



474th REPORT OF THE ACADEMIC POLICY COMMITTEE TO SENATE

On the APC meeting held on May 12th 2016

I. TO BE APPROVED BY SENATE

(A) NEW TEACHING PROGRAMS REQUIRING SENATE APPROVAL

Faculty of Arts

Master of Public Policy; Non-Thesis (45 cr.) – Appendix A

At a meeting on May 12th 2016, APC reviewed and approved this new program, which will provide McGill the opportunity to train the next generation of national and global leaders. The program will be offered through the newly created School of Public Policy. It is designed for a discrete cohort of students who will take six core courses and participate together in an intensive policy lab with the goal of providing graduate-level education and training in public policy across a range of domains and contexts, while emphasizing collaborative learning and applied methods. Graduates will be prepared to contribute to the evidence and policy content needed to confront Canada's and the world's most complex policy questions.

APC therefore recommends that Senate approve the following resolution:

Be it resolved that Senate approve the proposed Master of Public Policy.

(B) ACADEMIC PERFORMANCE ISSUES / POLICIES / GOVERNANCE/AWARDS – none

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

Research Advisory Council

McGill Centre for Islam and Science – Appendix B

At a meeting on May 12th 2016, APC reviewed and approved the creation of the McGill Centre for Islam and Science. The Centre represents a major initiative to deal with one of the most pressing issues of the first part of the 21st century, namely the role of rational scientific and philosophical discourse in Islamic societies, both past and present. A great deal of commentary, both scholarly and otherwise, has been put forth in the past decade regarding the role of Islam (both as a religion and as a civilization) in either promoting or hindering scientific development. Among the goals of the Centre is to deal with these and related issues through a tripartite structure consisting of interrelated research, teaching, and outreach components. The Centre will focus on science policy in Islamic countries, historical perspectives on the rational sciences in Islam and scientific literacy in Muslim societies. Already a provisional Centre, having permanent status would place it in a much better position to secure long-term funding.

APC therefore recommends that Senate approve the following resolution:

Be it resolved that Senate approve and recommend to the Board of Governors for approval the proposed McGill Centre for Islam and Science.

(D) CHANGES IN DEGREE DESIGNATION – none

(E) INTER-UNIVERSITY PARTNERSHIPS

(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**

Department of Food Science and Agricultural Chemistry

B) **APPROVAL OF COURSES AND TEACHING PROGRAMS**

1. **Programs**

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

i. New Programs

Faculty of Engineering

B.Eng.; Minor in Nanotechnology (21-22 credits)

Graduate and Postdoctoral Studies

M.Sc. in Epidemiology; Non-Thesis – Pharmacoepidemiology (48 cr.)

Ph.D. in Epidemiology; Pharmacoepidemiology (0 cr.)

M.Sc. in Experimental Surgery; Global Surgery (45 cr.)

M.B.A. in Management; Non-Thesis – Business Analytics (57 cr.)

Faculty of Arts

B.A.; Minor Concentration in Health Geography (18 cr.)

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 7th April 2016 and 5th May 2016, reported to APC on 12th May 2016

Faculty of Engineering

B.Eng. in Mining Engineering Co-op (150-151 cr.)

Graduate and Postdoctoral Studies/Faculty of Engineering

M.Eng. in Electrical Engineering; Non-Thesis

Faculty of Medicine

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

B.N. (Integrated Nursing) (67 cr.)

B.Sc. (N.) (139 cr.)

ii. Program Retirements – *none*

2. Courses

a) New Courses

Reported as having been approved by SCTP on 7th April 2016 and 5th May 2016: 45

School of Continuing Studies: 2

Faculty of Education: 22 *Pending Senate/Ministry approval of program*

Faculty of Engineering: 1

Faculty of Management: 6

Faculty of Medicine: 14

b) Course Revisions

Reported as having been approved by SCTP on 7th April 2016 and 5th May 2016: 46

Faculty of Education: 1

Faculty of Engineering: 9

Faculty of Medicine: 35

Faculty of Science: 1

c) Course Retirements

Reported as having been approved by SCTP on 7th April 2016 and 5th May 2016: 3

Faculty of Medicine: 3

(B) OTHER



McGill

New Program/Major or Minor/Concentration Proposal Form

(2013)

<p>1.0 Degree Title Please specify the two degrees for concurrent degree programs</p> <p>Master of Public Policy (MPP)</p>	<p>2.0 Administering Faculty/Unit</p> <p>Graduate and Postdoctoral Studies</p>
<p>1.1 Major (Legacy= Subject)(30-char. max.)</p>	<p>Offering Faculty/Department</p> <p>Arts/School of Public Policy</p>
<p>1.2 Concentration (Legacy = Concentration/Option) If applicable to Majors only (30 char. max.)</p> <p>Non-Thesis</p>	<p>3.0 Effective Term of Implementation (Ex. Sept. 2004 = 200409) Term</p> <p>201809</p>
<p>1.3 Minor (with Concentration, if Applicable) (30 char. max.)</p>	

4.0 Rationale and Admission Requirements for New Proposal

No Canadian university east of Toronto offers a Master of Public Policy yet interest in and need for sophisticated policy training is increasing. The MPP is an opportunity for McGill to train the next generation of national and global leaders. The program will be offered in the School of Public Policy. Graduates will be prepared to contribute to the evidence and policy content needed to confront Canada's and the world's most complex problems, and to an ongoing interactions. Admissions requirements: Bachelor's degree plus one course each in political science, macroeconomics, and quantitative methods or stats.

5.0 Program Information
Please check appropriate box(es)

<p>5.1 Program Type</p> <p><input type="checkbox"/> Bachelor's Program</p> <p><input checked="" type="checkbox"/> Master's</p> <p><input type="checkbox"/> M.Sc. (Applied) Program</p> <p><input type="checkbox"/> Dual Degree/Concurrent Program</p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Diploma</p> <p><input type="checkbox"/> Graduate Certificate</p> <p><input type="checkbox"/> Graduate Diploma</p> <p><input type="checkbox"/> Ph.D. Program</p> <p><input type="checkbox"/> Doctorate Program (Other than Ph.D.)</p> <p><input type="checkbox"/> Private Program</p> <p><input type="checkbox"/> Off-Campus Program</p> <p><input type="checkbox"/> Distance Education Program (By Correspondence)</p> <p><input type="checkbox"/> Other (Please specify)</p>	<p>5.2 Category</p> <p><input type="checkbox"/> Faculty Program (FP)</p> <p><input type="checkbox"/> Major</p> <p><input type="checkbox"/> Joint Major</p> <p><input type="checkbox"/> Major Concentration (CON)</p> <p><input type="checkbox"/> Minor</p> <p><input type="checkbox"/> Minor Concentration (CON)</p> <p><input type="checkbox"/> Honours (HON)</p> <p><input type="checkbox"/> Joint Honours Component (HC)</p> <p><input type="checkbox"/> Internship/Co-op</p> <p><input type="checkbox"/> Thesis (T)</p> <p><input checked="" type="checkbox"/> Non-Thesis (N)</p> <p><input type="checkbox"/> Other</p> <p>Please specify</p>	<p>5.3 Level</p> <p><input type="checkbox"/> Undergraduate</p> <p><input type="checkbox"/> Dentistry/Law/Medicine</p> <p><input type="checkbox"/> Continuing Ed (Non-Credit)</p> <p><input type="checkbox"/> Collegial</p> <p><input checked="" type="checkbox"/> Masters & Grad Dips & Certs</p> <p><input type="checkbox"/> Doctorate</p> <p><input type="checkbox"/> Post-Graduate Medicine/Dentistry</p> <p><input type="checkbox"/> Graduate Qualifying</p> <p><input type="checkbox"/> Postdoctoral Fellows</p> <p>5.4 FQRSC (Research) Indicator (for GPS) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
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<p>6.0 Total Credits</p> <p>45</p>	<p>7.0 Consultation with Related Units Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Financial Consult Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>Attach list of consultations.</p>
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8.0 Program Description (Maximum 150 words)

The non-thesis, course-based MPP is designed for a discrete cohort of students who will take six core courses together and participate together in an intensive policy lab in the month of May with the goal of providing graduate-level education and training in public policy across a range of domains and contexts while emphasizing collaborative learning and applied methods. At the same time, the curriculum is designed to provide thorough grounding in the intellectual legacies and academic disciplines that inform and reflect the broad field of public policy. Required courses will be supplemented by complementary courses which will allow students to pursue more specific interests in key policy areas. The summer internship will provide an opportunity for off-campus 'real-world' application of the knowledge and skills developed on-campus while requiring intellectual reflection on that experience through a capstone project focusing on assessment of a particular problem addressed during the internship experience.

9.0 List of proposed program for the New Program/Major or Minor/Concentration.

If new concentration (option) of existing Major/Minor (program), please attach a program layout (list of all courses) of existing Major/Minor.

Proposed program (list courses as follows: Subj Code/Crse Num, Title, Credit weight under the headings of: Required Courses, Complementary Courses, Elective Courses)

Master of Public Policy; Non-Thesis (45 credits)

Required Courses (33 credits)

PPOL 601 Public Policy Theory and Analysis (3 credits)
 PPOL 602 Economics for Public Policy (3 credits)
 PPOL 603 Political Landscape of Public Policy (3 credits)
 PPOL 604 Ethics, Law and Public Policy (3 credits)
 PPOL 605 Statistics for Public Policy (3 credits)
 PPOL 606 Science, Evidence and Evaluation (3 credits)
 PPOL 615 Policy Analysis Lab (6 credits)
 PPOL 616 Public Policy Internship (9 credits)

Complementary Courses (12 credits)

12 credits from the following:

PPOL 607 Health and Social Policy (3 credits)
 PPOL 608 International Development and Global Affairs (3 credits)
 PPOL 609 Public Service Delivery in Canada (3 credits)
 PPOL 610 Environment and Public Policy (3 credits)
 PPOL 611 Business and Public Policy (3 credits)
 PPOL 612 Indigenous Issues in Public Policy (3 credits)
 PPOL 613 Media, Information and Public Policy (3 credits)
 PPOL 614 Topics in Public Policy (3 credits)

10.0 Approvals			
Routing Sequence	Name	Signature	Date
Department	Antonia Maioni	<i>Antonia Maioni</i>	
Curric/ Acad Committee	Susan Sharpe	<i>Susan Sharpe</i>	DEC 14 2015
Faculty 1	Susan Sharpe	<i>Susan Sharpe</i>	JAN 26 2016
Faculty 2			
Faculty 3			
CGPS	SCTP APPROVED		CGPS APPROVAL
SCTP			MAR. 14, 2016
APC			APC APPROVED
Senate			APR. 7, 2016 May 12, 2016

Submitted by		To be completed by ARR:	
Name	Prof. Antonia Maioni		
Phone		CIP Code	
Email	Antonia.Maioni@mcgill.ca		
Submission Date	27 October 2015		

Background Report for Master of Public Policy in the School of Public Policy

This report provides a context for the proposed Master of Public Policy (MPP) program. The plan is to situate and deliver this program in the the proposed School of Public Policy, Faculty of Arts. Consideration of this proposed program requires knowledge of the historical background and the institutional and financial circumstances within which this proposal emerges. We trust that the the following will provide this background.

Rationale for a MPP: Developing capacity in public policy has been a University priority for at least ten years and is most recently confirmed as a priority in the Strategic Research Plan, 2013- 2017, prepared in the Office of the Vice-Principal (Research and International Relations). A proposal to create a School of Public Policy was successfully presented to an external donor in the summer of 2015. Securing external financial support was a key condition on moving forward with plans for the program and School.

A number of public policy programs have emerged in Canada over the last 10-15 years. However, there is no School of Public Policy or Master of Public Policy program east of Ontario¹, and none that can leverage McGill's particular combination of talent, reputation, and location.

McGill is already a respected venue for exchange and debate on public policy issues, and is one of the few institutions in Canada able to do so in the context of a truly national and international conversation that can link evidence, expertise, and policy-making. McGill is uniquely positioned to be the bridge between pan-Canadian and global expertise and exchange on the most pressing issues of the day.

There is depth and breadth of expertise in the Faculty and University in core areas related to public policy. There is also interest in public policy across disciplines in which McGill's reputation are already evident (e.g., social sciences, humanities, law, urban planning, science, environment, education, global development, medicine, etc.). The School of Public Policy will provide an anchor for public policy at McGill and it will be located in the Faculty of Arts.

While there are many faculty members actively engaged in policy-relevant research, McGill lacks a fully-developed curriculum in policy practice, analysis and content. The Master in Public Policy will provide that curriculum in an intensive, multi-disciplinary program leading to a professional rather than research degree.

It is not expected to compete with existing Master of Arts programs such as in political science, economics, or other graduate offerings within the Faculty of Arts. As noted, it will not offer a research degree. While course offerings in the MPP obviously will draw on a range of disciplines and departments/institutes, its focus is on the translation and application of that disciplinary knowledge in the practice and analysis of public policy.

¹ There is a maîtrise en administration publique at the Université de Moncton and a School of Public Administration at Dalhousie University, as well as École nationale d'administration (ENA, Montréal).

This report summarizes key features of the plans for the School and the MPP, and the implications for the Faculty. It draws on a detailed feasibility study prepared by Professor Antonia Maioni that was presented to the Provost in March 2015. It draws as well on a business plan for the School prepared by the Provost's Office in Fall, 2015.

A proposal for the School of Public Policy will be presented to the appropriate University governing bodies over the course of the 2015-16 academic year with the objective of establishing the School formally in 2017. The proposed new Master degree in Public Policy [MPP] will be the core program of the School of Public Policy in the Faculty of Arts

Structure of the MPP Program: The MPP will be a focused, 12-month, 45-credit non-research degree program intended for recent graduates or early-career professionals interested in developing expertise in the field of public policy. Prerequisites to admission to this program include a bachelor's degree. Students must have completed one political science course, one macroeconomics course, and one quantitative methods or statistics course at the undergraduate level either within or outside of their bachelor's degree.

The program will have an annual enrolment target of 25 students. A cohort of this size will facilitate classroom learning, enable good contact with teaching faculty, and ensure that the program is able to attract and select the very best applicants.

In each of the Fall and Winter terms of the program, students will take 3 required courses and 2 complementary courses (30 credits total). The required courses will cover foundational theories and methodologies of public policy in various contexts; complementary courses will address policy issues and practices in a range of applied domains.

The month of May after that will be devoted to an intensive, 6-credit, module-based public policy lab where students will be engaged in a hands-on workshop to learn the building blocks of project organization and team management and to deploy these tools in analyzing actual policy questions with input and mentoring from policy actors in the public and private sector.

Lastly, students will complete a 9-credit internship during the summer months that will place them in a public, private, or non-profit organization, where they can apply the skillsets and tools developed in their program. Requirements include a policy analysis and report (problem definition, formulation of solutions, evidence and methods, policy recommendations) relevant to the internship placement environment. The cohort is then expected to return to campus for a final week in August to compare and exchange their experiences and best practices.

The required courses in Fall and Winter, the lab, and the internship will be open exclusively to students enrolled in the MPP program. Complementary courses, however, will be open to any McGill student with the appropriate background, and enrolment of non-MPP students will be encouraged.

MPP Specific Learning outcomes:

a) Students will acquire a broad range of analytic and methodological skills that will allow them to develop the transversal competencies necessary to understanding the complexity of public policy across the public, private and not-for-profit sectors, and developing innovative solutions

to policy problems.

b) Students will be given the opportunity to develop expertise in substantive policy fields (including global development, environment, health care, science and innovation, and indigenous studies).

c) Students will be able to develop leadership skills and teamwork experience necessary to contribute to their future as agents of change in policy innovation and implementation.

Type of Professionals:

The MPP is directed at recent graduates or early-career professionals interested in developing expertise in the rapidly developing field of public policy. Typically, graduates will be able to contribute to public service through pursuing careers in federal, provincial, and municipal governments or parapublic agencies, as well as international agencies and organizations. Their skill-sets will also be sought out in public relations, public affairs, and strategic consulting, as well as in private sector companies and not-for-profit organizations. They will also be engaging in service to the public by developing their own forms of entrepreneurship and innovation to address future challenges.

Curriculum and the Master of Public Policy

Required Courses 33 CREDITS

PPOL 601 Public policy theory and analysis (3 credits) PPOL 602 Economics for public policy (3 credits)

PPOL 603 Political landscape of public policy (3 credits) PPOL 604 Ethics, law and public policy (3 credits) PPOL 605 Statistics for public policy (3 credits)

PPOL 606 Science, evidence and evaluation (3 credits)

PPOL 615 Policy analysis lab (6 credits) PPOL 616 Public policy internship (9 credits)

Complementary Courses 12 CREDITS

PPOL 607 Health and social policy (3 credits)

PPOL 608 International development and global affairs (3 credits)

PPOL 609 Public service delivery in Canada and the provinces (3 credits)

PPOL 610 Environment and public policy (3 credits)

PPOL 611 Business and public policy (3 credits)

PPOL 612 Indigenous issues in public policy (3 credits)

PPOL 613 Media, information and public policy (3 credits)

PPOL 614 Topics in Public Policy (3 credits)

School of Public Policy. The School will be staffed by a Director who will report to the Dean of Arts and, initially, by three new faculty members to be appointed wholly to the School, or jointly with other units appropriate to their areas of expertise. Other hires of tenure track faculty will be made as the School develops. It is expected that the first Director will be chosen through a national search and will be appointed to a tenured position at McGill.

Faculty from other units in Arts, who may teach courses in the School from time to time, will complement the core faculty in the School. When members of other units, not appointed to the School, either wholly or jointly, do teach in the MPP, their home units will be financially compensated. The financial arrangements are still to be finalized, but course buyouts of this kind are expected to be in the range of \$10,000 -\$15,000.

Please note that these buyouts apply to dedicated public policy courses in the School, where teaching in one of these courses implies teaching one less course in the home unit. Buyouts should not apply to courses that are cross-listed between the School and another unit. Courses like this might be developed for some of the complementary courses in the School (more below on the MPP courses).

The School will also administer a research program to which members of the Faculty of Arts with research interests that fit the mandate of the School can apply. In these ways, the School will develop linkages with other units in Arts. This is an important consideration. The School should be an integrated part of the Faculty.

As the School develops, other contract academic staff and professors of practice, whose professional experience will complement the core faculty's academic expertise, will join academic staff in the School of Public Policy. Professors of practice will contribute to the MPP teaching program and will help facilitate the development of research and exchange networks that connect academics with policy practitioners.

Financing. McGill University has secured philanthropic support for the School of Public Policy that will cover a significant portion of the cost of implementation and management of the School and degree program. The Max Bell Foundation will provide \$7.5 million over 10 years to support the new School. The agreement with the Foundation is also renewable after the first 10 years. This is not an endowment. The commitment is to direct fund the School, \$750,000 per year for 10 years, renewable. In addition, the Foundation will allow the University to use other Max Bell donations to McGill to support the School. The Provost's Office has identified that the total level of support from the Max Bell Foundation at just under \$10 million for the next 10 years. The School will continue to engage in fundraising from other sources.

The University will grant hiring licenses and allocate the budget required to make the core tenure-track hires to staff the program. These licenses will not be drawn from the academic complement of the Faculty of Arts. They will be new hires. It also is expected that some of these positions will be joint appointments between the School and other units in the University, including Arts.

While not an initial priority, the University will also support the development of revenue-generating executive-education programs which will further extend the School's pedagogic

reach and bring revenue to the School to support its core mission. Philanthropic support, University commitment to faculty hiring, and revenue-generating programs, combined with an enrolment- driven budget allocation will contribute to the financial sustainability and administrative structure of the School and degree program.

Administrative Structure. In addition to the core and contract faculty appointments, the School will be staffed by a non-academic associate director and other staff who will support the internship program, outreach and research. The business model for the School funds these positions through the commitment of the Max Bell Foundation, allocations from the Provost's Office via enrollment- driven allocations and, in the medium term, revenues produced by executive programs.

Consultation and Best Practices. As noted at the outset, Professor Antonia Maioni was tasked by the Office of the Provost to conduct a feasibility study in preparation for the creation of the School of Public Policy. Professor Maioni visited major public policy schools, institutes and programs in Canada and the United States as well as several programs in the United Kingdom. The current plan builds on this study, which provided the basis by which to create a School of Public Policy that would effectively position McGill within Canada and North America, in particular.

Consultations for the feasibility study (a list of experts consulted, presentation of public policy programs in other institutions) is provided in a separate attachment.

Physical location of the School The plan, initially, is to rent downtown office space for the School. The rental costs are built into the business plan for the School. It is expected to be moved to a more permanent location when suitable space becomes available.

Conclusion: This proposal is timely insofar as the demand for such a program converges with the strengths of our current faculty complement as well as resources that have been mobilized to make this happen. This is clearly an opportunity for the Faculty of Arts as the feasibility study suggests that there are ample applicants and demand for such a program and external financial support has been guaranteed. Given the scholars we have in the policy area, the hires that are planned in the School of Public Policy, and significant injection of funds provided by the Max Bell Foundation (~\$1M/year), the School will be self-financed with its revenues supporting its administrative structure and delivery of its academic mission. It does not represent an additional load to the Faculty's administrative or clerical support. The School will strengthen how the Faculty of Arts is perceived and experienced, both within and outside of McGill.. The Dean's Office is committed to ensuring that the Faculty's Departments, Institutes and Schools will be meaningfully engaged with the creation, program development and research components of the School.

APPENDIX [drawn from the feasibility study]

Best Practices from comparative study of public policy programs

Mission:

- The mission statements of schools of public policy vary in scope and spirit:
 - mundane (Toronto: “educate effective practitioners”);
 - practical (Georgetown: “what works, what is true, what makes sense”);
 - provocative (Calgary: “get public policy right”);
 - explicit (Berkeley: “leadership for the public good”);
 - inspirational (Oxford: “a world better led”).
- They often reflect the role of the policy school in regional focus (Saskatchewan, Minnesota, Wisconsin) or specific policy questions (federalism & intergovernmental relations at SUNY/Albany); or an emphasis on urban affairs (Chicago, NYU); or global public policy (schools of international affairs, such as Columbia, Balsillie, Munk); or encompass “public engagement” (Syracuse, Texas, Harvard, LSE).
- Most of the schools mention a commitment to “public service” and to the aspiration of addressing “pressing problems” be they national or global in scope.
- Among Canadian schools, only Carleton and Concordia refer explicitly to Canada (training, policy focus) in their missions. Bilingualism is mentioned at Ottawa (and Glendon, not part of the survey). And Canada’s role in the world is a recurring theme in the schools of international/global public policy here.
- *Obviously, to attract an international market based on McGill’s global reputation, our program would need to offer “transversal” competencies and broader policy skills training, but a commitment to Canada could enhance rather than be detrimental to this approach.*
- *We should consider McGill’s location in Montreal/Quebec as an attraction for both Canadian and international recruitment*
- *The missing link among the Canadian schools is the absence of a “big idea” (emphasized at Harvard, Princeton, Oxford) that expresses commitment to a core ideal and identity (Munk, Basillie come close). Especially, there is the absence of a pan-Canadian vision, mandate, or responsibility and of reference to a combined goal (as at Duke) “to bear on significant issues facing our local community, our nation, and the world.”*

- *We also need to consider how the mission of the school fits with the broader identity of the university: national leadership, strong core disciplines, diverse and international faculty and student body, award-winning research, renowned professional programs, global reach and recognition, 200 years of scholarship*

Funding:

- Funding is perhaps the largest determining factor between the very best programs and the programs that fall short (even at top-tier universities). Many of the schools were created after initial donations/endowments from philanthropic alumni or members of the community. Schools which succeeded at being highly regarded typically had deep pockets as well as name recognition.
- *New schools with dedicated core faculty, such as the McCourt School of Public Policy (Georgetown) and Blavatnik (Oxford), and Balsillie (Waterloo) exemplify how crucial donor funding is. These schools are newly created but with donations in the millions, have been able to bring in top tier talent as students (through financial aid) and faculty (including Chairs and Practice Professors).*
- Other recently established schools have been able to bring in money through large enrollment numbers based on existing brand recognition, policy expertise, and executive programs that attract high-paying clientele (such as the LSE/IPA program and the UoFT/SPPG).
- A common element for many successful schools is an advisory council that brings together academics, business leaders, and practice experts who would have wide expertise in helping to advice on financial opportunities/initiatives.

Faculty:

- Most public policy schools make use of a mix of scholars and practitioners, although the mix and organization vary significantly.
- *Any strong policy program will need both kinds of teaching resources, although in general, rigour should come first, practice second*
- Practitioners can be permanent full or part time faculty, contractual sessionals, or adjuncts who fulfill mentoring roles
- *At McGill, we should use our research strength, quality of students, and global brand to attract top-drawer practitioners who are at the top of their game*
- Faculty members can have a variety of ties to the public policy program, including dedicated core faculty, cross-appointed faculty, affiliate or associate faculty

- Although the schools surveyed vary significantly in their organization, most of the experts consulted pointed to the existence of two basic “models” for the organization of a policy program or policy school: the “Harvard” vs. “Princeton” models
 - Harvard model:
 - dedicated faculty, own building, independent governance
 - mix of scholars (tenure-track) and lecturers (practitioners)
 - endowed chairs for both kinds of track
 - institutional commitment to the School paramount
 - requires sustained fund-raising; powerful brand
 - Duke (mostly dedicated core faculty)
 - Oxford (large dedicated faculty plus associates from depts.)
 - Columbia (large dedicated faculty plus affiliates from depts.)
 - Munk (small core faculty plus large number of affiliates)
 - Carleton (dedicated faculty)
 - Ottawa, Saskatchewan (core faculty plus associates/adjuncts)
 - Princeton model:
 - all faculty cross-appointed to wide array of university departments
 - dual commitment to both school and department
 - financial incentives (e.g., summer stipends) to reinforce this
 - allows for larger range of program offerings (PhD and BA)
 - requires powerful leadership; sustained negotiation; deep support of university
 - Syracuse, LSE based primarily on this model
 - Balsillie variation (faculty sit in their departments)
 - Toronto, Michigan, Wisconsin variation (though cross- appointments, associates, adjuncts.

Outreach:

- Although most of the schools and programs surveyed referred to a mission that included training students to address public issues and problems, not all of them have a specific outreach or public engagement mandate.

- The best-known schools have established themselves as national or international “hubs” of debate and dialogue (Harvard, Princeton, Duke, Syracuse, Oxford, LSE) which in turn contributes to the broader identity and reach of the university
- Others have done so on a regional basis (Texas, Michigan, Wisconsin, Berkeley, Chicago, NYU, SUNY/Albany, Saskatchewan, Calgary)CGPS.15.25-MA_PubPol(MPP)_NT
- In Canada the largest programs (Toronto, Carleton) tend to concentrate on teaching: for example, at Toronto, the SPPG focuses on teaching and a limited number of “signature” events (lectures and so forth), leaving the role of “think tank” to the Mowat Centre, and the “hub” for debate to global affairs at the Munk School.
- Some Canadian programs do have a specific outreach function, most notably the Balsillie school (through CIGI) and Ottawa, although only Queen’s and Calgary are specifically focused on Canadian public policy debate and dialogue
- There is no real outreach space for pan-Canadian dialogue and debate that includes Canada, the provinces, and Quebec; or aboriginal matters on a national scale.
- Shoring up the outreach function can help attract exciting thinkers, innovative policy models, and donor funding

Centres/Research Institutes:

- There is considerable variation among the schools surveyed with respect to the role of policy centers, research institutes and affiliated programs
- At Harvard and Duke, for example, core faculty sit in centres and programs that are housed in their schools
- At Princeton, the school is associated with twenty research centres through cross-appointed faculty
- At Georgetown, a dozen centres (including applied research) are housed in the school primarily for quantitative research and data analytics
- At Oxford and the LSE, there are affiliations with university research centres but the schools do not act as “umbrellas” for them.

Degrees offered:

- A note on lexicon: although there should be a distinction between “public administration” (geared toward careers and clientele in government) and “public policy” (more broadly geared toward public service, as well as NGO, community, research, private sector), they are often used interchangeably.

- *We recommend a focus on the MPP (professional program) in the short-term; the development of an Executive Masters/Certificate program in the medium-term; and a further exploration of the Ph.D. and B.A. options in the longer-term.*
- Based on the schools surveyed, there are 5 different kinds of programs to consider:
 - PhD in Public Policy:
 - offered at only a handful of schools (Balsillie, Blavatnik, Princeton, Duke) with specific purpose/specializations
 - small enrollments, rely on faculty engaged in policy research
 - **Master of Public Policy** (professional):
 - by far, the most typical program at all schools
 - targeted to “entry-level” or few years of work/life experience
 - involve core curriculum (“bootcamp”) plus specialization
 - from 12 to 20 months in length, usually with internship
 - most innovative schools have “policy lab” component (Munk)
 - Master of Arts in Public Policy
 - tend to be associated with older programs (Carleton), programs housed in existing Politics/Political Science departments (Ryerson), or programs focused on interdisciplinary research
 - could be used to provide option of joint degrees, but not recommended for new or innovative program
 - **Executive Masters/Certificate** Programs
 - much diversity between programs reviewed; usually depends on school’s location (provincial or federal capital, economic hub), niche expertise in specific areas (e.g., health, technology, etc.), possibilities to form partnerships and design programs for clients
 - seen as cost-efficient way to bring in money, but clients will demand top-drawer teaching and other services if paying top-dollar
 - Undergraduate degree
 - Very popular where offered at a handful of (top-ranked) schools in the US (Duke, Princeton); in Canada, BA is offered jointly by departments at Toronto; Carleton has made the BA a stand-alone program through a separate school (Kroeger)
 - unclear whether this is a sound investment since McGill is already so competitive; would require larger number of public policy courses

Program framework:

Clientele

The typical clientele for professional MPP programs is either entry-level BA (Canadian schools) or 2-3 work experience (US schools) or a combination of both (UK schools). The typical range is 25-30 years of age.

- Students come from a variety of backgrounds, but most tend to have had training in social sciences, combined with some form of experience in the public, private or NGO sectors. While GREs are not typical, language requirements are usually specified. Some schools require specific pre-requisites (e.g., economics) and, for the most competitive, some kind of essay that speaks to public leadership and/or interviews by phone or Skype.
- In the Canadian context, programs that reside within departments tend to charge regular university fees; separate schools charge higher fees. However, even in the latter case, the upper limit seems to be in the \$15K range, and these programs typically offer some financial incentives/scholarships to attract students. Toronto, for example, also insists on “paid” rather than unpaid internships, to bolster the “professional” nature of the program.
- While size matters, so too does capacity. The LSE, with a global demand for its program, has allowed the cohort to grow to 100 students per year; at Toronto, which relies on the Canadian market, the numbers are moving toward 80. But these schools started much smaller and have depended on the resources of a much larger pool of public policy faculty and practitioners across their institutions.
- *If McGill were to target a mixed clientele of entry-level and limited experience students, an initial target in the 20-25 range would be advisable, allowing resources to be built up to gauge and address increased demand.*

Program features:

- These are the typical features of MPP programs as surveyed:
 - Interdisciplinary (across the social sciences or more broadly)
 - Optional or mandatory internship/research essay
 - Most schools offer specialization in an area or content theme
 - Most schools include training in economics and statistics
 - Many emphasize “policy technology” and “digital literacy”
 - Best schools understood need for “context” beyond “mechanics”
 - Some schools add “case study” components
 - Some schools require an individual or team “capstone” project
 - Some schools offer professional skills training (media, negotiation, etc.)

A McGill Model:

A functional and sustainable model for a school of public policy at McGill University would need these basic building blocks:

- A mission statement that emphasizes
 - how the school fits with the broader identity of the university: national leadership, strong core disciplines, diverse and international faculty and student body, award-winning research, renowned professional programs, global reach and recognition, 200 years of scholarship
 - commitment to pan-Canadian vision and responsibility to Canada and world;
 - an engagement to teaching and research that are policy-oriented, future-directed, problem-solving
 - a recognition of our attractive location in Montreal/Quebec
- A focus on the following areas of study and research: Health & Social Policy; International Development/Global Issues; Environment; Canadian Public Issues including Indigenous Issues; Governance and Public Service Delivery.
- A combination of core faculty (4-5 such initial positions needed); joint appointments (some of which are already structured into existing academic programs, others that could be developed if this is considered feasible/desirable); associated or affiliated faculty for specific purposes such as supervision; plus a small number of “practice” experts on a visiting or limited-term basis (top-drawer practitioners who are at the top of their game)
- Faculty members (whether core or cross-appointed) need to be scholars who are interested in the enterprise of teaching and research in public policy and, ideally, scholars of interest to the enterprise of policy-making in public and private sectors
- An emphasis that is less about public administration and more on building a “toolkit” for the study of public policy that derives from basic disciplines combined with specific policy domains and innovative training.
- Ideally, the school could serve as an “umbrella” for the myriad policy-related programs and activities in play across McGill, allowing for a “critical mass” of policy expertise and credibility to emerge.
- A lean and flexible administrative structure that allows for a rapid response and decision-making; encourages creativity and collaboration among faculty and visitors; and provides an inspiration to students/graduates and a respected voice in the public square.

Feasibility Study for Public Policy School at McGill University

Part III: Appendices

Appendix A: Experts consulted

In Canada:

- Mel Cappe, Practice Professor of Public Policy, University of Toronto SPPG
- Carolyn Tuohy, Professor Emerita, University of Toronto (former Deputy Provost)
- Mark Stabile, Director, University of Toronto SPPG
- Matthew Mendelsohn, Director, Mowat Centre
- Ian Brodie, Research Director, University of Calgary School of Public Policy
- Calum Carmichael, Director, Carleton SPPA
- Leslie Pal, Chancellor Professor of Public Policy & Administration, Carleton SPPA
- Luc Juillet, Founding Director, Graduate School of Public and International Affairs, University of Ottawa
- Greg Marchildon, Canada Research Chair in Public Policy and Economic History, Johnson-Shoyama Graduate School of Public Policy, Saskatchewan/Regina
- William Coleman, CIGI Chair, Balsillie School of International Affairs
- Stephen Toope, Director, Munk School of Global Affairs, University of Toronto
- Keith Banting, former Director, School of Policy Studies, Queen's University
- Kim Nossal, Director, School of Policy Studies, Queen's University
- Christine Rothmayer, Chair of Political Science, Université de Montréal
- Éric Montpetit, former Chair of Political Science, Université de Montréal
- Alain Noël, Professor of Political Science, Université de Montréal
- Graham Fox, President, Institute for Research in Public Policy
- Morris Rosenberg, President, Trudeau Foundation
- Desirée McGraw, President, Sauvé Scholars Program
- Cathy Beehan, President, Actin Canada Leadership Program in Public Policy

In the US:

- Suzanne Cooper, Academic Dean for Teaching and Curriculum, Harvard Kennedy School
- Michael Ignatieff, Edward R. Murrow Professor of Practice at Harvard Kennedy School
- Jacob Hacker, Director, Director of the Institution for Social and Policy Studies, Yale University
- Benjamin Cashore, Director, Governance, Environment, and Markets Initiative, Yale University
- Theodore Marmor, Professor Emeritus, Yale School of Management
- Anne-Marie Slaughter, former Dean, Woodrow Wilson School, Princeton University
- Robert Keohane, MPP Program Director, Woodrow Wilson School, Princeton University
- Daniel Wilcove, Undergraduate Program Director, Woodrow Wilson School, Princeton University
- R. Douglas Arnold, MPA Program Director, Woodrow Wilson School, Princeton University
- Alan Patten, Associate Chair, Department of Politics, Princeton University,
- Kelly Brownell, Dean, Sanford School of Public Policy, Duke University
- Bruce Jentlesen, former Director, Terry Sanford Institute of Public Policy, Duke University
- Stuart Soroka, Department of Communications, University of Michigan
- R. Kent Weaver, Distinguished Professor, McCourt School of Public Policy, Georgetown University
- David Biette, Executive Director, Canada Institute, Woodrow Wilson Institute for Scholars

In the UK:

- Ngarie Woods, Dean, Blavatnik School of Government, Oxford University
- Paul Kelly, Pro-Director, Teaching and Learning, London School of Economics and Political Science
- Finbarr Livesay, Deputy Director, Cambridge Master of Public Policy
- Christine Musselin, Dean for Research, Sciences Po
- Bruno Palier, Directeur de Recherche CNRS/Centre d'études européennes, Sciences Po

At McGill University:

- Chris Ragan
- Gilles Paradis
- Rebecca Fuhrer
- Megan Bradley
- Shelley Clark
- Amélie Quesnel-Vallée
- Nigel Roulet
- Daniel Weinstock
- Hudson Meadwell
- Éric Bélanger
- Christa Scholtz
- John Galbraith
- Will Straw
- Andrea Campbell
- Phil Oxhorn

At Government of Canada, Ottawa (with Dean Manfredi)

- Paul Rochon, Deputy Minister, Department of Finance & McGill Public Policy Champion
- Anne-Marie Robinson, President, Public Service Commission
- Hélène Laurendeau, Associate Deputy Minister, Aboriginal Affairs and Northern Development Canada
- Gina Wilson, Associate Deputy Minister, Employment and Social Development Canada
- Daniel Watson, Chief Human Resources Officer, Government of Canada
- Paul Glover, Associate Deputy Minister, Health Canada
- Jean-François Tremblay, Deputy Secretary to the Cabinet, Privy Council Office

Appendix B: List of Programs in Canada

MPP/MPA Programs in Canada

As identified by the *Atlas of Public Policy and Management*: <http://portal.publicpolicy.utoronto.ca/en/Pages/index.aspx>

- Calgary SPP - University of Calgary, School of Public Policy, Master of Public Policy
- Carleton SPPA - Carleton University, School of Public Policy and Administration, Master of Arts in Public Administration
- Concordia DPS - Concordia University, Department of Political Science, Master in Public Policy and Public Administration
- Dalhousie SPA - Dalhousie University, School of Public Administration, Master of Public Administration
- ÉNAP Québec - École nationale de l'administration publique, Maitre en administration publique (MPA)
- Ottawa GSPIA - University of Ottawa, Graduate School of Public and International Affairs, Master of Arts in Public and International Affairs
- Queen's SPS - Queen's University, School of Policy Studies, Master of Public Administration
- Ryerson DPPA - Ryerson University, Department of Politics and Public Administration, Master of Arts in Public Policy and Administration
- Sask-Regina JSGS - University of Saskatchewan - University of Regina, Johnson-Shoyama Graduate School of Public Policy, MPP and MPA
- Simon Fraser SPP - Simon Fraser University, School of Public Policy, Master of Public Policy
- Toronto SPPG - University of Toronto, School of Public Policy and Governance, MPP
- Laval - Université Laval, Département de science politique, Maîtrise en affaires publiques (MPA)
- Man-Winnipeg - University of Manitoba / University of Winnipeg Joint MPA Program, Master of Public Administration
- UBC MPPGA - University of British Columbia, Master of Public Policy and Global Affairs, MPPGA
- UVic SPA - University of Victoria, School of Public Administration, Master of Public Administration
- Waterloo MPS - University of Waterloo, Faculty of Arts, Master of Public Service
- Western LGP - Western University, Department of Political Science, MPA in Local Government

Additional Programs

- Montreal – Université de Montréal, Maîtrise en science politique, Profil Affaires publiques et internationales (avec stage-MAPI)
- Sherbrooke – Université de Sherbrooke, École de politique appliquée, Maîtrise en études politiques appliquées (avec stage)
- McMaster/Guelph, Department of Political Science, Master of Arts, Collaborative Program in Public Policy and Administration

Programs In International Relations/International Affairs

- Carleton NIPSA – Carleton University, Normal Paterson School of International Affairs, Master of Arts in International Affairs
- Toronto – Munk School of Global Affairs, Master of Global Affairs
- Waterloo-Laurier – Balsillie School of International Affairs, Master of International Public Policy, Master of Global Governance

Appendix C: Comparative Study of Selected Public Policy Programs

School of Policy Studies, Queen's University

- Established in 1994 as a teaching unit and research/outreach centre through the merger of the former School of Public Administration, founded in 1970, and the School of Policy Studies, founded in 1988.

Mission Statement

“ multidisciplinary program, with advanced skills in policy and management for those seeking careers in policy-making in public, non-profit and private-sector organizations. It also emphasizes the social and ethical issues that inform policy debates.” “offers skills, knowledge and confidence to become policy leaders and agents of change in an environment that includes prominent academics, leading practitioners and their fellow students.”

Centres

Canadian Opinion Research Archive, Centre for International and Defence Policy, Institute for Intergovernmental Relations, Policy Forum, Queen's Institute for Energy and Environmental Policy

Programs

Graduate: MPA (1 year)

- 12 courses (6 required)
- optional Internship or Research Project

Professional

- PMPA (2 year part time)

Faculty

- Some professors appointed directly to the SPS, others cross-appointed
- Fellows who previously worked in the public service

Governance: created as stand-alone School with the addition of Industrial Relations in 2004, as of 2014 the SPS now reports to School of Business, while the Master of Industrial Relations (MIR) program is part of the Faculty of Arts and Science. However, the SPS remains a separate academic unit, and a separate budget unit within the university.

<p>Johnson-Shoyama Graduate School of Public Policy University of Regina/University of Saskatchewan</p>
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- Established as an MPA program in 2005 at University of Regina.
- Partnered with University of Saskatchewan in 2007
- Renamed Johnson-Shoyama in honour of two public servants, Albert Johnson (federal) Thomas Shoyama (SK)

Mission Statement: “to prepare well-educated public servants and administrative managers for either the public sector or non-profit organizations” “grounded in the best traditions of public administration that sees policy making and implementation as part of the same process” “integrity and stewardship, civility, inclusion and empowerment, openness, and accountability along with skills in research, management and leadership”

Mandate: part of broader university mandate to “support and develop the national and provincial economy through the study of public policy and public management” “service to the community and promoting policies that improve the lives of citizens” “comprehensive program emphasizing the distinctive practice of public administration associated with the province of Saskatchewan”

Programs

MPA (1 year; 25-30 students per campus)

- 36 credits (11 core courses and 2 electives plus optional internship)
- Professional Planning (submission and presentation of a professional portfolio at the end of the MPA program)

MPP (16-24 months; 6-8 students per campus)

- Research based degree, 15 credits of coursework minimum, Optional internship

PhD in Public Policy

Policy Development/Executive Development Workshops

- one-day; 25 participants; (ministries, crown corporations, non-profits)
- topics: eg: “Preparing Briefing Notes”; “Dynamics of Policy Development”; “Cost-Benefit Analysis”

Faculty

- 22 Faculty (core), 18 Associate Members, 10 Adjunct Professors, 20 Policy Fellows, 1 Visiting Scholar, 1 Exec. in Residence,

Governance

- Two universities; led by Executive Director: Michael Atkinson; 2 associate directors; 15 staff

<p>School of Public Policy and Administration Carleton University</p>
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- Established in 1953 (as SPA at Carleton College); oldest such program in Canada

Mission Statement

“to help prepare individuals for professional careers and opportunities in the public sector, both in Canada and abroad.” “broad and balanced exposure to public policy development, public management and policy administration.” “balance of technical and conceptual skills is needed through exposure to a variety of disciplines.”

Centres

- Carleton Centre for Community Innovation (3ci)
- Carleton Sustainable Energy Research Centre (CSERC)
- Carleton Research Unit in Innovation, Science and Environment (CRUISE)
- Centre for Governance and Public Management (CGPM)
- Centre for Urban Research and Education (CURE)
- Centre for Policy and Program Assessment (CPPA)
- Centre for Women in Politics and Public Leadership

Programs

- MA in Public Administration (2 years; 7 core courses plus specializations)
 - Indigenous Policy and Administration (IPA), International Affairs and Development, Innovation, Science and Environment (ISE), Policy Analysis, Public Management
- MA in Sustainable Energy Policy (offered jointly with Engineering), MA in Philanthropy and Nonprofit leadership
- PhD in Public Policy

Faculty

- 23 tenured or tenure-track faculty, 2 cross-appointed faculty, 3 Distinguished Research Professors, 21 adjuncts (public sector).

Governance

Academic unit within the Faculty of Public Affairs (which also houses, along with line departments such as Political Science & Economics, the NPSIA International Affairs program, and the undergraduate Arthur Kroeger College of Public Affairs)

<p>Graduate School of Public and International Affairs University of Ottawa</p>
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Established in 2007 within the Faculty of Social Sciences as “largest bilingual school” of its kind in Canada, comprising academic MA in Public and International Affairs and professional Certificate Program in Public Sector Leadership and Governance

Mission Statement

"The Graduate School of Public and International Affairs (GSPIA) is Canada’s leading school of public and international affairs. It’s a place that brings together excellence, multidisciplinary studies, theory and practice, bilingualism as well as unique opportunities for students outside the classroom” “GSPIA includes a number of world-class scholars doing cutting-edge research and senior fellows"

Centres

- Centre for International Policy Studies
- The Centre on Public Management and Policy

Programs

- MA in Public and International Affairs
 - 45 credits (6 core courses, 6 electives, a capstone seminar, a research paper), plus Co-op option
- Certificate Program in Public Sector Leadership and Governance
 - 20 month program; 5 cohorts since 2007 (over 120 participants)
 - federal public service (mainly) plus Crown corporations, provincial/municipal public services, private sector
 - first part on public sector management & governance; second on world and Canada's place, assessing evidence in shaping advice and action

Faculty

- Core faculty of about 30 members across disciplines, some holding affiliations with line departments
- Number of senior fellows that include diplomats and journalists
- Director; 2 program directors; 3 staff for MA; separate adm for Certificate

<p>The School of Public Policy University of Calgary</p>

- Established in 2008; MPP program began in 2011
- Initial endowment through the Palmer Chair, held by Jack Mintz

Mission Statement: “Our mission is to get public policy right in this country.”

- “Unlike traditional, theory-based graduate programs, the MPP is designed to train students to solve a broad range of real-world policy problems. This practical, hands-on and intensive program is unlike any other policy program in Canada.”
- Research, teaching, and outreach functions

Programs

- MPP (30-40 per year)
 - 1 year program with 3 policy areas:
 - Economic and Social, Energy and Environmental, International
- Joint degrees (business, law)
- Peer-reviewed publication series
- Extensive series of outreach events, in Calgary and beyond

Faculty

- 7 faculty drawn from departments and seconded temporarily to the School
- 34 Fellows (Executive, Senior and Research); numerous staff (downtown campus)

Governance

School of Public Policy is located within the Faculty of Graduate Studies
 Director, Academic Director, and Research Director
 Advisory Council (academic, public, private)

School of Public Policy and Governance University of Toronto

- Established in 2006

Mission Statement

Two broad goals:

- 1) a hub for policy discourse, bringing researchers, practitioners, and community members together in order to contribute to policy debates, development, and discussion across many areas of expertise, both nationally and internationally;
- 2) educate students enrolled in our program to be effective practitioners and leaders in public policy.

Centres

- The Mowat Centre for Policy Innovation: independent think tank and (applied) research arm of School, endowed with \$5M from the Government of Ontario

Programs

- Undergraduate BA program (Major in Public Policy): offered jointly by SPPG, Economics, Political Science
- MPP; 2 year program with about 60 students per cohort
 - Year 1: 8 core courses PLUS Summer: mandatory (paid) internship
 - Year 2: combination of core and electives, with option to enroll in international exchange program (Hertie/Berlin, Sciences Po/Paris)
- Joint MPP/JD program
- Executive Education
 - Offered as 1 day intensive courses for senior policy executives (Comparative Public Policy; Health Policy, etc)

Faculty

- About 45 teaching faculty; mix of core faculty (e.g., practice professors); cross-appointed faculty (e.g., political science, economics); adjunct faculty; and sessionals (from public and private sector)
- About 60 affiliated faculty (across the university); plus 12 fellows (journalists, retired politicians, etc.)

Governance

Director reports to 11 Deans but primary accountability is Faculty of Arts and Science

Munk School of Global Affairs University of Toronto
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- Initial gift to create Munk Centre for International Studies in 1997 (\$6.5M) plus additional gift in 2007 (\$5M) by Peter Munk
- In 2009, a \$35-million donation was made to build Munk School of Global Affairs, to be paid in tranches over 10 years.

Mission Statement

“combines training in analytical methods and practical management skills with an immersion in the latest thinking on global issues” “a hub for scholars and practitioners at the forefront of research, debate, and action in global affairs” “curating a vital dialogue about the challenges, organizations, and ideas that are reshaping the international landscape” “creating an environment which will equip students to thrive in a world where working internationally demands professional skills, strategic agility and cultural fluency”

Centres

- Asian Institute, Canada Centre For Global Security Studies, Centre for European, Russian, and Eurasian Studies (CERES), Centre for South Asian Studies (CSAS), Centre for the Study of Korea (CSK), Centre for the Study of the United States (CSUS), European Union Centre of Excellence (EUCE), The Trinity-Munk Centre for the Study of Contemporary International History, Trudeau Centre for Peace and Conflict Studies (PCS)
- Research and Public Education (ranging from Innovation Labs and institutes, to research groups, to specific Chairs)

Programs

- Master of Global Affairs (2 years)
 - Year 1: core courses (economics, security, stats, law, finance)
 - Year 2: specialization in one of three areas: Global Economy & Markets Global Institutions, Global Civil Society
 - Mandatory internship, Mandatory Capstone
- Other Graduate programs: Collaborative Master's/PhD Program in South Asian Studies, Collaborative Master's Program in Asia-Pacific Studies (MAPS), R.F. Harney Program in Ethnic, Immigration and Pluralism Studies (EIPS), Fellowships in Global Journalism, Masters of Arts in European, Russian, and Eurasian Studies (ERES)
- Undergraduate programs housed at the Munk Centre: Asia Pacific Studies (APS), European Studies Undergraduate Program (ESP), International Relations, Peace, Conflict, and Justice Studies (PCJ), South Asian Studies (SAS)

Faculty

- 15 core faculty that are cross-appointed; 60 affiliated faculty

School of Public Administration University of Victoria

- Established: Legacy of policy studies at UVic can be traced back forty years
- The Public Administration program is about 25 years old

Mission Statement

“Whether your background is in economics or fine arts, the MPA On Campus program will lead you to careers in local, provincial, First Nations and federal governments as well as non-profit and international organizations” “Students explore the theory and practicalities of both policy analysis and public management, opens doors to careers as managers, analysts and consultants”

Programs

- Undergraduate: Minor in Public Administration
- Graduate
 - MPA
 - On Campus: 2 co-ops mandatory
 - On-Line: research project or paper
 - MA in Dispute Resolution
 - PhD in Public Administration
 - On-line professional certificates and diploma in evaluation

Faculty

- 18 core Faculty members appointed to the school
- Numerous adjuncts
- Dozen staff members

Governance

Part of the Faculty of Human and Social Development (houses 7 schools with professional programs, including Nursing, Social Work, Public Health)

Balsillie School of International Affairs
University of Waterloo/Wilfrid Laurier University

- Founded in 2007 through endowment provided by Jim Balsillie (Blackberry)
- Equal collaboration between UW and WLU and CIGI (Centre for International Governance Innovation)

Mission Statement:

“to develop new solutions to humanity’s critical problems, to improve global governance now and in the future, and to contribute to enhancing the quality of people’s lives around the world” through “advanced research, education, and outreach in the fields of global governance and international public policy” and as “a hub in a global network of scholars, practitioners and students”

Programs:

- Ph.D. in Global Governance: requires an MA in social science
 - Several areas of specialization; optional internship; Enroll at either WLU or WU
- Master of International Public Policy (MIPP): for entry-level
 - 12 month professional program, through WLU
- Master of Arts in Global Governance (MAGG): with experience
 - 16 month interdisciplinary program, through UW

Faculty:

- About 60 faculty; all members of either UW or WLU depts.
- Most were originally at UW & WLU; some are CIGI Chairs; some recruited from other Ontario universities, primarily UofT
- External fellows, visiting fellows, postdoctoral fellows
- Dean recruited from Australian National University

Governance: The School is separately incorporated

- Board of Directors: 6 equal members, 2 each from UW, WLU, CIGI
 - Director reports to the Board
 - Board has final budgetary and operational authority
- Management Team:
 - Director, an Associate Director from each of UW and WLU, and a senior manager from CIGI

<p>Department of Politics and Public Administration Ryerson University</p>

Mission Statement

"The mission of the graduate program in Public Policy and Administration is to provide a high quality, professionally-relevant educational program that recognizes the unique character of the public service and its role in democratic governance to full-time students considering careers in the public and para-public sectors, and to part-time learners already in the public service interested in furthering their education."

Graduate

- MA in Public Policy and Administration: 1 year program with 10 courses plus optional thesis or professional project; part-time available
- PhD in Policy Studies

Professional/Continuing Education

- Certificates in: Public Admin and Leadership, Public Admin and Governance, Nonprofit and Voluntary Sector Management
- Advanced Certificate in Public Admin and Governance

Faculty

31 Dept Faculty, 1 public servant in residence, 3 public service fellows

Governance

Department in the Faculty of Arts

Advisory Council and Deputy Minister Champions (appointed by fed/prov government)

**Department of Political Science
Concordia University**

Mission Statement

- “blend scholarly and vocational values to prepare graduates for both further studies and employment, in the public and private sectors.” “how public policy is made and administered in Quebec, Canada and the world.” “dynamic interdependence between public and private responsibilities.”

Graduate

- MA in Public Policy and Public Administration
 - Coursework/Thesis option
 - Part time option
 - Internship option

Faculty : relies on political science faculty/governance

Maxwell School of Citizenship and Public Affairs at Syracuse University

- Established 1924 with a \$500,000 grant from George Holmes Maxwell
- Ranked **FIRST** in *US News & World Report* rankings every year since 1995
- Maintains “Maxwell-in-Washington” program for placements

Mission Statement

“Dedicated to promoting civic engagement and preparing students for careers in leadership within the public service.”

Funding – Sources and Significant Contributions

- 1990 – \$50M fundraising campaign (new building)
- 2005 - Received a \$10M grant /Federal government
- 2007 – Received a \$5M grant /Leon Levy Foundation for Daniel Patrick Moynihan Chair

Programs/Areas of Study: Public Administration and International Affairs

- PhD in Public Administration
- Masters of Public Administration (MPA)
 - 12-months; 9 core courses, 7 areas of study
- Masters of Arts, International Relations (MAIR)
 - 16-month plus mandatory internship/20 locations globally or DC
- Atlantis Program: dual-degree in International Security and Development
 - 1-year at Maxwell; 1-year at Hertie in Berlin/ Erasmus in The Hague
- Joint Degrees:
 - MPA/IR: 2 semesters off-campus with professional internship
 - Joint MPH/MAIR or MPH/MPA; Joint JD/MPA; LLM/MPA
- Executive Masters in Public Adm. (EMPA) and International Relations (EMIR)
- Certificates of Advanced Studies (part-time)
- Undergraduate Degree programs
 - Policy Studies (BA, Major in Environment; Government and Business; Health, Education, & Human Services; Society & Legal System)
 - Citizenship & Public Engagement

Faculty

- 157 cross-appointed faculty members, Professors of Practice, Adjuncts
- Endowed Chairs as “Distinguished Professors in Public Administration”

Governance

- Dean James Steinberg was Deputy Secretary of State under Barack Obama
- Advisory Board includes 30+ corporate executives, government officials, and alumni

Centres/Institutes: Sponsor or Co-sponsor of 10 research centres and institutes

Woodrow Wilson School of Public and International Affairs at Princeton University

Founded in 1930, renamed Wilson school in 1948, expanded in the 1990s

Mission Statement

“our work is informed by our commitment to a multidisciplinary approach to policy issues, a global perspective and an emphasis on top-quality research and teaching.”

Funding – Sources and Significant Contributions

Major gift (\$35 million; now worth almost \$1 billion) in 1961 by Charles and Marie Robertson expanded the graduate school NB: heirs later sued PU for using endowment outside of Wilson school, and for “not generating greater interest in government service”.

Enrollment/Clientele

Programs for undergraduate, graduate, and doctoral students
 300 undergraduates and 190 graduate students
 BA, MPA/MPP, PhD available, plus joint MPA/MPP JD

Centers/Institutes

- The Wilson School is affiliated with 12 centers and 7 programs

Program/Areas of Study

- Masters of Public Affairs: 2 year; core & elective credits; field work and internship
- Masters in Public Policy: 1-year program for mid career professionals and for specialization in partnership with professional schools (PHD, MD, Law)
- Undergraduate: major in public policy for junior-senior years
 - includes field experience, language study, senior thesis, task force analysis
- Doctoral: PhD program in Public Affairs
 - Security Studies or Science, Technology, and Environmental Policy
- Joint Degrees:
 - Joint Degree Program in Social Policy (JDP)
 - JD/MPA in conjunction with Stanford, Columbia, or NYU

Faculty

- 82 full time faculty, of which 55 visiting, lecturers, and practitioners
- Professors are leaders in their field in research, publishing, and professional experience
- Many hold think tank appointments and connections to DC

Governance

- Dean Cecilia Rouse is an expert in labour economics
- Dean's office oversees the program with faculty as program directors

Rankings

- 5th in Public Affairs

School of International and Public Affairs (SIPA) at Columbia University

Established in 1946

Funding

Partnered with Rockefeller foundation; Funding through Columbia donors

Mission Statement

“The study of policy at SIPA—be it international finance and economics, international security, climate change, energy, economic development, or global urban challenges—trains young leaders to engage multiple levels of governance and to reach effective solutions. Our curriculum provides our students the analytical training to address the world’s most pressing problems. SIPA’s policy research and training cut across issues that are homegrown, cross-border, and international in nature.”

Centers/Institutes

Center for Development Economics and Policy	Center for Global Economic Governance
Center for International Conflict Resolution	Picker Center for Executive Education
Center for Global Energy Policy	Saltzman Institute for War and Peace Studies

Plus: Affiliated Centers at Columbia

Initiative for Policy Dialogue (Joseph Stiglitz: interdisciplinary discussion of policy-making)
 Institute for Social and Economic Research and Policy; Human Rights; African Studies
 Center for Brazilian Studies; Iranian Studies; East Central European Center
 Harriman Institute (Russia); Weatherhead Institute (East Asia)
 South Asian Institute; European Institute; Latin American Studies; Middle East Institute

Programs/Areas of Study

Masters of International Affairs (MIA) & Master of Public Administration (MPA)

- o Core curriculum, policy concentration, specialized skills
- o Mandatory internship; second language
- o Option workshop with outside clients

Program in Economic and Policy Management (PEPM)

- o 14 month program on developing/transitioning economies, awarded as an MPA

MPA in Environmental Science and Policy

- o Accelerated 12 month program jointly sponsored by the Earth Institute

MPA in Development Practice

- o 22 month program to manage integrated approaches to development.

PhD in Sustainable Development

(Executive) EMPA in Public Administration and Policy (over 2 or 3-year part time study)

All programs require an additional specialization in at least one of the following:

Economic and Political Development; Energy and Environment; Human Rights & Humanitarian Policy; International Finance and Economic Policy; International Security Policy; Urban & Social Policy

Global Public Policy Network allows for dual degrees/exchanges with

LSE/Sciences Po/National University Singapore/University of Tokyo/Hertie School (Berlin)

Joint Programs

JD/MIA or JD/MPA available

Faculty:

70 full time faculty

200 adjuncts and visiting lecturers from public and private sector

diverse connections to think tanks, law firms, and private sector in NY

global network of visitors from Global policy program

connections to UN

Governance

Dean Merit Janow is a Trade Law expert

Rankings

29th in Public Affairs

John F. Kennedy School of Government (Harvard Kennedy School)
--

- Established as public affairs institute in 1930s with a \$2M private gift; renamed in 1966 in honour of JFK

Mission: broad intent to educate global leaders; “public service” with engagement toward the public good

Centers/Institutes : report to Dean; each has a Director; core faculty are assigned to them

- | | |
|---|---|
| <ul style="list-style-type: none"> • Ash Center for Democratic Governance and Innovation • Belfer Center for Science and Intl Affairs • Carr Center for Human Rights policy • Center for International Development • Center for Public Leadership • Edmond J. Safra Foundation Center for Ethics • Hauser Institute for Civil Society • Institute of Politics | <ul style="list-style-type: none"> • Join Center for Housing Studies • Malcom Wiener Center for Social Policy • Mossavar-Rahmani Center for Business and Government • The Rappaport Institute for Greater Boston • Shorenstein Center on Media, Politics and Public Policy • Taubman Center for State and Local Government • The Woman and Public Policy Program |
|---|---|

Programs and Degrees:

- MPP and MPA (early career level)
- Mid-Career Master in Public Administration (1 year)
- Concurrent degrees in Business, Law (partnership with other univs)
- Executive Education (including week-long, weekend, etc.)

Faculty:

- most are endowed chairs; some courtesy appointment; few joint appointments
- 2 lines: tenure-track (scholars); “lecturer” (practitioners)

Students: about 500 enrolled in graduate degree programs; 450 in executive education

Governance: tripartite: Dean; Academic Dean; Executive Dean

Ranking: 3rd as ‘Public Affairs’ graduate school

**Robert F. Wagner Graduate School of Public Services
New York University (New York City, NY)**

- Established in 1938, renamed after a endowment from the Wagner family in 1989
- Ranked 6th in Public Affairs programs

Mission Statement

“Trained in management, policy and finance, students graduate with the skills to confront society's most pressing problems.”

Funding – Sources and Significant Contributions

- Dedicated funds for specific programs/Six endowed chairs directly under the Wagner school

Programs/Areas of Study

Graduate: 1000+ students in total

- Masters in Public Administration (2 years of experience)
 - 60 credit programs: 5 core courses, electives, and one-year **capstone project**
 - Public & Nonprofit Management & Policy
 - Health Policy & Management
 - Executive MPA Leaders programs (working professionals)
 - 24 credits (Specializations in Public Service/Nursing/Global Policy)

Masters in Urban Planning

- 60 credit program with identical structure and professional requirement

Doctoral Programs with specializations

Advanced Professional Certificates (16 credits)

Undergraduate

- **New** undergraduate BA Public Policy offered between Wagner and NYU
- Four undergraduate minor programs

Dual Degrees include:

- BA/MPA or BA/MUP (5 year program)
- MPA/MPH with the NYU MPH program in Global Health Leadership
- JD/MPA or JD/MUP with NYU School of Law
- Executive MSW/MPA with NYU Silver School of Social Work
- MBA/MPA with Stern School of Business; MD/MPA with NYU School of Medicine

Faculty

- Massive network of affiliated faculty members cross-listed with NYU departments
- Over 100 adjunct professors/professors of practice

Governance

- Dean Sherry Glied (academic with experience in Congressional Budget Office)
- Dean's Council : alumni, private interests, and public sector advisors

Robert M. La Follette School of Public Affairs, University of Wisconsin-Madison
--

Established in 1967 as a Center of the UW-Madison Department of Political Science; Institute in 1983 and School in 1999

Mission Statement

- o Innovative multidisciplinary policy research;
- o Train, mentor, and educate students in domestic and international policy and governance in public, non-profit, and private
- o Inform the practice of public affairs locally, nationally, globally by disseminating knowledge to practitioners and broader public.
- Wisconsin Idea: Intended to feed into state governance through training a competent and non-partisan public service (both students and professionals)

Funding: School is a public institution and part of the state-funded UW-Madison

- Additional funding from private donors (student financial aid)

Enrollment/Clientele

Graduate programs serve 110 students

Programs/Areas of Study

- Masters in Public Administration (2 year program; 42 credits; optional internship)
- Masters of International Public Affairs (MIPA) (with regional specialization)
- Accelerated undergraduate program (final BA year plus one year MA)
- Joint Degrees (Energy Analysis/Urban Planning and Public Affairs Program/Law and Public Policy Public Health and Public Policy)

Faculty

Most professors are joint appointments with Political Science and Economics with adjuncts from state govt, NGOs, private sector

Governance

- Director Susan Webb Yackee (former Prof of Pol Sci at Michigan/Senate research fellow)
- Council of Associate Directors – permanent staff, not an advisory board

Rankings

- o 12th in Public Affairs
- o 3rd in Social Policy

**Sanford School of Public Policy
Duke University (Durham, NC)**

Gov. Terry Sanford established Institute for Policy Sciences & Public Affairs in 1971; Institute renamed in 1994; School in 2009

Mission Statement

“to produce exemplary research that brings multiple disciplinary perspectives to bear on significant issues facing our local community, our nation, and the world.” “highest standards of academic rigor and can be a model for policy-relevant, inter-disciplinary research that has a real and positive impact on the world.”

Funding – Sources and Significant Contributions

2005 – received contribution from David Rubenstein for a new building
Currently in a \$75M fundraising exercise, including private partnerships

Programs/Areas of Study

Masters of Public Policy (enrollment of 65-70 students per year)

- o 2-year program with a mix of core courses and electives
- o Specializations in: Development /Environment & Energy/Health /Global / National Security/Population Studies/Social Policy
- o Mandatory summer internship
- o Mandatory masters project (completed second year)

Masters of International Development Policy (MIDP)

- o Same structure as above
- o Can take it as a 2-year program (internship and masters project required); a 1-year program (internship and masters program recommended); or a non-degree certificate (professional upgrade)

PhD in Public Policy

Undergraduate (BA Major) in Global Policy/Health Policy/Social Policy/Economic Policy/Policy Journalism plus summer internship

Executive program (non-degree certificates for mid-career professionals)

- o Specializations in:
 - § Project appraisal and risk management
 - § Tax Analysis & Revenue forecasting
 - § Fiscal Decentralization & Local Government Financial Management

Special Programs

- Masters-level Geneva program exchange to either Geneva or London
- Undergraduate Hart program in global leadership
- India-exchange program for students across disciplines

Joint Degrees

JD/MPP, MD/MPP, MBA/MPP

Masters of Environmental Management/MPP and Masters of Divinity/MPP

Centres/Institutes

Interdisciplinary Research Centers on-campus

- | | |
|---|---|
| <ul style="list-style-type: none"> o Duke Center for Child & Family Policy o Duke Consortium on Social Equity o Nicholas Institute for Environmental Policy Solutions o Center for Health Policy & Inequalities Research o Duke Center for International Development o Duke University Population Research Institute o Center for Law, Economic, & Public Policy | <ul style="list-style-type: none"> o DeWitt Wallace Center for Media and Democracy o Triangle Center on Terrorism and Homeland Security o Center for Strategic Philanthropy & Civil Society o Global Inequality Research Initiative |
|---|---|

Faculty

70 core and adjunct faculty members (practitioners from public and private sector) plus Joint appointments

Governance

Dean Kelly Brownell is a Public Health expert; ranked on *Time*'s "World's 100 Most Influential People"
Assisted by Board of Visitors (alumni and advisors from public and private sector)

Rankings

US News & World Report Rankings:

- T-16th in Public Affairs Schools;
- 6th in Health Policy and Management; Public-Policy Analysis

Rockefeller College of Public Affairs & Policy at the University of Albany, SUNY

- Originally established in 1947 by NYU and Syracuse; current form since 2000

Funding – Sources and Significant Contributions

Public institution gives access to state funding with scholarship funds for alumni donations

Mission Statement

*“ continues the legacy of Governor Rockefeller by emphasizing **research that matters...** we naturally also emphasize enduring topics such as **federalism, intergovernmental relations and state and local government ...**”*

Programs/Areas of Study

Public Administration (MPA)

- o 2-year full time, flexible part-time program/internship component

Masters in Political Science (MA)

- o 1.5-2 year-full time, flexible part time/Master’s Essay component

PhD in Public Administration & Policy/PhD in Political Science

BA in Political Science or Public Policy (semester in DC/NY State Assembly)

- Combined Degrees: BA/MPA (5 years); BA/MA in Political Science (5 years)
- MPA/JD in conjunction with Albany Law School

PLUS: Non-Degree program for mid-career professionals; Certificate programs

Centers/Institutes: 10 centers shared between the Departs of Political Science and Public Adm & Policy (both within the School)

Faculty

Over 100 faculty members and cross-appointments with other departments and faculties

Professors of Practice/Adjunct professors within Centers and Institutes

Governance

- Coordination between the Dept of Public Admin and Dept of Political Science
 - o T-16th in Public Affairs Schools

Bush School of Government and Public Service at Texas A&M University

Established in 1997 in conjunction with the George H.W. Bush Presidential Library

Funding - Sources and Significant Contributions

\$75M endowment – private donations that funded 15 Chairs/4 Professorships

Mission Statement: based on the belief of George H.W. Bush that public service is a noble calling

Programs/Areas of Study

Masters of Public Service and Administration (MPSA)

- o 2-year program; specialization (in public or nonprofit /PP analysis)
- o Mandatory non-credit internship over a summer
- o Mandatory Capstone project, elective concentration

Masters in International Affairs (MIA)

- o 2-year program with specialization
- o Mandatory team capstone with a client (NGO or state actor)

Combined Degrees

5 year BA/MPSA with Economics, Sociology, or Political Science and 5 year BA/MIA with Economics or International Studies

Graduate Certificate Program

On-line: Advanced International Studies/Homeland Security/Nonprofit Management

Centers/Institutes: School houses three major institutes

Institute for Science, Technology, and Public Policy

Scowcroft Institute for International Affairs

Mosbacher Institute for Trade, Economics, and Public Policy

Faculty

- 42 core faculty member (24 tenure track; 18 visiting, adjunct, lecturers) plus 19 Endowed faculty positions
- Prestigious list of visiting scholars, diplomats, and private sector professionals

Governance

Dean Ryan Crocker was US Ambassador to Afghanistan /37 years in Foreign Service

McCourt School of Public Policy, Georgetown University

Establishment: Formerly public policy program; became the Georgetown Public Policy Institute in 1996; McCourt School named in 2013 (\$100 million, alumnus)

Mission Statement: “Our emphasis is on what works, what is true, what makes sense.”

Clientele: exclusively Masters level programs, plus joint degrees such as MA/JDs,

Center/Institutes: mainly data driven research : ‘Massive Data Institute’ created in 2013 to innovate in statistical analysis of policy

- | | |
|--|---|
| <ul style="list-style-type: none"> • The Government Affairs Institute • Health Policy Institute/Health Information Group/ • Center on Health Insurance Reforms • Center for Children and Families • Center for Education in Maternal and Child Health | <ul style="list-style-type: none"> • Maternal & Child Oral Health Resource Center • The Center on Education and the Workforce • The Center for Juvenile Justice Reform • The Center on Poverty, Inequality, & Public Policy • The Center for Public and Nonprofit Leadership |
|--|---|

Degrees offered:

- Master of Public Policy plus combined degrees, eg:
 - MPP/MBA; MPP/JD; MPP/MA; MPP/PhD in Government; Psychology
 - MPP/ Master of Science in Foreign Service
 - MPP/International Organizations MBA
 - Masters of International Development Policy
 - Masters of Policy Management Degree
 - Executive Master of Policy Leadership (7 years work experience)

Faculty:

- 20 core faculty; 10 visiting teaching faculty; 25 research faculty and fellows; 110 Adjuncts
- Many faculty share joint positions with the Georgetown School of Government or have positions with institutions in DC

Governance: part of Georgetown University governance structure; operates with typical structure of a single dean assisted by administrative officers and assistant deans.

Ranking: 23rd for ‘Public Affairs’ schools (but relatively new)

Gerald R. Ford School of Public Policy, University of Michigan

- Founded in 1913 (claims to be the oldest policy institute in the US); Renamed in honour of Gerald Ford in 2000

Mission : community involvement and educating policy leaders for 21st century issues.

Centers associated with the Ford school include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Center for Local, State, and Urban Policy • Center for Public Policy in Diverse Societies • Education Policy initiative • International Policy Center/ International Institute • National Poverty Center • Nonprofit and Public Management Center • Science, Technology, and Public Policy Center | <ul style="list-style-type: none"> • Institute for Social Research • Center for the Study of Complex Systems • Graham Environmental Sustainability Institute • Office of Tax Policy Research • Institute for research on Women and Gender • Economic Research Initiative on the Uninsured • Population Studies Center |
|---|--|

Programs and degrees:

- Bachelor of Arts, Major in Public Policy
- MPP/Master of Public Administration (mid-career professionals)
- Joint MPP/MBA, MPP/JD, MPP/MD, MPP/ Higher Education
- Joint MPP/Master of Public Health/Social Work/Urban Planning
- MPP/Master of System Information/ Science/ Applied Economics
- MPP/Master of Arts (China) (Asian Studies) (Russian/E. European)
- PhD Economics and PP/ Political Science and PP/ Sociology and PP

Faculty: both cross-appointed and exclusive appointed professors.

Governance: single Dean plus advisory committee (industry leaders, alumni)

Ranked the 12th best Public Affairs school in the United States

**Frank Batten School of Leadership and Public Policy
University of Virginia**

- Established in 2007 with \$100 million dollar donation by a former dean.

Mission (Frank Batten): *“Never has there been a greater need for the University's most important product: enlightened and ethical leaders who leave Grounds prepared for public life--in their communities, in their professions, in the world at large.”*

Two centers associated

- Center on Education Policy and Workforce Competiveness
- Center for Health Policy

Wide range of degrees

- Bachelor of Arts in Public Policy and Leadership
- MPP
- Accelerated Bachelor/MPP
- Plus joint degrees: MPP/MBA, MPP/PhD, MPP/MPH, MPP/JD

Faculty: 45 faculty associated with its programs, appointed across departments and ‘Affiliated’ with Batten

Ranking: #46 for Public Affairs.

Hubert Humphrey School of Public Affairs, University of Minnesota

- Created in 1938, endowed in honor of Humphrey in 1968 (now exceeds \$75 million).

Mission: “inspires, educates, and supports innovative leaders to advance the common good in a diverse world.” “leadership in public affairs; bridging of disciplines to advance public affairs scholarship; public engagement and scholarship to address important issues/problems facing Minnesota, nation, world in a non-partisan setting.”

Centers:

- Freeman Center for International Economic Policy
- Center for Integrative Leadership
- Public and Nonprofit Leadership Center
- Cedar Humphrey Action for Neighborhood Collaborative Engagement (CHANCE)
- Center for the Study of Politics and Governance
- State and Local Policy Program
- Project on Regional and Industrial Economics
- Center for Science, Technology, and Public Policy
- Center on Women and Public Policy
- Human Capital Research Collaborative
- Roy Wilkins Center for Human Relations and Social Justice

Degrees offered:

- Master of Public Policy (MPP), Master of Development Practice (MDP)
- Master of Urban and Regional Planning (MURP), Master of Science in Science, Technology, and Environmental Policy (MS)
- Mid-career Master of Public Affairs (MPA)
- Ph.D. in Applied Economics
- Joint degrees in Management, Law, Social Work, Public Health, Architecture, Civil Engineering
- Graduate Certificates

Faculty: 50 teaching staff (core appointments and lecturers/practitioners)

Governance: Dean and Associate Deans (programs); Advisory Council includes respected members of the Minneapolis and St. Paul communities.

Ranking: 16th for Public Affairs ; 3rd for ‘Non-Profit Management’

Lyndon B. Johnson School of Public Affairs, University of Texas at Austin
--

- Founded in 1965, opened in 1970; current endowment is valued at \$157 million

Mission: “committed to improving the quality of public service in the United States and abroad at all levels of governance and civic engagement.” “Prepare students and professionals for leadership positions in public service by providing educational opportunities grounded in theory, ethics, analytical skills and practice; Produce interdisciplinary research to advance our understanding of complex problems facing society and to seek creative solutions for addressing them; Promote effective public policy and management practice by maintaining a presence in scholarly and policy communities and in the popular media; Foster civic engagement by providing a forum for reasoned discussion and debate on issues of public concern.”

Centers:

- Center for Politics and Governance
- Robert S. Strauss Center for International Security and Law
- Ray Marshall center for the Study of Human Resources
- Center for Health and Social Policy
- RGK Center for Philanthropy and Community Service
- Center for International Energy and Environmental Policy

Programs:

- Master of Public Affairs
- Master of Global Policy Studies
- PhD in Public Policy
- Executive Master in Public Leadership
- Various dual degrees (not specified)
-

Faculty: core faculty of appointed professors, plus visiting professors and fellows, and lecturers from Austin community

Governance: Dean and associate deans, advised by Alumni Board

Ranking: tied for 16th for best Public Affairs schools

**Harris School of Public Policy
University of Chicago**

- Established in 1970s from initiative of 23 faculty members to create a 'Committee on Public Policy studies.'
- Harris gift of \$7 million led to creation of professional "Graduate School of Public Policy Studies."
- Recent fundraising leading to building of new home (Keller Center) for school.

Mission: "blends an American-style liberal arts college and a German-style graduate research program" "real-world problems" "tradition of engagement with urban area"

Centers:

- Center for Human Potential and Public Policy
- Center for Data Science and Public Policy
- Center for Health Policy
- Center For Municipal Finance
- Center for Policy Entrepreneurship
- Cultural Policy Center
- Energy Policy Institute at Chicago
- Pritzker Consortium on Early Childhood Development
- Crime Lab

Programs (graduate and non-certificate) enrolment is 375 students

- MPP (2 year program)
- Master of Arts in Public Policy (one year program for individuals with another graduate degree)
- MSc in Computational Analysis/Public Policy or Environmental Science
- Master of Arts in Public Policy and International Relations.
- Cooperative MPPs with Tel Aviv/Chile/Yonsei
- MPP/AM in Middle Eastern Studies or in Social Service Administration
- Joint MPP/MDiv, MPP/MBA, MPP/JD
- PhD in Public Policy

Faculty: About 40 strong, mainly core appointments, limited cross-appts; lecturers (visitors or members of Chicago community)

Governance: Dean and Program directors; 3 advisory councils; ranked 23rd in "Public Affairs"

<p>Goldman School of Public Policy University of California at Berkeley</p>
--

- Established as in 1969 under leadership of Aaron Wildavsky with idea that policy should be shaped by rigorous analysis.
- Included these distinctive features: strong quantitative core, an analytic “tool kit,” committed faculty, a strong sense of community and hands-on experience.
- Renamed after the Richard and Rhoda Goldman Fund donated \$10 million in 1997

Mission: tagline: "Leadership for the Public Good - Transforming smart, dedicated, service-minded women and men into public policy leaders". "Deeply held belief that investing in the best and the brightest policy students will create leaders who are committed to the common good and who have the skills to put that commitment into practice."

Centers:

- Center on Civility and Democratic Engagement
- Center for Environmental Public Policy
- Project on Information Technology and Homeland Security

Programs:

- Undergraduate Minor
- MPP
- Joint degrees: MPP/MPH, MPP/JD, MPP/MSW; MPP/MA (International Studies)
- MPP/MS (Eng), MS (Energy Resources)
- PhD
- Customized program, tailored to public sector clients.

Faculty: Mix of public policy core faculty, plus several cross-appointed with other departments, plus visiting professors, and lecturers (experts in the field)

Governance: Dean and Associate Deans, board of advisors (business, community, alumni)

Blavatnik School of Government, Oxford University
--

- Founded in 2010 with a £75 million donation from Leonard Blavatnik (Ukrainian-born American businessman)

Mission statement: “A world better led. A world better served. A world better governed.”

Programs: all students are also members of an Oxford college

- Master of Public Policy (began 2012)
 - Intensive 1 year program (multidisciplinary; practical; global)
 - Core courses, option courses, applied policy, summer project
 - “Professional skills program” includes advising, events, etc.
 - Class of 2014: 75 students; 48 countries (half from Asia)
- D. Phil in Public Policy (began 2014)
 - Full-time 3 year research degree (research, government, policy)
 - Five themes (see below)

Centers:

- The Global Economic Governance Programme (2003) is co-hosted by University College and the Blavatnik School
 - fosters research and debate on how global markets and institutions can better serve people in developing countries.
- School’s research program (including applied research teams) is clustered under five broad and flexible themes:
 - Health & Well-being/Security & Conflict/Science & Tech/Economic Growth & Resilience/Governance, Coop. & Law)

Faculty:

- Core Faculty: 36 faculty & researchers appointed directly to the Blavatnik School.
- Associated Faculty & practitioners: 25 members of other schools at Oxford or experts. Visiting professors (10 from other institutions) and Distinguished practitioners (5)

Governance:

- Dean to oversee operations
- Academic Advisory Board: advises in teaching, staffing and academic life
- International Advisory Board: globally renowned leaders advise future directions
- Two dozen staff, including dedicated career advisors and recruitment officers

Institute of Public Affairs (IPA)
London School of Economics and Political Science

- The LSE has a long history in teaching and research in public policy, and MA degrees in health, social, environmental policy.
- The MPA program began in 2003; and the IPA was established in 2011.

Mission Statement

“The Institute of Public Affairs is one of the world's leading centres of public policy. We aim to debate and address some of the major issues of our time, whether international or national, through our established teaching programmes, our research and our highly innovative public-engagement initiatives.” “IPA draws on LSE faculty from six of the School’s academic departments, and harnesses the research and teaching expertise of this interdisciplinary group”

Centres : The LSE houses over 20 research centres, from cities to health care and international affairs; not directly affiliated with IPA.

Programs:

Master of Public Administration (2 year program; 100 students per year)

- Year 1: “bootcamp”: core courses in public policy analysis; economics; quantitative methods; power & leadership
- Year 2: group applied “capstone project” and policy stream:
 - Public and Economic Policy
 - Public Policy and Management
 - International Development
 - European Public and Economic Policy
 - Public and Social Policy

Dual degree: Columbia MPA/MIA; Sciences Po MPA; MPP Hertie/Singapore MPP

Executive MPA

- core set of skills in economics, policy evaluation, political science
- choice of specializations and practical policy workshops.
- Curriculum: 12 intense teaching blocks (week/weekend) taught by academics and policy practitioners

"Policy in Practice" seminars

Presentation by leading expert/practioners of controversial, policy-relevant paper, followed by a student-led group discussion.

Faculty

- 23 Faculty drawn from across LSE

Governance

- Executive Team: Director, Program Director, Deputy Director, Manager

MPhil in Public Policy (MPP) University of Cambridge

- The MPP was launched in 2013, and is housed in the Department of Politics and International Studies. It stems from the identity of Cambridge as an international cross-roads of cutting-edge research, evidence, science.

Mission:

“The MPP provides an interdisciplinary grounding in public policy theory and practice, with courses ranging from philosophy and policy analysis through to media and politics. It is aimed at those with some experience (2 to 5 years post graduation) who wish to develop their abilities to be policy entrepreneurs, either in government, NGOs or in business.”

Program: 1 year MPP (23 students in initial cohort; now 45 students)

- 3 terms of coursework
 - Michelman: core courses (policy analysis, politics, law, media, statistics, economics) plus case studies & professional skills
 - Lent: core courses (philosophy, scientific methods, systems) plus case studies & professional skills
 - Easter: Policy Analysis Exercise (see below)
- Work placements (internships) are pre-arranged and students bid competitively for them
 - Students work with their organization for 14 weeks (4 weeks onsite developing the issue to be addressed; 10 weeks in Cambridge to complete policy analysis/recommendation paper)
 - Students are onsite during the Easter term and complete their report by the end of June.

Faculty: courses are “bespoke” but taught by Cambridge professors across the university, including scientists (e.g., for case studies)

Governance:

- Director David Howarth (former Law professor and MP for Cambridge)
- Deputy Director Finnarr Livesey (background in physics/computer science and technology policy at Judge Business School)
- Steering Committee: dozen members from across the University

END

McGill Centre for Islam and Science

Proposal for a Permanent Research Centre



September 28, 2015

Revised: November 2015, April 2016

Table of Contents

- I. Identification**
- II. Rationale**
 - a. Context and background for creating a research centre
 - b. Overall purpose of the research centre
 - c. Past history
 - MCIS accomplishments February 2013 – October 2015
 - Cooperation and collaboration with scholars at other universities, institutions and/or industry partners or community groups
 - d. Recommendations: List of attached letters of support
 - e. Summary of the rationale and justification for a centre
- III. Research Program**
 - a. Confirmed activities for 2015
 - b. Long-term goals of MCIS
 - c. Description of the research program – axes of research
 - The Policy component of the Centre
 - The Historical component of the Centre
 - The Educational component of the Centre
 - d. Contribution to training (graduate students, postdoctoral scholars, research associates, etc.)
 - e. Funding for research activities
- IV. Strategic Positioning**
 - a. Positioning in relation to other research units and groups at McGill, in Quebec and Canada, and internationally
 - b. Added value and importance in relation to the strategic plans of the University, the Lead Faculty, and other schools, departments, or institutes
 - c. Future development plans
- V. Governance**
 - a. Board Members
 - b. Frequency of board meetings and timing of the annual general meeting
- VI. Membership**
 - a. Description of the classes of membership
 - b. List of members in the defined categories
 - c. Description of the process for accepting new members in the centre
- VII. Facilities and other resources**
 - a. Plans for future expansion of infrastructure
- VIII. Budget**
 - a. Overview of operational budget
 - b. Operational expenditures over five years
 - c. Plan for securing future funding for operational expenses
- IX. Appendices**
 - a. Bylaws for the McGill Centre for Islam and Science
 - b. Letters of support
 - c. Institutional commitment of Faculty of Arts to MCIS and allocation of space for Ragep's CRC

I. Identification

Name: McGill Centre for Islam and Science (MCIS)
Proposers: Prof. Ehab Abouheif, Department of Biology
Prof. Anila Asghar, Department of Integrated Studies in Education
Prof. F. Jamil Ragep, Institute of Islamic Studies
Proposed Director: F. Jamil Ragep
Lead Faculty: Faculty of Arts
Other Faculties involved: Faculty of Science and Faculty of Education
Location: Morrice Hall, Room 025
3485 McTavish Street
Montreal, Quebec H3A 0E1
www.islam-and-science.org
islam.science@mcgill.ca

II. Rationale

a. Context and background for creating a research centre

The McGill Centre for Islam and Science represents a major initiative to deal with one of the most pressing issues of the first part of the 21st century, namely the role of rational scientific and philosophical discourse in Islamic societies, both past and present. A great deal of commentary, both scholarly and otherwise, has been put forth in the past decade regarding the role of Islam (both as a religion and as a civilization) in either promoting or hindering scientific development. Most of this has been based upon long discredited opinion, for example that science in Islam virtually came to a halt after the eleventh century. Such claims have had serious policy implications; if Islamic societies long ago turned their backs on science and modernity, one conclusion has been that they are incapable of reforming themselves and thus external forces will be needed to impose change. Negative views of the Islamic scientific heritage have also tended to make modern Muslim scientists and students feel disadvantaged, especially when they try to reconcile their faith with modern, “western” science.

Among the goals of the Centre is to deal with these and related issues through a tripartite structure consisting of interrelated research, teaching, and outreach components. These are:

- 1) Science Policy in Islamic countries: instituting pathways to innovation
- 2) The Rational Sciences in Islam: historical perspectives
- 3) Scientific Literacy in Muslim Societies

Already as a provisional centre, MCIS has been able to support a number of activities that are listed below, and we have been successful in obtaining funds, both from international sources and from a SSHRC Partnership Development Grant. We have also approached a number of foundations and governments for additional support; from these conversations, it is clear that having permanent status would place us in a much better position to secure long-term funding.

b. Overall purpose of the research centre:

The MCIS's mission is to explore the interactions of science and religion in Islamic societies, both past and present, and to advance policy and educational proposals based on that exploration.

c. History

During its period as a provisional Centre, the three co-founders (Prof. Ehab Abouheif, Prof. Anila Asghar, and Prof. Jamil Ragep) have worked together on a number of projects and initiatives. They have also worked individually on research and outreach that are within the overall mission of the MCIS. These include:

▪ MCIS Accomplishments February 2013 – April 2016

1. Invited lecture: "Science and Religion in Islam: Conflict or Creative Engagement?" by Jamil Ragep at the Aga Khan Museum, Toronto, 20 April 2016
<https://www.agakhanmuseum.org/learn/event/science-and-religion-islam-conflict-or-creative-engagement>
2. Workshop: "Working with ISMI: Scholars Take Stock of a New Tool," 29 Feb.-1 March 2016, Berlin [11 participants; organized in conjunction with the Max Planck Institute for the History of Science, Berlin as part of a SSHRC Partnership Development Grant]
3. Workshop: "Science Teaching in Contemporary Islamic Societies", McGill University, Oct. 22-24, 2015 [14 participants; part of a SSHRC Partnership Development Grant]
4. Invited Presentation: Prof. Ehab Abouheif, "Modern Theory of the Origin of Species and a Review of Factual Evidence for Evolution," 6 Sept. 2015 at the annual meeting of the Islamic Society of North America (ISNA), Chicago, with sponsorship by Association of Muslim Scientists, Engineers and Technology Professionals (AMSET)
<http://www.isna.net/amset-conference.html>
5. MCIS lecture: "Islamic Creationism in Europe: Biological Evolution in Service of the 'Clash of Civilizations' Narrative", by Prof. Salman Hameed (Hampshire College), 27 March 2015 at McGill, sponsored by MCIS <https://www.mcgill.ca/islamicstudies/news-events/past-events/2014-2015#Hameed>
6. Invited lecture: "Continuity, Contiguity, Contingency: Islam and Copernicus Reconsidered", the Richmond Lecture, by Prof. Jamil Ragep at Williams College, 14 April 2015 http://communications.williams.edu/news-releases/4_14_2015_ragep/
7. Invited lecture: "Religion as Agency in the History of Islamic Science", by MCIS member Prof. Jamil Ragep at Bowdoin College (Maine), 27 February 2015

<http://community.bowdoin.edu/news/2015/03/scholars-explore-science-before-the-scientific-revolution/>

8. Online course: “An Introduction to Evolution for Muslims by Muslims”, organized jointly by the Deen Institute and MCIS and taught by MCIS members Dr. Matteen Rafiqi and Prof. Ehab Abouheif, January 2015. For more detail: <http://thedeeninstitute.com/courses/science/124-evolution-for-muslims.html>
9. Workshop: “Special Aspects of Teaching Science to Different Cultural Audiences”, with MCIS members Prof. Anila Asghar, Prof. Ehab Abouheif, and Dr Abdul Matteen Rafiqi, Redpath Museum, December 2014
10. MCIS lecture: “Islam and Evolution: Can Science and Religion Coexist Harmoniously?” by Dr. Rana Dajani (Hashemite University, Jordan), 22 September 2014 at McGill, sponsored by MCIS. For more detail: <http://www.mcgilldaily.com/2014/10/islam-and-evolution/>
11. Independent reading group: “Islam, Science, and Education: Past Perspectives, Present Dilemmas, and Future Prospects”, at the McGill Institute for the Public Life of Arts and Ideas (IPLAI), organized by MCIS (Prof. Anila Ashgar and Prof. Ehab Abouheif), Winter 2014). For more detail: <http://www.mcgill.ca/iplai/reading-groups/winter-2014/islam-science-and-education>
12. Invited lecture: “ ‘Seek Knowledge Even as Far as China’: The Quest for Islamic Science”, by Prof. Jamil Ragep, an event sponsored by the Ismaili community on the occasion of the Prophet’s birthday, February 2013
13. Public debate: “Have Muslims Misunderstood Evolution?”, by MCIS member Prof. Ehab Abouheif at the Deen Institute’s “Dialogue with Islam” event, January 2013
14. Invited panel member Prof. Ehab Abouheif on “Reconciling the Islamic Tradition with the Theory of Evolution”, part of “Science & Islam” event, organized by the American Islamic Congress, sponsored by Project Nur, and supported by the John Templeton Foundation, October 2012 (details here: <http://www.aicongress.org/event-2/>, <http://www.forbes.com/sites/johnfarrell/2012/10/24/tonight-in-boston-grappling-with-evolution-and-islam/>, <http://www.forbes.com/sites/johnfarrell/2012/11/30/god-and-evolution-easier-for-muslims-than-christians/>)
15. MCIS web site: www.islam-and-science.org.

▪ **Cooperation and collaboration with scholars at other universities, institutions and/or industry partners or community-groups**

- 1) Deen Institute, London, UK: see above for details of online course, 5-19 January 2015
- 2) The American University of Sharjah (UAE) and the Université Interdisciplinaire de Paris (France); Prof. Ehab Abouheif took part in the *Islam & Science Summer School* from 22-31 August 2014 in Paris, France
- 3) Prof. Salman Hameed, Associate Professor of Integrated Science and Humanities and Director of the Center for the Study of Science in Muslim Societies (SSiMS), Hampshire College; ongoing research and collaboration with Prof. Anila Asghar
- 4) Max Planck Institute for the History of Science (Berlin); ongoing collaboration with Prof. Jamil Ragep on the Islamic Scientific Manuscripts Initiative (ISMI), a major research component of MCIS, and the “Science Teaching in Pre-modern and Modern Islamic Societies” project

- 5) University of California (Berkeley), represented by Prof. Asad Ahmed: contributing partner for “Science Teaching in Pre-modern and Modern Islamic Societies” project
- 6) Medeniyet University (Istanbul), represented by Dean of Arts Ihsan Fazlioglu: contributing partner for “Science Teaching in Pre-modern and Modern Islamic Societies” project
- 7) The following are individual participants in the “Science Teaching in Pre-modern and Modern Islamic Societies” project:
 - a. A. Ahmed (University of California, Berkeley, US)
 - b. S. Argun (Istanbul University, Turkey)
 - c. S. BouJaoude (Director, Center for Teaching and Learning & Science and Math Education, American University of Beirut, Lebanon)
 - d. R. Dajani (Hashemite University, Jordan)
 - e. A. Djebbar (Prof. Emeritus, Université de Lille I, France and former Minister of Higher Education and Scientific Research in Algeria from 1992-1994)
 - f. N. Fancy (DePauw University, US)
 - g. I. Fazlioglu (Dean, Faculty of Letters, Medeniyet Univ., Istanbul, Turkey)
 - h. S. Hameed (Director, Center for the Study of Science in Muslim Societies, Hampshire College, US)
 - i. T. Mimura (University of Manchester, UK)
 - j. R. Morrison (Bowdoin College, US)
 - k. J. Murphy (Colorado College, US)
 - l. J. Pfeiffer (Oxford University, UK)
 - m. K. Plofker (Union College, US)
 - n. J. Quadri (University of Illinois, Chicago, US)
 - o. S. Ragep (McGill)
 - p. M. Rius-Piniés (University of Barcelona, Spain)
 - q. M. Shank (University of Wisconsin, US)
 - r. F. Speziale (Université Sorbonne Nouvelle –Paris 3, France)
 - s. F. Wallis (McGill)
 - t. D. Wintergruen (Max Planck Inst. for the Hist. of Science, Berlin, Germany)

d. Recommendations: List of attached letters of support

- Prof. Rana Dajani, Department of Biology and Biotechnology, Hashemite University, Zarqa, Jordan
- Prof. Dr. Lorraine Daston, Managing Director, Max-Planck-Institute for the History of Science
- Prof. Martin Grant, Dean, Faculty of Science, McGill University
- Prof. Nidhal Guessoum, Department of Physics and Astronomy, American University of Sharjah, United Arab Emirates
- Prof. Salman Hameed, Director, Center for the Study of Science in Muslim Societies, Hampshire College, Massachusetts
- Prof. Hudson Meadwell, Interim Dean, Faculty of Arts, McGill University
- Prof. Robert Morrison, Professor of Religion, Bowdoin College, Maine
- Prof. Dilson Rassier, Dean, Faculty of Education, McGill University

e. Summary of the rationale and justification for a centre

- 1) The Centre will be unique to the field, as it would be the first such Centre among international peers, creating a strategic advantage by offering a platform for complex collaborations internationally.
- 2) A Centre will allow us to achieve greater recognition and credibility than would be possible as an informal research group or partnership. We believe this has already been demonstrated by our success in obtaining a SSHRC partnership development grant in which we emphasized the importance of our provisional Centre for achieving our multidisciplinary goals.
- 3) A Centre will also allow us to become a nexus for international cooperation inasmuch as we act as an institution and not merely as a collection of individuals. Many of the leading global figures dealing with Islam and Science have enthusiastically offered their support as indicated by the supporting letters attached to our proposal.
- 4) Without a Centre, it would certainly be more difficult to bring our colleagues (local, Canadian, and international) together to undertake the projects we are currently pursuing and that we project doing in the future. An *interdisciplinary* Centre makes it easier to engage historians, educators, scientists, and policy makers, groups who do not usually have the opportunity to interact.
- 5) A Centre will also allow us to engage students, post-docs, scholars, and potential partners who would be attracted to a firmly established centre.
- 6) To reiterate the point made above, having the status of a permanent centre will certainly facilitate fundraising.

III. Research program

As a research centre, MCIS will sponsor lectures, workshops, and reading groups, will promote interaction between graduate students and postdocs in different faculties (specifically Arts, Science, and Education), and will engage various constituencies and communities in Montreal and Quebec in our activities. Furthermore, the MCIS has inspired two research initiatives, which were not previously possible as individual research projects. We are committed to a major, 3-year project “Science Teaching in Pre-modern and Modern Islamic Societies” (aligned with components 2 and 3 of the centre) that already has funding for five workshops (two in Montreal, and one each in Berlin, Istanbul, and Berkeley), sponsored by funds from a SSHRC Partnership Development Grant, the Government of Qatar, and three partner institutions (Max Planck Institute for the History of Science (Berlin), Univ. of California (Berkeley), and Medeniyet University (Istanbul)). Based on our recent workshop (Oct. 2015), Prof. Asghar has begun planning for interviews of scientists and science teachers in Turkey and Pakistan. For the premodern period, there is an ongoing research initiative with the Max Planck Institute for the History of Science in Berlin to study science teaching in premodern societies. MCIS member Dr. Sally Ragep has already written extensively on the subject and is leading the historical component of the SSHRC grant. MCIS members R. Wisnovsky, R. Abisaab, and S. Manoukian have been or will be collaborating on various aspects of this project. The second major initiative

is a research project that uses social network algorithms as a new way of measuring and understanding the patterns of scientific productivity in Islamic countries. This is a necessary first step in formulating scientific policy, and will bring together McGill faculty members from Biology, Physics, and Computer Science. We have recruited an undergraduate student from the Max-Planck-Institute of Psychiatry in Munich to start working on the project. Given the scope and range of these projects, we think the MCIS has been and will continue to be an important hub for international research projects related to Islam and Science.

a. Additional confirmed activities for 2015:

1. MCIS workshop: “Science Education in Modern Islamic Societies” hosted by the MCIS and coordinated by Prof. Anila Asghar (22-24 October 2015).
2. Course: 500-level seminar “Islam and Science” for graduate and undergraduate students, currently being taught by Prof. Jamil Ragep and supported by participation of MCIS members, Fall 2015.
3. Implementation of Project: “Science Teaching in Pre-modern and Modern Islamic Societies: Pedagogical Approaches in Religious, Institutional, and Geographical Contexts” [with partners: Univ. Calif. (Berkeley), Max Planck Institute for the History of Science (Berlin), Medeniyet Univ. (Istanbul)]. The goal of the project is to transform our understanding of Islamic scientific education in the pre-modern and transitional periods and to use that knowledge to better situate the current state of science education in several Islamic countries as a prelude to offering policy recommendations for educational reform. This project is supported by a SSHRC Partnership Development Grant, “Science teaching in pre-modern and modern Islamic societies: pedagogical approaches in religious, institutional, and geographical contexts”.

b. Long-term goals of MCIS

1. MOOCS dealing with Islam and Science
2. Online Reading Groups (smaller and with more interaction than MOOCs)
3. Workshops and Lectures
4. Training programs in Islam and Science for McGill graduate students in Science, Islamic Studies, and Education
5. Summer Institutes for scientists to come to Montreal for 1-2 weeks to learn about Islam and Science; particular outreach to doctors from Islamic countries being trained at the McGill Medical School
6. Seminars and workshops for science educators from Canada and Muslim countries on the nature and philosophy of science and scientific reasoning to aid the engagement of their students around these topics
7. Seminars and workshops that enhance dialogue on science policy in Islamic countries, and that bring together policy makers, scientists, and theologians

c. Description of the research program - axes of research

▪ **The Policy Component of the Centre**

The McGill Centre for Islam and Science is one of the first international think tanks that will bring scholars, policy-makers, and educators together to tackle one of the most vexing problems in the Islamic world: the lack of scientific productivity. The Centre will sponsor research into the causes underlying this lag in modern scientific productivity, but will also be pro-active in encouraging Muslim scientists to advocate for increased attention to scientific productivity in Islamic countries. One of the striking aspects of science research, development, and productivity in Islamic countries in the twentieth century has been how poorly they score in relation not only to developed countries but also to comparable, developing nations (Arab Human Development Report, 2003, 2009; OIC, 2007). There are a number of policy analyses and prescriptions that have been put forth, ranging from the lingering effects of colonialism, to the detrimental policies of authoritarian and corrupt governments, to the inherently anti-rational aspects of Islamic culture and beliefs. Unfortunately, many of these analyses, and accompanying prescriptions, depend more on ideology and self-serving agendas than on empirical studies and sound data. They are also often the work of persons who have had little experience in the field of science or science policy. The Centre will take full advantage of its Historical, Scientific, and Educational arms to provide unique perspectives into this current and modern scientific problem.

- **The Historical Component of the Centre**

The McGill Centre for Islam and Science offers a unique opportunity for modern scientists, policy makers, educators, and Islamic Studies specialists to interact and formulate new and creative approaches to the challenging problems facing the development of science in modern Islamic societies. Because of the previous achievements of scientists in the Islamic world, the past plays an important role in the worldview of modern Muslim scientists. But that past is most often framed in either glorified and exaggerated terms or else as an unfulfilled or failed version of “western” science. By providing modern scientists the opportunity to learn about Islamic intellectual history from experts in the field, a more realistic understanding can emerge, one that properly places Islamic science within both a historical and a religious context; the vision of the Centre is that this will help modern scientists appreciate both the limitations and opportunities those contexts provided. Science educators will learn of historical examples that could be integrated into modern textbooks in both the west and in Islamic countries, thereby undermining arguments that science is a solely “western phenomenon.” These educators will be able to interact with experts on education in premodern Islamic societies, providing examples of successful science education in the past. In the other direction, Islamic Studies students and scholars will be able to learn of the techniques and methodologies of modern scientists and educators, offering important points of comparison and contrast to historical studies of science and philosophy in Islam.

- **The Educational Component of the Centre**

One of the exciting avenues that the Centre for Islam and Science offers is the possibility to examine scientific literacy in Muslim societies from historical, educational, and policy perspectives. To this end, science education researchers, practitioners, and policymakers will look at science education structures and systems in pre-modern as well as contemporary Muslim societies. Learning about historical approaches to the teaching of science would inform the current efforts to enhance scientific literacy in Muslim countries and societies. Such research will provide practical examples from Islamic education on the one hand, and, on the other, provide policy makers with precedents showing that science teaching was in fact fairly prevalent within pre-modern Islamic societies. Looking at existing perceptions about the epistemology of science would be central to this ongoing work, since understanding the inquiry methods, tools, and processes used to construct scientific knowledge is crucial to develop a meaningful scientific literacy. Furthermore, exploring the current social controversies and debates around various issues, for example, bioethics and evolution, would lead to a greater understanding of the complex factors that shape the attitudes of Muslims toward modern science.

d. Contribution to training (graduate students, postdoctoral scholars, research associates, etc.)

Currently the SSHRC grant allows for hiring a post-doc and four graduate students over three years. The post-doc (Dr. Sally Ragep) is a full member of the Centre and actively involved in its activities, the planning of its upcoming workshops related to science education, and research in the Historical Component, in particular the Islamic Scientific Manuscripts Initiative. Student research assistants from Islamic Studies and Education will be hired to assist with the workshops, collect data, and compile bibliographies related to science teaching in Islamic societies. One of Prof. Abouheif's postdoctoral fellows, Dr. Abdul Matteen Rafiqi, has been actively involved with MCIS over several years. We expect that additional students and postdocs will be involved with Centre activities as we secure additional funding.

e. Funding for research activities

MCIS currently has funding from the Government of Qatar [\$50,000], a SSHRC Partnership Development Grant [\$154,024], monies for the SSHRC grant from partner institutions (Max Planck Institute, Berlin; Univ. California Berkeley; Medeniyet University, Istanbul [\$120,100]) for a total amount of \$324,124. This has been used already to bring two speakers to McGill; in the future, the bulk of these funds will support our science education project, which is scheduled to end in 2019. We are also in the process of applying to the Templeton Foundation and have approached a number of ambassadors to Canada from Islamic countries. Some funds may be available from Prof. Jamil Ragep's Canada Research Chair.

IV. Strategic positioning

a. Positioning in relation to other research units and groups at McGill, in Quebec and Canada, and internationally

There are no comparable centres in Canada. The “Center for Islam and Sciences”, established by Muzaffar Iqbal in 2000, has in recent years changed its focus to religious sciences and has changed its name to “Center for Islamic Sciences”. Hampshire College in Massachusetts has a Center for the Study of Science in Muslim Societies (SSiMS) that has focused mainly on conferences and lectures, along with ongoing research of its Director. It currently has a project focusing on Islam and science on the web. Because it is housed in a liberal arts college, the opportunities for research programs and activities are more limited than is the case at McGill. We should say that the Director of the SSiMS, Prof. Salman Hameed, is an active research collaborator with Prof. Anila Asghar and has supported activities of the MCIS. Nidhal Guessoum, professor at the American University of Sharjah, UAE, has organized a number of activities on Islam and science in Paris and elsewhere, but there is no ongoing centre. Prof. Ehab Abouheif has contributed to his activities in the past.

As an interdisciplinary centre, MCIS includes members from at least 4 McGill faculties. Though formally the lead faculty is Arts, the Centre has strong connections with other faculties, and our goal is to ensure that members from many disciplines work cooperatively on an equal footing. In this regard, the Institute of Islamic Studies and MCIS members from IIS should be seen as partners rather than as having long-term leading or governing roles. In particular, there is no formal relationship between MCIS and IIS, and IIS has not provided funding for MCIS activities (though collaborations are possible in the future). However, the IIS has provided and will continue to provide administrative support (e.g. processing financial claim forms, etc.); this is done within the general framework laid out between Arts, CRC and IIS in which Ragep’s CRC activities (among which is included MCIS; see CRC INSTITUTIONAL COMMITMENTS SUMMARY 2015 on p. 35 of the proposal) are supported administratively by IIS. In the future, members of MCIS from other faculties may and will be encouraged to take leading administrative positions.

b. Added value and importance in relation to the strategic plans of the University, the Lead Faculty, and other schools, departments, or institutes

The McGill Centre for Islam and Science will contribute in significant ways to the strategic plans of the University. First, by bringing together students and researchers from 3 faculties, it will provide an important interdisciplinary nexus. In particular, it will help bridge the divide between the humanities and sciences. For the Institute of Islamic Studies, it promotes the ongoing research by five IIS professors and researchers on “the rational sciences in Islam”, which has been funded by 2 CFIs and a CRC. In addition to J. Ragep, S. Ragep and R. Wisnovsky,

Professors R. Abisaab and S. Manoukian have been active in research on the relation of rationality and knowledge production within Islam.

In terms of McGill's Strategic Research Plan (2013-17), MCIS will advance at least three of its Areas of Research Excellence:

- *Examine fundamental questions about humanity, identity, and expression:*
By promoting research, discussion, and international exchanges, MCIS will be a leader in examining the relation of Islam (both as a religion and as an identity) to scientific production, both in the present and the past. This has emerged as a major intellectual, social, and political issue in the first part of the twenty-first century, and MCIS is poised to be a major contributor to the ongoing conversation.
- *Strengthen public policy and organizations, and create a deeper understanding of social transformation:*
The Centre plans to submit proposals, based on our research, for reforming science education and science policy in Islamic countries and societies worldwide. Asghar and Abouheif have already been involved in these initiatives, and the ongoing research sponsored by the MCIS will build upon their efforts, those of fellow MCIS members, and other collaborators. A major focus of our research on science education is the transformation from pre-modern to modern institutional structures and methodologies of teaching.
- *Advance knowledge of the foundations and applications of technology in the Digital Age:*
The Islamic Scientific Manuscripts Initiative (ISMI) uses an innovative objective-relational database to catalogue and analyze premodern Islamic scientific texts. This is a fundamental tool that is being used to understand science teaching and networks in Islamic societies, one of the major research programs of the MCIS. With our partners at the Max Planck Institute for the History of Science in Berlin (MPIWG), we are making this open-source technology available to researchers in a wide variety of fields. A workshop is planned in Berlin in Feb./March 2016 to which a number of researchers in several fields of Islamic studies have been invited. Given the database's potential, we believe this technology will be an important contribution to researchers in a number of areas of Digital Humanities.

c. Future development plans

Our mission statement provides our strategic vision: "To explore the interactions of science and religion in Islamic societies, both past and present, and to advance policy and educational proposals based on that exploration." Our primary role is to act as a scholarly resource regarding this highly contentious area of discourse. This will involve focused, objective research that can be used by other researchers, policy makers, and educational leaders. We also plan outreach and educational activities to disseminate and mobilize knowledge based on this research.

As listed above, our long-term development plans include: 1) outreach (MOOCs and online reading groups); 2) an ongoing lecture series; 3) summer institutes for Muslim scientists, science educators, and professionals; 4) a postdoctoral fellowship program; and 5) seminars and workshops for interested students from our 3 faculties that would promote interdisciplinary

research. As mentioned, MCIS will continue its already successful efforts to fund and expand these activities through grants from foundations, governmental agencies, individual donors, and interested governments.

V. Governance

a. Board Members:

Chair of the Board: Dean of Arts (or delegate)

Dean of Education (or delegate)

Dean of Science (or delegate)

Vice-Principal (Research and International Relations) (or delegate)

Provost of McGill University (or delegate)

Prof. F. Jamil Ragep (Islamic Studies), Director of the MCIS

Prof. Ehab Abouheif (Department of Biology), Active Full Member of the MCIS

Prof. Anila Asghar (Department of Integrated Studies in Education), Active Full Member of the MCIS

A graduate student

A postdoctoral fellow

At least one person from outside the University: Prof. Salman Hameed has agreed to fill this role.

The terms of appointment of the board members, other than the deans or their delegate(s), will be three years for faculty and two years for students and postdoctoral fellows.

b. Frequency of board meetings as well as the timing of the annual general meeting

The board meets once a year, in the first half of May. During this meeting, the board is to receive the annual report, review activities and membership, approve the budget, and help resolve any difficulties that may have arisen during the past year.

The annual general meeting of all members of MCIS also takes place in the first half of May. During this meeting, the annual report is presented and approved.

VI. Membership

a. Descriptions of the classes of membership:

Full members: senior researchers with major research affiliation with MCIS

Associate members: established researchers with significant research affiliation with the centre

Visiting members: a visiting scholar, appointed to the MCIS for a limited term

Postdoctoral scholar/research associate members

Graduate student members

b. List of members in the defined categories:

Full Member	Institution
Dr. Anila Asghar	Education, McGill University
Dr. Ehab Abouheif	Biology, McGill University
Dr. Jamil Ragep	Islamic Studies, McGill University
Dr. Robert Wisnovsky	Islamic Studies, McGill University
Dr. Sally Ragep	Islamic Studies, McGill University
Dr. Matteen Rafiqi (postdoc)	Biology, McGill University
Dr. Ahmad Dallal,	History and Archaeology American University of Beirut
Dr. Athar Osama	CEO, Technomics International Ltd., UK Honorary Senior Research Associate at University College London
Dr. Rana Dajani	Hashemite University, Jordan
Dr. Robert Morrison	Religion, Bowdoin College
Dr. Salman Hamid	Integrated Science & Humanities, Hampshire College
Dr. Saouma BouJaoude	Center for Teaching and Learning American University of Beirut
Ms. Fateme Savadi	Islamic Studies, Graduate Student, McGill
Ms. Sahar Fazeli,	Education, Graduate Student, McGill
Mr. Paul Kaplick (Visiting Member)	Max-Planck-Institute of Psychiatry

- **Prof. Anila Asghar**, Education, McGill University, is one of the founding members of the MCIS. Her expertise is in science education, and she is leading the modern component of the MCIS project on science education in Islamic societies. In this, she works closely with MCIS members S. Ragep and Sahar Fazeli. She has also worked with Prof. Abouheif on the question of teaching evolution in Islamic countries.
- **Prof. Ehab Abouheif**, Biology, McGill University, is Canada Research Chair in Evolutionary Developmental Biology and E.W.R. Steacie Fellow. As one of the founding members of MCIS, he leads the policy component of the Centre and has also been active in outreach (online course with Matteen Rafiqi and the IPLAI reading group).

- **Prof. Jamil Ragep**, Islamic Studies, McGill University, is Canada Research Chair in the History of Science in Islamic Societies. His work is central to the historical axis of MCIS. He currently collaborates with other MCIS members: A. Asghar (co-PI on the SSHRC partnership development grant); S. Ragep (Islamic Scientific Manuscripts Initiative); R. Wisnovsky (Rational Sciences in Islam).
- **Prof. Robert Wisnovsky** (James McGill Professor, Islamic Studies) is one of the world's leading researchers in Islamic philosophy and theology. Beginning in 2008, he and J. Ragep have been co-directors of the Rational Sciences in Islam project, with 2.5 million dollars in funding from the Canada Foundation for Innovation. His research overlaps that of Ragep, providing an important philosophical and religious dimension to pre-modern Islamic science. His work is thus a fundamental component of the historical axis of MCIS.
- **Dr. Sally Ragep** is Senior Researcher in the Institute of Islamic Studies. She has strong research interests in science teaching in premodern Islamic societies and has published extensively on the subject. She and Prof. Asghar are spearheading the SSHRC-funded research program on science teaching in Islamic societies and are working together to bridge the pre-modern/modern divide. Their joint convening of the Oct. 2015 workshop dealing with science teaching in the modern period proved the viability and importance of bringing in the historical dimension.
- **Dr. Matteen Rafiqi**, (postdoc), Biology, McGill, Dr. Matteen Rafiqi is currently research associate in the Abouheif lab. His research focuses on evolutionary biology, and he is interested in the reconciliation between Islam and Science. He has participated in the IPLAI reading group, offered the online course on Islam and Evolution with Dr. Abouheif, has given a public lecture on Islam and Evolution, and has participated in workshops organized by MCIS.
- **Prof. Ahmad Dallal**, formerly Provost of the American University of Beirut (2009-2015), is currently Professor in its Department of History and Archaeology. Prof. Dallal is a recognized and eminent scholar of the history of Islamic science, having authored two books and numerous articles on the subject. Prof. Dallal's work has been widely recognized, and he was the recipient in 2013 of the prestigious Kuwait Foundation for the Advancement of Sciences (KFAS) prize for his contributions to the field of Arabic and Islamic scientific heritage. His book, *Islam, Science and the Challenge of History* (Yale UP, 2010), provides an insightful look at a number of key issues in the field, ranging from technical issues in astronomy and other areas of learning, to the creative engagement of science, philosophy and theology in Islam, to issues of decline and science's place in contemporary Islamic societies. The latter built upon his work on 19th- and 20th-c. Islamic revivalist movements, and the dilemmas facing those societies that somehow have been unable to build robust scientific infrastructures, even when compared to other countries in the developing world. These qualifications make him an ideal candidate for membership in the MCIS, since he bridges the historical, policy and educational components of the Centre. He also was the keynote speaker at the Centre's workshop in October 2015 on science teaching in the contemporary Islamic world and indicated a keen interest in partnering with the MCIS.

- **Dr Athar Osama** is Honorary Senior Research Associate at University College London and is CEO of Technomics International Ltd., UK. He is the Founder of the Pakistan Innovation Foundation (PIF), a non-profit, privately-funded and donor-supported entity, which since August 2012 has advocated for innovation in the private sector and in the broader Pakistani society. He is the Founder and Editor of Muslim-Science.Com, which covers science, technology, innovation, and entrepreneurship in the Islamic world. Muslim-Science is dedicated to the revival of science and science-driven innovation and entrepreneurship in the Islamic World by creating a space for an informed and unbiased dialogue about science, innovation, and entrepreneurship in Muslim Lands as well as important, but often overlooked issues, of science, religion, and society in the Islamic World. He writes a regular column called “Islam-Analysis” in SciDev.Net, which is devoted to providing news, views and analysis on information about science and technology for global development. Dr. Osama is co-editor of the recently published major report “Science at the Universities of the Muslim World,” funded by the Templeton Foundation. Osama’s wealth of experience and expertise will add important dimensions to both the policy and education axes of MCIS.
- **Prof. Rana Dajani** is an expert on biological sciences, Muslim women in science, and science education reform in higher education in Muslim universities. She is currently an Associate Professor at Hashemite University, Jordan. As a Muslim woman scientist, she has been a leading voice in finding ways to reconcile faith and modern science. Dr. Dajani is a collaborator on the MCIS science education project funded by SSHRC, and gave the inaugural MCIS lecture in September 2014. She would contribute to the MCIS on many levels; particularly, her work on the relationship between theological and scientific understandings of modern science in Muslim societies would be an excellent complement to the work of the MCIS.
- **Prof. Robert Morrison** is Professor of Religion at Bowdoin College in Maine. He is a preeminent scholar of science and religion in Islam and has written extensively on the subject. He also teaches courses on Judaism and is a leading authority on cross-cultural transmission of science during the early modern period that involved Islamic, Jewish and Byzantine scholars. Morrison’s monograph *Islam and Science: The Intellectual Career of Niẓām al-Dīn al-Nīsābūrī* (Routledge, 2007) was awarded the 2009 World Prize for the Book of the Year of the Islamic Republic of Iran in Islamic studies, and he currently has a book in press that deals with a fourteenth-century Jewish astronomer who was an important bridge between Islamic and early modern European astronomy. He has collaborated with both J. and S. Ragep on a number of projects, and is a member of the MCIS science teaching project funded by SSHRC. Given Morrison’s engagement with science and religion issues in a number of cultural contexts, he would bring a wide range of both expertise and perspective to the MCIS.
- **Prof. Salman Hamid** is Charles Taylor Chair and Associate Professor of integrated science & humanities in the school of Cognitive Science and director of the Center for the Study of Science in Muslim Societies (SSiMS), Hampshire College, Massachusetts. He holds a Ph.D. in astronomy from New Mexico State University at Las Cruces and a B.S. in physics and astronomy from the State University of New York at Stony Brook. His primary research interest focuses on understanding the reception of science in the Muslim world and how Muslims view

the relationship between science and religion. He recently led a 4-year National Science Foundation-funded study on the reception of biological evolution in diverse Muslim societies. He is also leading a study to understand and analyze the discourse and participants in online Islam and Science videos. He has taught courses on “Evolution, Islam, and Modernity”, “Science in the Muslim World”, “Creating science fiction short films using real science”, “Science and Religion: Biological evolution in the public sphere”, and “History and Philosophy of Science and Religion”. Prof. Hamid also runs Irtiqa, a science and religion blog with an emphasis on scientific debates taking place in the Muslim world, hosts an online astronomy video series in Urdu, “Science ka Adda”. Salman gave an invited public lecture for the MCIS in 2015, and is an existing collaborator with Ehab Abouheif and Anila Asghar on Policy and Education of Islamic Science.

- **Prof. Saouma BouJaoude** is an expert on science education and has been actively engaged in science education reform through his research and practice in the Middle East. He is Professor and Director of the Center for Teaching and Learning at the American University of Beirut. Dr. BouJaoude is a collaborator on our SSHRC Partnership Development project at the MCIS focusing on science teaching in Islamic societies and was a participant in the MCIS- and SSHRC-sponsored workshop in October 2015 on science teaching in contemporary Islamic countries. His contribution to the MCIS would include a critical analysis of issues confronting science education in Middle Eastern societies.

GRADUATE STUDENT MEMBERS OF MCIS

- **Ms. Fateme Savadi**, Islamic Studies, McGill, is working with S. Ragep on pre-modern science education in Islamic societies and on the contemporary teaching of science in Iran.
- **Ms. Sahar Fazeli**, Education, McGill, is working with Prof. Asghar on a number of research projects related to the work of MCIS.

VISITING MEMBER (Summer 2016)

- **Mr. Paul Kaplick**, Max-Planck-Institute of Psychiatry in Munich, an undergraduate student from the Max-Planck-Institute of Psychiatry in Munich, will work with Prof. Abouheif in Summer 2016.

ASSOCIATE MEMBERS

Associate Member	Institution
Dr. David Y. Thomas	Biochemistry, McGill University
Dr. Mourad El Gamal	Engineering, McGill University
Dr. Rula Abisaab	Islamic Studies, McGill University
Dr. Setrag Manoukian	Islamic Studies, McGill University
Dr. Shaheen Shariff	Education, McGill University
Dr. Ihsan Fazlioglu	Philosophy, Istanbul Medeniyet University
Dr. Zoubeida Dagher (pending)	Science Education Center for Science, Ethics, and Public Policy University of Delaware

- **Prof. David Y. Thomas**, Chemistry, McGill, is a Canada Research Chair in Molecular Genetics. His interest and involvement in the MCIS comes from an exchange program between McGill University and Taibah University in Saudi Arabia. MCIS is exploring providing students who take part in this exchange program broad training in the history of Islamic science as well as an opportunity to discuss contemporary problems facing scientists in the Muslim world.
- **Prof. Mourad El Gamal**, Electrical and Computer Engineering, McGill, is head of The McGill WICs & MEMS laboratory, which is dedicated to the exploration and design of advanced integrated circuits and MEMS devices for communications and sensing applications. He has a strong interest in advancing science and technology in Muslim countries.
- **Prof. Rula Abisaab**, Islamic Studies, McGill, is currently director of IIS. Her fields of expertise include rational discourse in Islam and institutions of learning. Because of her expertise in teaching institutions, she will be an important resource when dealing with science teaching, especially in historical context, one of the core projects of MCIS. In Winter 2015 she taught a course on the madrasa (school) with the assistance of MCIS member Sally Ragep; science teaching was an important part of the course.
- **Prof. Setrag Manoukian**, Islamic Studies, McGill, has research interests in how knowledge is understood in Iran (both historically and contemporaneously), and he has been doing research on technology in Iran. Thus his expertise fits in with all 3 MCIS axes (the historical, educational and policy) and adds the important geographical component of Iran to the areas of other members.
- **Prof. Shaheen Shariff**, Education, McGill, has research interests in educational policy. Her extensive experience will provide MCIS with scholarly resources that will be critical as we move to formulate positions on educational policy in Islamic countries.
- **Prof. Ihsan Fazlioglu** is professor of philosophy and Dean of Arts at Istanbul Medeniyet University where he has been since 2011, having previously taught at Istanbul University and here at McGill, where he was senior researcher for the CFI-funded Rational Sciences in Islam project for 3 years. He has also been instrumental in establishing a history of science program at Medeniyet University and is editor-in-chief of the journal *Nazariyat*, which is devoted to the

history of science and philosophy in premodern Islamic societies. His main research has concentrated on the history and philosophy of the mathematical sciences in Islam, and he has published a great number of books and articles dealing these subjects. Two articles in particular have been groundbreaking: “The Samarqand Mathematical-Astronomical School,” *Journal for the History of Arabic Science* 14 (2008): 3-68 and “Between Reality and Mentality: Fifteenth-Century Mathematics and Natural Philosophy Reconsidered,” *Nazariyat* 1 (Nov. 2014): 1-39. He has collaborated on a number of projects with S. Ragep and J. Ragep, and is a partner in the Partnership Development SSHRC project: “Science Teaching in Pre-modern and Modern Islamic Societies”. Related to that partnership, he was a participant in the MCIS- and SSHRC-sponsored workshop in October 2015 on science teaching in contemporary Islamic countries, and is organizing a workshop (to be held in 2017 in Istanbul) on science teaching in Islamic lands during the transitional period of the 19th and early 20th centuries.

- **Prof. Zoubeida Dagher** (pending) is Professor of Science Education at the School of Education and a Faculty Fellow at the Center for Science, Ethics, and Public Policy, University of Delaware. She has also been serving as President of the International History and Philosophy of Science Teaching [IHPST] Group. Her research interests include the nature of scientific methods and practices and representations of scientific epistemology in North American and Middle Eastern contexts. She has been investigating issues related to scientific literacy and science teaching in Arab countries. Her work on the nature and representations of scientific epistemology and practices in curriculum and instruction would be very relevant to the goals of MCIS.

c. Description of the process for accepting new members in the centre

Nominations for new full and associate members of MCIS must include full CVs and letters of support. They must be submitted to the board for approval. Terms of membership are renewable, and each term will be six years for full and associate members, two years for student and postdoctoral scholar members, and one year for visiting members.

Note regarding expanding membership to reach a “critical mass”:

As a provisional centre, we have been building our resources with a small core group that could meet frequently and act decisively to promote our activities. If granted permanent status, we would immediately expand the membership in several ways. We would ask our current associate members to become full members, and we would seek additional members from the wider McGill and Quebec academic communities. We have already started the process by discussing MCIS with a number of McGill colleagues and colleagues from other Montreal universities. Furthermore, we will include a number of international colleagues as either full or associate members. Among these would be the collaborators for our SSHRC partnership development grant and the individuals who wrote supporting letters attached to this proposal.

VII. Facilities and other resources

- Office space: 025 Morrice Hall
- Access to the Islamic Scientific Manuscripts Initiative (ISMI) database
- Biology labs under the supervision of Prof. Ehab Abouheif
- Prof. Anila Asghar's science education research lab space
- Support staff (e.g. technical, administrative, professional): Katrin Dinkel (10hrs/week); Dr Sally Ragep, as part of her responsibility as postdoctoral fellow for the SSHRC Partnership Development grant; some administrative support from the Institute of Islamic Studies

a. Plans for future expansion of infrastructure:

We anticipate having a staff member work half-time by Fall 2016. We are currently planning to add a number of features to the website, namely academic resources in the form of links, articles, videos, and an enhanced blog that will allow for comments.

VIII. Budget

a. Overview of operational budget

We currently have one staff member, who works 10 hours per week. We anticipate that we will have a half-time position (20 hours) within a year or two. Infrastructure is secured through an agreement between the Faculty of Arts and CRC Jamil Ragep for use of Morrice Hall 025 (see Appendix C) and for ongoing use of all CFI-purchased equipment (computers, servers, scanners, etc.) that is housed in Morrice Hall and in Burnside. The Director will forego any stipend or other considerations (e.g. course releases). As detailed above, the Centre plans to conduct 5 workshops in the next 3 years; funding is secured through current MCIS funds, a SSHRC Partnership Development Grant, and partner contributions.

b. Operational expenditures over five years

There is post-doc, RA funding, and operational funding in Ragep's CRC and the SSHRC partnership development grant that can be used for some operational expenses. We also have funds from our State of Qatar grant that can be used for operational expenses. There is certainly enough for the website and to staff the Centre part-time until 2018, at which time we expect our additional fundraising efforts to have borne fruit.

SALARIES/RAships

- Salary of Staff Assistant for CY 2015: \$12,000 (secured; Gov. of Qatar)
- 1 Postdoc for 2015-2018: \$75,000 (secured; SSHRC)
- 12 RAships in Education and Islamic Studies for 2015-2018: \$60,000 (secured; SSHRC)

WORKSHOPS ("Science Teaching in Pre-modern and Modern Islamic Societies" project)

- Workshop in Montreal, October 2015: \$25,000 (secured; Gov. of Qatar)
- Workshop in Berlin, Feb. 2016: \$28,000 (secured; MPIWG)
- Workshop in Berkeley, Oct. 2016: \$13,210 (secured; Univ. of Calif. Berkeley and SSHRC)
- Workshop in Montreal, May 2017: \$16,460 (secured; SSHRC)
- Workshop in Istanbul, Dec. 2017: \$28,000 (secured; Medeniyet Univ.)

TECHNICAL SERVICES

- ISMI database development 2015-18: \$7,500 (secured; MPIWG)
- Server Maintenance and Backup 2015-18: \$7,500 (secured; MPIWG)
- IT Technician 2015-18: \$10,533 (secured; SSHRC)

c. Plan for securing future funding for operational expenses

We are currently applying to the Templeton Foundation for funding for our proposed Summer Training Institutes, which would run from 2017-2020. We aim to invite Muslim students (e.g.,

advanced doctoral/postdoctoral fellows in science, and medical and engineering students) to these Training Institutes to explore how emerging Muslim leaders in science engage with modern science and the ways in which they negotiate any epistemological tensions between their theological convictions and secular science. Scholars and experts on Islamic studies, history, science, and policy will be invited to these workshops to exchange views from various angles and interdisciplinary perspectives. Islamic studies experts will help inform the work of scientists and physicians in terms of developing a broader understanding of the manifold ways Muslims have confronted the issue of rationality and religious teachings. Additionally, they will be able to gain a better understanding of critical policy issues concerning scientific research and development in various Muslim countries, and consider ways to promote scientific research and literacy in Muslim societies.

In the future, Prof. Abouheif intends to apply for a Trottier Science Policy Fellowship at McGill to find new ways of measuring science productivity in Islamic countries. Additionally, we are seeking funds from the Governments of Qatar, Kuwait, and the UAE to support the Centre's projects and activities; we (aided by Provost Manfredi) have already been in discussion with the ambassadors of all 3 countries. In addition, we are exploring foundational support (e.g. Templeton, Alfred P. Sloan Foundation, Mitacs, etc.), which would include moneys for operational expenses. Because of the intense interest in our work, and the positive initial responses, we strongly believe that our fundraising efforts will be successful, enough to put the Centre on a strong, long-term foundation.

IX. Appendices:

- a. Bylaws
- b. Letters of support
- c. Institutional commitment of Faculty of Arts to MCIS and allocation of space for Ragep's CRC

APPENDIX A

BYLAWS

Bylaws for the Operation of the McGill Centre for Islam and Science

1. Name and Location

Name: McGill Centre for Islam and Science (MCIS)
Address: Morrice Hall Room 025
3485 McTavish Street
Montreal, Quebec H3A 0E1
www.islam-and-science.org
islam.science@mcgill.ca

2. Purpose

The McGill Centre for Islam and Science represents a major initiative to deal with one of the most pressing issues of the first part of the 21st century, namely the role of rational scientific and philosophical discourse in Islamic societies, both past and present.

Among the goals of the Centre is to deal with these and related issues through a tripartite structure consisting of interrelated research, teaching and outreach components. These are:

- 1) Science Policy in Islamic Countries: instituting pathways to innovation
- 2) The Rational Sciences in Islam: historical perspectives
- 3) Scientific Literacy in Muslim Societies

As a research centre, MCIS will sponsor lectures, workshops, and reading groups, will promote interaction between graduate students and postdocs in different faculties (specifically Arts, Science, and Education), and will engage various constituencies and communities in Montreal and Quebec in our activities.

3. Management

The governance of MCIS is the responsibility of its board. The director of MCIS is responsible for the management and reports to the dean of the Lead Faculty, which is the Faculty of Arts (or his delegate), who also acts as the chair of the board.

In the event of an extended absence of the director, an associate director can manage the MCIS.

4. Membership of the board

- Dean of Arts (or delegate): Chair of the board
- Dean of Education (or delegate)
- Dean of Science (or delegate)
- Vice-Principal (Research and International Relations)
- Provost of McGill University (or delegate)
- Director of the MCIS
- Two Active Full Members of the MCIS
- A graduate student
- A postdoctoral fellow
- At least one person from outside the University

The terms of appointment of the board members other than the Deans, the Vice-Principal and the Provost will be three years for faculty and two years for students and postdoctoral fellows.

5. Appointment of the Director

Recommendations for nomination of the director and, if necessary, the associate director of MCIS will be made to the board by a subcommittee consisting of the Dean of Arts, two active full members and one other member of the board. If necessary, the board may decide to conduct an open search for a director. The recommendation of the board for the appointment of a director and, if necessary, associate director, will be conveyed to the Provost by the Dean of Arts. The Provost has the responsibility of approval of the appointments. In the case of appointments across multiple Faculties, the Deans of all Faculties affected must be consulted. The appointment of the director and associate director will normally be for a term of six years.

6. Annual Report

The director of MCIS will prepare the annual report, which will include all financial details of the operation of MCIS, along with the centre's measurable goals for the coming year. This will be presented to the board for approval. Following its approval, the annual report will be submitted to the Provost, the Vice-Principal (Research and International Relations), and the Deans of Arts, Science, and Education.

7. Membership of the MCIS

MCIS's classes of membership are as follows:

Full members: senior researchers with major research affiliation with MCIS;

Associate members: established researchers with significant research affiliation with the centre;

Visiting members: visiting scholars, appointed to the MCIS for a limited term;

Postdoctoral scholars/research associate members; Graduate student members.

Nominations for new full and associate members of MCIS must include full CVs and letters of support. They must be submitted to the board for approval. Terms of membership are renewable, and each term will be six years for full and associate members, two years for student and postdoctoral scholar members, and one year for visiting members.

8. Research Resource Allocations and Budget

The MCIS's budget is prepared by the director for the approval by the board. Recommendations for the allocation of MCIS resources to members will also be made by the director to the board. Full and associate members can bring appeals concerning resource allocation to the board, whose decision will be final.

9. Annual General Meeting

There will be an annual general meeting of all members of MCIS in the first two weeks of May, during which the annual report will be presented and approved.

Every MCIS member who attends the annual general meeting can vote. If a member is unable to attend the meeting, he may delegate an attending member to vote on his behalf by proxy vote.

10. Meetings of Board

The board meets once a year, usually immediately after the annual general meeting. During this meeting, the board is to receive the annual report, review activities and membership, approve the budget and help resolve any difficulties that may have arisen during the past year.

An extraordinary meeting of the board will be convened if a written request to do so, signed by at least two-thirds of the full and associate members of the MCIS, is submitted to the chair of the board.

11. Research Agreements, Contracts, Grants, and Gifts

The MCIS does not have the right to sign and enter into research agreements, grants, or contracts that require McGill institutional approval from authorized University signing officers. Similarly, gifts to the MCIS will be managed through the appropriate University channels.

APPENDIX B LETTERS OF
SUPPORT



THE HASHEMITE UNIVERSITY

Faculty of Science

Biological Science and Biotechnology dept.

..... :
الموافق

..... : الرقم

Professor Jamil Ragep
McGill Center for Islam and Science
Morrice Hall Room 025
3585 McTavish Street
Montreal, Quebec H3A 0E1, Canada
Date 27 04 2015

:

Dear sir,

I am writing in support of the establishment of the McGill Center for Islam and Science. This center is crucial to the development and support of free thinkers all over the Islamic and Western world. It will serve as a beacon of truth in a world that is defined by media and stereotypes. Thus it becomes imperative that a center of academic excellence is created to foster and support academics, historians, theologians and scientists of all disciplines. These scholars and students will help draw the road map of how to forge our way forward as humans helping one other to build a world of peace and prosperity.

The McGill center for Islam and Science has already proven its worth by development and hosting of an online course on evolution and Islam. As a teacher of evolution in the Muslim world we are need of such tools and resources to help guide our students and allow them the space to debate discuss and explore.

As an educator and scientist in Jordan, we commend such efforts and are full support of their creation.

Sincerely,

رنا الدجاني

Rana Dajani
Associate Professor Molecular Cell
biology Department of Biology and
Biotechnology Hashemite University,

MAX-PLANCK-INSTITUT FÜR WISSENSCHAFTSGESCHICHTE

Max Planck Institute for the History of Science

Max Planck Institute for the History of Science
Boltzmannstraße 22, 14195 Berlin, Germany LD

Professor F. Jamil Ragep
McGill Centre for Islam and Science
Morrice Hall, Room 025
3585 McTavish Street
Montreal, Quebec H3A 0E1
CANADA

Prof. Dr. Lorraine Daston Managing Director
Tel.: (+4930) 226 67 – 131, Fax: -293, ldaston@mpiwg-berlin.mpg.de

8 April 2015

Dear Professor Ragep:

I write in strong support of the establishment of the McGill Centre for Islam and Science on a permanent basis. Historians of science are acutely aware of the ways in which the remarkable scientific traditions of past Islamic societies have been commandeered for ideological ends of the most diverse stripe, both by external and internal interests intent on fabricating their own version of history to shape the present. It has never been more urgent to promote neutral, solidly researched scholarship on the history of rational traditions, both philosophical and scientific, in Islam.

McGill Institute for Islamic Studies has been a leader in this area for many years and the recently created McGill Centre for Islam and Science has broadened and deepened initiatives in the history of science in Islam, past and present. The Islamic Scientific Manuscripts Initiative, to which the Max Planck Institute for the history of Science has been an enthusiastic partner, has already collected, digitalized, and made available precious manuscripts from several continents for scholarly research. This new resource is only beginning to be tapped; it is not an exaggerated expectation that the central narratives of the history of science may be significantly altered once its potential has been realized by scholars worldwide. ■

This is of course only one of the activities of the McGill Centre, which has also courageously addressed topics in scientific teaching and research in contemporary Islam. But it is the one that I am most competent to judge, and I can think of no other institution making a greater contribution to the grounding of the history of science in Islam on a firm scholarly foundation. All historians of science greatly hope that these valuable initiatives will be granted the stable institutional framework they deserve.

Yours sincerely,



Lorraine Daston
Director, Max Planck Institute for the History of Science, Berlin
Visiting Professor, Committee on Social Thought, University of Chicago

McGill University

April 21, 2015

Professor Ehab Abouheif,
Department of Biology, McGill
University

Dear Ehab,

I write to confirm formally my strong support of your proposal to move the tri- Faculty “McGill Centre for Islam and Science” from provisional to permanent status. This is a great initiative for our University, and I commend you and your colleagues on your leadership!

Yours sincerely,



Martin Grant Dean

Faculty of Science, Dawson Hall, 853 Sherbrooke Street West, Montréal QC H3A 0G5
Canada Telephone (514) 398-4211, Facsimile (514) 398-3932, E-mail
martin.grant@mcgill.ca



April 25, 2015

Prof. Nidhal Guessoum
Professor of Physics and Astronomy
American University of Sharjah,
United Arab Emirates
nguessoum@aus.edu

Letter of Support

Dear Prof. Abouheif,

It is with great pleasure that I write this letter in support of the McGill Centre for Islam and Science.

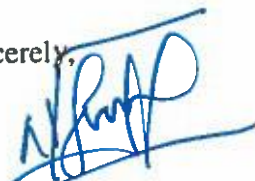
Indeed, I have been following with great interest the activities that the MCIS has conducted over the past few years and have noted its ambitious and exciting agenda of research, outreach, and (online) teaching. As you know, I have for many years now been deeply involved in the debates over the relationship that could or should be constructed between Islam (in its various dimensions, historical, theological, philosophical, educational, etc.) and Modern Science, and considering the dearth of institutions that are dedicated to this field, I have seen the emergence of the MCIS as a very welcome development.

I am highly encouraged to note that the MCIS has not only already undertaken noteworthy activities (lectures, workshops, etc.) but even broken new ground, with exciting ventures such as the online mini-course "Evolution for Muslims by Muslims" and the 3-year project "Science Teaching in Pre-modern and Modern Islamic Societies", which promises to yield momentous and paradigm-shifting results, academically and culturally.

I am indeed delighted to see the core agenda of the MCIS revolving around topics and areas that I believe are key for the future of science in the Muslim society(ies), particularly the "teaching of science to culturally sensitive audiences", reviewing the place and contribution of the Islamic civilization to the history of science generally and the history of astronomy in particular (an on-going subject of debate), and of course the topic of evolution, particularly human evolution.

For all these reasons (and more), I am delighted to lend my support to the MCIS. I am confident that it will have great success in the coming years, and I hope to be able to contribute in every way possible.

Sincerely,



Prof. Nidhal Guessoum

May 6, 2015

McGill Centre for Islam & Science
Morrice Hall, RM 319
3485 McTavish Street
Montreal, QC H3A 0E1 CANADA

Dear MCIS members,

It is a great pleasure to see the growth and development of The McGill Centre for Islam & Science over the last couple of years. As you know, this is a time of immense change in Muslim societies across the world. There is a growing educated Muslim middle class and more than half of world's Muslim population is under the age of 25! Many of these young, educated, and globally connected Muslims are exploring the place of Islam in a world shaped by science and technology. On the other hand, there is also an urgent need to understand more about Islam and Muslim societies, and to educate people about them. Even a cursory inventory of top news stories testifies to both the prominence of these societies and areas of the world, and the lacuna of knowledge about them.

I am delighted to see that the McGill Centre for Islam and Science is not only playing a central role in these debates but is also one of the leading places in the world doing research and outreach on this topic. This is not at all surprising given the extraordinary scholarship of the interdisciplinary MCIS team, ranging from history of science, education, and natural sciences. In particular, I have been hugely impressed by education programs related to biological evolution and Islam. The proposed idea of a MOOC and smaller online reading groups on this topic is outstanding and it can be informed by considerable education research already being conducted at MCIS. Similarly, seminars and training programs for Muslim scientists, physicians, and educators will be invaluable in promoting a nuanced understanding of the interaction of Islam and science.

Our centers are complimentary in nature and I am looking forward to future collaborative efforts between SSiMS and MCIS. In the mean time, please keep up your outstanding efforts in the area of Islam and Science.

Sincerely,



Salman Hameed

Director, Center for the Study of Science in Muslim Societies (SSiMS)
Charles Taylor Chair and Associate Professor of Integrated Science & Humanities



**Hudson
Meadwell
Interim Dean
Faculty of Arts
McGill University**

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HUDSON.MEADWELL@MCGILL.CA

August 17 2015

The Faculty of Arts is pleased to confirm its support for the proposal for the McGill Centre for Islam and Science (MCIS). This Centre will integrate activities across three Faculties: Arts, Education and Science. During its period as a provisional Centre, its co-founders have been very active in research and outreach activities, and have established working arrangements with scholars from a wide range of institutions. The proposal for permanent status as a Centre provides a well-developed and credible research program. Its activities will provide training and support for graduate students. The Centre has secured research funds of various kinds and has plans to secure further funding.

This is a very valuable initiative within the Faculty of Arts and the larger University. The inter-Faculty collaboration that this Centre will enable should particularly be noted.

A handwritten signature in blue ink that reads "Hudson Meadwell".

Hudson Meadwell
Interim Dean of Arts

Bowdoin

McGill Centre for Islam and Science

Writing as an established scholar in working in the field of the history of science in Islamic societies (Islamic science hereafter), I find the foundation and early activities of The McGill Centre for Islam and Science (MCIS hereafter) to be good news in a field short on good news. MCIS aims to use academic expertise in Islamic science to inform policy on science in the contemporary Islamic world and to use the compelling nature of these policy questions to stoke further academic investigation of Islamic science. Far too often, we have had one without the other. Although the topic of Islam and science is a large one, McGill University is particularly well suited to address these questions on all fronts.

On matters of the historical past, McGill's Institute for Islamic Studies possesses unparalleled global expertise. More than any other scholar in the world, Professor Jamil Ragep's publications have shown that fields of inquiry that would be categorized as religious were in a conversation with the most important advances in theoretical astronomy from the 12th through 15th centuries. Due to Professor Ragep's work, we can go beyond saying that there was never an inherent conflict between Islam and science and/or that for centuries that scholars in Islamic societies produced world-leading science. Rather, we know now, from Professor Ragep's research, that religious thought was a productive part of scientific life and not a distraction. Professor Robert Wisnovsky's mountain of quality publications in the last decade has shown how discussions in *kalām*, Islam's theological tradition, informed theories of metaphysics found in texts that would be seen, today, as secular philosophy. Dr. Sally Ragep's recent dissertation complements, from the perspective of social history, Professors Wisnovsky and Ragep's work on elite scholars. Her study of an extremely popular, widely disseminated text of Islamic astronomy demonstrates how the study of astronomy penetrated traditions of religious scholarship laying the groundwork for the elite scholars who are the subject of Professors Wisnovsky and Ragep's research. To a scholar interested in pre-modern Islamic intellectual history, the work of McGill's Institute for Islamic Studies has a well-deserved world-leading reputation.

And to anyone interested in contemporary questions of Islam and science, these historical studies serve to complicate facile assumptions about and definitions of Islam and science. Reconciling Islam and evolutionary biology, like reconciling Judaism or Christianity and evolutionary biology, is quite feasible once one begins to think seriously about what Islam and science actually are. Professor Ehab Abouseif is a more important asset as a producer of new Muslim evolutionary biologists and as a practitioner's voice than any scholar of contemporary Islam and science because the problem seems to be not one of theory, but rather one of practice. Moreover the Rageps have shown that the past conversation between Islam and science was

DEPARTMENT OF RELIGION

Bowdoin College 7300 College Station, Brunswick, ME 04011-8473 207.725.3465 Fax 207.725.3495

facilitated by scholars committed to both Islam *and* science, hence the importance of Professor's Abouseif's work as a mentor to Muslim evolutionary biologists. Finally, while I have no professional expertise in contemporary science policy and in education, better scholarship on Islam and modern science, e.g. Ahmad Dallal's *Islam, Science, and the Challenge of History*, has demonstrated how important these fields are to a solution. Professor Asghar's involvement with the centre is a reflection of how thoughtfully the three proposers have constructed the MCIS.

Time and funding permitting, I look forward to participating in the Centre's activities for three reasons. First, McGill has the best constellation of experts in my field, Islamic science, in the world. Second, the MCIS' activities, whether geared towards experts or to the public, recognize that Islam and science are categories that are local and negotiated. Aside from the fascinating subject of Islam and science, everyone would do well to think more critically about the category of religion and the category of science. Third, the list of activities accomplished to date serve as evidence for how energetically the Centre's proposers are working to communicate beyond the boundaries of the academic community. The MCIS is, to my knowledge, the best-conceived attempt to facilitate a deeper understanding of Islam and science in academia, in the Muslim community, and beyond.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. G. Morrison', with a long horizontal flourish extending to the right.

Robert G. Morrison, Ph.D.

Associate Professor of Religion



Dilson Rassier, Ph.D.

Dean
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April 23, 2015

Dear Anila,

I am writing in support of the proposal led by your colleague, Prof. F. Jamil Ragep of the Faculty of Arts (lead Faculty) to have the McGill Centre for Islam and Science (MCIS) recognized as a McGill Research Centre.

As explained in the proposal, the MCIS will provide a unique interdisciplinary opportunity for specialists to examine scientific literacy, the relationship between religious and scientific epistemologies and critical issues concerning science education reform in Muslim societies. It will instigate transdisciplinary research that will connect investigators from multiple faculties across the university. This is in line with the Faculty of Education's strategic plan that strives to foster innovative academic programs. I am therefore pleased to endorse the centre's application for a recognized McGill Research Centre.

Sincerely yours,



Dilson Rassier, PhD
Dean, Faculty of Education

APPENDIX C

INSTITUTIONAL COMMITMENT OF FACULTY OF ARTS TO MCIS AND
ALLOCATION OF SPACE FOR RAGEP'S CRC

F. Jamil Ragep

From: Sarah Kaderabek
Sent: Friday, May 29, 2015 3:50 PM
To: F. Jamil Ragep; Rula J. Abisaab, Prof.
Cc: Hudson Meadwell, Prof.; Jim Engle-Warnick, Prof.
Subject: CRC Institutional Commitments - Islamic Studies
Attachments: CRC Islamic Studies.xlsx

Dear Jamil and Rula,

Attached please find a spreadsheet with information about the institutional commitments (departmental, Faculty and University level) made to the Canada Research Chairs in your unit. There is summary information at the top of the spreadsheet, followed by the full text of the latest CRC application's "Institutional Commitment" section that was submitted to Ottawa.

This is for your general information only; there is no action required.

Best,
Sarah

Sarah Kaderabek, PhD
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CRC INSTITUTIONAL COMMITMENTS SUMMARY 2015

Name	Department	Tier	Term	Course Load	Space & Equipment	Funds	Other
					Three rooms on the	Contribution of \$181,660 from the Faculty of Arts for CFI grant (2008-2013) that provided	

CRC INSTITUTIONAL COMMITMENTS (text from final CRC application)

Name	Department	Tier	Term	Institutional Commitment
Ragep, Faiz Jamil	Islamic Studies	Tier 1	2014 - 2021	That both the University and the Faculty of Arts recognize the importance of Prof. Ragep's CRC in the History of Science in Islamic Societies, and of the Institute of Islamic Studies as a whole, is evident from the support they have provided to both the Chair and the Institute in the recent past, and continue to provide during these challenging economic times. Over the past decade, the Institute has undergone a process of renewal and transformation that has seen 15 new hires and brought considerable energy and vigor to the Institute, as well as new perspectives and directions. The Islamic Studies Library, a veritable jewel in McGill's crown, has undergone renewal in the last five years with a new Head and new staff, and has significantly expanded its permanent and digital collections enabling it to continue to superbly serve the needs of its users who come to McGill from all corners of the globe. The Chair and its attendant STIS (Scientific Traditions in Islamic Societies) research program were given, and will continue to occupy, three highly sought-after rooms on the ground floor of Morrice Hall; this enables the Chair and researchers associated with STIS to have immediate access to all resources offered by the Islamic Studies Library, also located in Morrice Hall, and be able to engage in immediate collaboration with colleagues in the Institute of Islamic Studies, also housed in Morrice Hall. The Institute of Islamic Studies staff have provided

McGill Centre for Islam and Science (MCIS)

**Response to Research Advisory Council
Statement on Membership and Revised Membership List
26 April 2016**

We have considered the concerns of the Research Advisory Council regarding membership of the MCIS, and we fully agree that the number of full members needs to be expanded beyond the existing three original founding members. Our intention has always been to expand the membership and develop a strong research and outreach profile for the Centre, based on collaborations of a “critical mass” of members. Since a number of these collaborations already exist, the expansion of the membership is actually a natural result of building on these existing research initiatives.

The strong response we have received from members, along with letters of support attached to the MCIS proposal, provides strong evidence that the Centre would be a welcome addition to the community of scholars dealing with “science and Islam”. This is a critical component of our strategic plan for fundraising, since a number of our proposed new members have governmental and foundational funding but often do not have a strong institutional base. In our recent discussions with the Templeton Foundation, the fact that the McGill Centre for Islam and Science could provide a global research nexus was a strong selling point. They have encouraged us to submit a major proposal for funding, and have dispensed with their usual requirement of a Letter of Intent and initial screening. We also have been encouraged by contacts with institutions in Qatar and Dubai. An interesting possibility we are pursuing is to link Prof. Wisnovsky’s recent project with the Islamic Analytic Theology Initiative in Dubai with a Templeton-sponsored project in Analytic Theology. Again, the MCIS is one of the few institutions that could put together an international team to undertake such a project.

The Centre’s “added value” therefore is due to its being unique to the field, as it would be the first such Centre among international peers, creating a strategic advantage by offering a platform for complex collaborations internationally. The international members will contribute their academic and professional expertise to the scholarly and outreach activities of the Centre. Specifically, their work in authentic settings will enrich our understanding of on-the-ground issues that various Muslim communities are grappling with at the intersections of religion, science, and education. These inputs will help us in developing appropriate questions and methodologies for interdisciplinary projects around our three main axes (history, policy and education). Furthermore, their professional and institutional networks in Muslim communities and countries will help in identifying and accessing potential resources and participants for our research and outreach activities.

Among the international collaborations are: 1) collaborations of Anila Asghar and Ehab Abouheif with the Center for the Study of Science in Muslim Societies (SSiMS), Hampshire College, Massachusetts, Director, Prof. Salman Hameed; 2) collaborations of Anila Asghar and Jamil Ragep with Medeniyet University, Istanbul, Dean of Arts, Prof. Ihsan Fazlioglu; 3) collaborations of Anila Asghar with Prof. Saouma BouJaoude, Director, Center for Teaching and Learning, American University of Beirut, Lebanon; 4) collaborations of Jamil Ragep with Prof. Robert Morrison, Bowdoin College, Maine, both through the Max Planck Institute for the History of

Science (Berlin) and through the SSHRC project “Science Teaching in Pre-modern and Modern Islamic Societies”; 5) other collaborations of Jamil Ragep and Anila Asghar through the above SSHRC project with some 20 collaborators world-wide, among whom are members, associate members, and future potential members of MCIS.

A revised list of proposed full members and associate members can be found in Appendix A and in the revised proposal, with brief biographies and the rationale of membership for members.

Response to Research Advisory Council

Relation of the McGill Centre for Islam and Science (MCIS) and the Institute of Islamic Studies (IIS)

26 April 2016

The Institute for Islamic Studies focusses on the disciplined study of Islamic civilization throughout the scope of its history and geographical spread. In its academic programs, it gives attention to the origins of Islam, to the rise of the civilization in which Islamic faith was the vivifying factor, to the forces which shaped the civilization, and the changes it has undergone. It is also concerned with the contemporary dynamics of the Islamic world as Muslims seek to relate their heritage from the past to the present. MCIS will focus specifically on the role of rationale scientific and philosophical discourse in Islamic societies, both past and present.

During its provisional period, the MCIS has benefited greatly from its close relationship with the Institute of Islamic Studies. IIS provided vital seed money to the MCIS from funds given to the Institute by the government of Qatar, and IIS staff has occasionally helped with administrative tasks. Furthermore, five of the original eleven members of the MCIS were from the IIS. Looking ahead, we foresee a continuing strong relationship of the MCIS with individual academic staff of the IIS, and we look forward to joint projects involving the IIS (such as sponsorship of lectures, workshops, courses, etc.). However, there are no plans for a formal institutional partnership between the MCIS and IIS, and it is unlikely that the IIS will provide either funds or administrative support in the future, beyond the joint projects mentioned above, which the MCIS might also obtain from other McGill units. As stated elsewhere in the proposal, MCIS is seeking funding from governments and foundations that will allow it to exist independently from other McGill units and thus develop strong partnerships on an equal footing.

APPENDIX A: FULL MEMBERS AND ASSOCIATE MEMBERS OF MCIS

FULL MEMBERS:

Full Member	Institution
Dr. Anila Asghar	Education, McGill University
Dr. Ehab Abouheif	Biology, McGill University
Dr. Jamil Ragep	Islamic Studies, McGill University
Dr. Robert Wisnovsky	Islamic Studies, McGill University
Dr. Sally Ragep	Islamic Studies, McGill University
Dr. Matteen Rafiqi (postdoc)	Biology, McGill University
Dr. Ahmad Dallal,	History and Archaeology American University of Beirut
Dr. Athar Osama	CEO, Technomics International Ltd., UK Honorary Senior Research Associate at University College London
Dr. Rana Dajani	Hashemite University, Jordan
Dr. Robert Morrison	Religion, Bowdoin College
Dr. Salman Hamid	Integrated Science & Humanities, Hampshire College
Dr. Saouma BouJaoude	Center for Teaching and Learning American University of Beirut
Ms. Fateme Savadi	Islamic Studies, Graduate Student, McGill
Ms. Sahar Fazeli,	Education, Graduate Student, McGill
Mr. Paul Kaplick (Visiting Member)	Max-Planck-Institute of Psychiatry

- **Prof. Anila Asghar**, Education, McGill University, is one of the founding members of the MCIS. Her expertise is in science education, and she is leading the modern component of the MCIS project on science education in Islamic societies. In this, she works closely with MCIS members S. Ragep and Sahar Fazeli. She has also worked with Prof. Abouheif on the question of teaching evolution in Islamic countries.
- **Prof. Ehab Abouheif**, Biology, McGill University, is Canada Research Chair in Evolutionary Developmental Biology and E.W.R. Steacie Fellow. As one of the founding members of MCIS, he leads the policy component of the Centre and has also been active in outreach (online course with Matteen Rafiqi and the IPLAI reading group).
- **Prof. Jamil Ragep**, Islamic Studies, McGill University., is Canada Research Chair in the History of Science in Islamic Societies. His work is central to the historical axis of MCIS. He currently collaborates with other MCIS members: A. Asghar (co-PI on the SSHRC partnership development grant); S. Ragep (Islamic Scientific Manuscripts Initiative); R. Wisnovsky (Rational Sciences in Islam).
- **Prof. Robert Wisnovsky** (James McGill Professor, Islamic Studies) is one of the world's leading researchers in Islamic philosophy and theology. Beginning in 2008, he and J. Ragep have been co-directors of the Rational Sciences in Islam project, with 2.5 million dollars in funding from the Canada Foundation for Innovation. His research overlaps that of Ragep,

providing an important philosophical and religious dimension to pre-modern Islamic science. His work is thus a fundamental component of the historical axis of MCIS.

- **Dr. Sally Ragep** is Senior Researcher in the Institute of Islamic Studies. She has strong research interests in science teaching in premodern Islamic societies and has published extensively on the subject. She and Prof. Asghar are spearheading the SSHRC-funded research program on science teaching in Islamic societies and are working together to bridge the pre-modern/modern divide. Their joint convening of the Oct. 2015 workshop dealing with science teaching in the modern period proved the viability and importance of bringing in the historical dimension.
- **Dr. Matteen Rafiqi**, (postdoc), Biology, McGill, Dr. Matteen Rafiqi is currently research associate in the Abouheif lab. His research focuses on evolutionary biology, and he is interested in the reconciliation between Islam and Science. He has participated in the IPLAI reading group, offered the online course on Islam and Evolution with Dr. Abouheif, has given a public lecture on Islam and Evolution, and has participated in workshops organized by MCIS.
- **Prof. Ahmad Dallal**, formerly Provost of the American University of Beirut (2009-2015), is currently Professor in its Department of History and Archaeology. Prof. Dallal is a recognized and eminent scholar of the history of Islamic science, having authored two books and numerous articles on the subject. Prof. Dallal's work has been widely recognized, and he was the recipient in 2013 of the prestigious Kuwait Foundation for the Advancement of Sciences (KFAS) prize for his contributions to the field of Arabic and Islamic scientific heritage. His book, *Islam, Science and the Challenge of History* (Yale UP, 2010), provides an insightful look at a number of key issues in the field, ranging from technical issues in astronomy and other areas of learning, to the creative engagement of science, philosophy and theology in Islam, to issues of decline and science's place in contemporary Islamic societies. The latter built upon his work on 19th- and 20th-c. Islamic revivalist movements, and the dilemmas facing those societies that somehow have been unable to build robust scientific infrastructures, even when compared to other countries in the developing world. These qualifications make him an ideal candidate for membership in the MCIS, since he bridges the historical, policy and educational components of the Centre. He also was the keynote speaker at the Centre's workshop in October 2015 on science teaching in the contemporary Islamic world and indicated a keen interest in partnering with the MCIS.
- **Dr Athar Osama** is Honorary Senior Research Associate at University College London and is CEO of Technomics International Ltd., UK. He is the Founder of the Pakistan Innovation Foundation (PIF), a non-profit, privately-funded and donor-supported entity, which since August 2012 has advocated for innovation in the private sector and in the broader Pakistani society. He is the Founder and Editor of Muslim-Science.Com, which covers science, technology, innovation, and entrepreneurship in the Islamic world. Muslim-Science is dedicated to the revival of science and science-driven innovation and entrepreneurship in the Islamic World by creating a space for an informed and unbiased dialogue about science, innovation, and entrepreneurship in Muslim Lands as well as important, but often overlooked issues, of science, religion, and society in the Islamic World. He writes a regular column called "Islam-Analysis" in SciDev.Net, which is devoted to providing news, views and analysis on

information about science and technology for global development. Dr. Osama is co-editor of the recently published major report “Science at the Universities of the Muslim World,” funded by the Templeton Foundation. Osama’s wealth of experience and expertise will add important dimensions to both the policy and education axes of MCIS.

- **Prof. Rana Dajani** is an expert on biological sciences, Muslim women in science, and science education reform in higher education in Muslim universities. She is currently an Associate Professor at Hashemite University, Jordan. As a Muslim woman scientist, she has been a leading voice in finding ways to reconcile faith and modern science. Dr. Dajani is a collaborator on the MCIS science education project funded by SSHRC, and gave the inaugural MCIS lecture in September 2014. She would contribute to the MCIS on many levels; particularly, her work on the relationship between theological and scientific understandings of modern science in Muslim societies would be an excellent complement to the work of the MCIS.
- **Prof. Robert Morrison** is Professor of Religion at Bowdoin College in Maine. He is a preeminent scholar of science and religion in Islam and has written extensively on the subject. He also teaches courses on Judaism and is a leading authority on cross-cultural transmission of science during the early modern period that involved Islamic, Jewish and Byzantine scholars. Morrison’s monograph *Islam and Science: The Intellectual Career of Nizām al-Dīn al-Nīsābūrī* (Routledge, 2007) was awarded the 2009 World Prize for the Book of the Year of the Islamic Republic of Iran in Islamic studies, and he currently has a book in press that deals with a fourteenth-century Jewish astronomer who was an important bridge between Islamic and early modern European astronomy. He has collaborated with both J. and S. Ragep on a number of projects, and is a member of the MCIS science teaching project funded by SSHRC. Given Morrison’s engagement with science and religion issues in a number of cultural contexts, he would bring a wide range of both expertise and perspective to the MCIS.
- **Prof. Salman Hamid** is Charles Taylor Chair and Associate Professor of integrated science & humanities in the school of Cognitive Science and director of the Center for the Study of Science in Muslim Societies (SSiMS), Hampshire College, Massachusetts. He holds a Ph.D. in astronomy from New Mexico State University at Las Cruces and a B.S. in physics and astronomy from the State University of New York at Stony Brook. His primary research interest focuses on understanding the reception of science in the Muslim world and how Muslims view the relationship between science and religion. He recently led a 4-year National Science Foundation-funded study on the reception of biological evolution in diverse Muslim societies. He is also leading a study to understand and analyze the discourse and participants in online Islam and Science videos. He has taught courses on “Evolution, Islam, and Modernity”, “Science in the Muslim World”, “Creating science fiction short films using real science”, “Science and Religion: Biological evolution in the public sphere”, and “History and Philosophy of Science and Religion”. Prof. Hamid also runs Irtiqa, a science and religion blog with an emphasis on scientific debates taking place in the Muslim world, hosts an online astronomy video series in Urdu, “Science ka Adda”. Salman gave an invited public lecture for the MCIS in 2015, and is an existing collaborator with Ehab Abouheif and Anila Asghar on Policy and Education of Islamic Science.

- **Prof. Saouma BouJaoude** is an expert on science education and has been actively engaged in science education reform through his research and practice in the Middle East. He is Professor and Director of the Center for Teaching and Learning at the American University of Beirut. Dr. BouJaoude is a collaborator on our SSHRC Partnership Development project at the MCIS focusing on science teaching in Islamic societies and was a participant in the MCIS- and SSHRC-sponsored workshop in October 2015 on science teaching in contemporary Islamic countries. His contribution to the MCIS would include a critical analysis of issues confronting science education in Middle Eastern societies.

GRADUATE STUDENT MEMBERS OF MCIS

- **Ms. Fateme Savadi**, Islamic Studies, McGill, is working with S. Ragep on pre-modern science education in Islamic societies and on the contemporary teaching of science in Iran.
- **Ms. Sahar Fazeli**, Education, McGill, is working with Prof. Asghar on a number of research projects related to the work of MCIS.

VISITING MEMBER (Summer 2016)

- **Mr. Paul Kaplick**, Max-Planck-Institute of Psychiatry in Munich, an undergraduate student from the Max-Planck-Institute of Psychiatry in Munich, will work with Prof. Abouheif in Summer 2016.

ASSOCIATE MEMBERS

Associate Member	Institution
Dr. David Y. Thomas	Biochemistry, McGill University
Dr. Mourad El Gamal	Engineering, McGill University
Dr. Rula Abisaab	Islamic Studies, McGill University
Dr. Setrag Manoukian	Islamic Studies, McGill University
Dr. Shaheen Shariff	Education, McGill University
Dr. Ihsan Fazlioglu	Philosophy, Istanbul Medeniyet University
Dr. Zoubeida Dagher (pending)	Science Education Center for Science, Ethics, and Public Policy University of Delaware

- **Prof. David Y. Thomas**, Chemistry, McGill, is a Canada Research Chair in Molecular Genetics. His interest and involvement in the MCIS comes from an exchange program between McGill University and Taibah University in Saudi Arabia. MCIS is exploring providing students who take part in this exchange program broad training in the history of Islamic science as well as an opportunity to discuss contemporary problems facing scientists in the Muslim world.
- **Prof. Mourad El Gamal**, Electrical and Computer Engineering, McGill, is head of The McGill WICs & MEMS laboratory, which is dedicated to the exploration and design of advanced integrated circuits and MEMS devices for communications and sensing applications. He has a strong interest in advancing science and technology in Muslim countries.
- **Prof. Rula Abisaab**, Islamic Studies, McGill, is currently director of IIS. Her fields of expertise include rational discourse in Islam and institutions of learning. Because of her expertise in teaching institutions, she will be an important resource when dealing with science teaching, especially in historical context, one of the core projects of MCIS. In Winter 2015 she taught a course on the madrasa (school) with the assistance of MCIS member Sally Ragep; science teaching was an important part of the course.
- **Prof. Setrag Manoukian**, Islamic Studies, McGill, has research interests in how knowledge is understood in Iran (both historically and contemporaneously), and he has been doing research on technology in Iran. Thus his expertise fits in with all 3 MCIS axes (the historical, educational and policy) and adds the important geographical component of Iran to the areas of other members.
- **Prof. Shaheen Shariff**, Education, McGill, has research interests in educational policy. Her extensive experience will provide MCIS with scholarly resources that will be critical as we move to formulate positions on educational policy in Islamic countries.
- **Prof. Ihsan Fazlioglu** is professor of philosophy and Dean of Arts at Istanbul Medeniyet University where he has been since 2011, having previously taught at Istanbul University and here at McGill, where he was senior researcher for the CFI-funded Rational Sciences in Islam project for 3 years. He has also been instrumental in establishing a history of science program at Medeniyet University and is editor-in-chief of the journal *Nazariyat*, which is devoted to the

history of science and philosophy in premodern Islamic societies. His main research has concentrated on the history and philosophy of the mathematical sciences in Islam, and he has published a great number of books and articles dealing these subjects. Two articles in particular have been groundbreaking: “The Samarqand Mathematical-Astronomical School,” *Journal for the History of Arabic Science* 14 (2008): 3-68 and “Between Reality and Mentality: Fifteenth-Century Mathematics and Natural Philosophy Reconsidered,” *Nazariyat* 1 (Nov. 2014): 1-39. He has collaborated on a number of projects with S. Ragep and J. Ragep, and is a partner in the Partnership Development SSHRC project: “Science Teaching in Pre-modern and Modern Islamic Societies”. Related to that partnership, he was a participant in the MCIS- and SSHRC-sponsored workshop in October 2015 on science teaching in contemporary Islamic countries, and is organizing a workshop (to be held in 2017 in Istanbul) on science teaching in Islamic lands during the transitional period of the 19th and early 20th centuries.

- **Prof. Zoubeida Dagher** (pending) is Professor of Science Education at the School of Education and a Faculty Fellow at the Center for Science, Ethics, and Public Policy, University of Delaware. She has also been serving as President of the International History and Philosophy of Science Teaching [IHPST] Group. Her research interests include the nature of scientific methods and practices and representations of scientific epistemology in North American and Middle Eastern contexts. She has been investigating issues related to scientific literacy and science teaching in Arab countries. Her work on the nature and representations of scientific epistemology and practices in curriculum and instruction would be very relevant to the goals of MCIS.

RESPONSES TO RAC QUESTIONS
Anila Asghar, Ehab Abouheif, Jamil Ragep
9 November 2015

Rationale

- In terms of value-added, the presentation to RAC, in response to a question inquiring why they cannot do what is planned as a research group or partnership, was that creating a Centre will facilitate search for funding. Are there other reasons why a research centre is needed to accomplish the objectives sought in the proposal?

There are several reasons: 1) A Centre will allow us to achieve greater recognition and credibility than would be possible as an informal research group or partnership. We believe this has already been demonstrated by our success in obtaining a SSHRC partnership development grant in which we emphasized the importance of our provisional Centre for achieving our multidisciplinary goals; 2) A Centre will also allow us to become a nexus for international cooperation inasmuch as we act as an institution and not merely as a collection of individuals. Many of the leading global figures dealing with Islam and Science have enthusiastically offered their support as indicated by the supporting letters attached to our proposal; 3) Without a Centre, it would certainly be more difficult to bring our colleagues (local, Canadian, and international) together to undertake the projects we are currently pursuing and that we project doing in the future. An *interdisciplinary* Centre makes it easier to engage historians, educators, scientists, and policy makers, groups who do not usually have the opportunity to interact; 4) A Centre will also allow us to engage students, post-docs, scholars, and potential partners who would be attracted to a firmly established centre; 5) To reiterate the point made in the question and at the RAC meeting, having the status as a permanent centre will certainly facilitate fundraising.

Research program

- It would be helpful to the proposal to have an increased focus on research (relative to teaching and outreach) goals.

The SSHRC partnership development grant, which is a direct outcome of the provisional MCIS centre, will involve 5 workshops and intensive research on science teaching in the Islamic world (both past and present) over a 3-4 year period. Based on our recent workshop, Asghar has begun planning for interviews of scientists and science teachers in Turkey and Pakistan. For the premodern period, there is an ongoing research initiative with the Max Planck Institute for the History of Science in Berlin to study science teaching in premodern societies. MCIS member Dr. Sally Ragep has already written extensively on the subject and is leading the historical component of the SSHRC grant. MCIS members R. Wisnovsky, R. Abisaab, and S. Manoukian have been or will be collaborating on various aspects of this project. On the policy side, Abouheif, in collaboration with Paul Francois (Physics), has begun a research project using social network algorithms as a new way of measuring and understanding the patterns of scientific productivity in Islamic countries. Given the scope and range of these projects, we think the MCIS has been and will continue to be an important hub for international research projects related to Islam and Science.

- What roles and strategies the MCIS will pursue which will *materialize* in activities such as the mentioned 500-level SHRCC-funded seminar, the seminars and workshops, reading groups and training programme?

A number of these MCIS activities have already materialized: the 500-level seminar is currently being taught by J. Ragep with the assistance of MCIS members S. Ragep, A. Asghar, and E. Abouheif. An IPLAI reading group was organized by Asghar and Abouheif in 2014 with participation by MCIS members J. Ragep and Rafiqi. The first of five SSHRC-sponsored workshops took place in Oct. 2015, a second is firmly set for Feb. 2016, and plans are well underway for the last three. An online course on evolution with a focus on Muslims and Islam has been taught by MCIS members Abouheif and Rafiqi. For the training programmes, we have spoken with the Templeton Foundation and plan to submit an application to them in 2016. We should mention that Templeton representatives were impressed with the MCIS and our accomplishments to date; having a permanent centre will increase our chances of obtaining funding.

Strategic positioning

- Please clarify the relationship between MCIS and the Institute for Islamic studies

There is no formal relationship between MCIS and IIS, and IIS has not provided funding for MCIS activities (though collaborations are possible in the future). However, the IIS has provided and will continue to provide administrative support (e.g. processing financial claim forms, etc.); this is done within the general framework laid out between Arts, CRC and IIS in which Ragep's CRC activities (among which is included MCIS; see CRC INSTITUTIONAL COMMITMENTS SUMMARY 2015 on p. 35 of the proposal) are supported administratively by IIS. Note that MCIS is an inter-disciplinary centre and includes members from at least 4 faculties.

- Please explain the relevance of MCIS in relation to the University's strategic plan

MCIS will advance McGill's Strategic Research Plan (SRP) in the following ways:

- *Examine fundamental questions about humanity, identity, and expression:*
By promoting research, discussion, and international exchanges, MCIS will be a leader in examining the relation of Islam (both as a religion and as an identity) to scientific production, both in the present and the past. This has emerged as a major intellectual, social, and political issue in the first part of the twenty-first century, and MCIS is poised to be a major contributor to the ongoing conversation.
- *Strengthen public policy and organizations, and create a deeper understanding of social transformation:*
The Centre plans to submit proposals, based on our research, for reforming science education and science policy in Islamic countries and societies worldwide. Asghar and Abouheif have already been involved in these initiatives, and the ongoing research sponsored by the MCIS will build upon their efforts, those of fellow MCIS members, and other collaborators. A major focus of our research on science education is the transformation from pre-modern to modern institutional structures and methodologies of teaching.

- *Advance knowledge of the foundations and applications of technology in the Digital Age:* The Islamic Scientific Manuscripts Initiative (ISMI) uses an innovative objective-relational database to catalogue and analyze premodern Islamic scientific texts. This is a fundamental tool that is being used to understand science teaching and networks in Islamic societies, one of the major research programs of the MCIS. With our partners at the Max Planck Institute for the History of Science in Berlin (MPIWG), we are making this open-source technology available to researchers in a wide variety of fields. A workshop is planned in Berlin in Feb./March 2016 to which a number of researchers in several fields of Islamic studies have been invited. Given the database's potential, we believe this technology will be an important contribution to researchers in a number of areas of Digital Humanities.
- Please include a general strategic overview of the roles and objectives for the MCIS for the future.

Our mission statement provides our strategic vision: "To explore the interactions of science and religion in Islamic societies, both past and present, and to advance policy and educational proposals based on that exploration." Our primary role is to act as a scholarly resource regarding this highly contentious area of discourse. As stated in the proposal, this will involve focused, objective research that can be used by other researchers, policy makers, and educational leaders. We also plan outreach and educational activities to disseminate and mobilize knowledge based on this research.

Governance

- The low number of members is an issue for all of the reviewers.
- There are only three full members of the centre; these are the three founders of the centre, and they are also on the board of the centre. Thus, the membership is not really distinct from their representatives on the board. There should be a larger group of regular members as there is not a 'critical mass'.

We completely agree with this assessment. As a provisional centre, we have been building our resources with a small core group that could meet frequently and act decisively to promote our activities. If granted permanent status, we would immediately expand the membership in several ways. We would ask our current associate members to become full members, and we would seek additional members from the wider McGill and Quebec academic communities. We have already started the process by discussing possible MCIS membership with a number of McGill colleagues and colleagues from other Montreal universities. Furthermore, we will seek to include a number of international colleagues as either full or associate members. Among these would be the collaborators for our SSHRC partnership development grant (from the 19 listed above) and the individuals who wrote supporting letters attached to this proposal.

- Please highlight the members and associate members by explaining who they are, what their relevant expertise is and how they fit generally in the MCIS, and more precisely within the three axes proposed.

Prof. Rula Abisaab (Islamic Studies) is currently director of IIS. Her fields of expertise include rational discourse in Islam and institutions of learning. Because of her expertise in teaching institutions, she will be an important resource when dealing with science teaching, especially in historical context, one of the core projects of MCIS. In Winter 2015 she taught a course on the madrasa (school) with the assistance of MCIS member Sally Ragep; science teaching was an important part of the course.

Prof. Ehab Abouheif (Biology) is Canada Research Chair in Evolutionary Developmental Biology and E.W.R. Steacie Fellow. As one of the founding members of MCIS, he leads the policy component of the Centre and has also been active in outreach (online course with Matteen Rafiqi and in the IPLAI reading group).

Prof. Anila Asghar (Education/ Integrated Studies in Education) is one of the founding members of the MCIS. Her expertise is in science education, and she is leading the modern component of the MCIS project on science education in Islamic societies. In this, she works closely with MCIS members S. Ragep and Sahar Fazeli. She has also worked with Prof. Abouheif on the question of teaching evolution in Islamic countries.

Ms. Sahar Fazeli is a graduate student in Education and is working with Prof. Asghar on a number of research projects related to the work of MCIS.

Prof. Mourad El Gamal (Department of Electrical and Computer Engineering) is head of The McGill WICs & MEMS laboratory, which is dedicated to the exploration and design of advanced integrated circuits and MEMS devices for communications and sensing applications. He has a strong interest in advancing science and technology in Muslim countries.

Prof. Setrag Manoukian (Islamic Studies) has research interests in how knowledge is understood in Iran (both historically and contemporaneously), and he has been doing research on technology in Iran. Thus his expertise fits in with all 3 MCIS axes (the historical, educational and policy) and adds the important geographical component of Iran to the areas of other members.

Dr. Matteen Rafiqi is currently research associate in the Abouheif lab. His research focuses on evolutionary biology, and he is interested in the reconciliation between Islam and Science. He has participated in the IPLAI reading group, offered the online course on Islam and Evolution with Dr. Abouheif, has given a public lecture on Islam and Evolution, and has participated in workshops organized by MCIS.

Prof. Jamil Ragep (Islamic Studies) is Canada Research Chair in the History of Science in Islamic Societies. His work is central to the historical axis of MCIS. He currently collaborates with other MCIS members: A. Asghar (co-PI on the SSHRC partnership development grant); S. Ragep (Islamic Scientific Manuscripts Initiative); R. Wisnovsky (Rational Sciences in Islam).

Dr. Sally Ragep is Senior Researcher in the Institute of Islamic Studies. She has strong research interests in science teaching in premodern Islamic societies and has published extensively on the subject. She and Prof. Asghar are spearheading the SSHRC-funded research program on science teaching in Islamic societies and are working together to bridge the pre-modern/modern divide. Their joint convening of the Oct. 2015 workshop dealing with science teaching in the modern period proved the viability and importance of bringing in the historical dimension.

Prof. Shaheen Shariff (Integrated Studies in Education) has research interests in educational policy. Her extensive experience will provide MCIS with scholarly resources that will be critical as we move to formulate positions on educational policy in Islamic countries.

Prof. Robert Wisnovsky (James McGill Professor, Islamic Studies) is one of the world's leading researchers in Islamic philosophy and theology. Beginning in 2008, he and J. Ragep have been co-directors of the Rational Sciences in Islam project, with 2.5 million dollars in funding from the Canada Foundation for Innovation. His research overlaps that of Ragep, providing an important philosophical and religious dimension to pre-modern Islamic science. His work is thus a fundamental component of the historical axis of MCIS.

Prof. David Y. Thomas (Chemistry) is a Canada Research Chair in Molecular Genetics. His interest and involvement in the MCIS comes from an exchange program between McGill University and Taibah University in Saudi Arabia. MCIS is exploring providing students who take part in this exchange program broad training in the history of Islamic science as well as an opportunity to discuss contemporary problems facing scientists in the Muslim world.

Lab facilities and other resources

- Are there any plans to improve the website if the Centre status is approved? Is there funding to do so?

We are currently planning to add a number of features to the website, namely academic resources in the form of links, articles, videos, and an enhanced blog that will allow for comments. We currently have Qatar funding (about 8k), funding in our SSHRC grant, and possible funding from Ragep's CRC.

Budget

- Beyond funding for research projects and events, where will the operational budget come from?

There is post-doc, RA funding, and operational funding in Ragep's CRC and the SSHRC partnership development grant that can be used for some operational expenses. We also have funds from our State of Qatar grant that can be used for operational expenses. There is certainly enough for the website and to staff the Centre part-time until 2018, at which time we expect our additional fundraising efforts to have borne fruit.

- What are the prospects for long-term funding of the centre's infrastructure (technical services, clerical support)?

We are exploring foundational support (e.g. Templeton, Alfred P. Sloan Foundation, Mitacs, etc.) and have been in discussions with the ambassadors of Kuwait, Qatar, and the UAE. Because of the wide-spread interest in our work, and the positive initial responses, we strongly believe that our fundraising efforts will be successful, enough to put the Centre on a strong, long-term foundation.