



Minutes of the 16<sup>th</sup> meeting of the Faculty Council held on December 5, 2019 at 4:30 p.m. in Room 504, McIntyre Medical Building

### FACULTY COUNCIL MEMBERS PRESENT

Alani, Sanah (virtually)	Filion, Francoise	Sagan, Selena
Allard, Robert	Funnell, Robert	Saunders, Sara Lizabeth
Arora, Anish	Gagnon, Robert	Schmitz, Norbert
Au, Melanie (virtually)	Gosselin, Richard	St-Cyr, Catherine
Backman, Steven	Grantner, Robin (NGSA delegate)	Toussaint, Paule-J.
Barralet, Jake	Habib, Rami (MSS)	Tsimicalis, Argerie
Barrington-Leigh, Christopher	Levental, Mark (virtually)	Vaillancourt, Sophie
Biskin, Robert Simon	Loiselle, Carmen	Vargas, Javier
Boillat, Miriam	Nardini, Sonia	Venne, Gabriel
Cambrosio, Alberto	Nordstrom, Scott (virtually)	Vieira, Lucy
Chen, John	Quesnel-Vallee, Amelie	Wein, Francine (virtually)
Cummings, Beth	Robaire, Bernard	White, John
Daniel, Sam	Robbins, Shawn	
Eidelman, David	Ruthazer, Edward	

### REGRETS

Annamarie Adams, Marc Afilalo, Gillian Bartlett-Esquillant, Chantal Bernard, Ali Bessissow, Maxime Bouchard, Tim Evans, Jean-Pierre Farmer, Laura Gonnerman, Melissa Henry, Aimee Katen, Srinivasan Krishnamurthy, Ariane Marelli, Chrisoula Patoucheas, Brent Richards, Charles Rohlicek, George Roumeliotis, Ewa Sidorowicz, Alan Spatz, René St-Arnaud, Robert Sternszus, Ursula Stochaj, Patricia Tonin, Leon Tourian, Michel Tremblay, Jean-Marc Troquet, Heather Wilson, Lucille Xiang, Stephen Yang.

### SECTION I

*(D. Eidelman)*

#### 1. Welcoming Remarks from the Chair

The Chair began by welcoming Faculty Council members and guests to the 16<sup>th</sup> Faculty of Medicine Faculty Council meeting, noting that the livestream option was available for those who wished to partake virtually. A recording of the meeting will be available for reference. The Chair read a statement of land recognition that acknowledges McGill University is located on land that has long served as a site of meeting and exchange amongst Indigenous peoples.

#### 2. Approval of the agenda

The agenda was reviewed and members were asked for comments, corrections or additions. There being no changes to the agenda, the Chair proceeded to welcome new members, including staff and students, both to Faculty Council and to the Steering Committee (see presentation for list of names).

3. In Memoriam

As per McGill tradition, a moment of silence was observed to remember Faculty members who had recently passed: Drs. Premysl Ponka, Anna-Maria Derossis and Neil Trister. As well, this memorial commemorated the 30<sup>th</sup> anniversary of the 14 young women who lost their lives in the violent shooting at l'École Polytechnique de Montréal on December 6, 1989 and all victims who have died as a result of gender-based violence.

**SECTION II**

4. Indigenous Health: Enriched Educational Opportunities (EEO) and Dialogue McGill - School of Communication Sciences & Disorders (SCSD) & Ingram School of Nursing (ISoN) *(M. Burger & F. Filion)*

M. Burger provided an overview of the initiatives in the Enriched Educational Opportunities and McGill Training and Retention of Health Professionals Projects, noting that due to the EEO budget and Dialogue McGill, they were able to expand placements within Indigenous communities and hope to expand further. She explained that S. Vaillancourt and K. Root began some years ago with initiatives to increase speech language pathology (S-LP) in Indigenous communities. She went on to provide reasons for the expansion, namely to offer S-LP support to underserved Indigenous communities while offering SCSD students the opportunity to learn more about Indigenous People and the challenges they face with accessibility to health care, including S-LP. She further indicated that creating more awareness for their profession in Indigenous communities and possibly attracting more Indigenous students to the program were other factors. She additionally noted that due to a lack of English S-LP practicum opportunities in the province, increasing placements in Indigenous communities has helped the school find sufficient English placements for their Anglophone students (see presentation for further details).

F. Filion then provided a synopsis of the Ashukin Program, also funded by EEO. She explained the program aims to create opportunities that support reconciliation by breaking down barriers, dispelling myths and cultivating mutual understanding through hands-on experiences in Indigenous settings. The goal is to encourage heuristic learning of graduate and undergraduate nursing students with Indigenous communities to develop students' cultural humility and cultural safety. F. Filion indicated that 72 students have benefited from the program thus far (see presentation for further details as well as projects by partnership). In the future, she noted a possible partnership with Cree communities and funding to secure continuing projects.

The Chair congratulated both programs for having meaningfully engaged with these communities. R. Gagnon asked whether our health sciences departments have spots reserved for Indigenous communities for higher education in terms of long-term sustainability and access to quality care. The Chair replied that the answer is complicated and referenced knowing from speaking with Indigenous communities that a significant challenge for their youth is often completing high school. The Chair continued by suggesting that having our students go to them may entice some to imagine themselves in such roles. He further mentioned that we try to encourage a minimum

number of Indigenous MDCM students, for which we do not do as well in our other schools. It was then stated that both SCSD and ISoN have four Indigenous students each. S. Vaillancourt mentioned their Indigenous students told her that the reason they came to this program instead of any other is that the SCSD is highly recognized within these communities. The Chair added that the Indigenous Health Professions Program offers the Eagle Spirit Science Futures camp in the summer to Indigenous youth for both outreach and recruitment. M. Burger stated that regarding turnover, “too” large caseloads and travel between communities seem to be the most deciding factors from the perspective of their contacts. F. Filion indicated they will soon launch a new online program and it will be another way to entice Indigenous students to do stages in their own communities.

5. French Language Proficiency as new admission criteria (A. Gagnon)  
in the Ingram School of Nursing

A. Gagnon outlined a proposal to modify admissions criteria to include French proficiency, due to the number of French non-proficient students growing consistently since 2014. This prompted ISoN to initially offer French language workshops to help students improve. She indicated that an email was received from the MUHC earlier this year stating that all Nursing students must be able to speak and write in French. Out of the 2019/20 applicants, very few U0 applicants were expected to meet the French proficiency requirement. In U1, 55% of those who were French proficient and offered admission actually enrolled, while the rest chose to go elsewhere, as it is believed they do not see McGill as being French friendly (see presentation for details). A. Gagnon stated that her team consulted with the French Language Centre (Faculty of Arts) and the School of Continuing Studies, who agreed that an intermediate level of French would be appropriate for entering students; they also identified assessment tools that could be useful (see presentation for pilot testing results and plan).

The Chair thanked A. Gagnon’s team for their careful analysis of this issue and welcomed questions. J. White asked where Nursing students come from. A. Gagnon responded that U0 students come from outside Quebec, as they did not go to Cégep, while BScN students come from both the US and Quebec. J. White further noted that assuming the placements discussed are for the purposes of training, most students who come from out of province do not stay in Quebec to practice and thus asked how the changes in language requirements will change the profile of applicants. A. Gagnon stated that most do stay in Quebec and mentioned this was also looked at, concluding that it would not make much of a difference. A. Gagnon asked if this could set a precedent for all the Faculty’s departments. The Chair replied there was a proposal from the School of Medicine that was accepted by Faculty Council then defeated by it after opposition was voiced in a subsequent meeting; consequently, the medical school revised its approach. That being said, the issue of placement is challenging for Medical students, as it is for Nursing students – after an assessment of language proficiency for the upcoming class, there was a high number of Quebec-educated Anglophones whose French was well below what we would want to see. This resulted in the Medical Student’s Society (MSS) passing a resolution asking for French language instruction.

The Chair stated that we are not in a position to offer this, as it is not part of the curriculum. A. Gagnon noted that Nursing students begin in clinical settings during their first month, which does not leave much time for those who are not proficient in French to improve. B. Robaire asked with regards to the statement from the MUHC whether that applies to all hospitals in Quebec. The Chair replied that it does; however, until recently, the MUHC and Jewish General Hospital were more lenient, but the pressure is now increasing. A. Gagnon mentioned she was told by Enrolment Services that they receiving formal letters from the MUHC for other professionals on the same issue, so Nursing is looking at a strategy that could be applicable campus-wide. It was then suggested that, with technological advances, perhaps multi-disciplinary care can be entertained. The Chair noted it is a great idea, but does not see that happening for a long time. R. Grantner asked if there is any insight on why Nursing students were targeted for this. A. Gagnon replied that they have an extremely close working relationship with Nursing in our clinical areas; thus, it was not politically driven. She also noted that, due to fewer nurses in units, the necessity is greater for patient safety. The Ordre des infirmières et infirmiers du Québec now requires that every graduating student pass all four components of a language exam at the same time (comprehension, speaking, reading and writing). A member of the audience added Nursing was not singled out, as the School of Physical and Occupational Therapy has the same language issues and are being told by the hospitals that students need to at least speak French.

6. Proposal to establish the McGill Cancer Institute *(M. Park)*

M. Park outlined the mission of her office and provided a brief history and overview, noting the recommendation is that a McGill Cancer Institute be created to meet growth and evolution of the field with interdisciplinary and intersectoral research and training. She further explained it as an academic administrative entity that functions like a school or department, offering courses or teaching programs, typically at the graduate level with a proposed program known as “McGill Integrated Cancer Applied Sciences,” (see presentation for details). She noted their Centre receives double the national average in CIHR grants and has close collaborations with the Faculties of Science and Engineering, expressing excitement in building a new cancer institute that can work with other departments/units to provide a training environment, as well as an environment where we can learn from patients.

In terms of the Faculty’s strategic planning exercise, M. Park explained the need to build an interdisciplinary program to ensure growth in leadership in cancer research in Canada. Amongst others, she described one goal is to work with key partners in the Faculties of Medicine, Engineering and Science and across Canada and internationally to achieve shared objectives, for which stakeholder consultations have already taken place (see slides for further details). With the proposal now having been presented at Faculty Council, M. Park stated that it will next be taken to the Academic Policy Committee next week, and then to Senate and the Board of Governors, followed by inauguration of the new Institute and implementation of a three-year plan. C. Loisel asked how Oncology fits into this. M. Park replied that she is discussing it with E. Franco, noting a transversal integration of the physical sciences is lacking in the department. She indicated students want this as well;

however, they are not yet able to deliver these types of programs, so this is an opportunity to bring more students to McGill and to allow them to develop distinct programs. C. Loiselle then suggested that with regards to strategic training initiatives in health research from CIHR at McGill, many of which were in oncology, and seeing that there will be training programs developed, some of these initiatives could be resurrected. M. Park replied that they began with three CIHR training programs and these opportunities will come again; she is in discussions with research institutes at the hospitals. The goal is to again build the opportunity to bring a joint training program in cancer research spanning the whole discipline.

7. Physical Therapy MD – Workshops *(C. Boulila)*

C. Boulila provided an overview of this student-led assessment of musculoskeletal (MSK) disorders, noting that accreditation standards for health professions programs have made large strides to encourage and promote interprofessional education into their curricula. He explained that workshops are comprised of pairing a master's level Physiotherapy student with medical students from all years, with a focus on teaching MSK anatomy and basic assessment techniques of common MSK disorders. He further indicated workshops last three hours, including multiple practice breaks, and each student receives a copy of the slides (see presentation for details). He noted that after conducting a survey of those who attended workshops, students with no prior knowledge of MSK had an increase in knowledge of it even six months later. He mentioned that providing him access to Hosmer House to teach these workshops would bring the project one step closer to being McGill-based, as well as toward an interprofessional course within the MDCM and Physical/Occupational Therapy curricula. L. Moss asked whether these workshops were offered in French or in English. C. Boulila replied they were all in English. The Chair congratulated him on an excellent initiative.

### **SECTION III**

8. Report from the Steering Committee *(D. Eidelman)*

The Chair confirmed that at its October 30 meeting, the Steering Committee approved the September 23 Faculty Council minutes, welcomed new member Anish Arora and approved the agenda for today's meeting. Their Report had been made available to all Faculty Council members and is posted online.

9. Consent Agenda

*i. Faculty Council Minutes (September 23, 2019)*

Minutes from the September 23, 2019 Faculty Council meeting were presented as the only item on the consent agenda. The Chair asked for a motion to approve, for which B. Cummings & J. White first and seconded, and following a vote with all in favour, the agenda was approved.

10. Business Arising/Dean's updates
- i. *Project Renaissance, strategic planning*
    - a. Faculty name change poll results

The Chair stated that, at the last Faculty Council meeting, a proposal to change the Faculty's name was presented, following which an invitation to respond to a poll was sent to faculty, staff and students on November 7. Based on the responses, 81% voted in favour of changing the name to the "McGill Faculty of Medicine and Health Sciences." He explained that the next steps will be to formally submit the request to the Academic Policy Committee and have it approved at Senate in February 2020, followed by the Board of Governors. The Chair asked for a motion to approve, for which B. Robaire and B. Cummings first and seconded. A vote with all in favour ensued, and the motion passed.

The Chair then provided a brief update on the Campus Outaouais in Gatineau and mentioned he and his team were invited to visit the campus, which is under construction. He offered some good news following recent governmental discussions to increase the number of medical student positions in Quebec, which would allow McGill to increase the total number of medical students in Montreal, offsetting the 24 that each year will elect to study in Outaouais in French. A member of the audience asked whether this means we have more funding for residency. The Chair replied that is not the case this year, but in four years when those extra medical students graduate, we will have 24 more residency positions.

ii. *Membership & Committee volunteers*

The Chair announced that there are some open positions as follows: Basic Science student rep (both on Faculty Council and its Steering Committee), as well as another position on the Steering Committee: Clinical - CAS rep (*to replace Karen Brown*).

There is also still one position left to fill on the Nominating Committee: one elected member to replace Jill Baumgartner.

## **SECTION IV**

11. Kudos

*(D. Eidelman)*

The Chair presented a robust list of accomplished faculty and staff members and students. He congratulated all who were recognized for their achievements since the previous Faculty Council meeting. Please refer to the presentation for named award recipients.

## **SECTION V**

Open Session/Town Hall

The Chair invited Faculty Council members and guests to put forward any questions or issues they wished to discuss, of which there were none. There being no other business to address, he extended his best wishes for a joyful holiday season and a happy New Year; the meeting ended at 6:06 p.m.

***Faculty Council – Minutes of the meeting of December 5, 2019***

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*The complete set of documents, including PowerPoint presentations made at the Faculty Council meetings and video links of the meeting, are kept as part of the official minutes and can be found on our Governance website: <https://www.mcgill.ca/medicine/about/governance/faculty-council>*