inventor(s) shall, within a reasonable timeframe, execute all documents, forms, and agreements reasonably required to give full effect to this policy.</p>	<p>reasonable timeframe, execute all documents, forms, and agreements reasonably required to give full effect to this policy.</p>
<p>10. Review</p> <p>10.1 After a further three (3) years of its operation, and if Senate so determines, this policy shall be reviewed by a working group comprised of the Office of the Vice-Principal (Research and Innovation) as chair, the Office of the Provost, and one representative each of MCGSS, MAUT, SSMU, PGSS, MACES, MCSS, AMURE, MUNACA, and MUNASA. The working group may make recommendations for modification of this policy.</p> <p>10.2 There shall be an annual meeting convened by the Office of the Vice-Principal (Research and Innovation), or delegate of the working group identified in 10.1, to review the operation of this policy. The focus of such a meeting will be on enhancing the University’s efforts to meet the principles and objectives articulated in section 1 while staying current to new developments and technologies that could impact the policy.</p>	<p><u>1110</u> Modifications to Guidelines</p> <p><u>The Guidelines may be modified from time to time by the Vice-Principal (Research and Innovation) after appropriate consultation with the Senior Administration, Deans, the Technology Transfer Office, and members of the University community and affiliated institutions having experience and expertise in matters of Inventions, Software, Spin-offs and commercial development of such.</u></p>
	<p><u>1211</u> Review</p> <p>11.1 After a further three-five (53) years of its operation, and if Senate so determines, this policy shall be reviewed by a working group comprised of the Office of the Vice-Principal (Research and Innovation) as chair, the Office of the Provost, and one representative each of MCGSS, MAUT, SSMU, PGSS, MACES, MCSS, AMURE, MUNACA, and MUNASA. The working group may make recommendations for modification of this policy.</p> <p>11.2 There shall be an annual meeting convened by the Office of the Vice-Principal (Research and Innovation), or delegate of the working group identified in 10.1, to review the operation of this policy. The focus of such a meeting will be on enhancing the University’s efforts to meet the principles and objectives articulated in section 1 while staying current</p>

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POLICY NAME	POLICY ON COPYRIGHT
Approving Body	To be filled by Secretary-General
Initial Approval Date	Senate: April 20, 2017 Board: May 27, 2017
Date of last review	May 27, 2017
Date of next review	TBD
Executive Sponsor	Vice-Principal (Research and Innovation)
Related Documents	Policy on Inventions and Software Guidelines on the Application of the Policy on Inventions and Software

Current Text	Proposed Text
<p>SECTION 1. SCOPE</p> <p>1. Principles and Objectives</p> <p>This policy sets forth the rules applying to ownership of, and rights to, intellectual property covered by copyright, but excluding Software, developed by McGill University academic staff, administrative and support staff, students, as well as any other physical person working or doing research at or under the auspices of the University. The rules applicable to the ownership and rights to Software covered by copyright are set out in the Policy on Inventions and Software.</p> <p>The primary functions of the University are education, research, and creation and dissemination of knowledge. The University affirms the principles of wide freedom of research and of free publication of the information generated from research. The University encourages, supports, and values the innovation agenda pursued by its academic staff.</p> <p>Works of authorship can be the product of individual effort or of a cooperative relationship among academic staff, administrative and support staff, students, and the University. Such Works derive from the creative energies of the individual(s) fostered by the academic community and environment, including facilities, equipment and financial aid, in the form of grant funding, provided and administered by the University.</p> <p>This policy aims to encourage the development of original Works of authorship and to recognize the contribution of both Authors and the University to Works of authorship.</p>	<p>SECTION 1. SCOPE</p> <p>1. Principles and Objectives</p> <p>This policy sets forth the rules applying to ownership of, and rights to, intellectual property covered by copyright, but excluding Software, developed by McGill University academic staff, administrative and support staff, students, as well as any other physical person working or doing research at or under the auspices of the University. The rules applicable to the ownership and rights to Software covered by copyright are set out in the Policy on Inventions and Software.</p> <p>The primary functions of the University are education, research, and creation and dissemination of knowledge. The University affirms the principles of wide freedom of research and of free publication of the information generated from research. The University encourages, supports, and values the innovation agenda pursued by its academic staff.</p> <p>Works of authorship can be the product of individual effort or of a cooperative relationship among academic staff, administrative and support staff, students, and the University. Such Works derive from the creative energies of the individual(s) fostered by the academic community and environment, including facilities, equipment and financial aid, in the form of grant funding, provided and administered by the University.</p> <p>This policy aims to encourage the development of original Works of authorship and to recognize the contribution of both Authors and the University to Works of authorship.</p>
<p>2. Definitions</p> <p>For the purpose of this policy, the following definitions apply.</p>	<p>2. Definitions</p> <p>For the purpose of this policy, the following definitions apply.</p>

<p>2.1 “Author” means a student or employee of the University, whether academic or administrative and support staff, or any physical person, such as a visiting professor, working or doing research at or under the auspices of the University, who has written or created a Work.</p> <p>2.2 “Software” means any set of instructions that is expressed, fixed, embodied, or stored in any manner and that can be used directly or indirectly in a device in order to bring about a specific result.</p> <p>2.3 “Student Academic Work(s)” means any Work that is created in the course of, or as part of, a student’s coursework or extracurricular activities, unless such coursework or activity: (a) involves research or coursework that is the subject of an agreement with a third party; or (b) is a Work of joint authorship with another non-student Author.</p> <p>2.4 “Work(s)” means any original literary, scientific, technical, dramatic, musical, artistic, or architectural work or any other original production including performances, sound recordings and communication signals covered by copyright, with the exception of Software.</p>	<p>2.1 “Author” means a student or employee of the University, whether academic or administrative and support staff, or any physical person, such as a visiting professor, working or doing research at or under the auspices of the University, who has written or created a Work.</p> <p>2.2 “Software” means any set of instructions that is expressed, fixed, embodied, or stored in any manner and that can be used directly or indirectly in a device in order to bring about a specific result.</p> <p><u>2.3 “Staff Work(s)” means any Work that is created in the course of, or as part of, administrative and support staff’s work or employment activities.</u></p> <p>2.3-4 “Student Academic Work(s)” means any Work that is created in the course of, or as part of, a student’s coursework or extracurricular activities, unless such coursework or activity: (a) involves research or coursework that is the subject of an agreement with a third party; or (b) is a Work of joint authorship with another non-student Author.</p> <p>2.4-5 “Work(s)” means any original literary, scientific, technical, dramatic, musical, artistic, or architectural work or any other original production including performances, sound recordings and communication signals covered by copyright, with the exception of Software.</p>
<p>3. Application of the Policy</p> <p>3.1 This policy is binding on all students and employees of the University and all physical persons working or doing research at or under the auspices of the University. This policy also applies to academic staff or administrative and support staff on sabbatical leave or leave of absence unless the host institution or company has rules which preclude the application of this policy and, in the case of a company, the University agrees in writing to other arrangements.</p>	<p>3. Application of the Policy</p> <p>3.1 This policy is binding on all students and employees of the University and all physical persons working or doing research at or under the auspices of the University. This policy also applies to academic staff or administrative and support staff on sabbatical leave or leave of absence unless the host institution or company has rules which preclude the application of this policy and, in the case of a company, the University agrees in writing to other arrangements.</p>

<p>3.2 This policy shall apply to any and all Works disclosed after the date fixed for implementation of this policy.</p> <p>3.3 This policy does not apply to Student Academic Works. Student Academic Works shall remain with its creators and ownership and rights thereto shall be determined in accordance with applicable law and shall not be impacted by this policy.</p>	<p>3.2 This policy shall apply to any and all Works disclosed after the date fixed for implementation of this policy.</p> <p>3.3 This policy does not apply to Student Academic Works. Student Academic Works shall remain with its creators and ownership and rights thereto shall be determined in accordance with applicable law and shall not be impacted by this policy.</p>
<p>4. Policy on Copyright</p> <p>4.1 <i>Copyright:</i> In relation to any Work, the Author owns copyright. The Author is entitled both to determine how the Work is to be disseminated and to keep any income derived from the Work. Should an Author wish to disseminate a Work with the assistance of the University, he or she may contact the Technology Transfer Office. If the Technology Transfer Office agrees to assist with the dissemination of the Work, the University may ask that a portion of any revenues derived from the Work be attributed to the University. In such cases, the revenues would be split between the University and the Author in accordance with section 5.1.1 of the Guidelines on the Application of the Policy on Inventions and Software.</p> <p>4.2 <i>Exceptions:</i> Notwithstanding section 4.1, copyright in a Work might not belong to the Author if:</p> <p>a) the Work was created as a result of research sponsored by a third party pursuant to a written agreement with the University, wherein copyright is determined by specific terms of the agreement. Unless the terms of the agreement give ownership of copyright to the third party, copyright is owned by the University until all rights, such as a license or an option, granted to the third party under the agreement have become extinguished, at which point the Author becomes the sole owner of copyright;</p>	<p>4. Policy on Copyright</p> <p>4.1 <i>Copyright:</i> In relation to any Work, the Author owns copyright. The Author is entitled both to determine how the Work is to be disseminated and to keep any income derived from the Work. Should an Author wish to disseminate a Work with the assistance of the University, he or she may contact the Technology Transfer Office. If the Technology Transfer Office agrees to assist with the dissemination of the Work, <u>the University will ask that the rights to the Work be assigned to the University and that a portion of any revenues derived be attributed to the University</u>the University may ask that a portion of any revenues derived from the Work be attributed to the University. In such cases, the revenues would be split between the University and the Author in accordance with section 5.1.1 of the Guidelines on the Application of the Policy on Inventions and Software.</p> <p>4.2 <i>Exceptions:</i> Notwithstanding section 4.1, copyright in a Work might not belong to the Author if:</p> <p>a) the Work was created as a result of research sponsored by a third party pursuant to a written agreement with the University, wherein copyright is determined by specific terms of the agreement. Unless the terms of the agreement give ownership of copyright to the third party, copyright is owned by the University until all rights, such as a license or an option, granted to the third party under the agreement have</p>

<p>b) the Work was created pursuant to a formal agreement with the University, where in copyright is determined by specific terms of the agreement;</p> <p>c) the Work contains Software as the primary constituent. In such cases the Work will be treated as Software under the Policy on Inventions and Software; and</p> <p>d) the Work is covered by a collective agreement, wherein copyright is determined by the specific terms of the collective agreement.</p> <p><i>4.3 License to University:</i> The University is automatically granted a non-exclusive, royalty-free, irrevocable, indivisible, and non-transferable license to use, for its own academic purposes, all works created by an Author:</p> <p>a) with University assistance; or b) with the use of University equipment, facilities, or resources; or c) in the course of academic duties or work in the course of study, research, or teaching.</p> <p>This license shall confer to the University neither commercial rights, nor the right to reproduce published Works. The University shall not disseminate Works in a way that would allow persons who are not members of the University community to have electronic access to them. For the purpose of this section, the University’s “own academic purposes” refers to research carried out at the University by staff, including academic and administrative staff, and students of the University and teaching by academic staff of the University to students registered at the University.</p>	<p>become extinguished, at which point the Author becomes the sole owner of copyright;</p> <p>b) the Work was created pursuant to a formal agreement with the University, where in copyright is determined by specific terms of the agreement;</p> <p>c) the Work contains Software as the primary constituent. In such cases the Work will be treated as Software under the Policy on Inventions and Software; and</p> <p>d) the Work is covered by a collective agreement, wherein copyright is determined by the specific terms of the collective agreement.</p> <p><u>e) the Work is a Staff Work, wherein copyright is owned by the University.</u></p> <p><i>4.3 License to University:</i> The University is automatically granted a non-exclusive, royalty-free, irrevocable, indivisible, and non-transferable license to use, for its own academic purposes, all <u>W</u>works <u>created owned</u> -by an Author <u>and created</u>:</p> <p>a) with University assistance; or b) with the use of University equipment, facilities, or resources; or c) in the course of academic duties or work in the course of study, research, or teaching.</p> <p>This license shall confer to the University neither commercial rights, nor the right to reproduce published Works. The University shall not disseminate Works in a way that would allow persons who are not members of the University community to have electronic access to them. For the purpose of this section, the University’s “own academic purposes” refers to research carried out at the University by staff, including academic and administrative staff, and students of the University and teaching by academic staff of the University to students registered at the University.</p>
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<p>5. Dispute Resolution</p> <p>Should an Author disagree with the application of this policy, he or she may bring forward a grievance under the appropriate University policy.</p>	<p>5. Dispute Resolution</p> <p>Should an Author disagree with the application of this policy, he or she may bring forward a grievance under the appropriate University policy.</p>
<p>6. Enforcement</p> <p>The University and Authors shall, within a reasonable time-frame, execute all documents, forms, and agreements reasonably required to give full effect to this policy.</p>	<p>6. Enforcement</p> <p>The University and Authors shall, within a reasonable time-frame, execute all documents, forms, and agreements reasonably required to give full effect to this policy.</p>
<p>7. Review of Policy</p> <p>7.1 After a further three (3) years of its operation, and if Senate so determines, this policy shall be reviewed by a working group comprised of the Office of the Vice-Principal (Research and Innovation) as chair, the Office of the Provost, and one representative each of MCGSS, MAUT, SSMU, PGSS, MACES, MCSS, AMURE, MUNACA, and MUNASA. The working group may make recommendations for modification of this policy.</p> <p>7.2 There shall be an annual meeting convened by the Office of the Vice-Principal (Research and Innovation), or delegate of the working group identified in 7.1, to review the operation of this policy. The focus of such a meeting will be on enhancing the University’s efforts to meet the principles and objectives articulated in section 1 while staying current to new developments and technologies that could impact the policy.</p>	<p>7. Review of Policy</p> <p>7.1 After a further fivethree (53) years of its operation, and if Senate so determines, this policy shall be reviewed by a working group comprised of the Office of the Vice-Principal (Research and Innovation) as chair, the Office of the Provost, and one representative each of MCGSS, MAUT, SSMU, PGSS, MACES, MCSS, AMURE, MUNACA, and MUNASA. The working group may make recommendations for modification of this policy.</p> <p>7.2 There shall be an annual meeting convened by the Office of the Vice-Principal (Research and Innovation), or delegate of the working group identified in 7.1, to review the operation of this policy. The focus of such a meeting will be on enhancing the University’s efforts to meet the principles and objectives articulated in section 1 while staying current to new developments and technologies that could impact the policy.</p>

MEMORANDUM

21-APC-09-07

To: Professor Christopher Manfredi
Provost and Chair, Academic Policy Committee

From: Carola Weil, PhD 
Dean of Continuing Studies

Date: September 10, 2021

REF: Request for approval of a new academic organizational structure for the School of Continuing Studies

For: Information Discussion

Decision

The purpose of this memorandum is to present to the Academic Policy Committee (APC) for consideration and approval a proposal for a new academic and administrative structure and governance model for the School of Continuing Studies (SCS). The attached document with appendices outlines the proposal in greater detail.

Background/Rationale:

For the past three years, SCS has engaged in a comprehensive review and strategic planning exercise. With the arrival of a new dean, a newly articulated mission and vision, and, more recently, the disruptions caused by the COVID-19 pandemic, SCS took the opportunity to assess our alignment with McGill University's strategic goals. We also reviewed our ability to meet the needs of adult and other "non-traditional" learners as well as those of our internal and external institutional and community partners. Shifting enrolment patterns, including steady declines in some areas over the last decade, as well as rapidly changing demands for workforce development and lifelong learning, required that we fundamentally rethink both our academic programming and its modes of delivery.

The School has outgrown the original structure inherited from the Centre for Continuing Education, as our strategic mission has become more complex. Over the years, new units and roles were added onto the original structure much like one might add new additions to a small cottage on an ad hoc basis. This has resulted in a warren of sometimes unnecessary duplication of roles, responsibilities, and content while also leaving some strategic gaps in academic oversight and communication. It has made it challenging to respond to the accelerated rate of

change around us or to be truly learner centric as nimbly and effectively as needed. Moreover, the School lacks an updated faculty governance system.

The new academic structure takes into account not only current but also *future* needs and requirements for more flexible, multidisciplinary yet integrated academic and professional development program development and delivery. It aims to provide learners with a range of learning pathways to help them achieve their goals. It is designed to be modular to allow for stackable credentials and—as the School’s name suggests—continuous, seamless access to learning throughout an individual’s life and career.

The new structure also opens up new growth opportunities, i.e., intellectual growth among faculty and instructors, staff, and learners through exchanges of ideas and collaborative work, as well as growth through new enrolments and revenue streams resulting from the more cross-disciplinary, modular approach embedded in five distinct academic domains. The new structure also opens up pathways for professional growth for School staff by providing more opportunities for both lateral and upward mobility.

Strategic Alignment:

The proposed changes serve to advance with greater effectiveness and impact the School’s core mission to “empower learners, strengthen communities, and support partner organizations to thrive in a world of fast paced change and technological advances with greater access, global mobility, and adaptability. Together with our partners and alumni, we help shape the future of work and learning by building bridges across the University and beyond.” They also seek to help SCS better support McGill University’s strategic priorities of open, connected, and purposeful teaching, learning, training, and applied research that adds value and diversity both to Quebec and to global society, that encourages pedagogical and curricular innovation, and that reduces barriers to access to highest quality university education, particularly for Indigenous and other equity-deserving populations.

The new architecture is intended to complement the research and teaching priorities of other Faculties at McGill either through greater interdisciplinary collaboration and more applied, experiential extensions of that work or through new content. We seek to more effectively respond to requests for up-/re- or co-skilling by employers and community partners and to incubate new approaches to the future challenges of work and learning for lifelong learners, career shifters and advancers, and global citizens, whether here in Quebec or abroad.

Consultations:

This proposal is the result of extensive consultations across the School of Continuing Studies, with students and with McGill and external stakeholders, including McGill Course Lecturers. All constituencies have had a chance to review and provide feedback on the proposal. It has been presented to the School’s Council (currently a non-voting advisory body) and approved by the School’s Executive Committee.

Risk Factors:

The proposed changes in academic and administrative structure and governance will address multiple risk factors. They are designed to break down existing silos and minimize unnecessary duplication in content and processes. The multidisciplinary and linked structure of the academic domains mitigates against the significant fluctuation in enrolments in single disciplines or courses within programs evident in recent years and likely to continue post pandemic. Greater flexibility and clarity in learning pathways will contribute to increased rates of recruitment, retention, and graduation. Consolidating 50+ programs and other academic offerings into five (5) domains should result in greater coherence and more consistent academic standards and quality controls across all offerings. It should also make it easier to communicate the School's relative strengths and value added to employer and community partners.

A stronger faculty-led governance model is expected to mitigate against perceived or actual lack of accountability of all staff while also increasing integration of EDI objectives into all aspects of the School's life. This in turn will increase individuals' sense of belonging, security, and stability, and, consequently, retention of qualified, seasoned talent committed to the institution—all necessary preconditions for the kind of entrepreneurship and initiative expected in agile organizations.

Impact of Decision; Next Steps:

SCS 3.0 will help to usher in McGill's 3rd century and set up the School for a successful second half of a century. It will allow us to better leverage opportunities in innovative adult and online learning arising from the disruption of the COVID19 pandemic. As currently planned, the proposed reorganization will not have any negative impact either on staff or on Course Lecturers. For now, hiring units will remain unchanged, as we are not making changes at the course or program level. Existing hiring units will simply be transposed onto the new domains.

Pending approval by the APC, Senate, and Board of Governors of the proposed restructuring, we will implement a comprehensive change management and communication plan to operationalize the new architecture. We have already been working with a change management team, including representatives from key central and SCS administrative units, to plan this transition. Once the new structure is in place, we will finalize the governance reform, update terms of reference for the Faculty Council, and further refine our strategic plan and objectives. All communication channels, website, and printed materials will be updated as appropriate.

Thank you for your consideration of this proposal.



Carola Weil, PhD
Dean of Continuing Studies
McGill School of Continuing Studies

SCS 3.0 – Reimagining Continuing Education for McGill’s Third Century

A Proposal for the School of Continuing Studies’ Academic Structure

13 September 2021

I. Introduction:

In response to changes in our socio-economic environment, learner enrolment patterns and demands, and employer and community partners, and to better support McGill University’s strategic priorities, the School of Continuing Studies (SCS) proposes to re-arrange its academic programs into a series of five interlinked, multidisciplinary domains. These domains function similarly to academic departments but are more interdependent, thus allowing for more flexible learning pathways for adult, lifelong, and non-traditional learners. They will be embedded in a larger, matrixed, academic and administrative support structure, accompanied by an updated governance system, to allow SCS to lead in the field of workforce development and life-long learning through innovative and highest quality academic content delivered online and in-person.

As a continuing education unit based at a globally leading research university, the McGill University School of Continuing Studies (SCS) has a responsibility to be a thought leader and pioneer in the future of both learning and work. Accordingly, our approach to program development and delivery is guided by the fact that as individuals live longer, they need to be able to learn longer, more often and more flexibly, and to acquire cross-cutting competencies.

To meet these learner and employer demands for more modular or stackable skills and knowledge, we seek to structure our academic programming in a more coherent, integrated, less siloed way. The goal is to make our content and expertise more learner-centered and flexible, and to be more accessible to the public. To succeed in the face of increasing competition not only from other post-secondary institutions but also from the private sector, SCS must be able to anticipate and respond to market demands as they emerge.

We propose a new structure for SCS designed to meet five objectives:

- i. Align more closely and explicitly with the University’s strategic research and teaching priorities;
- ii. Provide learners and institutional partners with learning paths across a range of platforms (in person to online) and adapted to the learner’s particular needs and prior learning;
- iii. Encourage more collaboration among faculty, Course Lecturers, staff, and students;
- iv. Institutionalize a culture of inclusive, transparent, and innovative learning and teaching; and
- v. Reduce unnecessary duplication while providing strategic connections that allow for a more seamless transition both across different content areas and between credit and non-credit programming.

The School's current academic administrative structure is the result of a more than fifty-year evolution going back to its roots as a Centre for Continuing Education. Over time, the mission and services of the School have grown in complexity, breadth, and reach, but the organizational structure has remained relatively unchanged, at least since the School was established in its current incarnation more than a decade ago. Instead, with each new need, functions and programs were added onto the existing structure. This process resulted in a very dense, and progressively more unwieldy and duplicate infrastructure that is not well suited to the demands for agility and transparency of contemporary and future learning needs. Consequently, it is difficult for outsiders—even across the University—to grasp the School's core mandate, programming, and strengths. Learners and institutional partners alike find it difficult to navigate our very diverse range of offerings and requirements. Internally, the organizational evolution has resulted in a mix of both unnecessary duplications but also unintentional gaps in communication, staffing, and services. Academic quality control can also be a challenge to apply consistently across siloed academic units.

Part of SCS' mission and mandate is to extend McGill's strategic academic and research priorities to new audiences and in new ways to complement the work of other Faculties, and to function as a kind of integrator and bridge to lifelong learners and local communities across Quebec, Canada, and the world (Appendix 1). This entails a far greater demand than ever before for new forms of academic delivery—such as online and work-integrated programs—and for more modular and personalised but coherent content. There also is a strong demand for competency-based programs, both from mid-career/senior learners seeking recognition for prior learning and experience, and from employers focused less on degrees and more on competencies and micro-credentials to validate up- and re-skilling as needed.

This has been the subject of a study conducted jointly by McGill Enrollment Services and the School of Continuing Studies with external funding to explore current approaches and processes for the recognition of acquired competencies or prior learning assessment and recognition (PLAR) in Quebec, Canada, and internationally. The objective of the research is to inform PLAR policies and procedures at McGill University, with a special focus on supporting Indigenous and other underrepresented learners. The study is in its final stages, but preliminary findings further underscore the importance of developing multiple pathways into university-based post-secondary education. The new multi-disciplinary academic domain structure at SCS will contribute substantially to this goal.

Through a coherent set of signature programs that both reflect and complement McGill University's core values, mission, and knowledge strengths, our strategic purpose is to

- a) expand opportunities for the practical application of McGill research in the workforce and among diverse communities, including underserved and underrepresented groups, and especially Indigenous learners;
- b) develop and deliver flexible, creative program options centred on the needs of adult and other “non-traditional” learners, with emphasis on interactive/experiential digital and mobile learning modalities;
- c) be both market-responsive (address current needs), but also market-leading—for emerging needs not yet clearly articulated or in areas of prospective substantive and economic growth;

- d) lead advances in (i) experiential learning supported by co-curricular career advisement, and (ii) the measurement of competencies (skills) acquired;
- e) increase the diversity of human talent and financial resources (e.g., through additional revenue from partnership programs) available to the McGill community for innovative instruction to “non-traditional” audiences such as adult learners, visiting international students, remote First Nation, Inuit, and Métis communities, and other lifelong learners.

The proposed new academic architecture responds directly to these strategic needs and aims. Greater collaboration will contribute to more robust and sustainable program development and delivery. The integrated domains are designed to allow sufficient flexibility for SCS to respond to increasingly rapid changes in workforce and learning needs that define human society today as well as to the differential needs of the range of audiences that SCS serves—from local adult learners to equity-seeking communities and employers world-wide. At the same time, the underlying logic is to ensure consistent academic quality across *all* areas of teaching, learning, and applied scholarship. With a more streamlined and integrated infrastructure, it is expected that the School will be able to grow enrolments and access new opportunities for innovation as well as revenue generation.

II. Background:

a. *Process and Consultations:*

For the past three years, the School of Continuing Studies has been engaged in a comprehensive review of its mission, vision, values, strategic priorities and opportunities, academic content and quality, and operations. Over the course of this time frame, SCS faculty and staff have engaged in multiple strategic planning and review exercises and consultations, resulting in a re-invigorated mission, vision, and values articulation.

We have pursued a multi-phased approach to strategic planning and reconceptualizing our structure. A preparatory phase (January 2019- January 2020) concentrated on internal strategic planning and consultations, including: SCS School-wide strategic planning and visioning exercises, leadership retreats, creating and sharing a “Case for Support” for the Made by McGill Campaign, and a set of four journey mapping (Kaizen) exercises with an external facilitator to identify ideal processes and gaps for key areas of student and instructor management. These were followed by meetings with the *SCS Council* (academic and M-level staff) and *small-group consultations* with each unit’s full-time staff, culminating in an *SCS-wide staff forum* in late January.

In the next Phase (February 2020 – July 2021), the Dean and leadership team prepared a draft concept for extensive consultations with internal and external stakeholders, including but not limited to current and former students, staff and faculty members, course lecturers, other Faculty deans and University leadership, faculty advancement board members, community partners and employers, as well as with other continuing education institutions and professionals across North America. The proposed structure has been presented for comment and input at various SCS fora. Consultations have continued with Academic Program Coordinators, as well as with student

focus groups. We also solicited feedback from colleagues in relevant administrative units and the Provost's team. The goal was to address concerns and questions about change at SCS in general and to conduct as transparent and democratic a transition process as possible that can ensure stakeholder buy-in and ownership. The current proposal is the outcome of these consultations and input from many different stakeholders.

In conjunction with these consultations, SCS instituted some top-level changes to the leadership team to consolidate key functions, to create more effective cross-communications, and to strengthen the quality of our oversight and delivery of services particularly in the academic, professional education, student services, and communications areas, and to prepare for the next phase of solidifying the academic structure.

SCS commissioned and conducted market research using a variety of tools and resources, including the Education Advisory Board (EAB), the University Professional and Continuing Education Association's (UPCEA) research unit, labour market data derived from both Emsi—a leading economic modeling and data mining company for higher education—and the Conference Board of Canada, as well as StatsCan and other sources of labour and workforce development data and research.

We also have embarked on an academic portfolio review to identify strengths and weaknesses in and across our academic offerings. This review entailed both an internal financial analysis of the performance of credit and non-credit programs for the past several years, as well as an externally commissioned assessment (by UPCEA) of the internal and external factors determining the relative current and prospective performance of each program. The UPCEA findings identified additional opportunities for future growth and/or consolidation.

SCS will continue the process of aligning its programs to be competitive with other U15/R1-based continuing education institutions across North America in particular. In response to the 2019 Canadian Federal Budget, the U15 itself emphasized the importance of “continuing studies programs and other adult learning initiatives” through which “Canada’s research universities make a unique contribution in enabling Canadians to anticipate and adapt to changes in the workforce.”¹ The proposed structure for “SCS 3.0” is designed precisely to meet this mandate.

b. Faculty Governance:

A major focus of the proposed re-imagining of the School of Continuing Studies will be to update and strengthen faculty governance. On May 1st, 2011, what was then the Centre for Continuing Education was officially renamed the School of Continuing Studies. This shift in nomenclature acknowledged the Centre's evolution over nearly forty years into a robust academic entity that offers high-quality programming for increasingly diverse local, national, and international constituencies, including professional development and other partnerships with other McGill Faculties.

¹ U15 Canadian Research Universities. “Statement - U15 Welcomes Investments in Skills in Budget 2019”
Posted on Mar 19, 2019 <http://u15.ca/what-we-are-saying/statement-u15-welcomes-investments-skills-budget-2019>.

At the time, *no* significant changes were made to the School's governance policies, procedures, and guidelines. Thus, over the past ten years or so, the School has operated with three governance bodies—the Executive Committee, the Academic Committee, and SCS Council—with outdated, and in some cases very weak, mandates and terms of reference. The School's proposed restructuring affords an opportunity to rethink and refine its governance structure in light of its mission, vision, and values updated in 2019 (see Appendix 1). Executive Committee membership will be streamlined, and new terms of reference for Faculty Council will be submitted to Senate for approval in fall 2021. In addition, the School has instituted a fourth ad hoc committee, the Curriculum Steering Committee, that will meet every two weeks.

Executive Committee (EC)

Currently, the School's Executive Committee (chaired by the Dean) has 17 members and meets monthly. Under the new structure, the Executive Committee will be pared down to five (5) members who will meet on a weekly basis:

- SCS Dean (Chair)
- Associate Dean, Academic and Faculty Affairs
- Associate Dean, Student Success and Enrollment Management
- Director, Finance and Administration
- Director, Strategic Communication

This streamlined body will create a clearly defined leadership team that can adopt a more nimble approach to operational decision-making but also strengthen and accelerate communication across the entire School. Members will represent the views of the School's academic and administrative staff under their supervision, assist in communicating operational decisions, and be responsible for ensuring that these decisions are implemented consistently across the School.

Curriculum Steering Committee (CSC)

This new Committee will review early-stage ideas for new curricular initiatives that align with the School's mission, vision, and values well before they are submitted to the Academic Committee.

This Committee has 7 members who will meet every two weeks:

- SCS Dean
- Associate Dean, Academic and Faculty Affairs
- Associate Dean, Student Success and Enrollment Management
- Assistant Dean, Digital Learning (currently vacant)
- Assistant Dean, Curriculum and Program Development (Chair)
- Director of Finance and Administration
- Director of Strategic Communication

This committee will assess new ideas in terms of academic quality, market demand, and financial viability, and, no less important, in terms of the School's social justice mission, including its commitment to equity, diversity, and inclusion. Initial concepts may be rejected, tentatively approved pending further market research, or given the green light to submit relevant documents to the Academic Committee. This approach will democratize and enrich curriculum development

by encouraging all staff members, as well as external stakeholders, to submit ideas for responsive and market-leading programming.

Academic Committee

Equivalent to what some other Faculties refer to as the Curriculum Committee, the Academic Committee has a mandate to approve (or not) program and course proposals, revisions, and retirements before submission, as appropriate, to CGPS or SCTP. The mandate of the Academic Committee will remain the same, but Academic Directors of the five new academic domains will replace directors of existing units, which will be dissolved. The Academic Committee will continue to meet monthly from August through June and to submit documents for approval to CGPS and SCTP, as appropriate.

Faculty Council

Over the past ten years or so, SCS has held Council meetings twice per fall and winter semester. As a result of the restructuring process, it has come to light that the terms of reference were not revised in 2011, when the Centre for Continuing Education was renamed the School of Continuing Studies. In fact, the terms of reference appear not to have been updated since 2008. The current Staff Council does not have any real voting authority and includes both academic staff and managers of administrative units. The restructuring of SCS thus affords an opportunity to revise and substantially strengthen the SCS Faculty Council terms of reference, including its membership, such that they align more closely with Faculty Councils in other faculties. The Faculty Council will serve as the primary channel for consultations and recommendations related to academic governance issues.

To ensure transparent and seamless information sharing across both academic and administrative staff members and units, several additional fora will meet periodically, including, but not limited to, an Equity, Diversity, and Inclusion (EDI) committee, the Academic Directors and Program Coordinators group, chaired by the Associate Dean of Academic and Faculty Affairs, an administrative managers group chaired by the Director of Finance and Administration, and an “All-Hands” Staff forum for all members of the School held at least annually.

III. Proposed Academic Unit Changes:

The consultations and change management processes outlined above, as well as the pandemic, led us to conclude that we had to fundamentally rethink how we conceptualize and deliver our academic offerings to make them truly learner-centred and more adaptive to external and internal priorities.

ALL SCS programs theoretically are designed to reach the learner where they are, thus underscoring the critical need for modular, flexible, as well as mobile and digital (e-)learning models. In practice, however, this has not always been realized. Siloed program development has not only led to duplications and gaps but has also made it difficult to ensure consistent and effective learning outcomes for our students.

The new structure for “SCS 3.0” would clarify the narrative underpinning of our curriculum and the expected learning pathways and outcomes. At the same time, the goal is to increase both efficiency and flexibility, to provide more space for creative collaboration, and to incubate emerging fields and ideas.

a. Organizational Overview

The current academic and administrative structure does not readily allow for this kind of flexibility and streamlining. We therefore propose a new academic architecture consisting of a set of five (5) multidisciplinary domains supported by a holistic model of academic support services for learners and instructors under the auspices of two associate deans (for academic and faculty affairs, and student success and enrolment management, respectively), an assistant dean of curriculum and program development, and an assistant dean for digital learning. A division/unit for professional and corporate learning reporting to the dean serves as the primary bridge to and translator between employers and the academic domains. This unit will deliver non-credit credentials, short-term programs, workshops, and other up-/re- and co-skilling opportunities for mid-/senior career professionals. Together with our global outreach and summer studies programs, this unit will develop institutional partnerships and new revenue streams. It also serves as a test bed for emerging areas that might eventually become full-fledged credit programs.

The former SCS Structure (SCS 2.0):

SCS offers more than 50 distinct programs (credit and non-credit, undergraduate and graduate) housed in separate units: Career and Professional Development (CPD) Credit, Career and Professional Development (CPD) Non-Credit, Language and Intercultural Communication (LIC), Translation Studies, and the McGill Writing Centre. These units are of varying size both in terms of both numbers of personnel and offerings. They range considerably in terms of substantive cohesion and have historically operated largely independently of one another.

The School had a relatively flat structure with up to 14 individuals reporting directly to the dean (see Appendix 2). In addition, there are several units whose mandate requires close interaction with all of the academic programs, such as the Faculty Partnerships and Summer Studies unit (FPSS), the Career Advisement and Transition Services (CATS) unit, and, most recently, the Indigenous Relations Initiative (IRI). SCS also houses the McGill Community for Lifelong Learning (MCLL). It too interacts with multiple programs and units, but does not have a clear “home.”

SCS 3.0 Structure:

To address these challenges and the needs outlined earlier, SCS proposes a matrixed structure (see Appendix 3). Designed to break down silos and to facilitate collaboration, we are grouping closely related and complementary programs in one of five (5) umbrella “domains”. Each academic domain is multidisciplinary and is led by an academic director who reports to the Associate Dean of Academic and Faculty Affairs. Academic directors manage academic program coordinators and administrative support staff and provide higher level oversight and mentorship for the faculty members, course lecturers, and learners under their purview.

As members of the faculty (CAS ranked), academic directors will themselves have expertise in at least one subject area of a given domain, but will encourage and facilitate the transfer of subject-specific knowledge and ideation within and across the domains.

Administration & Operations

Based on the analyses of SCS operations mentioned above, our learners, external partners, faculty members, staff, Course Lecturers, and alumni will benefit from greater coordination across units and centralization of some services. An efficient and high-quality administrative system is essential to our strategic goals of being more agile and a thought leader in continuing education.

The new structure has been designed with a set of core factors in mind: We want to foster a culture of equity, diversity, and inclusion for all stakeholders, as well as greater cohesion, participation, and accountability by and for all School constituents. We strive for rigorous, consistent, and evidence-based decision-making and systematic and focused processes. We seek to recruit and retain talented staff prepared to meet the agile needs of the School, and to ensure that academic team leaders are appropriately supported in their administrative roles through appropriate technology, financial and administrative services, and facilities.

b. Academic Domains

The new structure will consist of five academic domains. These domains have been designed to be flexible and functional clusters of programs and academic initiatives built around the following principles:

- (a) The domains need to be clearly defined, yet malleable and accommodative of a diverse portfolio of over 50 programs and other academic initiatives from different disciplines, both credit and non-credit.
- (b) The domains need to be versatile enough to accommodate future programs and initiatives, both those that are already in the pipeline and those that have yet to be created. Additionally, they must be able to adapt smoothly to subsequent program revisions such that a program under one domain can be reassigned to another in the event of a major change in focus.
- (c) The domains need to be balanced in terms of programming volume and complexity. This balanced weighting will allow for an equal allocation of academic and administrative resources to the domains and stronger academic oversight of each.
- (d) The domains need to be conducive to the implementation of flexible learning paths that draw on content from multiple domains.

Based on consultations with learners and alumni, industry experts, academic directors, and program coordinators, we are proposing the following domains:

1) Adaptive & Integrated Learning

This domain focuses specifically on SCS's commitment to providing access to higher education and community-based, experiential learning. It will include preparatory certificates in STEM for Indigenous and other learners in need of upskilling in these fields (Quebec and international students), language pathway programs for prospective students facing language barriers, and other EDI-informed programs for adult learners not otherwise reached by McGill University. This domain will also host SCS's Indigenous Relations Initiative and the McGill Community for Lifelong Learning (MCLL). A future learning innovation incubator (working title: *the McGill Future of Learning Lab*) would also reside in this domain. The Lab's main goal will be to test new adaptive learning paths, as well as emerging technologies supporting these paths, so that adult learners can thrive at various points in their life and career.

2) Administration & Governance

This domain covers broad competencies related to planning, analyzing, and controlling the execution of private- and public-sector strategies. Content areas include human resources, accounting, finance, and public administration, as well as specific applications of these competencies to fields such as health and social services management, parliamentary governance, and property management.

3) Global & Strategic Communication

This domain focuses on the theory and practice of communication in a strategic and/or global context. It provides theory-based knowledge and the analytical skills necessary to develop and implement communication strategies for globalized organizations and societies. This includes programs in public relations, marketing, cross-cultural and legal communication/translation, and language for specific purposes (LSP). Future programming may also include public diplomacy and multilingual communication.

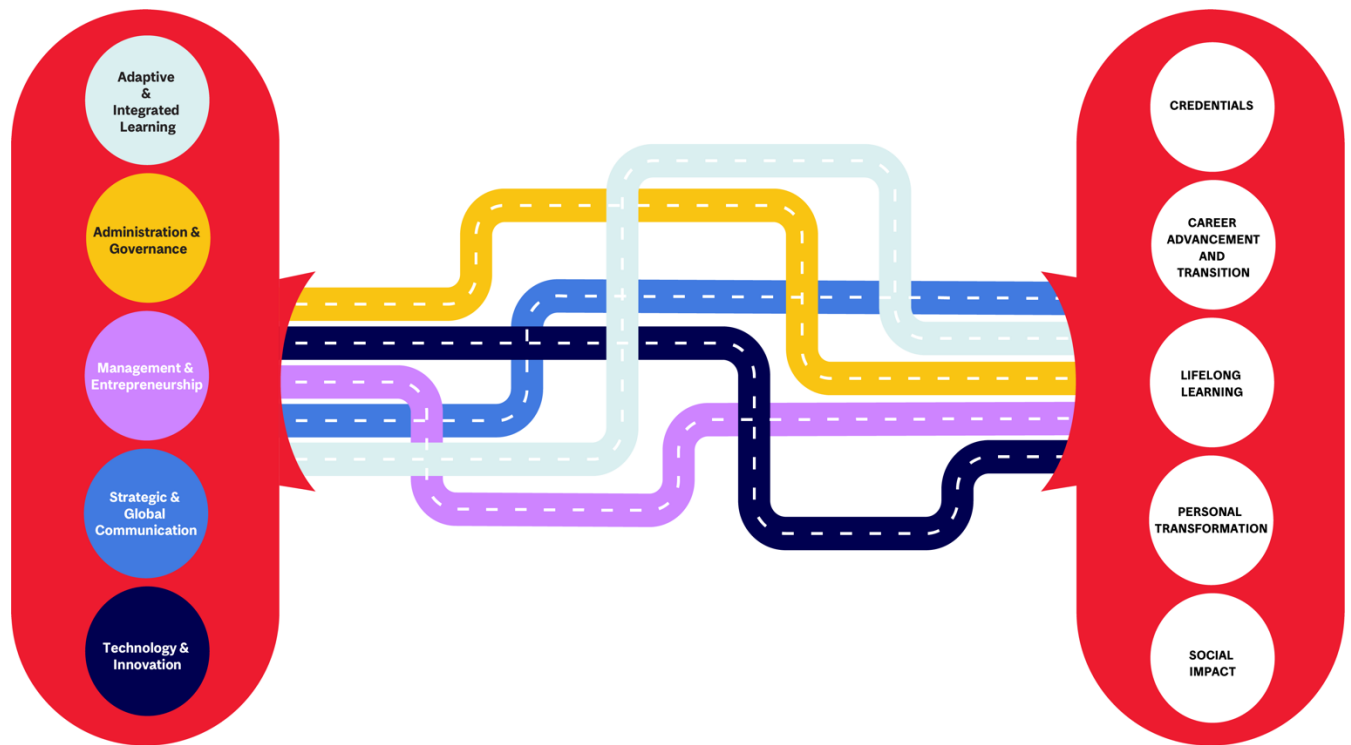
4) Management & Entrepreneurship

This domain includes programming in applied general management and entrepreneurship practices, as well as industry-specific applications of management skills to supply chain management, integrated aviation management and mobility, executive production for creative industries, and other fields relevant to the Quebec and global economy.

5) Technology & Innovation

The technology-related programming in this domain centers on various aspects of digital transformation, from general competencies in computer and information technology to opportunities to specialize in cybersecurity, cloud computing, digital analytics for business, applied artificial intelligence, and machine learning. Additional future specializations that combine expertise from other domains in the pipeline may include health informatics, fintech, and multilingual communication technologies.

c. Relationships between the domains and learning outcomes:



Each domain has its own internal structure (an academic director, academic program coordinators, program managers, and program administrators), but should work closely not only with the other domains but also in collaboration with other Faculties when appropriate. The following principles of curriculum development and delivery underpin the new domains or cluster architecture:

1) SCS core competencies

All SCS programming and every domain is expected to include a set of durable and cross-cutting competencies. These serve as the foundation for a set of “domain-specific” competencies. Since these may also serve as entry points and pathways to subsequent learning opportunities, the design of courses that focus on these competencies, and their integration into domain-specific programming, will be led by the Adaptive & Integrated Learning domain. Examples of general competencies include language and intercultural written and oral communication, ICT literacies, quantitative literacy, general project management, and ethical reasoning and action.

Accompanying the domain general and specific competencies are important co-curricular activities such as personal professional development, recognition of prior learning, and acculturation to higher education, including acculturation to McGill, Montreal, and Quebec in particular, for those who need/want additional support. Through an experiential, learning-based

curriculum and extracurricular activities organized by Career Advising and Transition Services (CATS), SCS addresses important “life skills” (Calhoun Center for Higher Education, Virginia Tech., 2020).² The focus of the latter is on developing an individual’s resilience in response to disruptions in the economy by leveraging such strategies as collaboration, creativity, and productivity. The SCS Global Outreach and Summer Studies team supports visiting international students in close collaboration with the School’s central student/client support services and academic units. As noted earlier, SCS continues to work with Enrolment Services among others to refine our understanding and tools for prior learning assessment (PLAR or RAC), which is essential for adult learners moving through post-secondary education along non-linear, lifelong-learning pathways.

All domains share an emphasis on experiential learning and include content targeted to equity seeking populations, in particular Indigenous communities. All domains include both face-to-face and online teaching modalities.

2) *Adaptive learning paths*

The design and development of any programs at SCS will pave the way to adaptive interdisciplinary learning paths grounded in the concepts of modularity, stackability, and interdisciplinarity.

Modular learning consists of unbundling traditional programs into more manageable learning units (sometimes as short as a single workshop) that are also tied to professional competencies needed in a workplace characterized by constant change. For those seeking traditional degree and non-degree credit-based credentials, these smaller modules of learning can then be stacked to create a traditional learning package ranging, for instance, from a graduate certificate to a stackable master’s degree. They also allow learners to enter and exit their learning paths at given points, for instance, at the graduate level, after 15 credits (graduate certificate), 30 credits (graduate diploma) or 45 credits (stackable master’s).

These learning paths will be not only be modular and stackable, but they will also be interdisciplinary, incorporating content from multiple domains. Format of delivery, scheduling, experiential-based components (including the use of technologies such as AR/VR for learning through embodied interaction), and data analytics for learning evaluation and adaptation will also be critical in informing these learning paths, as will the contributions of designated “learning path advisors” who will use the latest technology to help diverse learners explore ways to map their existing skills to current and emerging education and employment pathways.

Learning paths can combine content from within the same domain or across different domains. Here are a few examples from existing or future programs:

² In its *Adaptive Lifelong Learning Report for an Inclusive Knowledge Economy* (2020), the Calhoun Center for Higher Education presents an Integrative Professional and Personal Development Model (IPPD). The IPPD represents personal knowledge as a three-layer hierarchy that can be dynamically organized into domain-specific skills, domain-general skills, and life skills and personal fulfilment. These three layers are integrated and developed concurrently through adaptive learning paths.

(<https://iafor.org/wp-content/uploads/2020/09/Adaptive-Life-Long-Learning-for-an-Inclusive-knowledge-Economy.pdf>).

- Single domain, different content areas: Certificate in Computers and Information Technology + Specialization through a Certificate in Applied Cybersecurity combined with embedded professional training (non-credit, non-transcript) in cloud security.
- Two domains: e.g., Graduate Diploma in Legal Translation + Graduate Certificate in Public Administration (for language professionals interested in a management position in a language service division of a government department or agency), potentially leading to a stackable professional graduate degree in Translation Management; or Certificate or Graduate Diploma in Supply Chain and Operations Management + Professional Development Certificate (PDC) in Data Analytics for Business.
- Three domains: e.g., Graduate Diploma in Applied Marketing (with an embedded PDC in Executive Production for Creative Industries) + PDC in Data Analytics for Business.

IV. Conclusion:

“SCS 3.0” is the result of 50 plus years of experience in highest quality professional adult education, and three years of evaluation and review of the opportunities and challenges facing adult education at McGill University in the 21st century. With this proposed new architecture for the School of Continuing Studies, we seek to strike a balance between adaptability and flexibility on the one hand, and stability and consistency on the other. At the heart of all we do is the learner and the communities and partners that we serve. The new academic structure of five interlinked, multi-disciplinary domains embedded in a matrixed administrative infrastructure is designed with this core principle in mind. At the same time, the new structure aims to strengthen a culture of mutual respect, inclusion, and collaboration, of professional and personal growth for all SCS colleagues, including CAS ranked and unranked faculty, administrative staff, and Course Lecturers, and our other McGill University colleagues.

The modular, adaptive learning pathway model presented here not only serves our learners, but should enhance intellectual exchanges among like-minded colleagues, foster innovative and creative scholarship, teaching and learning of the highest quality, and provide opportunities for more enrolments and revenues. With greater flexibility and increased enrolments, we can increase teaching opportunities for Course Lecturers, and provide our administrative staff with greater upward mobility and professional development.

SCS 3.0 will be able to more effectively complement other McGill University Faculties and strategic research and academic priorities. The five domains have been designed with these priorities in mind. With this more transparent structure, current and prospective partners will be able to access the right points of contact and identify available resources more readily for purposes of collaboration and coordination.

As McGill University enters its third century, SCS 3.0 will offer a coherent yet flexible enough architecture and mind-set to accommodate a future as yet unknown. It will contribute to the University’s long-term goals and resilience, while sustaining core values of academic rigour and equitable access to lifelong advanced education.

APPENDICES

I. SCS MISSION, VISION, VALUES & STRATEGIC PRIORITIES

McGill School of Continuing Studies Mission

(Updated & Approved 2020)

Located in the heart of Montreal, the McGill University School of Continuing Studies offers diverse adult learners a path of life-long professional and personal transformation through innovative teaching, practical experience, and applied research. We empower learners, strengthen communities and support partner organizations to thrive in a world of fast paced change and technological advances with greater access, global mobility and adaptability. Together with our partners and alumni, we help shape the future of work and learning by building bridges across the University and beyond.

Vision

We will be a global university partner of choice for individuals, communities, and employers alike. We will offer the highest quality of experiential learning, inspire confidence and trust, enrich lives, and be recognized for our thought leadership at undergraduate, graduate and professional levels.

McGill School of Continuing Studies Values

We prize personal and professional **integrity** and **ethics** in all that we do.

We strive to achieve **excellence**.

We are **learner-centred and employer-responsive**.

We value and promote **inclusivity, diversity, and equity**.

We champion **innovation, entrepreneurship, and learning from experience**.

Mission de l'École d'Éducation permanente de l'Université McGill

Située au cœur de Montréal, l'École d'éducation permanente de l'Université McGill permet à des apprenants de tous les horizons de poursuivre leur développement personnel et professionnel tout au long de leur vie grâce à un enseignement innovant éclairé par l'expérience pratique et basé sur la recherche appliquée. Nous permettons à nos apprenants, aux communautés et à nos organisations partenaires d'acquérir l'accessibilité, la mobilité et l'adaptabilité nécessaires à leur épanouissement dans un monde marqué par les changements rapides et les avancées technologiques. Nous contribuons avec nos partenaires et nos diplômés à façonner et orienter l'avenir du travail et de l'apprentissage en créant des passerelles au sein de notre université et de notre société, mais aussi au-delà de nos frontières.

Vision

Nous cherchons à devenir un partenaire de premier plan pour les personnes, les communautés et les employeurs. Nous désirons offrir le meilleur apprentissage expérientiel qui soit, inspirer l'assurance et la confiance, enrichir les vies et être reconnus pour notre leadership éclairé tant dans les programmes de premier et deuxième cycle que dans le monde professionnel.

Valeurs (FR)

Nous attachons une grande importance à **l'intégrité personnelle et professionnelle** et à **l'éthique**, et ce, dans tout ce que nous entreprenons.

Nous nous efforçons d'atteindre **l'excellence**.

Nous sommes centrés sur **les besoins des apprenants et des employeurs**.

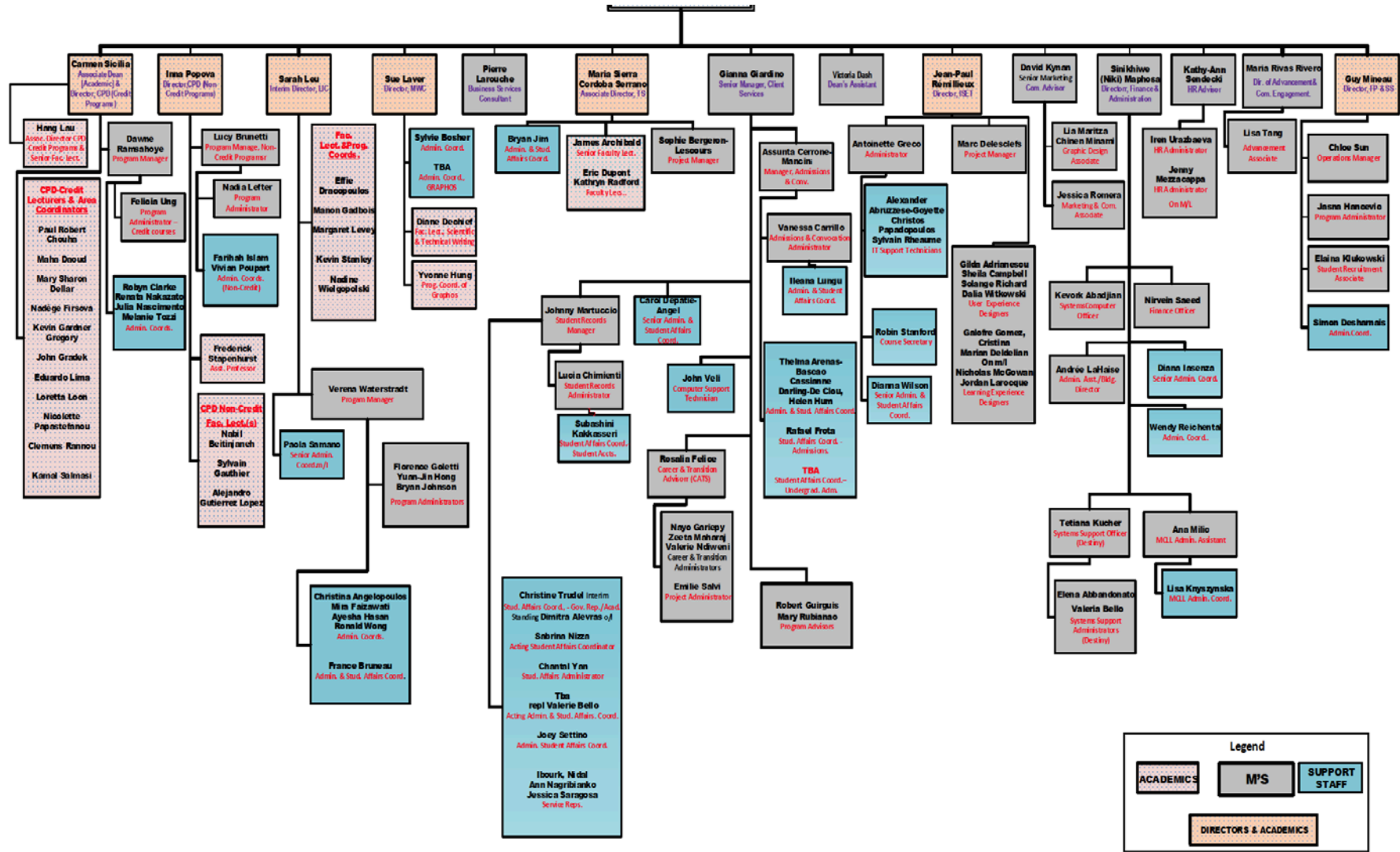
Nous valorisons et promouvons **l'inclusion, la diversité et l'équité**.

Nous soutenons **l'innovation, l'entrepreneuriat et l'apprentissage par l'expérience**.

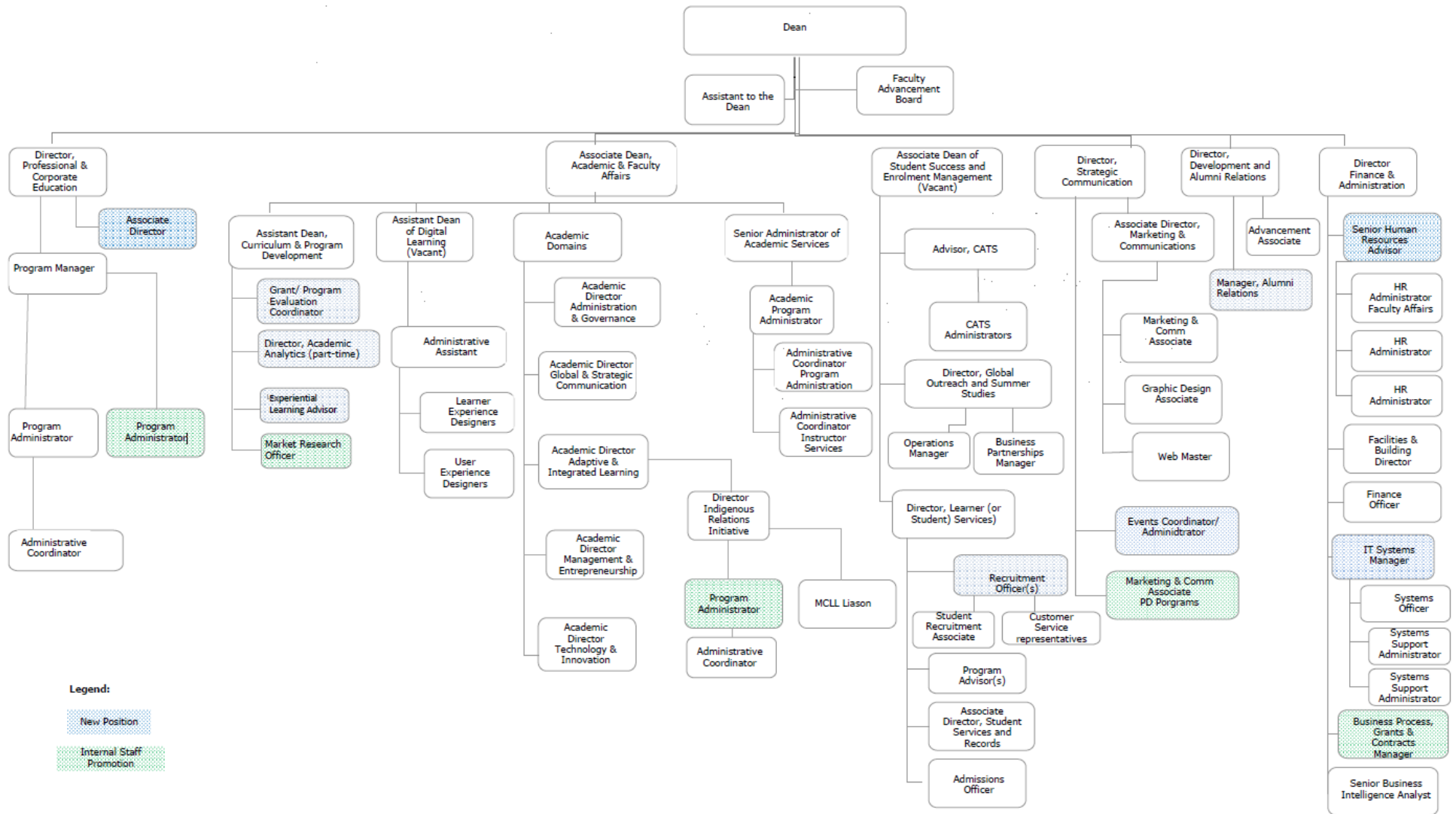
School of Continuing Studies – Strategic Priorities, 2020-2023
(adopted 2019)

1. Enhance the future of work through excellence in lifelong experiential learning/adult education, applied research, & professional partnerships.
2. Strengthen access & inclusion/integration for diverse communities.
3. Expand global outreach/international competencies through language training, written communication, and strategic global partnerships.
4. Accelerate innovative, highest quality digital learning to at least 30% of SCS' portfolio by 2023.
5. Make SCS a best-in-class, agile and collaborative learning organization through excellence in governance & staff professional development.

II. SCS 2.0 – Old/Current Organigram (NB: Due to space constraints the top of the chart is cut off but identifies the Dean's office)



III. SCS 3.0 – Proposed Organizational Structure



**McGill**Faculty of
Arts | Faculté des
arts

Memo

21-APC-09-05

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Montréal, Quebec, Canada H3A 0G5

Bureau de la doyenne
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T: 514 398-4212
E: mary.hunter2@mcgill.ca

To: Julie Degans, Associate Director (Academic Programs and Planning)
Office of the Provost and Vice-Principal (Academic)

From: Mary Hunter, Interim Dean of Arts
Faculty of Arts

CC: Michael Fronda, Associate Dean Administration and Oversight
Yvonne Hung, Director McGill Writing Center
Faculty of Arts

Subject: Senate: Transfer of MWC from SCS to Arts Date:

Date: September 1, 2021

This memo serves as official notice that the Faculty of Arts Council voted in favor of the transfer of the McGill Writing Centre from the School of Continuing Studies to the Faculty of Arts at the April 27, 2021 meeting. The vote was 84 in favor, 1 against, with 3 abstentions.

The motion that passed was as follows: "Approval of the MOU Transfer of the McGill Writing Centre from the School of Continuing Studies to the Faculty of Arts."

Signed by:

Mary Hunter
Professor and Interim Dean
Faculty of Arts



To: Julie Degans, Associate Director (Academic Programs and Planning)
Office of the Provost and Vice-Principal (Academic)

From: Carola Weil, Dean of Continuing Studies
School of Continuing Studies (SCS)

CC: Michael Fronda, Associate Dean Administration and Oversight, Faculty of Arts
Sue Laver, Associate Dean, Academic and Faculty Affairs, SCS
Yvonne Hung, Director McGill Writing Center

Subject: Transfer of MWC from SCS to the Faculty of Arts

Date: September 9, 2021

This memo serves as official notice that the School of Continuing Studies (SCS) has requested and approved a transfer of the McGill Writing Centre (MWC) to the Faculty of Arts effective May 1, 2022.

Following internal and external consultations, the SCS Executive Committee agreed to a transfer of MWC to the Faculty of Arts. SCS has confirmed the terms as described in the Provost's Memorandum of Understanding "Transfer of the McGill Writing Centre from the School of Continuing Studies to the Faculty of Arts" as signed on April 8, 2021.

Signed by:

Carola Weil, PhD
Dean of Continuing Studies
School of Continuing Studies

Memorandum

Dean's Office

Dawson Hall, Faculty of Arts

TO: Faculty Council

FROM: Acting Dean and Chair, Professor Jim Engle Warnick

SUBJECT: *Transfer of the McGill Writing Centre from the School of Continuing Studies to the Faculty of Arts*

DATE: April 27, 2021

DOCUMENT #: 20210408

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE The MOU for the transfer of the McGill Writing Centre from the School of Continuing Studies to the Faculty of Arts is being presented to the Faculty Council for its approval.

BACKGROUND & RATIONALE The McGill Writing Centre (MWC) is the University's designated source for writing instruction. It is currently administered by the School of Continuing Studies.

Relocation of MWC to the Faculty of Arts will extend and enhance its existing curricular and intellectual contributions to Arts while maintaining its accessibility to students and units across the University.

PRIOR CONSULTATION SCS and FOA Leadership and Faculty Councils, FOA Director of Administration

SUSTAINABILITY CONSIDERATIONS N/A

IMPACT OF DECISION AND NEXT STEPS The McGill Writing

MOTION OR RESOLUTION FOR APPROVAL Approval of the MOU Transfer of the McGill Writing Centre from the School of Continuing Studies to the Faculty of Arts

APPENDICES Revised Business Plan for the Relocation of the McGill Writing Centre to the Faculty of Arts

REVISED Business Plan for the Relocation of the McGill Writing Centre to the Faculty of Arts [For Information]

The following document is a revised version of a business case submitted to the Dean of Arts to recommend the administrative relocation of the McGill Writing Centre from the School of Continuing Studies to the Faculty of Arts. The original document was submitted to the Dean on October 14, 2020. The present version is modified only slightly from the original: the footnotes have been updated to reflect current circumstances, additional course enrolment information has been added to the Appendices, and some confidential information was removed.

This business plan is being presented to the Faculty of Arts Council for information and consideration, in anticipation of the possibility that a motion will be brought to Council at a future meeting to propose formally re-integrating the MWC within the Faculty of Arts.

Business Plan for the Relocation of the McGill Writing Centre to the Faculty of Arts

Michael Fronda, Associate Dean (Academic) in Arts
Trevor Ponech, Chair of the Department of English
Yvonne Hung, Interim Director of the McGill Writing Centre

October 14, 2020 [Revised February 8, 2021 for presentation to Faculty of Arts Council]

Submitted to Antonia Maioni, Dean of Arts

What is the McGill Writing Centre?

The McGill Writing Centre (MWC) is the University's designated source for writing instruction. It is currently administered by the School of Continuing Studies (SCS). Our proposal is to shift MWC's administration to McGill's Faculty of Arts.

The Centre is responsible for maintaining an array of credit courses in academic and professional writing. It also provides tutorial and other support services to McGill undergraduate and graduate students as well as to postdoctoral fellows. In addition, the Centre offers revenue-generating writing courses open to the public.

Prior to the Centre's inception in 2010, writing courses were scattered across the Faculty of Art's English and French Language Center and the Faculty of Education's now defunct Centre for the Study and Teaching of Writing. Centralizing these courses under SCS's auspices enhanced the accessibility and profile of writing instruction at McGill.

MWC grew to comprise four full-time academic staff appointments, 30 part-time course lecturers, and two full-time administrative staff members. This unit now offers 24 different credit courses with total annual registrations of approximately 1750 students enrolled across more than 100 course sections. MWC's additional 14 non-credit, revenue-generating courses cover topics ranging from business communication to screenwriting, poetry, and short story writing.¹

The Centre's promotion of expository, professional, and creative writing is foundational to core ideas and commitments animating McGill's Strategic Academic Plan. A twenty-first century global university aspiring to endow its diverse students with transferable capacities for collaboration, creativity, and knowledge dissemination must give them tools for effective written communication in both traditional and digital forms. MWC nurtures in undergraduate and graduate students specialized communication skills that are indispensable to academic and professional achievement in the digital age. Its courses help

¹ A summary of MWC course enrolments by faculty is found in Appendix 1 and Appendix 2.

buckle the link between on-campus learning and internship and entrepreneurship opportunities that provide first-hand experience in various employment sectors in which written communication is a priority. The Centre is likewise devoted to removing barriers to international students' academic and career excellence.

Why Move MWC to Arts?

Relocation of MWC to the Faculty of Arts will extend and enhance its existing curricular and intellectual contributions to Arts while maintaining its accessibility to students and units across the University.

The Centre's values and objectives are those of the Arts disciplines. This shared ethos involves a deep commitment to the importance of writing. Humanistic and social-scientific inquiry depend upon mastery of the principles of written communication, the techniques of essayistic argumentation, and the craft of writing. MWC's move to Arts would help the Faculty to expand its students' opportunities to acquire this mastery. Several MWC undergraduate courses already appear on the list of Freshman courses approved for the BA. Several newly developed courses in digital and creative domains are currently listed as approved Arts electives or as complementary courses for the Minor in Communication Studies. The proposed relocation will enable Arts units to count the Centre's courses toward satisfying program requirements, thus further encouraging students to take advantage of the Centre's specialized opportunities to hone their writing skills. Beyond increasing our students' access to writing instruction, MWC's move to Arts might also pave the way toward integrating a formal writing component into the BA requirements.

The kinds of advantages arising from MWC's integration with Arts are consonant with Art's own emerging strategic priorities, as articulated in its recent Case for Support, presented to the Board of Governors in the fall of 2019. The Faculty's aspiration to shape the humanities for the twenty-first century means that it must foster skills critical to academic and career accomplishments in the digital age. Hence, MWC's courses in the area of writing for the internet mesh with Arts research and teaching in the field of Digital Humanities. The Faculty's plan to nurture brilliance for the future prioritizes learning opportunities outside of the classroom. The Centre's offerings can help prepare students for practical, experiential, and professional engagement beyond the Roddick Gates. Arts is now the site of multiple initiatives in support of Indigenous success. The training MWC provides comprises part of the bedrock foundation for this success. Finally, Arts acknowledges that one of the humanities disciplines' distinctive strengths is their understanding of and engagement with the creative process. This strength is embodied in such ventures as the Richler Writer-In-Residence program, the Montreal International Poetry Prize, and the new Indigenous Writer-In-Residence program launched under the auspices of the Mellon Indigenous Studies and Community Engagement Initiative. The MWC's own existing strengths in the teaching and support of creative writing, then, represent another way in which the Centre and the Faculty can combine forces to produce and sustain exciting new ways for Arts students to explore writing as a creative practice.

Student Training and Employment Within MWC

MWC currently employs course lecturers, workshop facilitators, retreat and writing group conveners, an Arts undergraduate work-study student, and writing tutors to carry out its activities. Of this pool of casual academics, several are Arts graduate students who receive paid opportunities to teach, tutor, and support other students to becoming stronger academic and professional communicators. When graduate students are hired for tutoring or workshop facilitation, they benefit from a “train the trainer” model under the mentorship of the Centre’s experienced academic staff. It is expected that MWC would thrive in Arts, leading to increased demand for its activities and expanded opportunities for graduate students to benefit from professional development, employment, and teaching experience.

Framework for Relocation: Necessary Commitments from the University

Funding

The MWC is currently funded by multiple revenue streams: (1) an operating budget that covers salaries and benefits of permanent academic and administrative staff as well as course lecturers and expenses for undergraduate activities;² (2) an enrolment-driven allocation for all expenses related to the Graphos program, e.g., salary for permanent and casual academic staff, some administrative support, course sponsorship;³ (3) a Tutorial Service fund that is supported by student fees, which pay for those related expenses; (4) a self-financed account that supports non-credit courses and activities for the public.

The first three revenue items come from the University, with item (2) as determined by a specific allocation mechanism and item (3) as tied to the continued renewal by student societies to support the fee. The first two revenue items represent an average of approximately \$1.5M annually.

Arts requires a guarantee from the Provost that the University will continue to provide MWC with an appropriate permanent budget and the same enrolment-driven allocations. Arts would need assurance that if enrolment in MWC writing courses were to increase—as we

² Budget estimates are based on anticipated enrolment. They are produced at the unit level and are shared to SCS Finance/Dean's Office, which then works with the Central administration to finalize the budget. The process is similar to that used for the French Language Centre.

³ The Graphos allocation is based on the retention of part of the teaching and support grants from course registrations from the previous year. It pays for permanent academic staff (the graduate director), .5 of an administrative coordinator, all casual academics who teach Graphos credit courses or facilitate our numerous non-credit activities, plus the tuition sponsorship costs for thesis-based students and any other related Graphos expenses.

anticipate—the University will support this expansion with additional funding for course lecturers if not for permanent teaching staff (faculty lecturers).

In summary, the relocation of MWC to Arts requires a firm commitment by the University to continue the same funding model. Arts envisions a compact similar to the funding model enjoyed by the French Language Centre, to whose needs the University has been very attentive.

The fourth revenue item pertains to self-financing activities. The experience of SCS suggests that the revenue generated does not represent a significant “gain” over the resources needed to deliver them. SCS has come to place less emphasis on courses for the broader public, privileging instead non-credit courses that are complementary for other SCS students or that already have an audience. Arts will likely not seek to restart the majority of self-funded activities. Instead, we will focus the MWC’s resources on McGill students in Arts as well as other faculties. This diverse population of learners already constitutes the vast majority of course registrations. However, MWC would continue to provide courses designed for the N.E.U. in Canada Program, to which Arts remains a partner.⁴

⁴ If the N.E.U. in Canada program was suspended in 2020-2021 in response to COVID-19. As of February 2021, there are no plans to re-initiate the program, and all indications point to its permanent suspension.

Academic Staff

The MWC regularly employs four full-time academic staff: a Director (Faculty Lecturer), a Director of the Graphos Program (Academic Associate), and two additional Faculty Lecturers. *These four lines, and associated budget to cover salaries and benefits, must be moved to the Faculty of Arts.*

In addition to its complement of full-time academic staff, MWC hires from a pool of 30 course lecturers. Assuming that these lecturers' priority points will "transfer" if the MWC is moved to Arts, members of the current pool would receive priority for hiring. Arts would ask the University to confirm that the relocation of MWC to Arts would result in a proportional increase in course lecturer exclusions.

Administrative Staff

MWC employs two full-time Administrative Coordinators who manage the majority of administrative duties associated with the center. However, the Centre also receives administrative support from the staff in SCS. *The two Administrative Coordinators and the associated budget to cover salaries and benefits must be moved to the Faculty of Arts.* In the short term, the MWC can continue to function by itself with some direct administrative support in the area of finance and budget from an FST in Arts. We envision that, in the medium term, MWC administrators can be "hubbed" with another cluster of Arts unit: initially the Arts-Ferrier ASC makes sense, since this hub also supports French Language Centre. While the MWC administrative staff can provide adequate support for the present, given the anticipated growth of MWC in Arts, *we request that the University approve the budget for one additional administrator dedicated to the MWC, preferably an office manager.*

Space

MWC currently occupies a relatively small footprint in the Redpath Library. The space comprises a few closed offices, shared offices, and a seminar/meeting room (that is booked for MWC activities). Closed rooms for the one-on-one Tutorial Service are provided by the Library, which puts a hold on several group study spaces for this purpose. The MWC is located conveniently in close proximity to the Library collections, student study spaces, TLS, and at the crossroads of student traffic. *Arts requires that administration of this space be transferred to Arts along with MWC.*

When the Fiat Lux project begins, MWC will likely be removed from the Library, though it's possible Library group study spaces may remain reserved for the Tutorial Service. The Faculty of Arts cannot immediately accommodate MWC without additional space or renovating/reconfiguring currently designated Arts space. *Arts requires the following commitment from the University: either (1) that the University will allocate comparable additional space to Arts for the MWC, or (2) that the University will commit to funding a refit of current Arts space to meet the needs of the MWC.*

The second option is preferable, as it will enable MWC's spatial and functional integration with Arts. The Faculty of Arts tentatively proposes Ferrier 315-315a-315b-315c (currently part of the Arts Computer Lab). This complex of rooms already contains three closed smaller rooms, and the larger space could be renovated to include several enclosed spaces with movable partitions (for flexibility) and/or could be refitted as a modern smart classroom for use not only by MWC but also other classes. The location in Ferrier makes sense given its proximity to the French Language Center and the Arts-Ferrier ASC.⁵ Additionally, a redesign of this space reflects two important considerations: a decline in Arts student demand for fixed computing spaces (i.e. using desktops in a lab) and a desire by the University to create more flexible spaces across campus. An intelligent redesign would make the space more efficient and more flexible, both able to accommodate growth and also easy use by another unit should MWC's long-term home be located elsewhere. *This redesign can only be realized if the University promises capital funding.*

The History of the Proposed Relocation of MWC to Arts

For the past two years, the School of Continuing Studies has been developing plans to reconfigure MWC in conjunction with a larger reorganization of the SCS's operations. During this same period, Arts has consulted with stakeholders in both SCS and Arts regarding the possibility of relocating MWC.

In early 2019, the School of Continuing Studies and the Faculty of Arts began to study the feasibility of relocating the McGill Writing Centre (MWC) from SCS to Arts. Dean of Arts Antonia Maioni, Associate Dean (Academic) Michael Fronda, and Associate Dean (Student Affairs) Lucy Lach arranged for consultations to be conducted by a working group of representatives of the main stakeholders in SCS and Arts. The working group included Trevor Ponech (Chair, Department of English), Gillian Lane-Mercier (DLTC), Natallia Liakina (French Language Centre), Sue Laver (former director, MWC), and Yvonne Hung (Acting Director, MWC). Jason Opal (Chair, Department of History) and Francisco Ruge-Murcia (Chair, Department of Economics) also participated, representing the humanities and social science perspective. Miranda Hickman (Department of English; former Acting Director of IGSF and former Acting Associate Dean, Student Affairs) also joined the discussions to contribute her perspective on prior informal discussions of the possibility of moving the Centre to Arts. All parties present at the consultations unanimously voiced strong support for the proposal.

⁵ Ferrier 315-315c is only one possibility. Other spaces in the Ferrier Building may be suitable for redesign for MWC that would align both Faculty and University space priorities. Indeed, it may be possible to "bundle" a redesign of Ferrier space for MWC with other related renovations, e.g. the relocation of Arts Computer Lab, forming a larger capital project made possible with University support.

Next Steps

After two years of study, the time is now right to move discussion to the next executive stage. The Dean of Arts, the Dean of the School of Continuing Studies, and the Provost should arrange to meet at their earliest convenience to agree upon a framework and timeline for MWC's move to the Faculty of Arts.

Appendix 1: MWC Transcript Course Registration Data (FY 2017-2021)

	FISCAL YEAR 2017				FISCAL YEAR 2018				FISCAL YEAR 2019			
	Summer	Fall	Winter	Total	Summer	Fall	Winter	Total	Summer	Fall	Winter	Total
UNDERGRADUATE COURSES												
CEAP 150		70		70		98		98		76		76
CEAP 250		112	131	243		144	125	269		146	109	255
CCOM 200				0				0				0
CCOM 205		50	28	78		18	29	47		34	25	59
CCOM 206	85	338	174	597	85	334	205	624	73	287	175	535
CESL 299	23			23	22			22	15			15
CCOM 314				0		12	21	33		36	54	90
CCOM 315				0				0		23	26	49
CESL 300		25		25				0		24		24
CESL 400		25	25	50			19	19		25	17	42
CESL 500		22	22	44		15	9	24		23	6	29
Sub-Total Undergraduate	108	642	380	1130	107	621	408	1136	88	674	412	1174
GRADUATE COURSES												
Graphos courses (1-Cr)	94	220	137	451	147	206	142	495	278	253	160	691
Other courses (3-Cr)				0		22		22				
Sub-Total Graduate	94	220	137	451	147	228	142	517	278	253	160	691
GRAND TOTAL	202	862	517	1581	254	849	550	1653	366	927	572	1865
NON-CREDIT TRANSCRIPT												
CCOM 208 (YCCM)*	24	12	25	61	24	25	23	72	13	21	23	57
* Data from Destiny												
SCS Students (CCOM 205 and 208)				139				119				116
McGill UG and Grad				1503				1606				1806
TOTAL CREDIT and NON-CREDIT				1642				1725				1922
% SCS Students				8.5%				6.9%				6.0%

	FISCAL YEAR 2020				FISCAL YEAR 2021			
	Summer	Fall	Winter	Total	Summer	Fall	Winter	Total
UNDERGRADUATE COURSES								
CEAP 150		53		53				
CEAP 250		137	113	250		145		
CCOM 200		16	32	48		48		
CCOM 205	8	23	10	41		23		
CCOM 206	76	299	229	604	146	296		
CESL 299	25			25	18			
CCOM 314		46	73	119	39	71		
CCOM 315		53	28	81	23	49		
CESL 300		23		23		13		
CESL 400		22	20	42		8		
CESL 500		19		19		8		
Sub-Total Undergraduate	109	691	505	1305	226	661		
GRADUATE COURSES								
Graphos courses (1-Cr)	110	227	165	502	136	249		
Other courses (3-Cr)				0				
Sub-Total Graduate	110	227	165	502	136	249		
TOTAL CREDIT	219	918	670	1807	362	910		
NON-CREDIT TRANSCRIPT								
CCOM 208 (YCCM)*	23	20	17	60	10	11		
* Data from Destiny								
SCS Students (CCOM 205 and 208)	31	43	27	101	10	34		
McGill UG and Grad	211	895	660	1766	226	887		
TOTAL CREDIT and NON-CREDIT	242	938	687	1867	372	921		
% SCS Students				5.4%				

**Appendix 1: MWC Transcript Course Registration Data
by Faculty, 2015-2019 and 2019**

Year = 2015-2019

ACADEMIC_YEAR	(All)
LEVEL	(All)

Row Labels	Sum of COUNT											Grand Total			
	Desautels Faculty Management	Faculty of Agric Environ Sci	Faculty of Arts	Faculty of Education	Faculty of Engineering	Faculty of Law	Faculty of Science	Graduate Studies	Ingram School of Nursing	Interfacu lity, B.A. Graduate Medicine	School of Continuing Studies		School of Phys & Therapy	Schulich School of Music	
CCOM 200 Intro to Creative Writing			38	2	1									2	46
CCOM 205 Communication in Management 1	8	21	2		1								274		306
CCOM 206 Communication in Engineering		3			2901								1		2906
CCOM 208 Prof. Writing in Business						1							153		155
CCOM 314 Communicating Science		11	45		2	170			3	5				1	238
CCOM 315 Writing the Internet	6	1	114			2			1	5				1	130
CCOM 614 CommunicatingSci to the Public						1	40					1			42
CEAP 250 Research Essay & Rhetoric	11	3	406	105	4		480		2	28		3	129	7	1178
CEAP 642 Cornerstones of Acad Writing			1								4	13			437
CEAP 643 Lit Reviews & Scholarly Niches															68
CEAP 652 Fundis of Acad Presentations											2	9			273
CEAP 661 Lit Rev 1: Summary & Critique												9			180
CEAP 661 Summaries and Critiques															46
CEAP 665 Lit Rev 2: Estab Schol Niches												2			76
CEAP 665 Literature Reviews															49
CESL 299 ESL: Academic English Seminar	12	14	26	7	7		21		12	1		1	3	3	107
CESL 300 ESL: Academic English 2	12	2	36	2	1	1	8	2	1	1		2	16	10	94
CESL 400 ESL: Essay & Critical Thinking	18	1	99	3	1		17	1	2	2		4	51	13	212
CESL 500 ESL: Research Essay & Rhetoric	4	2	71	3	1	2	27	1	1	2		11	16	2	142
CESL 631 Strats for Acad Commun in Engl								318				16			334
CESL 641 Fundis of Acad Writing in Engl								430				22			452
CESL 651 Pronun. for Effective Commun.	1					2		297			1	24			325
CESL 690 Writing for Graduate Students												22			22
Grand Total	72	58	838	122	2920	5	728	2179	21	46	7	567	216	39	7818

Year = 2019

ACADEMIC_YEAR	2019
LEVEL	(All)

Sum of COUNT	Column Labels	Faculty of Agric Env/iron Sd	Faculty of Arts	Faculty of Education	Faculty of Engineering	Faculty of Science	Graduate Studies	Ingram School of Nursing	Interfacal School of Inty, B.A. & Continuin g Studies Sc.	School of Phys & Occ Therapy	Schulich School of Music	Grand Total
Row Labels	Desautels Faculty Management											
CCOM 200 Intro to Creative Writing			38	2	1	1			2		2	46
CCOM 205 Communication in Management 1			2							37		39
CCOM 206 Communication in Engineering		1			588							589
CCOM 314 Communicating Science		5	16		1	92			1		1	117
CCOM 315 Writing the Internet		5	70					1	3		1	81
CCOM 614 CommunicatingSci to the Public						1	36			1		38
CEAP 250 Research Essay & Rhetoric		1	78	28	1	114			5	18	1	247
CEAP 642 Cornerstones of Acad Writing							98			2		100
CEAP 652 Fundls of Acad Presentations							55			3		58
CEAP 661 Lit Rev 1: Summary & Critique							57			2		59
CEAP 665 Lit Rev 2: Estab Schol Niches							24			1		25
CESL 299 ESL: Academic English Seminar									1			25
CESL 300 ESL: Academic English 2		2	10	4	1	4			1			25
CESL 400 ESL: Essay & Critical Thinking		5	12			1				2	1	23
CESL 500 ESL: Research Essay & Rhetoric		1	27			3	1		2	1	5	41
CESL 631 Strats for Acad Commun in Engl			11	1		3					2	17
CESL 641 Fundls of Acad Writing in Engl							44			2		46
CESL 651 Pronun. for Effective Commun.							93			3		96
Grand Total		14	264	35	592	219	459	1	14	56	28	7 1700

OFFICE OF THE PROVOST AND VICE-PRINCIPAL (ACADEMIC)**James Administration Building, Room 504****Tel: (514) 398-5891 Fax: (514) 398-4768**

TO: Jim Engle-Warnick, Acting Dean, Faculty of Arts
Carola Weil, Dean, School of Continuing Studies

FROM: Christopher Manfredi, Provost and Vice-Principal (Academic)

DATE: 8 April 2021

SUBJECT: Transfer of the McGill Writing Centre from the School of Continuing Studies to the Faculty of Arts

This is to confirm the terms by which the McGill Writing Centre will be relocated from the School of Continuing Studies to the Faculty of Arts as of 1 May 2022. It is understood that this planned relocation is contingent on agreement by the Faculty of Arts Council, which will be sought at the upcoming 27 April meeting.

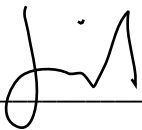
- 1) 100% of the permanent budget of the Writing Centre will be transferred from the School of Continuing Studies to the Faculty of Arts at the start of FY2022. To achieve this, org 00571 will be moved to the Faculty of Arts, and all operating funds associated with that org will likewise be moved to the Faculty of Arts.
- 2) Any recurring or future-dated temporary allocations intended for the support of the Writing Centre in the School of Continuing Studies will continue, and instead be made to the appropriate fund noted above, once it is reassigned to Arts.
- 3) All clerical, managerial, academic, sessional and casual staff employed in the Writing Centre in the School of Continuing Studies as of 1 May 2022 will move with the Centre itself to the Faculty of Arts on that day. The Director of the Writing Centre will report directly to the Acting Dean of the Faculty of Arts.
- 4) Any vacant but otherwise funded positions within the Writing Centre in the School of Continuing Studies will likewise transfer, with budget, to the Faculty of Arts as of 1 May 2022.
- 5) Any offers of employment by the Writing Centre in the School of Continuing Studies, where the start date is after 1 May 2022, will be honoured by the Faculty of Arts, though it is expected that the School of Continuing Studies will limit recruitment of future staff, and consult with the Faculty of Arts prior to

finalizing any administrative roles for new hires, between now and the end of April 2022 in anticipation of the relocation of the Writing Centre.

- 6) Any exemptions to the posting requirements of the MCLIU agreement (per article 15.03 thereof) granted by the Office of the Provost which the School of Continuing Studies intended to use to appoint course lecturers to the Writing Centre will be transferred to the Faculty of Arts for the same purpose.
- 7) Use of and responsibility for Graphos will be transferred with the McGill Writing Centre to the Faculty of Arts and Graphos will continue to be housed within the Writing Centre. Revenues generated will continue to support activities in the Writing Centre.
- 8) The Faculty of Arts will experience no financial burden because of this transition, nor will the School of Continuing Studies benefit financially. It is agreed by the Dean of the School of Continuing Studies and the Acting Dean of the Faculty of Arts that the Centre has sufficient staff and budget to sustain its current operations, with the possible exception of a need for additional support for financial administration. To address this need, the Faculty of Arts will attach the Writing Centre to one of the existing ASCs within the Faculty.
- 9) The physical space in the Redpath Library that is currently occupied by the McGill Writing Centre will continue to be occupied by the Centre following the administrative transfer to the Faculty of Arts. Should this location not be available at future date, the University will identify a suitable alternative.
- 10) In the weeks leading up to the transition, staff from the School of Continuing Studies and the Faculty of Arts will collaborate to ensure timely revision and transfer of the McGill Writing Centre website as well as any other changes to websites in the School of Continuing Studies, the Faculty of Arts and/or in other units across the University.
- 11) In the weeks leading up to the transition, staff for the School of Continuing Studies and the Faculty of Arts will likewise collaborate with Enrolment Services to ensure that any necessary changes to course numbers or affiliations are changed as required.



Christopher Manfredi, Provost and Vice Principal Academic



Jim Engle-Warnick, Acting Dean, Faculty of Arts



Carola Weil, Dean, School of Continuing Studies

Proposal to the Academic Policy Committee

A breadth of literature has emerged over several decades exploring and identifying best practices for undergraduate student evaluations of teaching and their experiences in university classroom and other teaching settings. One important focus of this literature is on the challenges presented by unchecked bias in these evaluations, and the way this has disproportionately disadvantaged instructors who are women and gender minorities and/or racialized persons. While the literature has not documented it, evaluations of teaching also might reflect bias based on other prohibited grounds of discrimination (e.g., age, disability, sexual orientation)

At McGill, the Teaching Portfolio that has existed since the 1990s might offset some of the risk that would be present if student evaluations were relied on as the sole metric for assessing teaching effectiveness. Just the same, concerns about equity have been raised with increasing frequency at McGill, including through the Joint Board-Senate Committee on Equity (JBSCE). Concerns about bias have increased, as are those related to the potential for inconsistent practices vis-à-vis evaluations of teaching performance within units. In addition, questions have surfaced as to whether and how McGill can strengthen opportunities for formative assessment of teaching effectiveness.

Given the evolving state of knowledge in regards to the intersections between equity and student evaluations of teaching, given that this issue is a matter of concern that has been raised in different corners of the institution including the University's main governance body that addresses equity, and given that McGill's [Policy on Official End-of-Course Evaluations](#) ("Course Evaluations Policy") and core questions have not been reviewed since 2014, the time is opportune to conduct a review of McGill's approach to assessing teaching effectiveness.

Preliminary research

Following expressions of concern regarding potential inequities arising from the course evaluation process, including at the JBSCE, the Associate Provost convened a small ad hoc group of academics from different disciplines to consult on the matter. This group included the following tenure-track and tenured faculty: Lisa Cohen (Management), Sébastien Jodoin (Law), Janine Mauzeroll (Science), Christie Rowe (Science), Debra Thompson (Arts). Professor Mauzeroll was also consulted given her role as MAUT President for AY2020-2021. Added to this group were the Director of Teaching and Learning Services, Dr. Laura Winer, as well as Tynan Jarrett, Director of EDI, and Andrea Clegg, Research Equity Advisor.

Upon considering a review of relevant literature (see appendix 1), the group determined it would be advisable to meet with colleagues at other institutions who oversaw the review of their universities' respective approaches to the assessment of teaching effectiveness. Over March and April 2021, this group met with faculty and academic administrators from the following institutions:

- University of Oregon
- Stanford University
- University of California, Berkeley
- University of British Columbia
- University of Southern California
- Colorado State University

From these discussions, it became clear that McGill has already taken some steps to reduce the potential for bias and to allow instructors some measures of control over the potential for bias in student assessment of their teaching. Examples include allowing Faculties, Schools, and Departments to create contextually meaningful questionnaires, allowing individual instructors to add up to three questions, doing an initial review of all questionnaires to remove questions which have been shown to lead to bias (e.g., the instructor was knowledgeable in their subject matter, a statement that students are not well-placed to assess and often favours male instructors), allowing instructors control over access to both numerical results and comments, establishing a protocol for the removal of any results deemed to be hateful or discriminatory, developing educational materials for students on implicit bias and providing constructive feedback, and developing Guidelines to support the interpretation of the results in less normative terms.

Just the same, it is apparent to us that there is room – indeed, a need – for a more robust approach to evaluating teaching at McGill that accounts in a more comprehensive way for our current understandings of and commitments to equity and to allow instructors to gain formative rather than only summative evaluation of their teaching effectiveness. A more comprehensive approach to the evaluation of teaching should include the voice of peers in addition to students and reflection by the instructor (Felder & Bent, 2004¹). We should revisit entirely the use of numerical average scores, their disproportionate use in the evaluation of academic staff, and their inherent bias.

Recommendation

In view of the foregoing, it is recommended that the APC establish a Working Group on Teaching Evaluation (“Working Group”) with a mandate to:

- 1) Discuss and determine whether McGill should define central principles of “teaching effectiveness”
- 2) Review the current instruments deployed to solicit student course evaluations
- 3) Review interpretation and use of data derived from course evaluations across McGill Faculties and units
- 4) Review McGill’s current Guidelines for the Creation of a Teaching Portfolio
- 5) Review the Policy on End-of-Course Evaluations

¹ Felder, R. M., & Brent, R. (2004). How to evaluate teaching. *Chemical Engineering Education*, 38(3), 200-202.

- 6) Propose recommendations for appropriate tools, effective analysis, presentation and use of data to support student assessments as a component of teaching evaluation
- 7) Explore and consider the introduction or review of other tools that can be used to assess teaching effectiveness (e.g., peer evaluation, teaching practices inventory)

The Working Group will draw on relevant literature related to the assessment of university teaching (including, but not limited to sources listed in Appendix A), as well as any other relevant sources of information, paying particular attention to the following issues:

- 1) actual and potential bias in student evaluations of teaching;
- 2) the need for accurate, equitable, and scientific interpretation and use of data deriving from student assessments of teaching; and
- 3) the relevance of formative assessments of teaching.

The Working Group must take as a given that student feedback on their learning experiences is critical to obtain as part of the assessment of teaching at McGill and thus cannot be discontinued.

The Working Group will carry out its work between 1 October 2021 and 31 January 2023 and will provide in-term updates to APC at one of its meetings in each of the Winter 2022 and Fall 2022 terms.

The Working Group shall consult widely with the McGill community throughout its mandate through methods it deems appropriate and may include some of the following: town halls, meetings with faculty members and relevant faculty and staff associations, meetings with students and student associations, “road shows” in which members of the Working Group attend department and unit meetings to answer questions and solicit feedback, focus groups, or campus surveys.

Draft recommendations that the Working Group develops should be shared with the Faculties for feedback and to ensure their operability within diverse academic parts of the University.

The **composition** of this Working Group should include:

- Associate Provost (EAP) – Co-chair
- Associate Provost (TAP) – Co-chair
- Six members of the full-time academic staff, ensuring representation of different disciplines within the University, and including representation from MAUT
- Director, EDI
- Director, TLS
- Four students nominated by the SSMU, PGSS, MCSS and MACES

Support (Administration, Records, and Research): Andrea Clegg, Equity Education Advisor

The Working Group's membership shall reflect gender and other forms of social diversity, as well as disciplinary/Faculty diversity.

Student Evaluations of Teaching (SETs)

Prepared by

A. Clegg, A. Lalande & V. Yagayandi

Feb 2021

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PART A: STUDENT EVALUATIONS OF TEACHING (SETs): OVERVIEW OF KEY FINDINGS

BIASES: PROFESSOR

Review of literature indicates biasing factors in SETs involving the professor (gender, race/ethnicity, attractiveness, age) and the course (course difficulty, expected grade). Effects of professor race and ethnicity on student evaluations not as widely studied as gender.

Basow, S. A., & Martin, J. L. 2012

In their lit review, they note that researchers who have thus far studied gender bias in teaching evaluations have had conflicting results: some have found no (or extremely small) differences, whereas others have reported gender bias with male students rating female profs lower than male profs.

Centra, John A and Noreen B Gaubatz. 2000

The authors cite an extensive list of research studies that indicate an abundance of correlation data that shows that women typically receive lower SETs than men, with some other studies showing the contrary or no relationship. Still other studies indicate it depends on the question being asked.

They note that more compelling evidence of a gender bias comes from creatively designed experiments, in which students give higher ratings to profs they believe are male. (see for example, Lillian MacNell, Adam Driscoll & Andrea N Hunt, (2015); Kerry Chávez & Kristina MW Mitchell (2020))

Carpenter, Shana K.; Amber E.Witherby; Sarah K.Tauber. 2020.

Study at the University of Waterloo finds that students (both male and female) viewed women instructors as less competent than men if they received negative evaluations from them, but not if their evaluations were positive.

Sinclair, L., & Kunda, Z. 2000.

Looking at nearly 20,000 evaluations of instructors at Maastricht University, this study finds that women receive “systematically lower teaching evaluations than their male colleagues”, “[d]espite the fact that neither students’ grades nor self-study hours are affected by the instructor’s gender.” (at 535) Also finds that this gender bias is “driven by male students’ evaluations”, is more pronounced for math-related courses, and particularly affects junior instructors who are women (especially Ph.D. students).

Friederike Mengel, Jan Sauermann & Ulf Zoitz, 2019.

17 in-depth interviews were conducted with women faculty of colour at a mainly White research intensive university. Research results show “... that women faculty of color report challenges almost exclusively from their white male students; the faculty in my study rarely described the behavior of students of color or female students as challenging to them” (at 187)

Pittman, Chavella T. 2010.

13,702 undergraduate student evaluations were analyzed. Results indicated that of the three faculty racial groups (White, Black and Other), Black faculty scores were the lowest on both the multidimensional and global items.

Smith, B. and B. Hawkins. 2011.

Students were randomly assigned a photograph that differed in terms of race (Black, White) and clothing style (formal, casual). Both White and Black students rated the Black professor less favourably, and Black professors were trusted more when they were formally dressed; White professors were trusted more when they were casually dressed.

Aruguete, Mara S.; Slater, Joshua; & Mwaikinda, Sekela R. 2017.

Using data from an institute-wide student survey from a large public university in Australia, study finds evidence of potential bias against women and teachers “with non-English speaking backgrounds,” in some but not all 5 of the faculties examined.

With regards to cultural and gender bias combined, the Science faculty was the “worst case”: “the odds of a male English speaker [in that faculty] getting a higher score is more than twice that of a female non-English speaker.”

Fan, Y. et al. 2019.

BIASES : COURSES

“... STEs are likely to be closest to “5” (using a 1-5 scale with 5 being the highest) in small elective classes, and lowest in large required classes taught by females.”

Miles, P. and D. House. 2015.

Statistical analysis of RateMyProfessors data set: “When considering trends by discipline, professors in STEM and other technical disciplines receive both worse instruction quality ratings and *easiness* scores compared to disciplines in the humanities and arts.” (at 42)

Rosen, A. S. 2017.

The researchers obtained 14,872 class summary evaluations totalling 325,538 individual ratings from New York University: “Our results show that Math classes received much lower average class summary ratings than English, History, Psychology or even all other classes combined, replicating previous findings showing that quantitative vs non-quantitative classes receive lower SET ratings”

Uttle, B and D. Smibert. 2019.

This article finds that instructors can “buy” better evaluation scores by inflating students’ grade expectations.

McPherson, Michael A. & Jewell, R. Todd. 2007.

SURVEY RELIABILITY/VALIDITY

“... the learning/SET association is valid to the extent that the student’s perceptions of learning is valid. The literature, however, indicates that students do not always hold a realistic evaluation of their own learning.” (at 27)

The researchers also note that there is no universally accepted definition of what “good” teaching is, nor has there been universally accepted criterion developed to measure teaching effectiveness.

Clayson, Dennis E. 2009.

“... our new up-to-date meta-analyses based on nearly 100 multisection studies, as well as our re-analyses of the previous meta-analyses make it clear that the previous reports of “moderate” and “substantial” SET/learning correlations were artifacts of small size study effects.” The best evidence – the meta-analyses of SET/learning correlations when prior learning/ability are taken into account – indicates that the SET/learning correlation is zero.”

Uttl, B., C. A. White, and D. W. Gonzalez. 2017.

The authors begin by stating that “Student evaluations seem to be reliable measure, in the sense that inter-rater reliability is high (ie evaluations of the same course by two different students are highly correlated). They are stable over time and they are relatively highly correlated with other measures of teaching quality (self-evaluation, peer evaluation etc (Marsh and Roche, 1997)” (at 29, 30)

“To sum up, our results suggest a positive relationship between student evaluation of teachers’s pedagogy and grades which are given by the teacher. This is in line with the literature and suggests that students reward (or respectively punish) teachers for lenient (or respectively severe) exams or grading, or that they attribute a good grade or an easy exam to good teaching.” (at 41)

Garrouste, Manon and Ronan Le Saout. 2020.

In looking at the difference in ratings of active vs passive learning and they note an “...important disconnect between students’ impression of effective teaching and the actual evidence of it. Student routinely associate “effective” teaching with experiences that feel easy, smooth, fluent or enjoyable.” (at 140)

Carpenter, Shana K.; Amber E.Witherby; Sarah K.Tauber. 2020.

Study presented which finds that approximately one in four students exhibited a lack of attention in completing course evaluations.

Jonathan Basset et al., 2017.

The authors start by discussing how North American universities’ reliance on SETs is flawed given “severe methodological issues such as low response rates, simplistic scoring, poorly worded questions, and questions that could be manipulated with cookies ... SET also suffer from multiple cognitive biases such as attractiveness biases.” (at 1)

Phanikiran Radhakrishnan, Megan Frederickson & Soo Min Toh, January 2021.

Journalist summarizes Stark's "An Evaluation of Course Evaluations." Stark noted that only half of students complete course evaluations and that "there's sampling bias: Very happy or very unhappy students are more motivated to fill out these surveys."

Also the problem of "average the results" (one professor could be "satisfactory" across the board whereas another is more polarizing), as well the reality that faculty interactions with students vary depending on the discipline and type of class (e.g., seminar, lab, large lecture)

Anya Kamenetz, 2014.

The authors argue that student teaching evaluation scores should no longer be used as the "primary measure of teaching effectiveness for promotion and tenure decisions" for "substantive and statistical reasons." In particular, they point to the low response rates; the issues with relying on average scores; the reality that students' interests in courses and nature of their interactions with faculty vary; etc.

They argue that while students are good at observing certain aspects of teaching (e.g., clarity, pace, legibility, audibility, their own excitement or boredom), they cannot rate effectiveness.

Philip Stark & Richard Freishtat. 2014.

SOLUTIONS

As an alternative to relying on SET score averages in hiring and promotion decisions, they give the example of the University of California, Berkeley's Department of Statistics which, in 2013, adopted a "more holistic" approach to assessing teaching: "Every candidate is asked to produce a teaching portfolio for personal reviews, consisting of a teaching statement, syllabi, notes, websites, assignments, exams, videos, statements on mentoring, and any other materials the candidate feels are relevant. ... a faculty member attends at least one of the candidate's lectures and comments on it in writing ... Distributions of SET scores are reported, along with response rates. Averages of scores are not reported." (at 4)

Philip Stark & Richard Freishta., 2014.

"... seemingly minor shift from a 10-point to a 6-point scale helped eliminate previously wide gender gaps in performance evaluations in the most male-dominated fields at a professional school of a large university." (at 267)

Rivera, L. and A. Tilcsik. 2019.

The evidence from their randomized experiment with SET suggests that a simple intervention informing students of the potential for gender biases can have significant effects on the evaluation of female instructors.

David A. M. Peterson et al. 2019.

They note that an experiment at the Iowa State University found that "making students aware of their biases is the first step in mitigating their appearance in course evaluations."

Becca Foley, Adam Schwager & Tommy Johnson. 2019.

Carefully consider the construction and implementation of the evaluation questions themselves ie most students don't have the requisite knowledge to evaluate the professor knowledge of their field.

Students' qualitative comments could be valued over quantitative responses.

Completing questionnaires at multiple times throughout the term may decrease the impact of memory biases and provides opportunities to assess the reliability of the instrument.

Student interviews might be another way to evaluate the quality of teaching.

The quality of a professor's teaching could also be evaluated through the use of a teaching portfolio.

Carpenter, Shana K.; Amber E. Witherby; Sarah K. Tauber. 2020.

The University of Waterloo's Course Evaluation Project Team recommends that the university investigate additional/complementary evaluation methods, including peer evaluations, teaching dossiers, etc.

"Report of the Course Evaluation Project Team". 2017. online: *University of Waterloo*

After discussing the studies that have found substantial evidence that SETs have "large biases" and are "generally unreliable, biased, and invalid measures of items that require judgement ... or accurate memory", Dr. Stark recommends:

- Interpreting student comments with caution
- Eliminating items relating to "teaching effectiveness, course effectiveness, course organization, course relevance, and so on" from SETs and retaining "only items that report students' experience ... for instance, whether the student enjoyed the class, whether the student found the instructor's handwriting legible, whether the student found the class easy or difficult whether the workload was greater than or less than that of other courses, and whether the student has greater or less interest in the subject after taking the class." (at 8)
- Not reducing results to averages and instead reporting frequency distributions
- Reporting response rates
- Not extrapolating results from responders to nonresponders
- Not comparing results across course formats, levels, topics, or disciplines
- Discouraging (and even forbidding) the use of results in employment decisions

Philip B Stark, "Expert Report on Student Evaluations of Teaching (Faculty Course Surveys)". 10 October 2016.

Also for the Ryerson Faculty Association and the Ontario Confederation of University Faculty Associations, Dr. Freishtat makes a similar conclusion to Dr. Stark about SETs. He notes:

- Students shouldn't be asked to evaluate the "adequacy, relevance, and timeliness of the course content nor the breadth of the instructor's knowledge and scholarship", as well as the teaching methods deployed
- Students are however "well positioned to comment on their own experience of the class and inputs like: instructor's ability to communicate clearly, enjoyment, difficulty or ease, engagement or boredom ..."
- "Generally, two-thirds response rate is a minimum standard to inform the ability to present the spread of ratings as adequately representative of the class"; anything less than a 100% response rate can be misleading
- SETs "should never be used as the sole source of evaluating teaching effectiveness"
- SETs may disincentivize instructors from improving and innovating in their teaching
- A teaching dossier "is the ideal tool for assessing teaching effectiveness, incorporating SETs as part of a larger composite of one's teaching." A teaching dossier would typically include:
 - A departmental letter summarizing the candidate's teaching
 - The candidate's statement
 - Description of courses taught
 - Peer evaluation (e.g., reports or letters from faculty colleagues)

- Student ratings data (distributions and response rates; NO averages)
- Evaluation by alumni (e.g., in the form of group interviews or summaries of alumni surveys)

Richard L Fresightat, “Expert Report on Student Evaluations of Teaching (SET)”. 30 September 2016.

To reduce the risk of bias and also promote classroom agency & a more relational approach, the authors suggest that SET questions be designed to focus on student learning and/or engagement rather than teacher performance.

Ray, B., Babb, J., & Wooten, C. A. 2018.

After concluding that students use course evaluations to punish professors for being critical, speaking out against the status quo, having non-hegemonic identity markers, etc., they suggest that, to move forward, SETs be redesigned to also include questions about how a professor is attempting to create an inclusive and anti-oppressive educational environment.

Meacham, S. 2020.

The author presents an alternative method of evaluating teaching known as TPI.

This new approach based on a detailed inventory of the teaching practices is used in a course that allows a quantitative determination of the extent of use of practices that research has shown to result in improved student learning.

Stanford University, “A better way to evaluate undergraduate teaching”. 2015.

“In a precedent-setting case, an Ontario arbitrator has directed Ryerson University to ensure that student evaluations of teaching, or SETs, “are not used to measure teaching effectiveness for promotion or tenure.” The SET issue has been discussed in Ryerson collective bargaining sessions since 2003, and a formal grievance was filed in 2009.”

“While acknowledging that SETs are relevant in “capturing student experience” of a course and its instructor, arbitrator William Kaplan stated in his ruling that expert evidence presented by the faculty association “establishes, with little ambiguity, that a key tool in assessing teaching effectiveness is flawed.” “

Farr, Moira. 2018.

PART B: STUDENT EVALUATIONS OF TEACHING (SETs): PROBLEMS

Julianne Arbuckle & Benne D. Williams, "Students' Perceptions of Expressiveness: Age and Gender Effects on Teacher Evaluations" <https://link.springer.com/article/10.1023/A:1025832707002>

Main arguments/points

This study investigated the relationship between college students' perceptions of professors' expressiveness and implicit age and gender stereotypes. Male and female students watched slides of an age- and gender-neutral stick figure and listened to a neutral voice presenting a lecture, and then evaluated it on teacher evaluation forms.

Main and interaction effects indicated that students rated the "young" male professor higher than they did the "young" female, "old" male, and "old" female professors on speaking enthusiastically and using a meaningful voice tone during the class lecture regardless of the identical manner in which the material was presented

Aruguete, Mara S.; Slater, Joshua; & Mwaikinda, Sekela R. 2017. "The Effects of Professors' Race and Clothing Style on Student Evaluations." *The Journal of Negro Education*, 86(4): 494-502

https://www.researchgate.net/publication/322878031_The_Effects_of_Professors%27_Race_and_Clothing_Style_on_Student_Evaluations

Summary of main arguments/points:

Students were randomly assigned a photograph that differed in terms of race (Black, White) and clothing style (formal, casual). To their knowledge, this is the first study to examine how race and clothing style interact to impact student evaluations. Participants were 91 students recruited from first year courses at a small, Historically Black College and University (HBCU). 56% were female, 44% male, 65% were African American, and 31% were White, 9% other ethnicities. Both White and Black students rated the Black professor less favourably, and Black professors were trusted more when they were formally dressed; White professors were trusted more when they were casually dressed.

"These findings support other research showing non-teaching related biases in student evaluations of professors (Nargundkar & Shrikhande, 2014). Considering that most students evaluation averages lie between 3.0 and 5.0, even a slight bias can affect personnel decisions involving the faculty member." (at 499)

Good quote:

"Even critics of the student evaluation process agree that feedback from students is important. However, inherent biases in the results of student evaluations show that personnel decisions should not be solely based on student evaluations. Attention to avoiding discrimination will be important as universities adopt consumer-driven business practices." (at 500)

Tamara Baldwin & Nancy Blattner, "Guarding Against Potential Bias in Student Evaluations: What Every Faculty Member Needs to Know" <https://www.tandfonline.com/doi/abs/10.1080/87567550309596407>

Main arguments/points

Course evaluations are used by many institutions in promotion, tenure, and merit decisions. This article discusses the influences on those evaluations and how faculty can combat those biases to ensure accurate portrayal of their teaching effectiveness. Alternative evaluation methods are reviewed, including portfolios, peer feedback sessions, and informal student surveying.

Good Quotes

"Different types of observers can provide different perspectives. Peer colleagues can offer empathy and feedback at a low political risk; senior colleagues are valuable because of their experience; and the instructional consultant can offer feedback on effective teaching delivery and styles." (at 29)

Basow, S. A., & Martin, J. L. 2012. "Bias in student evaluations" In *Effective evaluation of teaching: A guide for faculty and administrators*. <https://pdfs.semanticscholar.org/502e/dc874dcb9e2a0e5b438f0d2aceba93a44663.pdf>

Summary of main arguments/points:

Literature review of biasing factors in SETs involving the professor (gender, race/ethnicity, attractiveness, age) and the course (course difficulty, expected grade). Authors note that it is difficult to measure bias as professors differ in many different ways (gender, race etc) and that these differences interact to create a particular impression. Most frequent finding regarding gender is that teacher gender interacts with student gender to influence student ratings (male faculty rated similarly by male, female students; female faculty rated lower by male students and sometimes higher by female students) Teacher personality characteristics also influence ratings in gendered ways (female profs rated more harshly when they don't fulfill gendered expectations of being caring). Subject matter also influences ratings (humanities profs get higher ratings, natural science and engineering profs get lower ratings). Effects of professor race and ethnicity on student evaluations not as widely studied as gender. In general, African American and Hispanic Faculty receive lower evaluations than White and Asian faculty. Professors who teach White Students about White privilege receive lower ratings than in their other courses.

Good quote:

"Although the average-looking young-to-middle-aged White male professor teaching traditional courses may receive student ratings that are relatively unbiased reflections of his teaching effectiveness, other professors (women, minorities, older, unattractive-looking, teaching diversity-related courses) may receive evaluations that reflect some degree of bias."

Jonathan Basset et al., “Are They Paying Attention? Students’ Lack of Motivation and Attention Potentially Threaten the Utility of Course Evaluations” (2017) 42:3 Assessment & Evaluation in higher Education 431.
<https://mcgill.on.worldcat.org/oclc/7065550988>

Summary of main arguments/points

This paper presents two studies. One finds that approximately one in four students exhibited a lack of attention in completing course evaluations. The other reports that a “majority of students admitted to only occasionally putting in sufficient effort into their responses” due to a lack of motivation. These findings have implications for the perceived usefulness of student evaluations.

“Given the importance placed on student evaluations of courses and instructors, and the threats posed by careless responding, it is imperative that instructors maximise the effort students put into the process and that instructors identify instances of insufficient effort responding.” (at 441)

Additional notes

- Small and non-representative sample used

Anne Boring, “Gender Biases in Student Evaluations of Teaching” (2017) 145 J Public Economics 27.

Summary of main arguments/points

Study uses data from a French university. It finds that male students exhibit bias in favour of male professors: a male professor can expect to earn an overall satisfaction score that is about 20% higher than his female counterparts. Male professors are also “perceived by both male and female students as being more knowledgeable and having stronger class leadership skills”, despite evidence showing that female professors are just as efficient.

With regard to student expectations and gender stereotypes, Boring also finds that “male and female students tend to give more favorable ratings to male professors on teaching dimensions that are associated with male stereotypes (of authoritativeness and knowledgeability), such as class leadership skills and the professor’s ability to contribute to students’ intellectual development”, whereas “students rate female professors similarly to male professors for teaching skills that are more closely associated with female stereotypes (of being warm and nurturing), such as preparation and organization of classes, quality of instructional materials, clarity of the assessment criteria, usefulness of feedback on assignments, and ability to encourage group work.” (at 28)

In her conclusion, Boring gives some suggestions on how to reduce gender biases, including: having a gender balance in teaching staff and informing students of their biases.

Boring Anne, "Gender biases in student evaluations of teaching"

<https://www.sciencedirect.com/science/article/pii/S0047272716301591>

Main arguments/points

This article uses data from a French university to analyze gender biases in student evaluations of teaching (SETs). The results of fixed effects and generalized ordered logit regression analyses show that male students express a bias in favor of male professors

On SETs, students give lower scores to women than men for the same level of teaching effectiveness

Good Quotes

"Men are perceived by both male and female students as being more knowledgeable and having stronger class leadership skills (which are stereotypically associated with males), despite the fact that students appear to learn as much from women as from men."

Anne Boring, Kellie Ottoboni, Philip Stark, "Student Evaluations of Teaching (Mostly) Do Not Measure Teaching Effectiveness" (2016) *Science Open Research* <https://mcgill.on.worldcat.org/oclc/7181647258>

Summary of main arguments/points

(see summary in Kamenetetz)

Good quotes

"The more relevant question is whether women would receive higher scores for doing the same thing had they been male, and whether men would receive lower scores for doing the same thing had they been female. Our analysis of the US data shows that is true. Our analysis of the French data shows that, on average, less effective male instructors receive higher SET than more effective female instructors." (At 10)

"SET measures students' gender biases better than they measure the instructor's teaching effectiveness." (at 11)

Buck, S. and D. Tiene. 1989. "The impact of physical attractiveness, gender, and teaching philosophy on teacher evaluations." *The Journal of Educational Research*, 82, no. 3: 172-177

<https://www.tandfonline.com/doi/abs/10.1080/00220671.1989.10885887>

Summary of main arguments/points:

42 undergraduate seniors at a midwestern US university were given photographs of attractive/ unattractive male/female teachers with a teaching statement that was either authoritarian or humanistic. The researchers did not find any main effects of either gender or attractiveness on teaching competency (which contradicts other studies). There was an interaction among gender, attractiveness and authoritarianism with female authoritarian teachers rated less negatively.

Carpenter, Shana K.; Amber E. Witherby; Sarah K. Tauber. 2020. "On Students' (Mis)judgments of Learning and Teaching Effectiveness." *Journal of Applied Research in Memory and Cognition*, 9(2): 137-151.

<https://www.sciencedirect-com.proxy3.library.mcgill.ca/science/article/pii/S2211368120300024>

Summary of main arguments/points:

A review of the research on the link between student learning and teaching effectiveness.

In looking at the difference in ratings of active vs passive learning and they note an "...important disconnect between students' impression of effective teaching and the actual evidence of it. Student routinely associate "effective" teaching with experiences that feel easy, smooth, fluent or enjoyable." (at 140)

Also, when looking at the relationship between SETs and student performance on standardized exams, some studies show a positive relationship, others a negative relationship, and still others, no relationship. And all research has revealed a negative relationship between SETs and student performance in follow-up courses.

They cite an extensive list of research studies that indicate an abundance of correlation data that show that women typically receive lower SETs than men, with some other studies showing the contrary or no relationship. Still other studies indicate it depends on the question being asked.

They note that more compelling evidence of a gender bias comes from creatively designed experiments, in which students give higher ratings to profs they believe are male.

Other correlations or associations to SETs have been found in relation to grading leniency, instructor's age, instructor's background or appearance.

The researchers conclude that "... students often misjudge their own learning of a given topic to be better than it actually is." and that "... students' evaluations of teaching effectiveness can be poor predictors of their learning in their courses, and these evaluations can be biased by external factors unrelated to learning, such as an instructors' gender, age, attractiveness, and grading leniency." (at 137)

Good quote:

"... empirical research has provided a wealth of results showing that students are poor evaluators of their own learning, and that their subjective impressions of teaching effectiveness are vulnerable to many biases that are unrelated to teaching and learning." (at 143)

Centra, John A and Noreen B Gaubatz. 2000. "Is There Gender Bias in Student Evaluations of Teaching?" *Journal of Higher Education*, 71(1): 17-33,

https://www.tandfonline.com/doi/pdf/10.1080/00221546.2000.11780814?casa_token=7Rh0E0E-G5kAAAAA%3AFI9IzHeetZBHVrYxUkuEsgo5my5_TUOUSGGpRhKcJ8fsPvenXytZTSMqlPufzqPqnauVKAhai9wQ&

Summary of main arguments/points:

In their lit review, they note that researchers who have thus far studied gender bias in teaching evaluations have had conflicting results: some have found no (or extremely small) differences, whereas others have reported gender bias with male students rating female profs lower than male profs.

The SET form used in this study was the "Student Instructional Report 11 (SIR II)" which has been available from the Educational Testing Services for the past 25 years. Two different statistical analyses were performed on data from the form: female and male student ratings in the same classes were compared for male and female profs; secondly, ratings by all male students were examined for how they differed for male and female profs, and the female student ratings were analyzed in this same way.

"In the first analysis of this study, in which mean student ratings from female students were compared (Figure 1), female instructors received higher ratings from female students on six of eight variables, whereas male instructors received equal ratings both from male and female students. Other differences indicate that female students, relative to male students in the same classes, saw female instructors as better organized, better communicators, more interactive, and providing higher quality exams, assignments, and feedback to students"

"Thus, considering the first definition of bias – that bias is when a characteristic such as gender affects evaluations systematically but does not affect learning – we would conclude that there is bias in favor of female instructors by female students."

Kerry Chávez & Kristina MW Mitchell, "Exploring Bias in Student Evaluations: Gender, Race, and Ethnicity" (April 2020) *53:2 Political Science & Politics* 270. <https://www.cambridge.org/core/journals/ps-political-science-and-politics/article/exploring-bias-in-student-evaluations-gender-race-and-ethnicity/91670F6003965C5646680D314CF02FA4>

Summary of main arguments/points

Building on existing research that has found that student evaluations of instructors are biased against women, this quasi-experimental study of 14 online political science sections of 2 courses (Intro to American Government and Intro to Texas Government) finds that instructors who are female and persons of colour received lower scores in student evaluations than those who are white males.

While most student comments were appropriate and course-related, some students "took the opportunity in the open-ended prompt to comment on professors." (at 272) Also found that, controlling for final grades, gender and race are "significant predictors" of final scores: **female instructors "received a 5.81% lower score by virtue of their gender" and "non-white instructors received a 3.94% lower score than their white colleagues."** (at 273) (n.b. 3.94% was not considered a statistically significant difference due to small sample size)

Authors also cite existing literature confirming the existence of “both direct and indirect gender bias in academic evaluative processes, including Boring (2017), Miller & Chamberlain (2000), and MacNell, Driscoll & Hunt (2015), as well studies that found that men tend to be perceived as “agentic types, being more assertive, ambitious, and independent,” whereas women “are categorized as communal types, expected to exhibit helpfulness, sensitivity, and kindness.” (at 270–71)

Additional notes

- While the findings are interesting, authors note that study has several important limitations, including the small sample size, that “courses were limited to a single institutional setting that may be more or less likely to exhibit bias against women and minorities” and that student-specific factors (other than grades) weren’t captured

Good quotes

N/a

Clayson, Dennis E. 2009. “Student Evaluations of Teaching: Are They Related to What Students Learn?: A Meta-Analysis and Review of the Literature.” *Journal of Marketing Education*31(1):16-30.

https://journals.sagepub.com/doi/abs/10.1177/0273475308324086?casa_token=6dtkWEoF8QUAAAA:WjLlo2eEiUfx47jsZDA0yj63aiWyV4GOpOiP5GMDFalRkwoCGMv81Y9BD6wZPbA19zK8fn6_Pw69

Summary of main arguments/points:

The researchers conducted a meta-analysis of the learning/SET association through a review of published findings and concluded “... the learning/SET association is valid to the extent that the student’s perceptions of learning is valid. The literature, however, indicates that students do not always hold a realistic evaluation of their own learning.” (at 27) They argue that if learning and SETs are both related to good teaching, then SET should be related to learning. Using student perceptions as a measure of learning they comment “... poorer students don’t know what they don’t know and consequently overestimate their knowledge of tested material, whereas better students know what they don’t know and underestimate their knowledge” (at 18). The researchers also note that there is no universally accepted definition of what “good” teaching is, nor has there been universally accepted criterion developed to measure teaching effectiveness.

Dakota Murray et al., “Exploring the personal and professional factors associated with student evaluations of tenure-track”

faculty <https://journals.plos.org/plosone/article?id=10.1371%2Fjournal.pone.0233515&fbclid=IwAR0iY9yrCzauF6R853gJTbA6aiZRnGQgUQBekitCOo8Ui9oRuvowa6DTTbI>

Summary of Main arguments/points

Using public student evaluations of teaching from RateMyProfessor.com and information regarding career and contemporary research performance indicators from the company Academic Analytics, this study analyzed the factors associated with student evaluation of teachers.

It found that factors most associated with higher student ratings were the attractiveness of the faculty and the student’s interest in the class; the factors most associated with lower student ratings were course difficulty and whether student comments mentioned an accent or a teaching assistant. Moreover, faculty tended to be rated more highly when they were young, male, White, in the Humanities, and held a rank of full professor.

It observed little to no evidence of any relationship, positive or negative, between student evaluations of teaching and research performance.

Additional notes

The authors do note that the use of RateMyProfessor.com is a clear limitation as reviews on the website suffer from issues of external validity and selection bias wherein students with extreme opinions are likely to be the ones to post reviews

Good quotes

N/A

Eaton, A. A., Jacobson, R. K., Saunders, J. F., & West, K. (2020). How gender and race stereotypes impact the advancement of scholars in stem: professors’ biased evaluations of physics and biology post-doctoral candidates. *Sex Roles*, 82(3-4), 127–141. <https://mcgill.on.worldcat.org/oclc/8156909397>

Summary of main arguments/points

This study looks at how STEM candidates’ gender and race impact the perceptions of STEM faculty (male and female, $n = 251$) who evaluate these candidates. Looking at eight large, public, U.S. research universities, it finds that faculty rated “the male candidates as being significantly more competent than the equally qualified female candidates when averaging across faculty departments ... Men were viewed as significantly more hireable than their female counterparts.” (at 134)

Furthermore, across departments, “White and Asian candidates were rated as more competent and hireable than Black and Latinx candidates across departments.” (at 134)

Good quotes

“Stereotypes, or cultural beliefs about individuals based on their social category membership, have profound effects on our behavior toward others. When encountering a member of a social category about which we hold stereotypic beliefs, those beliefs are quickly and efficiently activated and can influence our emotions, thoughts, and actions. Gender and race are the strongest social bases upon which we stereotype others.” (at 128)

Vanessa L. Ewing, Arthur A. Stukas Jr. & Eugene P. Sheehan, “Student Prejudice Against Gay Male and Lesbian Lecturers?” <https://www.tandfonline.com/doi/pdf/10.1080/00224540309598464?needAccess=true>

Main arguments/points

The authors examined whether gay men and lesbians are evaluated more negatively than individuals of unspecified sexual orientation when attributional ambiguity surrounds evaluations and whether they are evaluated similarly to unspecified others when no attributional ambiguity is present.

Contrary to predictions, the quality of the lecture did not influence the ratings of known gay male and lesbian lecturers, although lecture quality strongly influenced ratings of lecturers whose sexual orientation was unspecified.

After strong lectures, participants rated known gay male and lesbian lecturers more negatively than they did lecturers whose sexual orientation was unspecified. After weak lectures, participants rated known gay male and lesbian lecturers more positively than they did the others.

Additional notes

The authors discussed the possibility that students might moderate their ratings to avoid discriminating against gay and lesbian lecturers.

Good quotes

“These results are consistent with an analysis by Pettigrew and Meertens (1993, who noted that subtle prejudice often involves both the denial of positive evaluations to out-groups and restraint in applying negative evaluations. Thus, possible student prejudice against gay male and lesbian lecturers might have been exhibited subtly not through explicitly negative evaluations but rather through the denial of deserved positive ratings. Also, other research has suggested that social pressures on people to not appear prejudiced might lead participants to provide neutral as opposed to negative evaluations of minority groups (Aberson et al., 1999).” (at 10)

Fan, Y. et al. 2019. “Gender and Cultural Bias in Student Evaluations: Why Representation Matters.” *Plos One* 14(2). <https://mcgill.on.worldcat.org/oclc/8148801403>

Summary of main arguments/points

Using data from an institute-wide student survey from a large public university in Australia, study finds evidence of potential bias against women and teachers “with non-English speaking backgrounds,” in some but not all 5 of the faculties examined.

With regards to cultural and gender bias combined, the Science faculty was the “worst case”: “the odds of a male English speaker [in that faculty] getting a higher score is more than twice that of a female non-English speaker.”

The study also revealed that gender alone has a significant effect against female instructors in the Science faculty, where “men have 1.25 times the odds of women getting higher scores from female students, and 1.43 times from male students.”

In Arts and Social Sciences, the study found no significant gender effect, however, although it did observe a significant cultural effect against non-English speaking teachers (both male and female).

What’s interesting to note is that, while the study found evidence of bias in teacher evaluations, i.e. SET surveys (where students were asked to evaluate professors), results were different in course evaluations: “the strong gender and culture effects seen in the teaching evaluations are no longer present in the course evaluations ... These results suggest that biases creep in when students evaluate the person, not the course.” (at 10)

Additional notes

- Findings suggest that better representation of minority groups in university workforces could decrease bias, because “where there are large proportions of female teachers, such as in the Arts and Social Sciences, there is less gender bias in student evaluations of teaching. In Science, where the largest proportion of staff are male English speakers, we have observed stronger biases against the minority groups.” (at 11) There is a statistical correlation of around 0.5 between staff representation and bias.
- Authors note that since the typical response rate of surveys is around 30% across the university, results can’t easily be generalised to the general student population

Good quotes

“[D]ue to the magnitude of these potential biases, the SET scores are likely to be flawed as a measure of teaching performance.” (at 14)

“[I]f SET is really measuring teaching quality, then the only plausible causes are either that females are generally bad teachers across a large population, or there’s bias, the same argument can be made for teachers who have non-English speaking background.” (14)

“Universities may be able to reduce bias in several ways, either by making sure they have staff diversity, by employing more under-represented staff in specific faculties, or through bias training for students.” (at 14–15)

Fauth B, et al. “Don’t Blame the Teacher? The Need to Account for Classroom Characteristics in Evaluations of Teaching Quality.” *Journal of Educational Psychology*, vol. 112, no. 6, 2020, pp. 1284–1302., doi:10.1037/edu0000416. <https://mcgill.on.worldcat.org/oclc/842142223>

Summary of main arguments/points

Looking at the stability of SETs across time and classes, the authors find that student ratings of teaching varied significantly across classes taught by the same teacher, but less from year-to-year (when teaching the same group of students). They conclude that student ratings are reliable in measuring teaching quality, but that these are not necessarily “direct measures of *teacher* quality”; “the quality of teaching measured in one class only allows us to draw limited conclusions about teaching quality in another class taught by the same teacher.” (at 1299–1300)

Garrouste, Manon and Ronan Le Saout. 2020. "Good Teaching and Good Grades. Can you Buy Pedagogy?" *Annals of Economics and Statistics*, No 129: 29-60

https://www.jstor.org/stable/10.15609/annaeconstat2009.139.0029#metadata_info_tab_contents

Summary of main arguments/points:

The authors begin by stating that "Student evaluations seem to be reliable measure, in the sense that inter-rater reliability is high (ie evaluations of the same course by two different students are highly correlated). They are stable over time and they are relatively highly correlated with other measures of teaching quality (self-evaluation, peer evaluation etc (Marsh and Roche, 1997)" (at 29, 30)

The researchers analyze the extent to which quality of teaching as evaluated by students is influenced by grades. This is the first study to analyze the causal link between grades and SET at a university in France. The researchers use data from a French "grand ecole" which offers a three year graduate program in the fields of statistics, finance, economics and actuarial science. The authors analyze data from 97 courses, from 2004-2005 to 2010-11 for a total of 485 observations, and further analyze 17,000 individual evaluations from all courses.

"To sum up, our results suggest a positive relationship between student evaluation of teachers's pedagogy and grades which are given by the teacher. This is in line with the literature and suggests that students reward (or respectively punish) teachers for lenient (or respectively severe) exams or grading, or that they attribute a good grade or an easy exam to good teaching." (at 41)

Michael Hessler et al., "Availability of cookies during an academic course session affects evaluation of teaching"

<https://onlinelibrary.wiley.com/doi/full/10.1111/medu.13627>

Main arguments/points

This experiment investigated whether the provision of chocolate cookies as a content-unrelated intervention influences SET results

The researchers concluded that the provision of chocolate cookies had a significant effect on course evaluation. These findings question the validity of SETs and their use in making widespread decisions within a faculty

Additional notes

The researchers pointed out that the teachers were aware of which groups of students received cookies and had access to cookies themselves. As a result of this, they may have amended their teaching styles to a potentially unnoticed but influential extent.

Anya Kamenetz, “Student Course Evaluations Get An ‘F’” (26 September 2014), online: NPR
<<https://www.npr.org/sections/ed/2014/09/26/345515451/student-course-evaluations-get-an-f>>.

Summary of main arguments/points

Journalist summarizes Stark’s “An Evaluation of Course Evaluations.” Stark noted that only half of students complete course evaluations and that “there’s sampling bias: Very happy or very unhappy students are more motivated to fill out these surveys.”

Also the problem of “average the results” (one professor could be “satisfactory” across the board whereas another is more polarizing), as well the reality that faculty interactions with students vary depending on the discipline and type of class (e.g., seminar, lab, large lecture)

Journalist also talks about a study by Michele Pellizzari from the University of Geneva that found that students gave worse grades to professors if they went on to do better in their next course (i.e., if the professor allowed them to better perform academically).

Anya Kamenetz, “Why Female Professors Get Lower Ratings” (25 January 2016), online: NPR
<npr.org/sections/ed/2016/01/25/463846130/why-women-professors-get-lower-ratings>.

Summary of main arguments/points

Summarizing Boring, Ottoboni, & Stark’s 2016 study, the journalist explains that statistics tests were run on two data sets, of French and U.S. university students. Finds that male French students consistently rated male instructors more highly, despite the fact that all students across all sections took the same final exam and students of male instructors were found to have done worse on average.

As for U.S. students, they took a single online class with either a male or female instructor; “in half the cases, the instructors agreed to dress in virtual drag: The men used the women’s names and vice versa.” Found that female students, rather than male students, rated the instructors they believed to be male more highly: “That’s right: The same instructor, with all the same comments, all the same interactions with the class, received higher ratings if he was called Paul than if she was called Paula.”

Quotes Stark: “Trying to adjust for the bias to make SET ‘fair’ is hopeless ... (even if they measured effectiveness, and there’s lots of evidence that they don’t).”

Lillian MacNell, Adam Driscoll & Andrea N Hunt, “What’s in a Name: Exposing Gender Bias in Student Ratings of Teaching” (2015) 40:4 Innovative Higher Education 291. <https://mcgill.on.worldcat.org/oclc/5855028977>

Summary of main arguments/points

This study finds that, when disguised assistant instructors in an online class taught under two different gender identities, students “rated the male identity significantly higher than the female identity, regardless of the instructor’s actual gender, demonstrating gender bias.”

For instance, if the instructor posted grades after 2 days and was perceived as male, the instructor received a 4.35/5 for promptness by students, whereas if the instructor was perceived as female, they received a 3.55/5. Students also “rated the perceived female instructors an average of 0.75 points lower on the question regarding fairness, despite both instructors utilizing the same grading rubrics and there being no significant differences in the average grades of any of the groups.” (at 300) Also found that students’ expectations with regard to interpersonal traits/creating a sense of immediacy in the classroom were higher for female instructors.

It adds to existing literature finding that female instructors are perceived, evaluated, and treated differently by students and face inequality in academia.

These findings are important given the important role that student ratings play in tenure and promotion decisions.

Additional notes

- Relevant to note that the experiment was done in an online environment, although authors think that findings apply more broadly..

Good quotes

“These findings support the argument that male instructors are often afforded an automatic credibility in terms of their professionalism, expertise, and effectiveness as instructors.” (at 300)

McPherson, Michael A. & Jewell, R. Todd, “Leveling the Playing Field: Should Student Evaluation Scores be Adjusted?” <https://onlinelibrary-wiley-com.proxy3.library.mcgill.ca/doi/epdf/10.1111/j.1540-6237.2007.00487.x>

Main arguments/points

This article finds that instructors can “buy” better evaluation scores by inflating students’ grade expectations.

It also states that the teaching experience of instructors has an impact on evaluation scores, but this effect is largely seen as an increase after tenure is granted.

The results from the article also indicate that non-white and older faculty members tend to get lower evaluation scores.

Friederike Mengel, Jan Sauermann & Ulf Zoitz, “Gender Bias in Teaching Evaluations” (2019) 17:2 J European Economic Association 535. <https://mcgill.on.worldcat.org/oclc/8156902989>

Summary of main arguments/points

Looking at nearly 20,000 evaluations of instructors at Maastricht University, this study finds that women receive “systematically lower teaching evaluations than their male colleagues”, “[d]espite the fact that neither students’ grades nor self-study hours are affected by the instructor’s gender.” (at 535) Also finds that this gender bias is “driven

by male students' evaluations", is more pronounced for math-related courses, and particularly affects junior instructors who are women (especially Ph.D. students).

In particular, male students "evaluate their female instructors 21% of a standard deviation worse than their male instructors", whereas "female students were found to rate female instructors about 8% of a standard deviation lower than male instructors." (at 536)

Authors suggest this may discourage women from pursuing careers in academia.

Good quotes

"In the competitive world of academia, these teaching evaluations are often part of hiring, tenure, and promotion decisions and, thus, have a strong impact on career progression. Feedback from teaching evaluations could also affect the confidence and beliefs of young academics and may lead to a reallocation of scarce resources from research to teaching." (at 536)

Miles, P. and D. House. 2015. "The Tail Wagging the Dog;An Overdue Examination of Student Teaching Evaluations." *International Journal of Higher Education*, 40, no. 2: 116-126.

<http://sciedu.ca/journal/index.php/ijhe/article/viewFile/6418/4025>

Summary of main arguments/points:

Researchers draw on 30,000 student evaluations of 255 professors representing 1057 classes ranging in size between 10 and 190 students. Findings include that "... STEs are likely to be closest to "5" (using a 1-5 scale with 5 being the highest) in small elective classes, and lowest in large required classes taught by females. As well we find support for the notion that higher expected course grades may lead to higher STEs" (at 116) "Indeed STEs are impacted significantly by class type, class size, the gender of the professor and the expected course grade" (at 116)

Good quotes:

"It is time to examine teaching effectiveness through a different lens, because using teaching evaluations to determine promotion and tenure, sparse bonus allocation, and teaching awards may be short sighted."

Joann Miller & Marilyn Chamberlin, "Women Are Teachers, Men Are Professors: A Study of Student Perceptions" (2000) 28:4 *Teaching Sociology* 283. <https://mcgill.on.worldcat.org/oclc/5544497006>

Summary of main arguments/points

The study comparing students' perceptions of male and female faculty members and graduate instructors finds that students attribute higher educational attainment scores to male faculty and instructors: "Twice as many students attribute the B.A. as the highest degree earned to female faculty members and graduate instructors (19.9%) than to

the male faculty members and graduate instructors (8.4%). The difference is large, substantial, and statistically significant.” (at 292) Men are more likely to be attributed the Ph.D. achievement.

Additional notes

N/a

Good quotes

“Women are more likely than men to be perceived as marginalized ‘teachers’ in the research university where this study was conducted. The ‘professor’ is a status that, for many students, is reserved for the male classroom instructor.” (at 295)

David A. M. Peterson et al., “Mitigating gender bias in student evaluations of teaching”

<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0216241>

Summary of main arguments/points

A randomized experiment with the student evaluations of teaching in four classes, two taught by male instructors and two taught by female instructors. In each of the courses, students were randomly assigned to either receive the standard evaluation instrument or the same instrument with language intended to reduce gender bias.

The evidence from this experiment with SET suggests that a simple intervention informing students of the potential for gender biases can have significant effects on the evaluation of female instructors.

These effects from this experiment were consistent across two different introductory courses (one biology and one political science).

Additional notes

This experiment does acknowledge that its findings were limited and that “It is possible that if an institution implemented widespread adoption of bias language students would be less likely to notice the language and its effects would lessen.”

Pittman, Chavella T. 2010. "Race and Gender Oppression in the Classroom: The Experience of Women Faculty of Color with White Male Students." *Teaching Sociology* 38(3): 183–196.

<https://www.asanet.org/sites/default/files/savvy/images/journals/docs/pdf/ts/Jul10TSFeature.pdf>

Summary of main arguments/points:

17 in-depth interviews were conducted with women faculty of colour at a mainly White research intensive university using an intersectional oppression framework. Cites previous literature that illustrates how women faculty and faculty of colour receive more negative course evaluations than their White male counterparts and student evaluations of faculty who are both female and racialized are rated even more negatively. Research results show "... that women faculty of color report challenges almost exclusively from their white male students; the faculty in my study rarely described the behavior of students of color or female students as challenging to them" (at 187)

Good quote:

"... women faculty of color in my study report that white male students (1) challenged their authority, (2) questioned their teaching competency, and (3) disrespected their scholarly experience." (at 187)

Phanikiran Radhakrishnan, Megan Frederickson & Soo Min Toh, "How Student Evaluations of Teaching are Biased against Women and Ethnic Minority Professors" (January 2021)

https://www.researchgate.net/profile/Phanikiran_Radhakrishnan/publication/348152682_How_Student_Evaluations_of_Teaching_are_Biased_against_Women_and_Ethnic_Minority_Professors/links/5ff08431299bf14088657e1b/How-Student-Evaluations-of-Teaching-are-Biased-against-Women-and-Ethnic-Minority-Professors.pdf

Summary of main arguments/points

Empirical study by professors from the University of Toronto. Presents evidence from a Canadian university on how students' gender and ethnic group membership, as well as their sexism, impact "their evaluations of how fair they perceive their professors to be." (N=1169) Data was collected over a 3-year period.

The authors start by discussing how North American universities' reliance on SETs is flawed given "severe methodological issues such as low response rates, simplistic scoring, poorly worded questions, and questions that could be manipulated with cookies ... SET also suffer from multiple cognitive biases such as attractiveness biases." (at 1)

The study adds to the existing body of literature on how SET adversely impacts women and ethnic minority professors.

Good quotes

"[S]tudents' expectations of their professors can conflict with expectations they have of women and of people of different ethnic groups. This can lead to gender and ethnic biases in their evaluations ... Because women professors violate gender stereotypes of being 'submissive' to fulfil expectations of the ideal professor by being 'challenging' and 'dominant', students evaluate women professors lower than men. This is supported by empirical research ... Stereotyped expectations can also explain why professors of ethnic minority groups are rated lower than White professors - with each ethnic group evoking different expectations based on the stereotype of that group." (at 3–4)

Rosen, A. S. 2017. "Correlations, Trends, and Potential Biases among Publicly Accessible Web-Based Student Evaluations of Teaching: A large-scale study of RateMyProfessors.com data." *Assessment & Evaluation in Higher Education* 43(1): 31-44 <https://www.tandfonline-com.proxy3.library.mcgill.ca/doi/pdf/10.1080/02602938.2016.1276155?needAccess=true>

Summary of main arguments/points:

Statistical analysis of RateMyProfessors data set from all 50 States (and Washington DC) as of Jan 2016 for all professors with a minimum of 20 ratings comprising a data set of 7,882,980 ratings for 190,006 professors.

"When considering trends by discipline, professors in STEM and other technical disciplines receive both worse instruction quality ratings and *easiness* scores compared to disciplines in the humanities and arts." (at 42)

"When considering the effect of professor gender on average rating criteria on RateMyProfessors, it initially appears that there are small but practically indistinguishable differences." But when controlling for discipline "... female professors have lower scores than men in some fields (ie history and political science) but have no statistically significant different scores in other fields (ie chemistry)" but "... it still appears that women are at a particular disadvantage when it comes to student evaluations, as there are no disciplines where women have significantly higher *overall quality* scores than men" (at 42)

Sinclair, L., & Kunda, Z. (2000). Motivated stereotyping of women: she's fine if she praised me but incompetent if she criticized me. *Personality and Social Psychology Bulletin*, 26(11), 1329–1342.
<https://mcgill.on.worldcat.org/oclc/365569476>

Summary of main arguments/points

Study at the University of Waterloo finds that students (both male and female) viewed women instructors as less competent than men if they received negative evaluations from them, but not if their evaluations were positive. "As a result, the evaluation of women depended more on the favorability of the feedback they provided than was the case for men. Most likely, this occurred because the motivation of criticized participations to salvage their self-views by disparaging their evaluator led them to use a stereotype that they would otherwise not have used."

Smith, B. and B. Hawkins. 2011. "Examining Student Evaluations of Black College Faculty: Does Race Matter." *The Journal of Negro Education* 80 (2): 49-162 <https://www.msudenver.edu/media/content/sri-taskforce/documents/examiningstudentevaluationsofblackcollegefaculty.pdf>

Summary of main arguments/points:

Study aims to fill the gap in the literature regarding quantitative student evaluations of teaching effectiveness of Black professors by looking at ratings at a College of Education (COE) at a southeastern predominantly White US research intensive university. 13,702 undergraduate student evaluations over a three-year period containing ratings for tenure-track faculty using a 36-item questionnaire were analyzed. The COE had approximately 190 tenure-track faculty, of which 82% were White, 13% Black and 5% were identified as Other. The COE form contained both multidimensional (measuring a single aspect of teaching, such as preparation, organization, interest in subject matter) and global items (measuring overall impressions, such as overall value of the course or overall teaching ability). Results indicated that of the three faculty racial groups, Black faculty scores were the lowest on both the multidimensional and global items.

Spooren, P., B. Brockx, & D. Mortelmans. 2013. "On the validity of student evaluation of teaching: The state of the art." *Review of Educational Research*, 83(4):598-642

<https://www.researchgate.net/publication/261152650> On the Validity of Student Evaluation of Teaching The State of the Art

Summary of main arguments/points:

The researchers provide a systemic overview of SET literature since 2000 to assess the score validity of SETs designed by Onwuegbuzie et al. (2009) using a meta-validity model. Authors note that despite thousands of research studies, there is a surprisingly large range of SET instruments used to collect feedback from students. They also note there is a growing body of research that SET instruments do not always accurately reflect student perspectives on effective teaching. They as well comment that although it is widely accepted that SET instruments should be multidimensional (since there are many different aspects to teaching) many authors advocate for a single, global score. They as well cite reviews and multisectional studies that indicate a positive but moderate correlation between student grades and SET scores. They note that "Given the relatively small correlations between SET and peer or administrator ratings, it is important to consider the SET is only one of many instruments available for mapping teaching effectiveness (Marsh & Roche, 1997)" (at 11). However, they also note: "... SET research reveals moderate to large positive correlations between SET scores and other indicators of teaching quality (eg. Student achievement, alumni ratings, self-ratings)" (at 27). They comment that bias studies continue to play a central role in the SET literature, for example in the relationship between course workload and student grade expectations to SETs.

Good quote:

"Administrators prefer aggregated and overall measures of student satisfaction, often failing to consider both basic statistical and methodological matters..."

Philip Stark & Richard Freishtat, "An Evaluation of Course Evaluations" (2014) *ScienceOpen Research*

<https://mcgill.on.worldcat.org/oclc/7179776729>

Summary of main arguments/points

The authors argue that student teaching evaluation scores should no longer be used as the "primary measure of teaching effectiveness for promotion and tenure decisions" for "substantive and statistical reasons." In particular, they point to the low response rates ; the issues with relying on average scores; the reality that students' interests in courses and nature of their interactions with faculty vary; etc.

They argue that while students are good at observing certain aspects of teaching (e.g., clarity, pace, legibility, audibility, their own excitement or boredom), they cannot rate effectiveness.

As an alternative to relying on SET score averages in hiring and promotion decisions, they give the example of the University of California, Berkeley's Department of Statistics which, in 2013, adopted a "more holistic" approach to assessing teaching: "Every candidate is asked to produce a teaching portfolio for personal reviews, consisting of a teaching statement, syllabi, notes, websites, assignments, exams, videos, statements on mentoring, and any other materials the candidate feels are relevant. ... a faculty member attends at least one of the candidate's lectures and

comments on it in writing ... Distributions of SET scores are reported, along with response rates. Averages of scores are not reported.” (at 4)

Good quotes

“If we want to assess and improve teaching, we have to pay attention to the teaching, not the average of a list of student-reported numbers with a troubled and tenuous relationship to teaching. Instead, we can watch each other teach and talk to each other about teaching. We can look at student comments. We can look at materials created to design, redesign, and teach courses, such as syllabi, lecture notes, websites, textbooks, software, videos, assignments, and exams. We can look at faculty teaching statements. We can look at samples of student work. We can survey former students, advisees, and graduate instructors. We can look at the job placement success of former graduate students., etc.” (at 4)

Storage, D., Z. Horne, A. Cimpian, & S-J. Leslie. 2016. “The Frequency of “Brilliant” and “Genius” in Teaching Evaluations Predicts the Representation of Women and African Americans across Fields.”*PLOS ONE*, March 3, 2016. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0150194>

Summary of main arguments/points:

The researchers analyzed 14 million reviews on RateMyProfessor.com for frequency of the words “brilliant” and “genius” and found that disciplines in which these two words were used more frequently had fewer female and African American PhDs. The study included the research question “Are “brilliant” and “genius” used more for male than for female instructors?” (at 7). “Across the 18 fields in our analysis, “brilliant” was used in a 1.81:1 male:female ratio and “genius” in a 3.10:1 ratio (see Fig 1). Both of these ratios were significantly different from a 1:1 ratio, one-sample $t_{s(17)} > 7.99$, $p < .001$, signalling a bias in favor of male instructors. In contrast we found little evidence of gender bias in use of “excellent” and “amazing” in online evaluations, with male:female ratios of 1.08:1 and 0.91:1, respectively.” (at 7)

Subtirelu, N. 2015. “‘She does have an accent but ...’ : Race and language ideology in students’ evaluations of mathematics instructors on RateMyProfessors.com.” *Language in Society* , 44(1). 35-62 <https://www-cambridge-org.proxy3.library.mcgill.ca/core/journals/language-in-society/article/she-does-have-an-accent-but-race-and-language-ideology-in-students-evaluations-of-mathematics-instructors-on-ratemyprofessorscom/1D4C9E099B351BADE27C9211526C4E01>

Summary of main arguments/points:

Data was collected in Jan 2014 downloading info on ratings, comments and biodata that had been posted from 2010-14 (the amount of time necessary to obtain an undergraduate degree) on RateMyProfessors.com (RMP). RMP users rate instructors on a five-point Likert scale. The first research question explored whether math professors with Korean or Chinese last names were evaluated differently than professors with US last names. Results indicated that the item on “clarity” was rated 0.60 to 0.80 points lower for professors with Korean or Chinese last names. Raters also commented on the language of the Asian professors but not of the professors with US names. Also, US professors often received extremely positive reviews but this wasn’t the case for Asian profs. The second research question looks how these differences in ratings might be explained by Shuck’s work on the ideology of nativeness which suggests that native English speakers frame non-native English speakers using exaggerated stereotypical construct including the denial of their competencies in English. Results indicated that “... does have an accent but..” was one of the most common sequences of words related to Asian professors. Overall conclusion of the research is that RMPs raters reproduce dominant language ideology in subtle ways and that although instructor’s language was a frequent topic, the language used was not overwhelmingly negative nor is used to stereotype non-native English speakers.

Uttle, B and D. Smibert. 2019. “Student evaluations of teaching: teaching quantitative courses can be hazardous to one’s career.” *PeerJ*. <https://doi.org/10.7717/peerj.3299>

Summary of main arguments/points:

The researchers obtained 14,872 class summary evaluations totalling 325,538 individual ratings from New York University. The mean ratings across all nine rating items and course subject (ie English, Math, History) were used in the evaluations. “Our results show that Math classes received much lower average class summary ratings than English, History, Psychology or even all other classes combined, replicating previous findings showing that quantitative vs non-quantitative classes receive lower SET ratings” (at 8). “Lower SET ratings of professors teaching quantitative vs non-quantitative courses may be due to a number of factors unrelated to professors’ teaching effectiveness; for example, students’ lack of basic numeracy, students’ lack of interest in taking quantitative vs non-quantitative courses, students’ math anxiety, and so on.” (at 9, 10)

Good quote

“... if SETs are to be used in high-stakes personnel decisions – even though students do not learn more from more highly rated professors, and even though we do not know what SETs actually measure – fairness requires that we evaluate a professor teaching a particular subject against other professors teaching the same subject rather than against some common standard.” (at 11)

Uttl, B., C. A. White, and D. W. Gonzalez. 2017. Meta-analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related." *Studies in Educational Evaluation*, 54: 22-42
<https://www.sciencedirect.com.proxy3.library.mcgill.ca/science/article/pii/S0191491X16300323>

Summary of main arguments/points:

"The key evidence cited in support of the belief that SET measure instructor's teaching effectiveness are multisection studies showing correlations between SETs and student achievements. The correlations have been acknowledged and accepted as true by both proponents and opponents of SETs." (at 23)

The researchers main objective was to re-examine results showing correlations between SETs and teaching effectiveness by reanalyzing highly cited studies by Cohen (1981) and Feldman (1989) and the recent meta-analysis done by Clayson (2009). Findings indicated that "... the moderate SET/learning correlations reported in the previous meta-analyses are an artifact of small study size effects"

The second part of their research was to conduct their own comprehensive meta-analysis of SET/learning correlations. Findings included that multi-section studies that controlled for prior learning/achievement resulted in SET/learning correlations that are not significantly different than zero

Good quote

"... our new up-to-date meta-analyses based on nearly 100 multisection studies, as well as our re-analyses of the previous meta-analyses make it clear that the previous reports of "moderate" and "substantial" SET/learning correlations were artifacts of small size study effects" The best evidence – the meta-analyses of SET/learning correlations when prior learning/ability are taken into account – indicates that the SET/learning correlation is zero."

Wagner, Natascha; Matthias Rieger & Katherine Voorvelt, "Gender, ethnicity and teaching evaluations: Evidence from mixed teaching teams" <https://www.sciencedirect.com/science/article/pii/S0272775716301030>

Main arguments/points

This paper studies the effect of teacher gender and ethnicity on student evaluations of teaching at university

The results are suggestive of a gender bias against female teachers and indicate that the use of teaching evaluations in hiring and promotion decisions may put female lecturers at a disadvantage

PART C: STUDENT EVALUATIONS OF TEACHING (SETs): SOLUTIONS

Boring, A., & Philippe, A. (A. (2021). Reducing discrimination in the field: evidence from an awareness raising intervention targeting gender biases in student evaluations of teaching. *Journal of Public Economics*, 193. <https://mcgill.on.worldcat.org/oclc/8883636480>

Summary of main arguments/points

A field experiment conducted in a French university where one group of students received a normative statement (via email) that reminded them not to discriminate in SETs and another group received a normative statement that gave them more precise information about how other students (male students in particular) have, in previous years, discriminated against female instructors.

They found that, while “the purely normative statement has no significant impact on SET overall satisfaction scores”, “the informational statement appears to significantly reduce gender discrimination.” Suggest this has important implications for how universities’ awareness-raising campaigns are designed.

Carpenter, Shana K.; Amber E.Witherby; Sarah K.Tauber. 2020. “On Students’ (Mis)judgments of Learning and Teaching Effectiveness.” *Journal of Applied Research in Memory and Cognition*, 9(2): 137-151.

<https://www-sciencedirect-com.proxy3.library.mcgill.ca/science/article/pii/S2211368120300024>

Summary of main arguments/points:

Carefully consider the construction and implementation of the evaluation questions themselves ie most students don’t have the requisite knowledge to evaluate the professor knowledge of their field.

Students’ qualitative comments could be valued over quantitative responses.

Completing questionnaires at multiple times throughout the term may decrease the impact of memory biases and provides opportunities to assess the reliability of the instrument.

Student interviews might be another way to evaluate the quality of teaching.

The quality of a professor’s teaching could also be evaluated through the use of a teaching portfolio.

Chesler Naomi C, et al., “Reducing Bias and Improving Benefit in Evaluation of Teaching.”

<https://peer.asee.org/reducing-bias-and-improving-benefit-in-evaluation-of-teaching>

Main Arguments

The authors argue that due to the significant gender, race, and sexual orientation bias in SET and evidence that SET does not measure learning and as a result universities should consider phasing out SET for tenure and promotion decisions “but still use them to get feedback on what students want and expect from their courses.”

They propose that universities use focus groups as an alternative to student feedback. This would involve a neutral party facilitating a conversation about the instructor’s teaching with a group of current or former students.

Richard L Fresightat, “Expert Report on Student Evaluations of Teaching (SET)” (30 September 2016), online:

https://ocufa.on.ca/assets/RFA.v.Ryerson_Freishtat.Expert.Supplemental.Reports_2016.2018.pdf?utm_source=OCUFA+Report&utm_campaign=7bb120ce70-EMAIL_CAMPAIGN_2018_07_12_01_15&utm_medium=email&utm_term=0_458512323c-7bb120ce70-&mc_cid=7bb120ce70&mc_eid=%5bUNIQID%5d.

Summary of main arguments/points

Also for the Ryerson Faculty Association and the Ontario Confederation of University Faculty Associations, Dr. Freishtat makes a similar conclusion to Dr. Stark about SETs. He notes:

- Students shouldn’t be asked to evaluate the “adequacy, relevance, and timeliness of the course content nor the breadth of the instructor’s knowledge and scholarship”, as well as the teaching methods deployed
- Students are however “well positioned to comment on their own experience of the class and inputs like: instructor’s ability to communicate clearly, enjoyment, difficulty or ease, engagement or boredom ...”
- “Generally, two-thirds response rate is a minimum standard to inform the ability to present the spread of ratings as adequately representative of the class”; anything less than a 100% response rate can be misleading
- SETs “should never be used as the sole source of evaluating teaching effectiveness”
- SETs may disincentivize instructors from improving and innovating in their teaching
- A teaching dossier “is the ideal tool for assessing teaching effectiveness, incorporating SETs as part of a larger composite of one’s teaching.” A teaching dossier would typically include:
 - A departmental letter summarizing the candidate’s teaching
 - The candidate’s statement
 - Description of courses taught
 - Peer evaluation (e.g., reports or letters from faculty colleagues)
 - Student ratings data (distributions and response rates; NO averages)
 - Evaluation by alumni (e.g., in the form of group interviews or summaries of alumni surveys)

Hoorens V, et al. "Gender Bias in Student Evaluations of Teaching: Students' Self-Affirmation Reduces the Bias by Lowering Evaluations of Male Professors." *Sex Roles*, vol. 84, no. 1-2, 2021, pp. 34–48., doi:10.1007/s11199-020-01148-8. <https://mcgill.on.worldcat.org/oclc/8587538365>

Summary of main arguments/points

This study of Belgian students (n = 568) randomly assigned some students to self-affirm, who "read a vignette prompting them to imagine that they had received a good or a bad grade from a male or female professor." They were then asked to evaluate the course, the professor, and the SET form.

Participants who didn't self-affirm exhibited a gender bias after receiving a bad grade that disadvantaged the female professor. Self-affirmation, however, "eradicated the gender bias by lowering evaluations for the male professor, suggesting that the gender bias involved overvaluing male rather than derogating female professors."

The findings suggest that students should perform SETs only *after* learning their grades, or SETs should simply be abolished as a factor in hiring and promotion.

Kreitzer, Rebecca J, and Jennie Sweet-Cushman. "Evaluating Student Evaluations of Teaching: A Review of Measurement and Equity Bias in Sets and Recommendations for Ethical Reform." *Journal of Academic Ethics*, (20210209), 2021, <https://mcgill.on.worldcat.org/oclc/8909163922>

Summary of main arguments/points

After presenting literature on the issues with SETs, the authors present "recommendations for the judicious use of SETs." These include:

- (1) "Contextualize evaluations as perceptions of student learning, not as a measure of actual teaching ... Students should not, and arguably cannot, evaluate teaching. A more accurate name for these experiences would be student experience questionnaires or student perceptions of learning."
- (2) "Be proactive about increasing the validity of the assessment by improving response rates."
- (3) "Administrators should interpret the results of student ratings with caution."
- (4) "Restrict or eliminate the use of qualitative comments."
- (5) "Administrators must not rely on student evaluations as the sole method of assessing teaching."

Caitlin McGrew, Rachel Garshick Kleit, “Gender Bias in Instructor Evaluations—What Can We Do About It?”

https://engineering.osu.edu/sites/default/files/uploads/faculty/gender_bias_and_seis_review2.pdf

Main Arguments

This research compiles a list of ways to possibly combat bias in student evaluations. The researchers argue for the use of disclaimer texts in evaluations to raise awareness of the presence of evaluation.

They argue for the use of a 6-point evaluation scale, rather than a 10-point scale, to avoid the cultural affiliations with the number 10 and its implications of brilliance and perfection

They also suggest that evaluation questions be objective and behaviorally based (rather than asking students to evaluate instructors’ content expertise, for example)

Meacham, S. (2020). The hidden elephant is oppression: shaming, mobbing, and institutional betrayals within the academy--finding strength in collaborative self-study. *Studying Teacher Education*, 16(1), 26–47.

<https://mcgill.on.worldcat.org/oclc/8599784700>

Summary of main arguments/points

This is a “collaborative self-study” out of the University of Northern Iowa where professors share and assess their experiences in the academy, with both formal and informal student course evaluations. After concluding that students use course evaluations to punish professors for being critical, speaking out against the status quo, having non-hegemonic identity markers, etc., they suggest that, to move forward, SETs be redesigned to also include questions about how a professor is attempting to create an inclusive and anti-oppressive educational environment.

“SET in our institutions do not include items regarding professors’ efforts to create inclusive and anti-oppressive educational contexts for all students. Existing SET items such as clarity of instruction, however, have allowed students to simply give low scores to professors with other linguistic backgrounds and other accents than theirs. We suggest that higher education institutions revise their SETs to give their students opportunities to adequately value the efforts that their non-hegemonic professors make to create anti-oppressive educational contexts for all students.” (at 44)

Ray, B., Babb, J., & Wooten, C. A. (2018). Rethinking sets: retuning student evaluations of teaching for student agency. *Composition Studies*, 46(1), 34–56. <https://mcgill.on.worldcat.org/oclc/7900665602>

Summary of main arguments/points

To reduce the risk of bias and also promote classroom agency & a more relational approach, the authors suggest that SET questions be designed to focus on student learning and/or engagement rather than teacher performance.

Their study finds that, in SETs, students exhibit “hyper-attention” on instructors at the expense of other factors important for learning. They suggest that “rethinking SETs as instruments that take into account the relational nature of classroom agency, rather than treating them solely as tools to evaluate instructor performance, could lead to more valid measures of teaching effectiveness and student learning.” (at 44)

For instance, rather than asking students whether the *instructors* sparked critical thought, they argue that a more reasonable question would be if students engaged in critical thinking (removing the focus on who or what facilitated engagement).

“In some cases, SET questions can and should focus on the instructor's actions, regarding relatively objective qualities of instruction such as starting and ending class on time, holding regular office hours, and responding to emails within two to three business days that are fully within the instructor's responsibility and often serve as visible marks of their roles in classroom agency. However, we question the extent to which SET forms situate instructors as agents for other aspects of the classroom experience, such as stimulation and engagement, respect, and participation, which are often much more relational.” (at 46)

Rivera, L. and A. Tilcsik. 2019. “Scaling Down Inequality: Rating Scales, Gender Bias, and the Architecture of Evaluation.” *American Sociological Review* 84(2): 248–274 <https://journals-sagepub-com.proxy3.library.mcgill.ca/doi/pdf/10.1177/0003122419833601>

Summary of main arguments/points:

The researchers “analyzed data from a quasi-natural experiment to examine how reducing the number of scale points from 10 to 6 affected the ratings received by male and female faculty at a professional school of a large North American university...” (at 253) They also conducted a second study: “...an online survey experiment with students... (where they were) ... presented with *identical* excerpts from the transcript of a lecture and randomly assigned either a male or female name to the instructor... We also randomly varied whether participants were asked to rate the instructor on a 10-point or 6-point scale” (at 256).

The results of the quasi-natural experiment indicated that a “... seemingly minor shift from a 10-point to a 6-point scale helped eliminate previously wide gender gaps in performance evaluations in the most male-dominated fields at a professional school of a large university” (at 267). The survey experiment yielded similar results “Under the 10-point scale, the same instructor received a mean rating of 7.8 (SD 1.7) when perceived to be male and mean rating of 7.1 (SD = 2.2) when perceived to be female, a statistically significant gender gap ($p < .05$). When using the 6-point scale, the gap shrank: the instructor received a mean rating of 4.9 (SD = .9) when perceived to be male versus a mean rating of 4.8 (SD = 1.0) when perceived to be female, a difference that is neither statistically nor substantively significant.” (at 265)

Good quote:

“... our study shows that evaluative tools are not neutral instruments: their precise design – even factors as seemingly small as the number of categories available in performance rating system – can have major effects on how male and female workers are evaluated.” (at 268)

Philip B Stark, “Expert Report on Student Evaluations of Teaching (Faculty Course Surveys)” (10 October 2016), online:

https://ocufa.on.ca/assets/RFA.v.Ryerson_Stark.Expert.Report.2016.pdf?utm_source=OCUFA+Report&utm_campaign=7bb120ce70-EMAIL_CAMPAIGN_2018_07_12_01_15&utm_medium=email&utm_term=0_458512323c-7bb120ce70-&mc_cid=7bb120ce70&mc_eid=%5bUNIQID%5d.

Summary of main arguments/points

For the Ryerson Faculty Association and the Ontario Confederation of University Faculty Associations, Dr. Stark from UC Berkeley was tasked with producing an expert report that reviews literature on SETs and provides recommendations for universities.

After discussing the studies that have found substantial evidence that SETs have “large biases” and are “generally unreliable, biased, and invalid measures of items that require judgement ... or accurate memory”, Dr. Stark recommends:

- Interpreting student comments with caution
- Eliminating items relating to “teaching effectiveness, course effectiveness, course organization, course relevance, and so on” from SETs and retaining “only items that report students’ experience ... for instance, whether the student enjoyed the class, whether the student found the instructor’s handwriting legible, whether the student found the class easy or difficult whether the workload was greater than or less than that of other courses, and whether the student has greater or less interest in the subject after taking the class.” (at 8)
- Not reducing results to averages and instead reporting frequency distributions
- Reporting response rates
- Not extrapolating results from responders to nonresponders
- Not comparing results across course formats, levels, topics, or disciplines
- Discouraging (and even forbidding) the use of results in employment decisions

Jingywan Wang et al., “Debiasing Evaluations That are Biased by Evaluations” (2012)

<https://arxiv.org/pdf/2012.00714.pdf>

Summary of main arguments/points

Authors present a new algorithm to mitigate the influence of external factors in SETs (e.g., students that give a higher rating if they receive a higher grade in a course), using a statistical, debiasing method and cross-validation method.

***important: note that the algorithm is used to address biases that can be identified using user-provided information (e.g., grading), and *not* other biases (e.g., relating to the instructor’s demographics).

PART D: STUDENT EVALUATIONS OF TEACHING (SETs): SCAN OF UNIVERSITIES

Beckie Supiano, "A University Overhauled Its Course Evaluation to Get Better Feedback. Here's What Changed." <https://www.chronicle.com/article/a-university-overhauled-its-course-evaluation-to-get-better-feedback-heres-what-changed/>

Main points

The research — particularly the evidence on gender bias — persuaded the Southern California University's provost, Michael W. Quick, to end the use of course evaluations as a direct measure of teaching effectiveness.

Students are still providing feedback, but now they're using a new tool that asks them to weigh in on the learning experience more than on the instructor. Their feedback will be used differently, too. It will no longer serve as the main mechanism for evaluating teaching. Instead, it will help individual instructors improve, and help their schools observe larger patterns.

Farr, Moira. 2018. "Arbitration decision on student evaluations of teaching applauded by faculty." *University Affairs*, Aug 28, 2018. <https://www.universityaffairs.ca/news/news-article/arbitration-decision-on-student-evaluations-of-teaching-applauded-by-faculty/>

"In a precedent-setting case, an Ontario arbitrator has directed Ryerson University to ensure that student evaluations of teaching, or SETs, "are not used to measure teaching effectiveness for promotion or tenure." The SET issue has been discussed in Ryerson collective bargaining sessions since 2003, and a formal grievance was filed in 2009.

The long-running case has been followed, and the ruling applauded, by academics throughout Canada and internationally, who for years have complained that universities rely too heavily on student surveys as a means of evaluating professors' teaching effectiveness."

... "While acknowledging that SETs are relevant in "capturing student experience" of a course and its instructor, arbitrator William Kaplan stated in his ruling that expert evidence presented by the faculty association "establishes, with little ambiguity, that a key tool in assessing teaching effectiveness is flawed." "

Flaherty, Colleen. 2018. "Arbitrating the Use of Student Evaluations of Teaching." *Inside Higher Education*, Aug 31, 2018 <https://www.insidehighered.com/quicktakes/2018/08/31/arbitrating-use-student-evaluations-teaching>

"An arbitrator ordered Ryerson University in Canada to amend its faculty collective bargaining agreement to ensure that student evaluations of teaching (SETs) are not used to measure teaching effectiveness for promotion or tenure. The evaluations' numerical weighting system also should be replaced with an alphabetical one, according to the order, and both Ryerson administrators and the campus Faculty Association must meet to agree upon "appropriate, user-friendly, intelligible and easily accessible mode of presentation of [evaluation] data in the form of a frequency distribution together with response rates." "

Goveas, Ashley. 2020. "Student evaluations inherently biased, says UWOFA." Nov 30, 2020. *The Gazette*. https://westerngazette.ca/news/student-evaluations-inherently-biased-says-uwofa/article_e0f1d6d6-252c-11eb-947b-f723bb88bb9d.html

"Professors are not required to report their scores from student evaluations this year, as the university looks to accommodate faculty through the hardships of the coronavirus pandemic.

Students are usually encouraged to complete teaching evaluations for each of their professors for the semester, rating their learning experience out of seven. While evaluations will still be conducted this semester, the University of Western Ontario Faculty Association pushed to reduce their influence on hiring decisions.

The agreement was reached over the summer and comes two years after UWOFA first stood against the large influence student evaluations have on hiring decisions in their collective agreement, citing research which shows the surveys reflect racial and gender biases."

... "The faculty union is hoping this change will be permanent, as Macdougall-Shackleton said research shows the evaluations are influenced by students' expected grade in the course, class size, whether the instructor is physically attractive and if the instructor has a detectable accent, more than their quality of teaching."

Ha-Redeye, Omar. 2018. "Student Evaluations a Poor Assessment of Learning Experience." *CanLII Connects*, Aug 21, 2018. <https://canliiconnects.org/en/commentaries/63644>

"The (Ryerson) faculty relied on the expert reports above to indicate that the student evaluations should not be used for evaluating teaching effectiveness, and that they may contravene the Ontario *Human Rights Code*. Student evaluations here were reduced to averages and compared to other individuals, departments, faculty and across the university, which the faculty complained had little intrinsic value.

The university (Ryerson) agreed that student evaluations could not be determinative of tenure or promotion, but should be used to identify trends and concerns, and provided relevant information to be used along with other means of assessment. However, they did not challenge the expert evidence by the faculty in any legally or factually significant manner."

Kelly, Mary. 2012. "Student Evaluations of Teaching Effectiveness: Considerations for Ontario Universities." May 2012. *Council of Ontario Universities Academic Colleagues Discussion Paper*. <https://cou.ca/wp-content/uploads/2015/07/Academic-Colleagues-Paper-Student-Evaluations-of-Teaching-Effectiveness.pdf>

"Conclusions and Final Thoughts

There are some unintended but positive impacts from SETs that we have not yet mentioned. Even if faculty are concerned that students may not provide the best evaluations of teaching performance, the mere presence of SETs underscores the responsibility that instructors have to students. As noted by Beran and Rokosh (2009), SET "introduces some measure of responsibility towards one's students." (p. 507).

Our observations and the above literature suggest that the design of SETs matter. Indeed, some universities are currently revising their institutional policies with respect to the use of SETs. However, many universities are intent on recreating the wheel, as there are existing surveys of teaching evaluation that are well tested for validity and reliability. One example is the Students' Evaluation of Educational Quality or SEEQ, which is used globally at several institutions.⁸

From a formative perspective, a simple evaluation on its own is not worthwhile – evaluation is only valuable when it leads to improvements in teaching. If a SET is deemed to be essential to this process, Student Evaluations of Teaching Effectiveness: Considerations for Ontario Universities COU Academic Colleagues Discussion Paper – Mary Kelly Page 11 then the questions on the SET must actually evaluate inputs to teaching effectiveness. It may be the case that, at most, SETs evaluate whether or not the classroom experience is conducive to learning.

The survey of the literature reveals that there are few best practices for the administration and use of SETs. We briefly summarize our key findings and observations that would support best practices in evaluation and accountability.

.... At most, SETs should be only one component of faculty evaluation for personnel decisions, such as tenure, promotion and merit"

Mussett, Ben. 2018. "Ryerson decision raises questions about effectiveness of student evaluations of professors." *The Ubysey*, Oct 2, 2018. <https://www.ubyssey.ca/news/is-the-student-always-right/>

"Aside from eliminating SETs from employment-related decision-making, the decision also calls for changes be made to future SETs, known as Faculty Course Surveys (FCS) at Ryerson. These changes include replacing the numerical weighting system of rating with an alphabetical one and eliminating the use of averages to compare faculty members with other members and departments."

McMaster University. 2019. "McMaster University Faculty Association (MUFA) ad-hoc committee on student evaluation of teaching Report." Nov 25, 2019. (online)

<https://macfaculty.mcmaster.ca/app/uploads/2020/06/Report-from-MUFA-Ad-hoc-committee-on-Student-Evaluations-of-Teaching.pdf>

"Response rates for SETs are approximately 20% which may be explained by the lack of confidence students have in how the information is being used. This low participation rate renders ratings meaningless in most cases (administrators in Faculties think that participation should be at least 60%, and preferably 70% for SET scores to be of help)"

"Ryerson University v Ryerson Faculty Association, 2018 CanLII 58446"

<https://www.canlii.org/en/on/onla/doc/2018/2018canlii58446/2018canlii58446.html>

Stanford University, "A better way to evaluate undergraduate teaching"

<https://tomprof.stanford.edu/posting/1446>

Main Points

The author presents an alternative method of evaluating teaching known as TPI.

This new approach based on a detailed inventory of the teaching practices is used in a course that allows a quantitative determination of the extent of use of practices that research has shown to result in improved student learning.

The writer states that simply by looking at the TPI and its scoring rubric, faculty can see the range of teaching practices that are in relatively common use and what the research indicates as to what practices will have an impact on student learning. Comparing their own TPI results with others shows them their respective strengths and weaknesses. The TPI provides them with a way to objectively document the quality and improvement in their teaching and can free them from the capricious, frustrating, and sometimes quite mean-spirited, tyranny of student evaluations.

Notes

The author however notes that the obvious concern with the TPI data and scoring rubric as a measure of teaching quality is that this is measuring the use of particular practices, not how well those practices are being used.

UBC Faculty Association. 2019. "Alternatives to Student Evaluations of Teaching." (Online) Oct 30, 2019.

<https://www.facultyassociation.ubc.ca/bargaining/alternatives-evaluations-teaching/>

“On the matter of student evaluations of teaching (SEoT), our position is clear: we propose that these measures not be used in the summative evaluation of teaching for appointment, reappointment, promotion, and tenure.”

... “Still other forms of evaluation of teaching effectiveness are being developed; some of these have been developed at UBC: for example, the [Teaching Practices Inventory](#) developed at UBC by Carl Wieman and Sarah Gilbert. The inventory evaluates the design and delivery of science courses against features that the peer-reviewed literature has found makes such courses effective.”

University of Toronto. 2020. "University of Toronto Provostial Guidelines on the Student Evaluation of Teaching in Courses." Nov 19, 2020. (online) https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2020/11/Provostial_Guidelines_on_the_Student_Evaluation_of_Teaching_in_Courses.pdf

“Reports of evaluation data using the central online system are generated by CTSI for each user group. These reports are intended to be used for both formative and summative purposes, for use by PTR, tenure and promotion committees, and, in an aggregate form, for program and curriculum review, and by students for course selection.” (at 13)

University of Victoria Faculty Association. 2018. "Interest arbitration decision at Ryerson – student surveys cannot be used to evaluate teaching performance." May 24, 2018. (online) <https://www.uvicfa.ca/member-bulletins/interest-arbitration-decision-at-ryerson-student-surveys-cannot-be-used-to-evaluate-teaching-performance/>

"A recent arbitration award between the Ryerson Faculty Association and Ryerson University sets a significant precedent for academic staff across the country on the use of anonymous student questionnaires. Arbitrator William Kaplan found that student evaluations are biased and unreliable, and ordered that the collective agreement at Ryerson be amended to ensure that results of student questionnaires are not used in measuring teaching effectiveness for promotion or tenure."

"Teaching Evaluations Update" (20 September 2018), online: *University of Southern California*
<<https://academicssenate.usc.edu/teaching-evaluations-update/>>.

Summary of main arguments/points

Overview of the University of Southern California's anticipated changes with regards to replacing student evaluations with a more robust peer review process for promotion decisions.

**N.B. I wasn't able to find more information about whether or not these changes have been implemented yet.

Recommendations from the Academic Senate and faculty committees in terms of possible peer-reviewed measures:

- Teaching reflection statements
- Syllabus or course materials review
- Review of assessments and grading
- Classroom observation

Potential alternative uses of student evaluations:

- One of many possible data points for measuring student engagement
- Could be used by faculty members in a self-assessment of their teaching practice, and successes and failures; e.g., "Faculty might be asked to use their student evaluations and other sources of information to inform how they plan to adjust their teaching practices to enhance student engagement"
- For schools, using aggregated student evaluations as a way to examine student engagement at the school or program level; "they can be used to better understand students' experience of inclusive practices, as one data point to assess schools' diversity and inclusion efforts"; "student evaluations can alert us to problematic behaviors that require further evaluation or investigation."

Becca Foley, Adam Schwager & Tommy Johnson, “Awareness Is Key to Avoiding Bias in Course Evaluations” (2019) [Editorial Note] <https://search-proquest-com.proxy3.library.mcgill.ca/central/docview/2324914091/48854294073D4AC9PQ/83?accountid=12339>

Summary of main arguments/points

In this short staff editorial, the editors write that “The College must reconsider its reliance on biased course evaluations and institute best practices to ensure that these course evaluations are not polluting tenure decisions with systemic bias.”

In the meantime, they “implore students to be aware of the biases that exist in evaluations—biases that exist because of our responses.”

They note that an experiment at the Iowa State University found that “making students aware of their biases is the first step in mitigating their appearance in course evaluations.”

“Revising UO’s Teaching Evaluations”, online: *University of Oregon* <<https://provost.uoregon.edu/revising-uos-teaching-evaluations>>.

Summary of main arguments/points

Overview of the changes implemented at the University of Oregon. Rather than relying on STEs, teaching is evaluated using the following elements, taking a more holistic approach that still emphasizes the importance of student feedback:

- (1) Midway student experience survey: student feedback is only available to the instructor, to allow them to make mid-course adjustments or clarify goals and expectations with students
- (2) End-of-course student experience survey (replacing previous course evaluations): asks concrete questions of specific teaching practices, and inquires about student contributions to their own learning
 - Includes questions about the inclusiveness of the course; the support from the instructor; the feedback provided; quality of the course materials; clarity of assignment instructions and grading; instructor communication, etc. (possible answers are “beneficial to my learning”, “neutral” or “needs improvement to benefit my learning”)
- (3) Instructor self-reflection: allows instructors to archive their thoughts on what went well and how their teaching might be improved in the future

Samantha Ye, “New Course Surveys Seek to Mitigate Bias, Improve Teaching” (16 Feb 2019), online: *Collegian* <<https://collegian.com/2019/12/category-news-beyond-ratemyprofessor-new-course-surveys-seek-to-mitigate-bias-improve-teaching/>>.

Summary of main arguments/points

Article explains how Colorado State University has redesigned its course surveys to better mitigate bias and “more effectively gauge students’ classroom experience.”

Rather than using a “Rate My Professors model of numeric rating questions”, the new survey looks for more qualitative feedback. For example, instead of asking questions like “How do you rate the instructor’s knowledge of the subject?”, it invites students to rate and describe the course workload, with concrete examples.

Other changes include that, instead of displaying averages, distributions are displayed whenever numbered ratings are involved. Also, “[i]nstead of one giant text box at the end for student comments, the survey asks multiple times for written explanations of what students experienced.”

The screenshot shows a survey interface for a course titled "Introduction to Media Communication 2427 Section 1 Lecture Upper" taught by Samantha Ye. The interface is divided into two main sections. The left section, titled "Describe the workload; please give specific examples.", contains a large, empty text box for student input. The right section, titled "From the items, please choose those you believe are strengths of this class. You may pick more than one.", lists six items with checkboxes: "Inclusive environment", "Clarity of expectations and grading", "Timing of Feedback", "Challenge of the course", "Accessibility and usefulness of course materials", "Instructor Communication", and "Support from Instructor". At the bottom of the interface, there is a navigation bar with icons for home, help, user profile, lock, and share, along with the name "Samantha Ye" and the Colorado State University logo.

“Report of the Course Evaluation Project Team” (2017), online: *University of Waterloo*
<<https://uwaterloo.ca/associate-vice-president-academic/sites/ca.associate-vice-president-academic/files/uploads/files/ceptdraftreportfinalapril27.pdf>>.

Summary of main arguments/points

The University of Waterloo’s Course Evaluation Project Team was launched in 2014 to review the university’s use of student evaluations. In its final report in 2017, the team recognized potential biases and called for additional training to address them. They ultimately still proposed to continue using STEs but only as *one* potential source of data in annual performance reviews and for tenure and promotion purposes. It recommends that the university investigate additional/complementary evaluation methods, including peer evaluations, teaching dossiers, etc.

**McGill**Graduate and
Postdoctoral StudiesÉtudes supérieures et
postdoctorales**MEMORANDUM**

James Administration Building, Room 400

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Tel.: (514) 398-1224

21-APC-09-06

Date: Tuesday, September 07, 2021

Doc. #: CGPS_2021.05.17_GradStudSupervision_Rev

To : Christopher Manfredi, Chair of Academic Policy Committee (APC)

From : Josephine Nalbantoglu, Chair of Council of Graduate and Postdoctoral Studies (CGPS)

Subject: Revisions to Regulations on Graduate Student Supervision

Purpose: For Information For Approval

Rationale:	Clarification to procedures in section 2.9 of the Regulations on Graduate Student Supervision policy were approved and reported to CGPS for information only on May 17, 2021.
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Next steps:	APC to report to Senate for information.
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Reference Document:	Appendix A: Regulations on Graduate Student Supervision
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The following clarification to the Graduate Student Supervision policy is reported as **for information only**, and has been approved on behalf of CGPS by the Dean and Associate Deans of Graduate and Postdoctoral Studies.

<i>Graduate Student Supervision – current</i>	<i>Graduate Student Supervision – revised</i>
<p>1. Principles</p> <p>1.1. Supervision is a recognized aspect of the academic duty of teaching.</p> <p>1.2. Supervision involves responsibilities on the part of both the supervisor and supervisee.</p> <p>2. Supervisors and Supervisory Committees</p> <p>2.1. Although procedures and timeframes for choosing supervisors and supervisory committees may vary across programs, they must be consistent within a particular program and must be made clear to students. Units should consider the availability of student support, research facilities, space, and availability of potential supervisors in determining the number of students admitted into the program.</p> <p>2.2. Graduate supervision is recognized as an integral part of the academic responsibility of professors in academic units where supervision is the normal practice, and must be considered in the allocation of workload, as should the teaching of graduate courses.</p> <p>2.3. Thesis supervisors must be chosen from full-time tenure-track or tenured academic staff, or ranked contract academic staff who have research as part of their duties. Supervisors should have competence in the student's proposed area of research. When thesis supervisors retire or resign from the University, they cannot act as sole supervisors but may serve as co-supervisors, with the unit's and GPS's consent.</p> <p>2.4. Emeritus Professors may not act as sole supervisors but may serve as co-supervisors, with the unit's and GPS's consent.</p> <p>2.5. Adjunct Professors may not act as sole supervisors but may serve as co-supervisors, with the unit's and GPS's approval. After approval, a letter of understanding, signed by the co-supervisor and the supervisee, must be submitted to GPS. If problems arise, the McGill supervisor will be held accountable to McGill policies and regulations.</p> <p>2.6. The academic unit must ensure continuity of appropriate supervision when a student is</p>	<p>1. Principles</p> <p>1.1. Supervision is a recognized aspect of the academic duty of teaching.</p> <p>1.2. Supervision involves responsibilities on the part of both the supervisor and supervisee.</p> <p>2. Supervisors and Supervisory Committees</p> <p>2.1. Although procedures and timeframes for choosing supervisors and supervisory committees may vary across programs, they must be consistent within a particular program and must be made clear to students. Units should consider the availability of student support, research facilities, space, and availability of potential supervisors in determining the number of students admitted into the program.</p> <p>2.2. Graduate supervision is recognized as an integral part of the academic responsibility of professors in academic units where supervision is the normal practice, and must be considered in the allocation of workload, as should the teaching of graduate courses.</p> <p>2.3. Thesis supervisors must be chosen from full-time tenure-track or tenured academic staff, or ranked contract academic staff who have research as part of their duties. Supervisors should have competence in the student's proposed area of research. When thesis supervisors retire or resign from the University, they cannot act as sole supervisors but may serve as co-supervisors, with the unit's and GPS's consent.</p> <p>2.4. Emeritus Professors may not act as sole supervisors but may serve as co-supervisors, with the unit's and GPS's consent.</p> <p>2.5. Adjunct Professors may not act as sole supervisors but may serve as co-supervisors, with the unit's and GPS's approval. After approval, a letter of understanding, signed by the co-supervisor and the supervisee, must be submitted to GPS. If problems arise, the McGill supervisor will be held accountable to McGill policies and regulations.</p> <p>2.6. The academic unit must ensure continuity of appropriate supervision when a student is</p>

Graduate Student Supervision – current continued

separated from a supervisor, for example, when the supervisor is on sabbatical, leaves McGill, or retires.

2.7. Ph.D. students must have a supervisory committee consisting of at least one faculty member in addition to the supervisor(s). The supervisory committee must provide, on a regular basis, guidance and constructive feedback on the student's research ([Graduate Student Research Progress Tracking](#)).

2.8. A [Letter of Understanding](#) (LOU) is mandatory between Ph.D. students and their supervisor(s). GPS strongly recommends that units also implement a LOU for master's students.

2.9. The Chair of the academic unit should ensure that procedures are in place to address serious disagreements that may arise, for example, between a student and a supervisor or between a supervisor and committee members. Such procedures should involve a neutral mediator, such as the Graduate Program Director, who will ensure that all sides of a dispute are heard before any decision is made. If the issue cannot be resolved at the unit level, then an Associate Dean from Graduate and Postdoctoral Studies should be contacted.

3. Orientation

3.1. **Supervisees:** Graduate students must participate, before registration, in a mandatory online orientation that includes sections on supervisee responsibilities.

3.2. **Supervisors:** Professors who have not yet engaged in graduate supervision at McGill are required to participate in a supervisory orientation approved by GPS. Professors who have not supervised for 5 or more years must meet with their Chairs to determine if such orientation is necessary.

Graduate Student Supervision – revised continued

separated from a supervisor, for example, when the supervisor is on sabbatical, leaves McGill, or retires.

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2.8. A [Letter of Understanding](#) (LOU) is mandatory between Ph.D. students and their supervisor(s). GPS strongly recommends that units also implement a LOU for master's students.

2.9. The Chair of the academic unit (~~or delegate~~) ~~should ensure that procedures are in place to~~ **must** address serious disagreements that may arise, for example, between a student and a supervisor or between a supervisor and committee members. ~~Such procedures should involve a neutral mediator, such as the Graduate Program Director, who will ensure that all sides of a dispute are heard before any decision is made.~~ If the issue cannot be resolved at the unit level, ~~or in the case of confidentiality concerns,~~ then an Associate Dean from Graduate and Postdoctoral Studies ~~should~~ **must** be contacted **to facilitate a resolution. The Chair must correspond with all parties concerning the decision, proposed actions, and resulting implications 10 working days prior to any action being taken. Appeals of the Chair's decision must be addressed to the Associate Dean (Graduate and Postdoctoral Studies).**

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