



449th REPORT OF THE ACADEMIC POLICY COMMITTEE TO SENATE
on APC meetings held on 19th September and 3rd October 2013

I. TO BE APPROVED BY SENATE

(A) **NEW TEACHING PROGRAMS REQUIRING SENATE APPROVAL** (approvals of new minors and options added to existing programs and major revisions to programs are reported in Section IV.A.1.a. for information) - *none*

(B) **ACADEMIC PERFORMANCE ISSUES / POLICIES / GOVERNANCE/AWARDS** - *none*

(C) **CREATION OF NEW UNITS / NAME CHANGES / REPORTING CHANGES** - *none*

(D) **CHANGES IN DEGREE DESIGNATION** - *none*

(E) **INTER-UNIVERSITY PARTNERSHIPS** - *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**

Schulich School of Music:

At a meeting on 19th September 2013, APC reviewed and approved the student exchange agreements proposed by the Schulich School of Music with the following institutions:

- Guildhall School of Music & Drama, London, England, United Kingdom

Founded in 1880, the Guildhall School of Music & Drama is one of the world's leading music and drama schools, one which is "pre-eminent in technical theatre, professional development and music therapy" and promotes innovation experiment and research. It numbers almost 900 higher education students (700 in music and 175 in acting and technical theater programs); 40% of them come from outside the UK, representing over 50 nationalities. It is the UK's leading provider of specialist music training at the under-18 level with nearly 2,300 students in Junior Guildhall and the Centre for Young Musicians. A new building, Milton Court, was opened in September 2013, providing state-of-the-art performance and teaching facilities, a 608-seat concert hall and two smaller theatres, three major rehearsal rooms and a TV Studio suite. The School has a long history of being engaged in the cultural life of the city of London and continues to explore programs in community engagement and leadership initiatives. The opportunities available for students at Guildhall both in musical performance and integration of the arts through the School's Drama program make this exchange of particular interest to McGill's Schulich School of Music.

- Koninklijk Conservatorium (KC) / Royal Conservatory, The Hague The Netherlands

Founded in 1826 by King Willem I, the Royal Conservatory in The Hague is the oldest conservatory in the Netherlands. It offers programs in European classical music, Early Music, Jazz, Sonology, ArtScience, Art of Sound, Musical composition, Ballet, and Opera. The KC and McGill's Schulich School of Music already collaborate: they have successfully embarked on an informal Chamber Music

Exchange (faculty adjudicate final exams, and McGill Schulich students have been sent to study with teachers at the KC); a student from KC's Sonology program is currently a visiting researcher through McGill's CIRMMT (Centre for Interdisciplinary Research in Music, Media and Technology).

- Queensland Conservatorium, Griffith University, Brisbane, Queensland, Australia

Established by the state government and opened in February 1957, the Conservatorium had English composer and pedagogue William Lovelock (1899-1986) as its first director. In 1991 it was amalgamated into Griffith University and soon renamed "Queensland Conservatorium Griffith University". It includes over 800 students on two campuses: South Bank and Gold Coast. Cutting-edge curricula allow students to tailor their studies to suit their interests and aspirations. In 2003, the Conservatorium Research Centre opened, headed by Professor Huib Schippers (Ph.D. U. Amsterdam); it investigates the dynamics of contemporary music environments. Professor Schippers' work became known to the Schulich School through his former active involvement in the Association of European Conservatories. The School is keenly interested in the Conservatorium's developments in Pedagogy. The Conservatorium will complement the School's offerings and be of interest to McGill students.

- Royal Northern College of Music (RNCM), Manchester, England, United Kingdom

Founded in 1893, the RNCM has grown from its initial 80 students to a student body nearing 800. As a prominent institution in the UK, it has wide-reaching partnerships with renowned orchestras, ensembles and arts organisations such as the BBC Philharmonic Orchestra, the Royal Liverpool Philharmonic, the Hallé Manchester Camerata, the Black Dyke Band, Foden's Band, the Mahler Chamber Orchestra, the Netherlands Wind Ensemble, the Chamber Orchestra of Europe and Opera North, all of whom offer invaluable work experience to students through the Professional experience Schemes. Through collaborations with leading educational partners, RNCM provides opportunities to study abroad and further enrich one's learning experience. McGill's Schulich School of Music has a history of partnership with the RNCM, through chamber music exchange, international benchmarking exercises, and visiting scholars presenting master classes. The initial motivation for this partnership was to position the institutions in a bid to the British Council's scheme to foster UK-Canada cultural connections. Schulich's brass players were hosted during the RNCM's recent Festival of Brass and served as excellent ambassadors.

(B) OTHER - none

IV. FOR THE INFORMATION OF SENATE

A) ACADEMIC UNIT REVIEWS – Appendix A

In accordance with the Policy on Academic Unit Reviews (*approved by Senate on 19th Jan 2011*), APC assessed the documents pertaining to the reviews of the following academic units and approved one-page APC Review Assessments for each of them (attached):

- Department of Linguistics
- Department of East Asian Studies
- Department of Anatomy and Cell Biology
- School of Computer Science
- Institute of Islamic Studies
- Department of Oncology
- Career and Professional Development
- School of Social Work

APC also considered the documents pertaining to the review of the Department of Philosophy at its meeting on 23rd May 2013, but decided that in future APC would simply certify that a review has taken place and comment only on those issues to which the Committee wishes to draw attention.

B) APPROVAL OF COURSES AND TEACHING PROGRAMS

1. Programs

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

i. New concentrations/options within existing 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

Faculty of Agricultural and Environmental Sciences

Approved SCTP 4th April 2013; reported to APC 19th Sept 2013 (13-APC-09-01):

M.Sc.; Bioresource Engineering; Integrated Water Resources management; Non-Thesis (45 cr.)

Approved SCTP 1st August 2013; reported to APC 19th Sept 2013 (13-APC-09-01):

B.Sc.(Ag.Env.Sc.); Environment; Food Production and Environment; major (63 cr.)

Faculty of Arts

Approved SCTP 5th Sept 2013; reported to APC 19th Sept 2013 (13-APC-09-01):

Joint MSW and BCL/LLB (132 cr.)

B.A.; Applied Mathematics; Honours (60 cr.)

B.A.; History; Honours (60 cr.)

B.A.; History Component; Joint Honours (36 cr.)

B.A.; History; Major Concentration (36 cr.)

B.A.; History; Minor Concentration (18 cr.)

B.A.; Music; Major Concentration (36 cr.)

M.A.; Sociology; non-thesis (45 cr.)

M.A.; Sociology; Development Studies; Non-Thesis (45 cr.)

M.A. Sociology; Medical Sociology; Non-Thesis (45 cr.)

M.A.; Sociology; Social Statistics; Non-Thesis (45 cr.)

M.A.; Sociology; Gender and Women's Studies; Non-Thesis (45 cr.)

Ph.D.; Sociology (0 cr.)

Ph.D.; Sociology; Gender and Women's Studies (0 cr.)

Ph.D; Sociology; Environment (0 cr.)

B.A.; English; Drama and Theatre; Major Concentration (36 cr.)

B.A. English; Drama and Theatre; Minor Concentration (18 cr.)

B.A.; Education for Arts Students; Minor Concentration (18 cr.)

B.A.; Canadian Ethnic and Racial Studies; Minor Concentration (18 cr.)

B.A. World Cinemas; Minor Concentration (18 cr.)

B.A.; Industrial Relations; Faculty Program (54 cr.)

School of Continuing Studies

Approved SCTP 4th April 2013; reported to APC 19th Sept 2013 (13-APC-09-01)

Certificate; Translation; French/English to Spanish (30 cr.)

Certificate; Translation; Spanish to English (30 cr.)

Certificate; Translation; Spanish to French (30 cr.)

Approved SCTP 5th Sept 2013; reported to APC 19th Sept 2013 (13-APC-09-01):

Certificate; Software Development (30 cr.)

Faculty of Education

Approved :SCTP 4th April 2013; reported to APC 19th Sept 2013 (13-APC-09-01):

Certificate; Education for First Nations and Inuit (60 cr.)

Certificate; Education for First Nations and Inuit Physical Education (60 cr.)

Approved SCTP 5th Sept 2013; reported to APC 19th Sept 2013 (13-APC-09-01):

Concurrent B.Mus and B.Ed.; Music Elementary and Secondary/Music Education; Major (137 cr.)

B.Ed.; Kindergarten and Elementary Education; Major (120 cr.)

B.Ed.; Kindergarten/Elementary Jewish Studies; Major (120 cr.)

B.Ed.; Kindergarten/Elementary Pédagogie de l'immersion française (120 cr.)

B.Ed.; Secondary English; Major (120 cr.)

B.Ed.; Secondary Mathematics; Major (120 cr.)

B.Ed.; Secondary Science and Technology; Major (120 cr.)

B.Ed.; Secondary Social Sciences; History and Citizenship, Ethics and Religious Culture; Major (120 cr.)

B.Ed.; Secondary Social Sciences; History and Citizenship, Geography; Major (120 cr.)

B.Ed.; Teaching English as a Second Language – TESL Elementary and Secondary; Major (120 cr.)

Faculty of Engineering

Approved SCTP 5th Sept 2013; reported to APC 19th Sept 2013 (13-APC-09-01):

B.Eng.; Biomedical engineering; Minor (21-25 cr.)

B.Eng.; Computer Science; Minor (24 cr.)

B.Eng.; Economics; Minor (18 cr.)

Desautels faculty of Management

Approved SCTP 5th Sept 2013; reported to APC 19th Sept 2013 (13-APC-09-01):

Master of Management; Manufacturing Management; Non-Thesis (56 cr.)

Faculty of Medicine

Approved SCTP 25th April 2013; reported to APC 19th Sept 2013 (13-APC-09-01):

M.Sc.(Applied); Nursing; Non-Thesis (45-58 cr.)

Approved SCTP 5th Sept 2013; reported to APC 19th Sept 2013 (13-APC-09-01):

B.Sc.(Rehab.Sc.); Occupational Therapy; Major (90 cr.)

B.Sc.(Rehab.Sc.); Physical Therapy; Major (90 cr.)

Faculty of Science

Approved SCTP 5th Sept 2013; reported to APC 19th Sept 2013 (13-APC-09-01):

B.Sc.; Applied Mathematics; Honours (60 cr.)

B.Sc.; Pharmacology; Major (65 cr.)

B.Sc.; Pharmacology; Honours (74 cr.)

B.A.&Sc.; Freshman Program (30 cr.)

Approved SCTP 1st August 2013; reported to APC 19th Sept 2013 (13-APC-09-01):

B.Sc.; Environment; food Production and environment; major (63 cr.)

ii. Program retirements

Faculty of Science

Approved SCTP 5th Sept 2013; reported to APC 19th Sept 2013 (13-APC-09-01):
M.Sc.(Applied); Chemistry; Non-Thesis (45 cr.)
B.A.&Sc.; Earth, Atmosphere and Ocean Sciences; Major Concentration (36 cr.)

2. Courses

a) New Courses :

Reported as having been approved by SCTP on 4th April 2013 (4); 5th September 2013 (23):
Faculty of Agricultural and Environmental Sciences: 5 (5th Sept 2013);
Faculty of Arts: 15 (5th Sept 2013);
Faculty of Education: 5 (1st Aug 2013);
Faculty of Engineering: 2 (4th April 2013);
Faculty of Medicine: 4 (4th April 2013); 1 (5th Sept 2013);
Faculty of Science: 2 (5th Sept 2013);

b) Course Revisions:

Reported as having been approved by SCTP on 7th February 2013 (1), 5th September 2013 (46)
Faculty of Agricultural and Environmental Sciences: 3 (5th Sept 2013);
Faculty of Arts: 1 (7th Feb 2013); 14 (5th Sept 2013);
School of Continuing Studies: 1 (5th Sept 2013);
Faculty of Education: 8 (5th Sept 2013);
Faculty of Engineering: 6 (5th Sept 2013)
Desautels Faculty of Management: 7 (5th Sept 2013)
Faculty of Medicine: 2 (5th Sept 2013);
Faculty of Science: 5 (5th Sept 2013)

c) Course retirements:

Approved SCTP 1 (14th March 2013); 9 (5th Sept 2013)
Faculty of Agricultural and Environmental Sciences: 4 (5th Sept 2013)
Faculty of Arts: 2 (5th Sept 2013)
Faculty of Engineering: 1 (5th Sept 2013);
Schulich School of Music: 1 (14th March 2013);
Faculty of Science: 2 (5th Sept 2013);

(B) OTHER - none

Academic Policy Committee

Assessment of the Review of the Department of Linguistics

An Academic Unit Review of the Department of Linguistics was conducted in 2011. At a meeting held on 19th April 2012, the Academic Policy Committee considered a Summary of the Review, which was prepared by APC's Subcommittee on Academic Unit Reviews. The Summary is based on the following documents: the Department's Self-Study, the report from the two external reviewers, the report from the internal members of the Review Committee, the Department's response, and the Dean's response.

APC was satisfied that the Review has fulfilled its objectives and addressed all major themes. The Department's response was thorough. Although it questioned certain stated perceptions and the basis for the Reviewers' assertions on a number of issues, the Department is committed to following up on the suggestions and recommendations made.

The Review highlights the Department's excellent performance, particularly in research, and its aspiration to be "among the premier Linguistics department worldwide". APC notes that the statement refers to worldwide excellence; given the high standing that the Department enjoys in North America, APC would have liked to see reference made to world class departments of Linguistics that may exist elsewhere.

I. Academic Programs, Teaching and Learning.

- APC commends the Department on the quality and success of its undergraduate and graduate programs. The undergraduate program promotes a research approach to learning. A suggestion was made that the inclusion of a Computational Linguistics activity should be considered.
- Although a small department favours depth over breadth, a degree of diversification should be considered in the process of reviewing courses and hiring professors.
- In order to avoid unnecessary overlapping between LING360 and its prerequisite PHIL210, APC advises that the Department consider restructuring LING360.
- APC notes that the strong contribution of the discipline of Linguistics to interdisciplinary studies could have been made more evident in the Self-Study if information on students' academic program combinations (for example, number of students taking a Minor in Linguistics within the B.A.& Sc. program) had been readily available.

II. Research, Scholarship and Creative Work

- The Department's performance at an impressively high level in research (with all twelve professors engaged in sponsored research) has earned it worldwide recognition.

III. Diversity and Community Involvement

- APC notes the 3-to-1 ratio of female-to-male students and the 50-50 female-male ratio among tenured professors.
- Community involvement is described in terms of contribution to the academic community, service to the discipline and service to the University, which is high. Outreach activities were not specified.

IV. Structure, Management and Administration

- The Department was found to be well managed, but relying heavily on one single Administrative Assistant, which causes concern about the impact the absence of this administrator would have on the Department's operation. APC advises a review of the administrator's functions and of her suggestions for greater central university support, and develop a plan for minimizing the impact an absence could have.
- APC notes the need for the Department to pay particular attention to promoting good communication, collegiality, transparency, and student inclusion in decision-making.

Academic Policy Committee

Assessment of the Review of the Department of East Asian Studies

An Academic Unit Review of the Department of East Asian Studies was conducted in 2011. At a meeting held on 22nd November 2012, the Academic Policy Committee considered a Summary of the Review, which was prepared by APC's Subcommittee on Academic Unit Reviews. The Summary is based on the following documents: the Department's Self-Study, the report from the two external reviewers, the report from the internal members of the Review Committee, the Department's response, and the Dean's response.

APC was satisfied that the Review has addressed all major themes. The Department has drawn helpful comparisons with Asian and East-Asian departments at peer institutions and has shown how its objectives, priorities and activities are fully aligned with the major strategic objectives of the University and the Faculty of Arts. The Department's accomplishments have been outstanding, given challenging circumstances. The Review has highlighted the Department's excellent performance in teaching, research and service to the broader community, and its remarkable success in obtaining external funding. The Review also has drawn attention to the Department's challenges as it attempts, in particular, to keep pace with an ever-growing demand on its current teaching resources. The Department's high level of achievement may not be sustainable in the long term if certain challenges are not addressed.

I. Academic Programs, Teaching and Learning.

- APC commends the Department on the quality and success of its undergraduate and graduate programs. Sustaining such a level of achievement with respect to language training, language proficiency being a central component to the program, raises the question of class size which must be addressed. APC recognizes that the teaching of tonal languages may require special allocations of TAs.
- APC notes the Department's wish to resume work towards seeking Ministry approval of both the master's and Ph.D. programs (a decision was taken in September 1998 not to seek a joint proposal with Université de Montréal, but work on the proposal was put on hold in April 2001 as the Department waited for the appointment of a new Director at UdeM to resume negotiations). The dossier would be strengthened by the Department's proven ongoing record in graduating master's and Ph.D. students. APC encourages the Department to consult with Graduate and Postdoctoral Studies.
- APC notes that the Department seems overburdened but intent on focusing its energies in innovative ways, so that the problem of understaffing can be partly dealt with by making use of existing strengths and resources within the Department, for example in Asian Media Studies.
- APC notes the Department's strong contribution to interdisciplinary studies at McGill.

II. Research, Scholarship and Creative Work

- The Department's performance is stellar.

III. Diversity and Community Involvement

- Community involvement, described as service to the academic community, service to the discipline and to the broader community, is high and exemplary.

IV. Structure, Management and Administration

- This is a harmonious department.
- APC agrees with the recommendation from the Review Committee that the Chair should appoint a Director of Graduate Studies.
- While APC is sensitive to the Department's needs, decisions regarding additional teaching resources are taken at the Faculty level.
- APC however encourages the Faculty of Arts to provide physical resources that are commensurate with the needs of the Department.

Academic Policy Committee

Proposed Assessment of the Review of the Department of Anatomy and Cell Biology

An Academic Unit Review of the Department of Anatomy and Cell Biology was conducted in 2012. At a meeting held on 21st March 2013, the Academic Policy Committee considered a Summary of the Review, which was prepared by APC's Subcommittee on Academic Unit Reviews. The Summary is based on the following documents: the Department's Self-Study, the report from the two external reviewers, the report from the internal members of the Review Committee, the Department's response, and the Dean's response.

APC was satisfied that the Review has addressed all major themes. The Department's Self-Study and the former Chair's Statement have provided a factual record of impressive performance and specific accomplishments over the past 15 years, in teaching, research, and service to the community. Some of the issues raised are familiar ones, while others, brought to the fore in the reports of the External Reviewers and the Internal Review Committee, are of a structural nature: the Reviewers' own analysis seems to have echoed ongoing reflection within the Department and has found support at the Faculty level.

I. Academic Programs, Teaching and Learning

- APC commends the Department on its high performance in teaching. Besides the Department's own well established and successful undergraduate and graduate programs, the Department contributes significantly to the education of medical, dental and P&OT students.
- The Department has taken innovative teaching initiatives to promote undergraduate students' interest in research (research course and Undergraduate Research Day), to meet the needs of an expanding student population (Histology teaching; creation of new courses accommodating specific needs), and to provide mentoring to graduate students.
- APC also notes the reviewers' concern about the large number of undergraduate students taught by the Department and the difficulty of conciliating anatomy service teaching and cell biology research.

II. Research, Scholarship and Creative Work

- All faculty members in the Department of Anatomy and Cell Biology "are nationally and internationally established in their respective research domain." The Department could achieve further prominence.
- The reviewers have observed the Strathcona Anatomy and Dentistry Building may be ill-suited for collaborative research work. The huge role played by the Department in the curricula of the Faculties of Science and Medicine may also create excessive teaching loads that impede performance in the competitive cell biology environment.

III. Diversity and Community Involvement

- APC notes that despite the difficulty of recruiting women professors in a highly competitive research environment, the Department has been successful in securing six women colleagues among a faculty complement of sixteen.
- The Department administers the Body Donor Program for the Faculty of Medicine, which involves extensive interaction with the community. Members of the Department participate in various outreach programs, including initiatives to introduce high school students to research in the health sciences.

IV. Structure, Management and Administration

Issues have arisen from the historical evolution of the Department of Anatomy, to Department of Anatomy and Histology, to Department of Anatomy and Cell Biology (1993). The idea of creating a "division" of anatomy, leaving cell biology as its own department, raises many questions as to how this would fit into the University's administrative models and culture. APC respects that colleagues closest to the issue will know best how to balance the need for anatomy service teaching and the need for cell biology research and research-centred teaching. At the same time APC's discussions reflected nervousness from several directions about the suggestion for separating Anatomy from Cell Biology."

2013-04-11

Academic Policy Committee

Assessment of the Review of the School of Computer Science

An Academic Unit Review of the School of Computer Science was conducted in 2012. At a meeting held on 8th November 2012, the Academic Policy Committee considered a Summary of the Review, which was prepared by APC's Subcommittee on Academic Unit Reviews. The Summary was based on the following documents: the School's Self-Study, the report from the two external reviewers, the report from the internal members of the Review Committee, the School's response, and the Dean's response.

APC was satisfied that the Review has addressed all major themes. The School, established in 1969 (not "in about 1985", as stated on page 17 of the Self Study document) in the Faculty of Engineering, to offer graduate degree programs, expanded its offering to the undergraduate level in 1988 when a B.Sc. in Computer Science was approved by the Ministry of Education. The School was transferred to the Faculty of Science in 1996. The Review highlights the School's high performance in teaching and research output despite its small size and its faculty's young age in comparison with other Computer Science teaching units in other North American universities. For the purpose of the Review, the School produced extensive performance data comparisons. The Review also highlighted shortcomings in the Academic Unit Review process and offered suggestions.

I. Academic Programs, Teaching and Learning.

- APC notes that the quality of teaching is rated very high in course teaching evaluations. Although one of the recommendations of the reviewers was that more experimental approaches to teaching could be used, APC suggests that while IT should be made available, it is not necessarily the best means of presentation for teaching IT and the mode of delivery is a matter of choice.
- APC lends its support to the School's efforts to streamline its graduate admissions process and restructure its funding mechanisms in order to minimize the loss of desirable student applicants.
- APC notes the suggestion of offering a required course in Computer Science for first year B.Sc. students and encourages the Faculty of Science in its investigation of that possibility.

II. Research, Scholarship and Creative Work

- APC notes the "outstanding extent and internationally recognized quality of the research achievements of the School of Computer Science faculty."

III. Diversity and Community Involvement

- APC commends the School for its initiatives on the community outreach front: the "Be a computer student for a week" to expose high school students (grades 10-11, ages 15-18) to science and particularly computer science, and its "road show", an initiative where students and professors visit high schools to give presentations on computer science studies and the opportunities they afford, and also on its interactions with other units at McGill.

IV. Structure, Management and Administration

- APC notes repeated mention of the reviewers' wish that the School's sense of common purpose should be made more precise and operationalized in the form of a Strategic Plan. It can be argued that the system in place is equivalent to strategic planning: The unit's staffing plans are taken into account in the Faculty's strategic directions carried out through the Dean, and academic developments are in the care of academic committees. Planning takes place and there may be no advantage in duplicating it with a formalized strategic plan document.
- The School's appellation is an anomaly in the University's nomenclature of academic entities, as it is neither a unit that offers professional programs leading to a professional permit to practice, nor an interfaculty unit reporting to several deans (like the McGill School of the Environment). It is in effect much like a "department".

Academic Policy Committee

Assessment of the Review of the Institute of Islamic Studies

An Academic Unit Review of the Institute of Islamic Studies (IIS) was conducted in 2012. At a meeting held on 22nd November 2012, the Academic Policy Committee (APC) considered a Summary of the Review, which was prepared by APC's Subcommittee on Academic Unit Reviews. The Summary was based on the following documents: the Institute's Self-Study, the report from the two external reviewers, the report from the internal members of the Review Committee, the Institute's response, and the Dean's response.

APC was satisfied that the Review has addressed all major themes. The Review serves to remind the University community that the IIS is a very precious University component, founded within the Faculty of Divinity in 1952 from an extraordinary vision that has guided the Institute for the past 60 years and has had a global impact as IIS graduates have been called to serve in high positions in academia and elsewhere. The Review serves to record the transition from an "institute" which by definition was dedicated exclusively to graduate teaching (reporting to the Dean of the Faculty of Graduate Studies and Research until 2001) to one that has been expanding its offerings to undergraduate students since 2006-07 only. While the external reviewers have, in glowing terms, documented the IIS's impact worldwide, the Director has clarified misreadings in the Internal Reviewers' report, and the Dean has in his response expressed the Faculty's support and readiness to work with the Institute in addressing some of its challenges and in meeting its goals.

I. Academic Programs, Teaching and Learning.

- APC notes the IIS's innovative approach for funding graduate students, to be more competitive in recruiting top-notch students.
- APC commends the IIS on the outstanding quality of its graduate teaching, as shown by graduates' strong hiring prospects and successes. The IIS should not compromise quality and what is best for the students' research for the sake of meeting artificial requirements and time-to-completion statistics. APC urges that a structural solution be found so that the research space needs of graduate students should be preserved and undergraduate students' presence should not be felt as an "intensifying intrusion".
- APC encourages the Faculty, the School of Continuing Studies and the University administration to work together to make the Summer Language Institute a reality (with a pilot project as suggested).
- APC looks forward to considering a new undergraduate-level program proposal from the IIS.

II. Research, Scholarship and Creative Work

- APC notes that the IIS's faculty hold some of the most prestigious and innovative research grants awarded both within Canada and abroad.
- APC encourages the IIS in its exploration of the "possibility of establishing an advisory committee, along the lines of the Osler Library, to formalize more concretely the relationship with the Islamic Studies Library.

III. Diversity and Community Involvement

- APC notes that diversity is a distinctive aspect of the IIS and its international mix is in keeping with McGill's hallmark.
- The IIS's faculty is closely involved with external committees, institutions and the international media. APC supports the IIS's efforts in sharing knowledge and raising its visibility in the local community through lecture series, library exhibitions, film showings, and other public events.
- APC encourages the Institute in pursuing discussions with the School of Continuing Studies about collaborating in offering non-credit Continuing Education courses in Arabic, Persian, Turkish and Urdu.

IV. Structure, Management and Administration

- APC notes that the IIS is a very cohesive academic unit that runs smoothly. The IIS has a clearly defined set of priorities and goals, in keeping with the vision of its founders and its expressed mission.
- APC applauds the Dean's determination to work with the Institute to enhance the resources of the IIS so that it continues to hold its position worldwide.

Helen M.C. Richard for APC, 2013-05-19

Academic Policy Committee

Assessment of the Review of the Department of Oncology

An Academic Unit Review of the Department of Oncology was conducted in 2012. At a meeting held on 8th November 2012, the Academic Policy Committee considered a Summary of the Review, which was prepared by APC's Subcommittee on Academic Unit Reviews. The Summary is based on the following documents: the Department's Self-Study, the report from the two external reviewers, the report from the internal members of the Review Committee, the Department's response, and the Dean's response.

APC was satisfied that the Review has addressed all major themes. The Review has served to highlight the particularities of the Department, created in 1990 as the first of its kind in Canada with a generous donation in support of a vision to "link the many different facets of oncology under one umbrella, thus creating cohesion and opportunities for academic collaborations between disciplines." (Self-study, p. 4). The Review may have served to assess the degree of success in creating the desired cohesion, over the past twenty-two years, and to identify what steps may be helpful in making further progress towards achieving the original vision. The Interim Chair's own efforts and positive response to the Review's findings and recommendations speak for the degree of determination to make the necessary adjustments to put the Department on the path to realizing its full potential.

I. Academic Programs, Teaching and Learning

- APC notes that this large Department of 160 members is, so far, at odds with the definition of a "department", as it offers no degree programs and no courses. Oncology is taught under the auspices of other departments and schools within the Faculty of Medicine or the Faculty of Science. APC supports the recommendation that the Department review its role in the undergraduate medical curriculum.
- The Department recognizes that to remain competitive as new Oncology departments emerge, it should develop its own teaching programs. APC encourages the Department in its objective to become a degree-granting department, with the development of a M.Sc. in Oncology and a Diploma in Clinical Research.

II. Research, Scholarship and Creative Work

- While members of the Department have outstanding research records, APC notes that the Department's large research output may not necessarily be related to the Department and some publications may be listed in the annual reports of several departments. Furthermore, while the clinical research carried out through the Goodman Cancer Centre may be visible, much clinical cancer trials research is conducted in the hospitals and may bypass McGill and therefore not bear the McGill name. APC is of the view that this may jeopardize the University's ability to apply for CFI grants and suggests that this should be addressed. The advent of the Rossy Cancer Network is expected to foster closer interaction among the various units associated with cancer research.

III. Diversity and Community Involvement

- Community outreach is a very important component of the Department. APC notes the need for the Department to raise its visibility and its own fundraising profile for scholarships and bursaries for future graduate students who will be embarking on degree-programs under the auspices of the Department.

IV. Structure, Management and Administration

- Given the size and fragmentation of McGill's Department of Oncology, whose members are spread in affiliated hospital divisions, research institutes and programs in various basic science and clinical departments, the most pressing issue is to foster a sense of identity with and loyalty to the Department. APC supports the many recommendations that aim to foster a sense of integration and cohesion, such as changing the reporting structure for the Goodman Cancer Centre, creating graduate degree programs as identity builders, and increasing the direct oversight of the training program for residents. APC notes that while strengthening one's identification with a given department may require little more than better communication and sharing of data in certain cases, loyalty to a department may take more time to build up and nurture.

Helen M. C. Richard for APC, 2013-05-13

Academic Policy Committee

Assessment of the Review of the Department of Career and Professional Development

An Academic Unit Review of the Department of Career and Professional Development (CPD) in the School of Continuing Studies was conducted in 2012. At a meeting held on 13th December 2012, the Academic Policy Committee (APC) considered a Summary of the Review, which was prepared by APC's Subcommittee on Academic Unit Reviews. The Summary was based on the following documents: the Department's Self-Study, the report from the two external reviewers, the report from the internal members of the Review Committee, the Department's response, and the Dean's response.

APC was satisfied that the Review has addressed all major themes. CPD is the largest unit of the School of Continuing Studies, distinct from McGill's faculty-based departments in that it teaches short programs to part-time students (locally and internationally) and is composed of non-tenure-track staff. Students are most often referred to as "clients". The Review has highlighted the changes that the unit has implemented to become more "client-centered" and the challenges it faces. APC appreciates that the Review was conducted at a difficult time and does not include the remarkable accomplishments of the past year-and-a-half, reported by the Director and the Dean in their responses, some of which were reflected in recent new program proposals presented to APC and Senate. The Review provides a bench-marking analysis (Dec 2011) comparing the unit to its U15 and local university counterparts. The Review also has drawn attention to adjustments that should be made to the Review process, such as reaching instructors and students when they are available and consulting industry partners. The Review has also brought to the fore fundamental questions that need to be addressed at the University level.

I. Academic Programs, Teaching and Learning.

- APC commends CPD for the large volume and wide range of its teaching and for its efforts in improving learning formats, connections with other McGill units, international partnerships, and for addressing the needs of the continuing education market and conducting systematic in-depth reviews of its program offerings.
- APC notes that CPD is at a disadvantage with respect to other local universities: for example only one McGill certificate may be counted towards a *baccalauréat par cumul* offered by French-language universities; unlike Concordia, degree programs are not offered in the evening on a part-time basis, and no micro-programs are offered. Other universities also offer a broader discipline choice.

II. Research, Scholarship and Creative Work

- APC notes that CPD has been successful in obtaining grants for research into developing new teaching methodologies, addressing students' educational needs, updating program content, developing new courses, etc.

III. Diversity and Community Involvement

- APC notes that CPD collaborates closely with business and professional communities, and partners with professional orders, associations and other bodies. It provides learning and development opportunities to adults of various backgrounds and is sensitive to the particular needs of recent immigrants.

IV. Structure, Management and Administration

- APC observes that many of the weaknesses identified in the Review consist of or are caused by institutional particularities, structures and barriers, contradictory messages, lack of clarity with respect to goals and objectives for Continuing Education, and an ill-defined financial model. The Director has offered a very constructive list of concrete suggestions and the Review contains many recommendations for enhancing the University's capacity for outreach and further contribution to society.
- A "student-centered" McGill should be mindful of the particular needs of all students, including CPD "clients".
- APC suggests that its newly formed Subcommittee on Continuing Education should examine the Review's findings and suggestions when formulating broad policies and recommendations to APC to further the University's Continuing Education mission.

Helen M.C. Richard for APC, 2013-05-19

Academic Policy Committee

Proposed Assessment of the Review of the School of Social Work

An Academic Unit Review of the School of Social Work was conducted in 2012. At a meeting held on 2nd May 2013, the Academic Policy Committee considered a Summary of the Review, which was prepared by APC's Subcommittee on Academic Unit Reviews. The Summary is based on the following documents: the School's Self-Study, the report from the two external reviewers, the report from the internal members of the Review Committee, the School's response, and the Dean's response.

APC was satisfied that the Review has addressed all major themes. The Unit Review has highlighted the dramatic changes that the School underwent following the 2004 accreditation assessment by the Canadian Association of Social Work Education (CASWE). Since the School was put back into a seven-year accreditation in 2006, it has continued its process of review, renewal, improvement, innovation, and adjustment to changes in professional regulations. The Academic Unit Review was synchronized with the most recent accreditation exercise.

I. Academic Programs, Teaching and Learning

- As the only English-language School of Social Work in Quebec, McGill's School carries out its responsibility by offering first-class teaching programs that draw on and serve the issues facing Quebec's multicultural community.
- The School should be heartily commended for having developed the first Master's degree program in Couple and Family Therapy for the province of Quebec and the first such program in a School of Social Work in Canada. Approval of the program has been complicated and delayed by the adoption and implementation of *Projet de loi 21* (2012) which defines the new professional competencies that graduates of the program need to meet; this has required further adjustments to the program and rewriting of course descriptions in compliance with the new *Règlement*. McGill's program will be a model for future such programs in the discipline.

II. Research, Scholarship and Creative Work

- Teaching in the School is supported by an impressive level of research activity and publication.
- Several units affiliated with the School bring international visibility to the high quality of the research conducted by the School.

III. Diversity and Community Involvement

- APC supports the School's policy to ensure that social workers are as diverse as the communities they serve. The School encourages applications from persons of varied background, members of minority groups and persons of low income. It has taken special steps to give special consideration to First Nations, Inuit and Métis applicants. APC acknowledges that the School has a strong feminine representation, which allows women to aspire to leadership roles at all levels.
- APC notes that the School excels in community outreach, locally and internationally and that faculty members are sought after to provide policy guidance to governments within Canada and internationally.

IV. Structure, Management and Administration

- Previously reporting to the Dean of the Faculty of Graduate Studies and Research, the School of Social Work was transferred to the Faculty of Arts in 1994, where it stands as the only unit committed to professional training. APC notes that the Dean is sensitive to and supportive of the issues, challenges, and needs that are specific to the School and its professional programs – which is an essential condition for the School's ongoing success.
- Physical facilities in Wilson Hall are challenging. APC can only add its voice to those of the School Director, the internal and external reviewers, and the Dean, in support of urgently providing the School with suitable and safe facilities.
- APC commends the School on the past seven years' transformation and on its vision and clear statement of priorities for the future.

Helen M.C. Richard for APC, 2013-05-13

