



497th REPORT OF THE ACADEMIC POLICY COMMITTEE TO SENATE on the APC meeting held on February 13, 2020

I. TO BE APPROVED BY SENATE

(A) NEW TEACHING PROGRAMS REQUIRING SENATE APPROVAL – *none*

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

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

Faculty of Medicine

– *Appendix A*

School of Biomedical Sciences; School of Medicine and Renaming the Faculty of Medicine to Faculty of Medicine and Health Sciences

APC reviewed, at its meeting of February 13, 2020, and approved, by an electronic vote, a proposal from the Faculty of Medicine to create the School of Biomedical Sciences, the School of Medicine and to rename the Faculty of Medicine to the Faculty of Medicine and Health Sciences.

APC therefore recommends that Senate approve the following motion:

Be it resolved that Senate approve and recommend to the Board of Governors the approval of the following recommendations, which form part of the Faculty of Medicine's Project Renaissance:

- *the creation of the proposed School of Biomedical Sciences,*
- *the creation of the proposed School of Medicine,*
- *the renaming of the Faculty of Medicine to the Faculty of Medicine and Health Sciences.*

(D) CHANGES IN DEGREE DESIGNATION – *none*

(E) INTER-UNIVERSITY PARTNERSHIPS – *none*

(F) OTHER

Council of Graduate and Postdoctoral Studies

– *Appendix B*

MM- Cumul Masters [Stackable Master]

APC reviewed, at its meeting of February 13, 2020, and approved, by an electronic vote, a proposal from the Council of Graduate and Postdoctoral Studies to create a Stackable Master [Cumul Master]. This consists of combining a number of graduate certificates in a given discipline to accumulate 45 credits. The objective is to give better access to higher education to clientele that would not necessarily consider pursuing graduate studies and is attractive for working professionals seeking additional credentials.

APC therefore recommends that Senate approve the following motion:

Be it resolved that Senate approve the Cumulative or Stackable Master's as a new pathway towards acquiring an existing Master's Degree.

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

(C) OTHER

APC subcommittee on Courses and Teaching (SCTP)

– Appendix C

APC reviewed, at its meeting of February 13, 2020, and approved, by an electronic vote, a proposal from the subcommittee on Courses and Teaching to endorsing guidelines for creating concentrations/options. The latter must include a minimum of 12 credits of courses, which focus on the subtopic of the concentration/option, and may not be comprised exclusively of required courses. The SCTP proposal is not retroactive and will only apply to new concentrations/orientations.

IV. FOR THE INFORMATION OF SENATE

A) ACADEMIC UNIT REVIEWS

Annual report Cyclical Review

– Appendix D

B) APPROVAL OF COURSES AND TEACHING PROGRAMS

1. Programs

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

i. New Programs- none

ii. Major Revisions of Existing Programs

Approved by SCTP on December 5th, 2019 and reported to APC on February 13, 2020

Faculty of Arts

B.A.; Minor Concentration in Religious Studies (18 cr.)

B.A.; Major Concentration in Religious Studies (36 cr.)

B.A.; Honours in Religious Studies (60 cr.)

B.A.; Joint Honours - Religious Studies Component (36 cr.)

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 December 5th, 2019 and reported to APC on February 13, 2020

Faculty of Arts

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

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

B.Th. (120 cr.)

School of Continuing Studies

Certificate in Management (30 cr.)

Faculty of Engineering

B.Eng.; Minor in Aerospace Engineering (24 cr.)

B.Eng. in Chemical Engineering (143-146 cr.)

Graduate and Postdoctoral StudiesFaculty of Medicine

Ph.D. in Experimental Medicine; Environment (0 cr.)

Schulich School of Music

B.Mus.; Major in Performance Piano (125 cr.)

B.Mus.; Major in Early Music Performance (Voice) (126 cr.)

Faculty of Science

B.Sc.; Liberal Program – Core Science Component Chemistry (46-47 cr.)

Approved by SCTP on January 9th, 2020 and reported to APC on February 13, 2020

School of Continuing Studies

Certificate in Health and Social Services Management (30 cr.)

Certificate in Indigenous Business Management (30 cr.)

Graduate and Postdoctoral StudiesFaculty of Arts

M.A. in Anthropology; Environment (45 cr.)

Ph.D. in Philosophy; Environment (0 cr.)

Faculty of Engineering

M.Arch. (Professional); Non-Thesis (60 cr.)

Faculty of Medicine

M.Sc. in Public Health; Non-Thesis (60 cr.)

Ph.D. in Epidemiology (0 cr.)

Ph.D. in Epidemiology; Global Health (0 cr.)

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

Ph.D. in Epidemiology; Population Dynamics (0 cr.)

Schulich School of Music

M.Mus. in Performance; Jazz (45 cr.)

M.Mus. in Performance: Orchestral Instruments, Guitar (45 cr.)

M.Mus. in Performance; Collaborative Piano (45 cr.)

M.Mus. in Performance; Opera and Voice (45 cr.)

M.Mus. in Performance; Conducting (45 cr.)

M.Mus. in Sound Recording; Non-Thesis (60 cr.)

M.Mus. in Performance; Early Music (45 cr.)

M.Mus. in Performance; Organ (45 cr.)

M.Mus. in Performance; Piano (45 cr.)

M.Mus. in Music; Composition (45 cr.)
 M.A. in Music; Musicology (45 cr.)
 M.A. in Music; Non-Thesis - Musicology (45 cr.)
 M.A. in Music; Music Education (45 cr.)
 M.A. in Music; Non-Thesis - Music Education (45 cr.)
 M.A. in Music; Theory (45 cr.)
 M.A. in Music; Non-Thesis - Theory (45 cr.)
 M.A. in Music; Music Technology (45 cr.)
 Graduate Diploma in Performance (30 cr.)
 Graduate Artist Diploma (30 cr.)
 Ph.D. in Music (Composition, Music Education, Musicology, Music Technology, Sound Recording, Theory) (0 cr.)
 D. Mus. in Music; Composition (0 cr.)
Faculty of Science
 B.Sc.; Minor in Geochemistry (18 cr.).
 B.Sc.; Minor in Geology (18 cr.)
 B.Sc.; Liberal Program
 B.Sc.; Major in Mathematics (54 cr.)
 B.Sc.; Honours in Chemistry; Bio-organic (75 cr.)

ii. Program Retirements

Approved by SCTP on December 5th, 2019 and reported to APC on February 13, 2020

Faculty of Arts

B.A.; Minor Concentration in World Religions (18 cr.)
 B.A.; Major Concentration in World Religions (36 cr.)
 B.A.; Honours in Religious Studies; Asian Religions (60 cr.)
 B.A.; Honours in Religious Studies; Western Religions (60 cr.)
 B.A.; Joint Honours - Religious Studies Component; Asian Religions (36 cr.)
 B.A.; Joint Honours - Religious Studies Component; Western Religions (36 cr.)

Faculty of Sciences

B.Sc.; Liberal Program – Core Science Component Chemistry; Biological (47 cr.)
 B.Sc.; Liberal Program – Core Science Component Chemistry; General (49 cr.)

Approved by SCTP on January 9th, 2020 and reported to APC on February 13, 2020

Graduate and Postdoctoral Studies

Faculty of Engineering

M.Arch. (Professional); Non-Thesis – Design Studio – Directed Research (60 cr.)

Schulich School of Music

M.Mus. in Performance; Jazz Performance (45 cr.)
 M.Mus. in Performance; Organ and Church Music (45 cr.)

2. Courses

a) New Courses

Reported as having been approved by SCTP December 5th, 2019: 10

Faculty of Arts: 6

School of Continuing Studies: 1

Faculty of Medicine: 1

Faculty of Science: 2

Reported as having been approved by SCTP January 9^h, 2020: 14

Faculty of Engineering: 2

Interfaculty Studies/Graduate and Postdoctoral Studies: 1

Faculty of Medicine: 4

Schulich School of Music: 6

Faculty of Science: 1

b) Course Revisions

Reported as having been approved by SCTP December 5th, 2019: 12

Faculty of Arts: 3

School of Continuing Studies: 2

Faculty of Engineering: 2

Schulich School of Music: 1

Faculty of Science: 4

Reported as having been approved by SCTP January 9^h, 2020: 21

Faculty of Arts: 6

Faculty of Agricultural and Environmental Sciences: 1

Faculty of Engineering: 4

Faculty of Medicine: 1

Schulich School of Music: 7

Faculty of Science: 2

c) Course Retirements

Reported as having been approved by SCTP December 5th, 2019: 2

Faculty of Arts: 1

Faculty of Science: 1

Reported as having been approved by SCTP January 9^h, 2020, 2019: 11

Faculty of Agricultural and Environmental Sciences: 2

School of Continuing Studies: 1

Faculty of Engineering: 1

Faculty of Medicine: 2

Faculty of Science: 1

Schulich School of Music: 4

3. Other – none

MEMORANDUM

TO: Professor Christopher Manfredi
Provost and Vice-Principal Academic
Chair of Academic Policy Committee (APC)

FROM: David Eidelman, M.D., CM
Vice-Principal (Health Affairs)
Dean of Medicine

DATE: January 17, 2020

SUBJECT: Request to establish the School of Biomedical Sciences, the School of Medicine and to rename the Faculty of Medicine as the Faculty of Medicine and Health Sciences

For: information discussion **decision**

Dear Professor Manfredi:

The purpose of this memo is to put forward a request to the Academic Policy Committee (APC) to consider and approve the establishment of the School of Biomedical Sciences, the School of Medicine and rename the Faculty of Medicine as the Faculty of Medicine and Health Sciences. The establishment of the Schools and the Faculty name change are connected in a tripartite plan that has been presented to both Senate and the Board of Governors in a preliminary way in 2019.

Background and Rationale/issues to address

In 2016, the McGill Faculty of Medicine launched a new strategic planning exercise –**Project Renaissance**– to help guide its educational, research and community engagement efforts during the five-year period spanning 2017-2022. This initiative was built on the preceding strategic planning exercise, which concluded with the rollout of a new MDCM program and the launch of a Strategic Research Plan and the conclusion of the subsequent Education Strategic Plan.

Project Renaissance drives the Faculty's vision and mission of healthier societies through education, discovery and clinical care. Our strategic planning exercise also contributes to the Faculty's initiatives related to governance, priority setting, and transparency. To this end, the impetus to restructure the Faculty of Medicine is consistent with our history of being innovators in all areas of health care and health research. The contemporary landscape of health sciences is complex, interdisciplinary and interprofessional.

The ideal governance structure is one that supports the cross-talk between our disciplines of research and teaching while maintaining a focus on discipline specific achievements and innovations. Through various consultative processes, the consensus is that the school structure will bring community parts together, strengthening it as a whole.

Alignment with mission and strategic priorities

The overarching aim of Project Renaissance is first and foremost to fulfill the Faculty's vision of: *Healthier societies through education, discovery, collaboration and clinical care*. This must be carried out consistent with our mission statement, which holds that we aim *to educate future and current health care professionals and scientists based on our commitment to excellence, social accountability and lifelong learning, together with the pursuit of novel research and clinical innovation, to improve the health of individuals and populations worldwide*.

Consultations

This proposal has been presented at all departments of biomedical sciences, the Committee for Medical Education Governance (C-MEG), to all Faculty governance bodies and has been approved at Faculty Council. Further, on the issue of the change in Faculty name, there was wide online consultation in the form of a poll to stakeholders within in the Faculty, including staff and students. The poll results indicate over 80% approval for the proposed name change.

Risk factors

We believe that granting the establishment of the respective Schools and the Faculty name change will avoid vulnerability in the following areas:

A School of Biomedical Sciences would mitigate the risks associated with interdisciplinary and interprofessional opportunities such as large-scale grant applications, efficient resource allocation of sophisticated equipment, Big Data initiatives and an integrated strategic plan across the basic sciences.

A School of Medicine would mitigate the risks associated with core elements that require specific attention in medical education such as curriculum development, maintaining and monitoring a positive learning environment, the promotion of lifelong learning and the continuum of education across careers as well as facilitating a harmonization of strategic planning.

Lastly, the proposed name change will also afford us an opportunity to communicate our evolution and growth in an authentic manner to our stakeholders. By maintaining Faculty of Medicine within the proposed change of name, this clarifies and at the same time reinforces our brand identity in Quebec, Canada and internationally.

Impact of Decision, next steps

The establishment of the School of Biomedical Sciences, the School of Medicine and the renaming of the Faculty of Medicine as the Faculty of Medicine and Health Sciences at McGill University will coincide with the opening of Campus Outaouais and McGill University's bicentennial. Both

are opportunities to rebrand ourselves and to capture the spirit of innovation into our third century.

Following approval by APC, then Senate and the Board of Governors, I will direct our communications office to immediately adjust all internal and external communication media (including website and Faculty letterhead, etc.) to reflect the changes. We will ensure communication of a succinct but impactful supporting statement as to the purpose and intent of this change.

Formal and final approval of the School of Biomedical Sciences, the School of Medicine and renamed Faculty of Medicine as the Faculty of Medicine and Health Sciences will be announced at a future Faculty of Medicine Faculty Council meeting and communicated widely via Faculty news media.

On behalf of the Faculty of Medicine, I hope that the APC will be favorable to our request.

Sincerely,

A handwritten signature in blue ink, appearing to read "D. Eidelman". The signature is fluid and cursive, with a large initial "D" and a long, sweeping underline.

David Eidelman, M.D., C.M.



PROPOSAL FOR THE ESTABLISHMENT OF THE SCHOOL OF MEDICINE
AND THE SCHOOL OF BIOMEDICAL SCIENCES, AND FOR THE
RENAMING OF THE FACULTY OF MEDICINE

NOVEMBER 29, 2019

I. Introduction

Nearly two centuries ago, the McGill Faculty of Medicine awarded its very first medical degree, to William Leslie Logie, who was also McGill's first alumnus and Canada's first medical graduate. While our mission to train, discover and serve society is largely the same today, the world in which we carry it out has changed dramatically.

We are, in fact, at a time of great promise in health care and health research. Our understanding of the origins of disease and ability to modify their course are unprecedented. The growth of new knowledge in this era of "Big Data" is only going to accelerate. A legacy of generous benefactors and supporters, beginning with James McGill himself, has enabled our Faculty to expand from one solitary brick building to multiple schools and sites.

Opportunity goes hand in hand with challenge and society's needs have also evolved. As a result of the changing landscape, the McGill Faculty of Medicine continues to transform to best carry out its mission in pursuit of excellence.

In 2016, the McGill Faculty of Medicine launched a new strategic planning exercise – **Project Renaissance** – to help guide its educational, research and community engagement efforts during the five-year period spanning 2017-2022. This initiative was built on the preceding strategic planning exercise, which concluded with the rollout of a new MDCM program and launch of a Strategic Research Plan, as well as better recognition for clinician-teachers in the hospital network, among other improvements.

Project Renaissance drives the Faculty's vision of healthier societies through education, discovery, collaboration and clinical care.

The major goals of Project Renaissance include:

- Ensuring that our educational programs prepare learners to excel as health care providers and health researchers in the 21st century
- Positioning McGill as Canada's leading university in health research
- Reinforcing McGill's leading role in health care in Quebec and Canada
- Setting the stage for the Faculty's third century by creating a renewed, modernized Health Sciences Campus

Over the past decade, the Faculty of Medicine has increasingly come to resemble a federation of "Schools," rather than an undergraduate medical program with other professional schools at the periphery. This trend was reinforced with the establishment of a new School of Population and Global Health in 2018, itself an outcome of the previous strategic plan. The Faculty's evolution requires a new governance and organizational model in order to optimally support its diverse educational and research programs.

After preliminary reflection, followed by extensive consultation across the Faculty, we propose the establishment of two new administrative entities:

- **the School of Medicine**, and
- **the School of Biomedical Sciences**.

The School of Medicine would incorporate the Undergraduate Medical Education (UGME) Program, the Postgraduate Medical Education (PGME) Program, the Medical Continuing Professional Development (CPD) Program and the clinical departments.

The School of Biomedical Sciences would include most of the traditional “basic science” departments and associated centres, institutes and units.

In addition, to better reflect the multidisciplinary nature of the Faculty today, it would be renamed the “**Faculty of Medicine and Health Sciences**.”

To this end, the Faculty of Medicine submits this tripartite proposal.

II. Background

Process

In response to input from key stakeholders, a careful review of the Faculty’s governance structure was undertaken. As a first step, previously informal structural relationships were made explicit with the re-establishment of a functional [Faculty Council](#), with appropriate terms of reference and standard operating procedures. Based on an environmental scan of peer institutions, the Faculty’s cross-cutting portfolios, such as Research and Academic Affairs, were placed under the direction of Vice-Deans. A new position of Vice-Dean, Education, was created to underscore the importance of the educational mission in the Faculty.

In the course of this initial restructuring, the leaders of the medical educational programs signaled that the Faculty of Medicine’s governance structure was not meeting the needs of medical education (i.e., UGME, PGME and CPD). In response, the senior leadership of the Faculty reflected on how to address these perceived needs and recognized that the current arrangement was insufficient. After initial consultation with departmental leaders and faculty leaders, it was concluded that we needed to explore the establishment of specific structures for both medical education and for the biomedical sciences.

The Faculty is committed to a policy of broad transparency. All of the terms of reference for committees are published on our website, along with agendas and minutes. The website permits members of the Faculty an opportunity to provide direct feedback. In addition, as part of the consultations around Project Renaissance, the Faculty leadership sought out the opinions of the membership at-large through a variety of mechanisms. Beyond presentations at Faculty Council

and its committees, there were town halls, departmental presentations and use of the Faculty's standard communication channels such as Faculty-wide e-broadcasts, e-newsletters and the Faculty alumni magazine.

The [Deanery Executive Committee](#) served as the Steering Committee for Project Renaissance. The five themes of Project Renaissance are the responsibility of the respective Vice-Deans and are: Education; Research; Academic Affairs; Health Affairs; Toward a Faculty of Health Sciences (the latter, the responsibility of the Dean).

More information about Project Renaissance is available here:

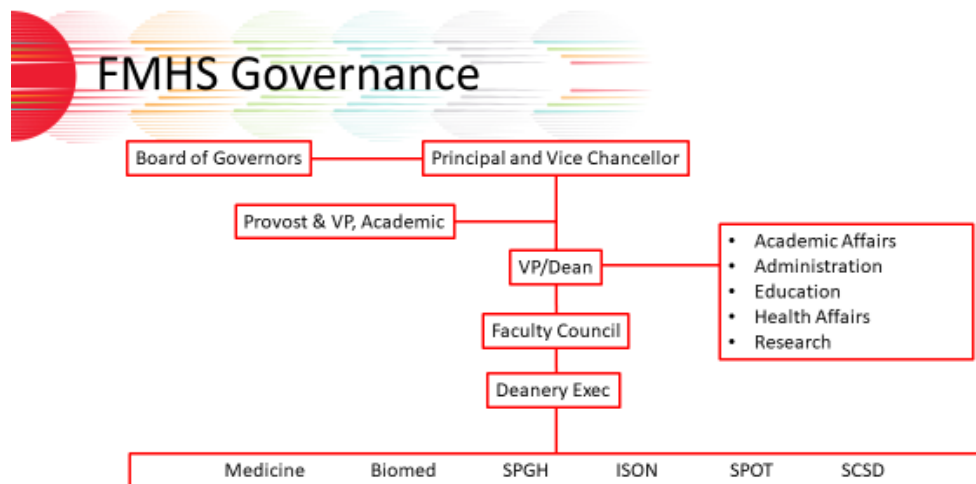
<https://www.mcgill.ca/medicine/about/strategic-planning>

Faculty Structure and Governance

The impetus to restructure the Faculty of Medicine is consistent with our history of being innovators in health education and research. The contemporary landscape of health science is complex, interdisciplinary and interprofessional. The ideal governance structure is one that supports the cross-talk and collaboration between our disciplines of research and teaching, while maintaining a focus on discipline-specific achievements and innovations. Through various consultative processes, the consensus is the school structure will bring community parts together, strengthening it as a whole.

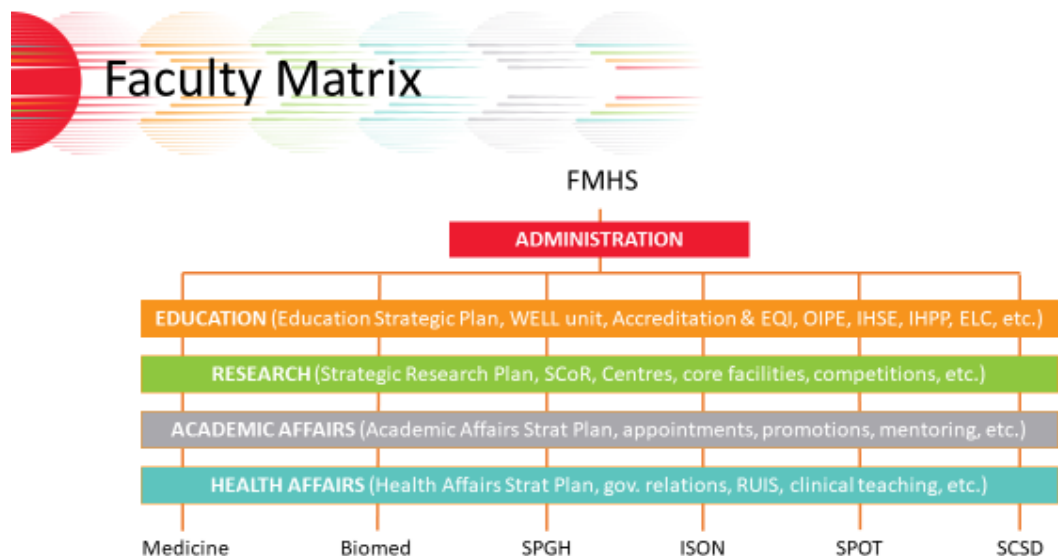
The school concept includes a director who is responsible for the autonomous unit in regards to its budget, recruitment and assignment of duties. A school may contain other entities that support the specific mandate, such as institutes, departments or divisions. In a school model, teaching programs do not overlap with other schools; however, the director is responsible for enabling interdisciplinary and interprofessional activities where appropriate in either research or teaching. Finally, a school may have responsibility for core facilities or infrastructure that would be specific to its fields of expertise.

The proposed structure is expressed in the following diagram, with the bottom horizontal box indicating the schools in the Faculty of Medicine and Health Sciences, namely: the School of Medicine; School of Biomedical Sciences; the School of Population and Global Health (SPGH); the Ingram School of Nursing (ISoN); the School of Physical and Occupational Therapy (SPOT); and the School of Communication Sciences and Disorders (SCSD).



Faculty Matrix

Within the school model, the mandate of each Vice-Dean is to encourage cross-talk across all of our schools through Faculty-wide strategic plans and the offices, centres and institutes that support the schools. We have identified four areas that are cross-cutting and common to the proposed Faculty of Medicine and Health Sciences, each of which has undertaken a strategic plan exercise (Appendix C). This Faculty matrix reflects the themes of Project Renaissance and the concerted efforts assigned to each area in both senior leadership oversight, governance and resources.



III. Proposed Changes

Establishment of the School of Medicine

Rationale

Throughout most of its history, the Faculty of Medicine was considered to be synonymous with the medical school. As noted above, this is no longer valid. Medical education has changed greatly over the last century, with the Faculty now having responsibility for Postgraduate Medical Education (PGME) and Continuing Professional Development (CPD), in addition to Undergraduate Medical Education (UGME). Moreover, medical education is no longer limited to our traditional teaching hospitals but now is distributed over many sites, including rural and community-based practices. Over the last decade, it has become clear that medical education programs need an academic home where the specific issues around topics like the learning environment, accreditation and lifelong learning can be addressed.

In addition, a very large component of the Faculty's research efforts takes place in hospital-based research centres or in community-based family medicine units. Although every effort is made to align these research programs with those on campus, the practical reality is that research in the clinical departments has unique aspects. This context calls for structures that are adapted to the needs of researchers working in the health care system.

A key aspect of the Faculty's mission is community engagement. In the case of medicine, this takes the form of playing a leadership role in our teaching hospitals as well as in community-based family medicine units. More recently, McGill has been called on to assume stronger leadership in the Outaouais region, where a satellite French-language medical education campus will open in fall 2020. This new campus builds on decades of engagement in that community, where we have had a successful family medicine residency program as well as a one-year integrated clerkship for third-year MDCM students. The establishment of a campus in the Outaouais region reinforces the need for a governance structure that can oversee the complexity of the medical education and research enterprise.

Consultation

This proposal has been presented to the [Committee for Medical Education Governance](#) (C-MEG) and all Faculty governance bodies, and has been approved at Faculty Council.

Proposal

It is proposed that a **School of Medicine be established** within the Faculty of Medicine and Health Sciences.

Establishment of the School of Biomedical Sciences

Rationale

The Biomedical Science departments within the Faculty of Medicine have a proud history of teaching and world-renowned research and discovery. The breadth of research within these seven departments and two associated units is impressive, as are the opportunities for undergraduate and graduate students. As pillars within the Faculty, the departments have an impact that extends beyond teaching and research into the Faculty's clinical sites and schools.

In order to ensure the Biomedical Science departments continue to thrive in an increasingly competitive funding and recruitment environment, we must consider the shared challenges and how best to address them. The common needs with respect to bench science, technology and academic science advocacy calls for a more formal structure, provided by a School of Biomedical Sciences.

Consultation

This proposal has been presented to all Biomedical Science departments and to all Faculty governance bodies, and has been approved at Faculty Council.

Proposal

It is proposed that a **School of Biomedical Sciences be established** within the Faculty of Medicine and Health Sciences.

Name Change of the Faculty of Medicine to the Faculty of Medicine and Health Sciences

Rationale

While originally established as a school of medicine in the early 19th century, the educational programs of the Faculty of Medicine have moved well beyond undergraduate medical teaching. Indeed, 2020 is the 100th anniversary of the establishment of the Ingram School of Nursing and the other professional schools are more than half a century old. At this time, there are twice as many graduate students registered in the Faculty than medical students. Beyond the educational mission, research in the Faculty is increasingly interdisciplinary and interprofessional, going beyond the medically-focused investigations that characterized its first century. The time has come for the name of the Faculty to better reflect the scope of its activities.

Several possible names were considered, including "Faculty of Health Sciences" and "Faculty of Health." In other universities, "Faculty of Health" often excludes medicine, making this choice less attractive. In contrast, there are several universities in Canada with similar profiles that use the name "Health Sciences." The name, "Medicine and Health Sciences" is currently being used at Université de Sherbrooke and elsewhere in the world. The choice of "Faculty of Medicine and

Health Sciences” would allow McGill University to retain the historical name of its first faculty, recognized worldwide by alumni and others, while acknowledging its current much broader mandate.

Consultation

This proposal has been presented to all Faculty governance bodies and has been approved at Faculty Council. There was wide online consultation in the form of a poll to stakeholders within the Faculty, including staff and students (Appendix A), the results of which yielded 1,036 responses, 81% of which were in favour. In addition, the intention to change the name of the Faculty has been presented to both Senate and the Board of Governors earlier in 2019. A list of consultations is provided in Appendix B.

Proposal

It is proposed that the Faculty of Medicine be renamed: **The Faculty of Medicine and Health Sciences.**

IV. The School of Medicine

Background

This portion of the proposal explores more fully the background and rationale of establishing a School of Medicine that supports medical education as a continuum, from Undergraduate Medical Education (UGME) and Postgraduate Medical Education (PGME) through to Continuing Professional Development (CPD), as well as the clinical departments.

The primary impetus for the establishment of the School of Medicine is the perceived need by the medical education programs for a structure dedicated to medical education. Although traditionally the Faculty of Medicine focused primarily on medical education, with the rise in importance of the other professional programs and the basic sciences, medical education has at times struggled to find its place. In addition, there is growing interest in approaching medical education as a continuum, covering the mandates of the three major programs (UGME, PGME, CPD). We are proposing a School of Medicine in order to provide an overarching and independent governance structure similar to the existing schools within the Faculty.

Why a School?

Through consultations and environmental scans, we have identified the following areas that would benefit from the establishment of a School of Medicine:

Medical Education

As with all professions, medical education programs have features related to the specific knowledge and competencies of the field. However, the complexity of medical education requires a governance model adapted to the needs of these programs.

In contrast to most other programs in the University, the medical education programs seek to provide education that covers the entire lifecycle of a medical career, from the beginning of medical school and residency training to lifelong learning through continuing professional development. Medical education has unique characteristics that drive its curricular design and organizational structure. The programs are highly regulated, subject to very rigorous accreditation standards, and are responsible for training a very broad array of specialties. These programs are also highly dependent on partner healthcare organizations, spanning a gamut of clinical settings, from primary care clinics in rural areas to intensive care units in university hospitals.

Although medical education has always been complex, the recent move to competency-based approaches has further complicated the design and delivery of medical education programs. While all professions have moved in this direction, the regulatory authorities overseeing medical education have created a singularly robust approach to competency-based education, particularly with regard to residency training (PGME). As with other professional programs in the Faculty, such as Nursing, competency-based curricula need to be implemented in ways that are specific to the medical profession. However, in the case of medical education, the scope and complexity of the competency-based curricula and assessment methods call for a higher level of administrative support and oversight.

Similarly, accreditation processes for medical education programs are highly specific to the profession. For UGME, accreditation is overseen by the Committee on Accreditation of Canadian Medical Schools (CaCMS), which oversees a rigorous accreditation process that far exceeds what is done in other professional schools. Similarly, for PGME, the accreditation process is overseen by the College of Family Medicine of Canada (for Family Medicine), the Royal College of Physicians and Surgeons of Canada (for all other specialties) and the Collège des médecins (for all specialties). As for UGME, the PGME program is required to undergo institutional accreditation by the Colleges. This is done in parallel with 70 specialty programs, each of which need to be separately accredited. Finally, in addition to developing some of its own continuing professional development programs, the CPD Office is responsible for providing accreditation for continuing professional development programs created by faculty members and outside agencies in accordance with provincial and national standards. A School of Medicine, with governance structures, provides a dedicated forum for strategic discussion and planning to address the lifelong learning cycle of our medical learners in correlation to accreditation standards.

The Clinical Environment

Since the introduction of modern bedside teaching by Sir William Osler, the education of physicians has been closely tied to the healthcare facilities associated with the medical school. To this day, most of the experiential learning by medical students takes place in clinical settings. This is even more important for postgraduate trainees, who study their speciality while taking on progressively more responsibility for the care of patients over the course of their program. Indeed, residents are simultaneously students and employees of the health ministry. In consequence, educational quality is highly dependent on the quality of the clinical milieu. The largest part of the faculty complement consists of clinicians who teach as part of their day-to-day practice. While all professional programs have to ensure that placements are of high quality, in the case of medicine, this is particularly challenging, given the tight coupling of the learning environment with the work environment. Students and residents form part of the healthcare team and, in the case of residents, provide essential services to patients. The close relationship with the clinical milieu, whether in a Family Medicine unit, on a ward or simply in a private office, is a unique characteristic of medical education that requires specialized structures and approaches. The School of Medicine allows for a coordinated and coherent, and ultimately more effective, approach to address all levels of medical education where all stakeholders are engaged and aligned.

The Clinical Departments

The structure and operation of the clinical departments differ greatly from the usual university departmental model. The original rationale for the creation of clinical departments, such as Medicine, Surgery or Pathology, was to provide discipline-specific teaching. This remains the major function of clinical departments, whose members are essential to the ongoing activities in UGME, PGME and CPD. In addition, however, the research mission is a key departmental activity in teaching hospitals. In fact, the majority of the Faculty's researchers are based in the research arms of teaching hospitals, such as the Research Institute of the McGill University Health Centre (RI-MUHC), the Lady Davis Institute (LDI) of the Jewish General Hospital and the Research Centre of the Douglas Mental Health University Institute. Most of the investigators in these centres hold appointments in clinical departments such as Medicine, Surgery and Neurology/Neurosurgery. The Faculty provides a substantial portion of the salary for tenure-track faculty members in these departments and works closely with the leadership of these entities to promote the research mission. The School of Medicine will provide a strategic and systematic fashion for clinical departments to engage more fully in the education mission of the Faculty.

Campus Outaouais

McGill University has been active in the Outaouais region for decades, initially with a residency in Family Medicine and more recently with a longitudinal third-year experience for some MDCM students. This commitment will increase substantially in August 2020, when the Faculty, in collaboration with the local health authority (CISSS de l'Outaouais) will open a satellite medical

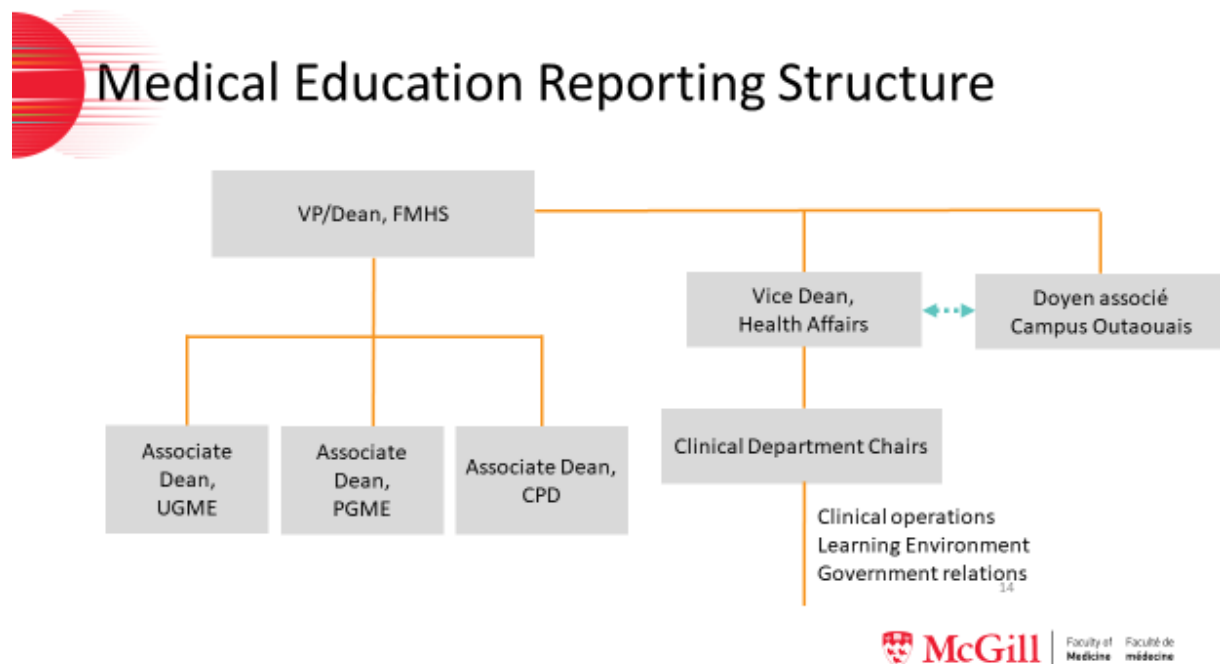
school campus. This campus will provide French-language instruction of the MDCM curriculum, in addition to serving as a base for the Family Medicine residency program. The project involves medical education exclusively and requires appropriate governance and oversight that is aligned with the Montreal campus while considering local needs. As part of the Faculty's School of Medicine, the necessary coherence and support can be achieved.

Structure of the School of Medicine

The current governance structure of medicine is large, complex and is comprised of the following: The Vice-Principal (Health Affairs) and Dean of the Faculty of Medicine; Associate Vice-Principal and Vice-Dean (Health Affairs); Vice-Dean and Director, Campus Outaouais; three Associate Deans responsible for educational programs; and 16 departments (and Chairs).

This governance structure is responsible for 48% of the learners in the Faculty; 53% of the graduate students in the Faculty; 65% of tenure-track professors; 88% of the CAS professors; 71% of the research funding, as well as Campus Outaouais.

The School of Medicine would be comprised of the following reporting structure:



List of clinical departments:

- Emergency Medicine
- Family Medicine
- Human Genetics*
- Medicine
- Neurology and Neurosurgery
- Pathology
- Pediatrics
- Psychiatry
- Oncology
- Radiology
- Anesthesiology
- Biomedical Engineering*
- ENT, Head and Neck Surgery
- Obstetrics and Gynecology
- Ophthalmology and Visual Sciences
- Pediatric Surgery
- Surgery

Additionally:

- Social Studies of Medicine

*Human Genetics and Biomedical Engineering are in both the School of Medicine and the School of Biomedical Sciences.

Mitigating Risk

The proposed establishment of the School of Medicine would mitigate the risks and avoid vulnerabilities associated with core elements in medical education, such as curriculum development, maintaining and monitoring a positive learning environment, the promotion of lifelong learning and the continuum of education across careers. It would also facilitate a harmonization of strategic planning.

By incorporating the “School” concept with the establishment of a School of Medicine, the continuum of medical education and the Faculty would benefit from autonomy related to budget issues, recruitment and assignment of duties. It would also enable interdisciplinarity that currently exists only to a limited extent. Another advantage of a School of Medicine is the ability to include other entities, such as institutes, departments and divisions.

V. The School of Biomedical Sciences

Background

The biomedical sciences within the Faculty of Medicine are comprised of 1,800+ students in seven departments and two associated units. Historically, each Department Chair has a direct reporting line to the Dean of the Faculty of Medicine. They do not have a formal structure for inter-departmental collaborations in areas such as optimizing administrative support, academic recruitment, equipment and space management, or large grant applications. These departments are operating without an optimal governance structure.

In the course of reflection by the Faculty's leadership and after consultation with the leaders of the Faculty's basic science departments, a preliminary consensus emerged that there is merit in regrouping the biomedical science departments into a new structure. Under the leadership of the former Chair of Physiology, Dr. John Orłowski, a preliminary report was produced that proposed the establishment of a School. This was further explored and validated at a major leadership retreat held in February 2019. This retreat was attended by leaders of all of the affected departments, as well as representatives of the Faculty of Science, including Dean Lennox.

The proposed vision of the School is the advancement of biomedical sciences to improve health through research, translation of discoveries, and interdisciplinary training and education. The proposed mission of the School of Biomedical Sciences is to provide a dynamic interdisciplinary learning environment for undergraduate and graduate students who will play a critical role in contributing to the modern science and technology work force, while leading innovative research programs that contribute to the creation and translation of knowledge for healthier societies.

Why a School?

Through consultations and environmental scans, we have identified three areas that would benefit from the establishment of a School of Biomedical Sciences:

Education

Education in the School of Biomedical Sciences will provide an overarching structure driven by a student-centred pedagogical approach and research experiences anchored in state-of-the-art undergraduate and graduate education and research programs. It will foster opportunities to engage in interdisciplinary training at every level, including inter-departmental, inter-School and inter-Faculty programs. The design and implementation of undergraduate and graduate programs will best prepare and provide a competitive advantage for graduates in the modern work force.

Undergraduate education

With more than 1,800 learners, a major part of the Faculty of Science's undergraduate student population takes courses in the basic science departments of the Faculty of Medicine. It is vital

that these students receive an education that is not “Plan B” in a professional school but is rather its core business. Although there has been progress in improving the quality of the student experience, much remains to be done to ensure that BSc students have the best possible educational experience. Bringing together the expertise within all of its units, the School of Biomedical Sciences would prepare students for careers that require a larger vision of biomedical science education, focusing on interdisciplinary content, literacy and numeracy. Learning to write, learning to communicate with different audiences, learning statistics, bioinformatics, computer coding, AI and analysis of Big Data – in addition to discipline-specific knowledge – need to be added to traditional discipline-specific programs. The School would also seek to promote a shared language across disciplines to facilitate how we deal with societal problems that require integrated approaches and would also facilitate the development of interdisciplinary links among faculty members.

Graduate education

The establishment of the School provides an opportunity to review current graduate level educational offerings. All of the constituent departments have discipline-specific graduate programs. In addition, faculty members within these departments also supervise students from inter-faculty programs (e.g., Integrated Program of Neurosciences and Quantitative Life Sciences) and from other graduate programs (e.g., Experimental Medicine). Establishment of the School provides an opportunity to reevaluate existing programs to ensure they remain relevant, as well as to consider the creation of innovative interdisciplinary graduate programs based on critical mass of research and knowledge.

The pooling of resources across programs, along with the possible development of novel interdisciplinary programs, will help better serve the needs of students. Graduate students are pursuing increasingly diverse career opportunities and thus need to acquire additional skills and tools to continue on a successful career path once they complete their graduate training. A School structure allows for the coordination of these efforts within a single office in partnership with resources from GPS and TLS/Skillsets. The School would be tasked with the establishment of a set of “core competencies” that would complement what is learned in a specific research area.

An important goal of the School must be to recruit high-calibre graduate students. By pooling resources, the School should be able to promote the recruitment of students in several ways. For example: we may consider the creation of a competitive undergraduate summer research program to introduce students from across the country to our research labs; we could also envisage improvements in tracking the outcomes of each graduate.

Research

Research in the School of Biomedical Sciences will focus on understanding the fundamentals of life, from individual molecular building blocks to their networking into pathways, cells, tissues and organs, and their integration in living organisms. Research will focus on not only the understanding of normal processes, but also how they are altered in disease, with a goal of developing new and better approaches to identify, treat and cure disease across the lifespan.

Researchers will work together across disciplines – and with colleagues in other Schools within the Faculty, across the University and internationally – to find solutions to complex health problems and to develop new diagnostic and therapeutic methods that enhance health.

Taken together, the component units of the School contribute in a major way to the overall research performance of the Faculty and the University. However, as competition from larger universities and from multi-university consortia increases, there is a real need to ensure that McGill's research efforts are at a sufficiently large scale. The establishment of the School of Biomedical Sciences provides a number of opportunities to improve our competitiveness.

With the establishment of the School, the opportunity is created to evaluate existing research areas and to develop new research areas at the interface between departments, fields and disciplines. The School would enable us to build on our strengths to improve our ability to recruit top students and new faculty, apply for interdisciplinary grants in areas of convergence and become more successful in Quebec, Canada and internationally.

Over and above the advantages to research planning and organization, the formation of the School creates an opportunity to more effectively support shared research infrastructure platforms. These include traditional core facilities as well as important shared resources, such as grant writing teams that go beyond the means of any single department.

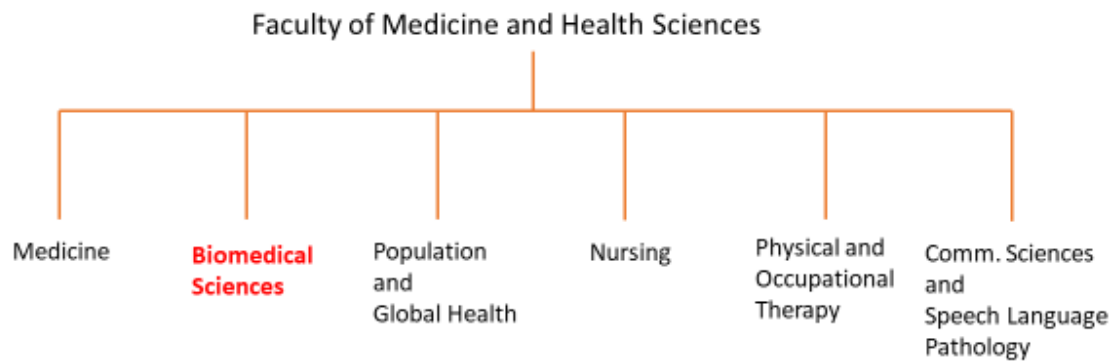
Governance and Administrative Support

As with other Schools in the Faculty, the School of Biomedical Sciences would be led by an Associate Dean who would have responsibility for transversal initiatives, platforms and core facilities, as well as management of the joint hiring system already used by the units in the School. The Associate Dean would be supported by a consolidated administrative structure designed to specifically meet the needs of the School. This structure would house a team of specialists in the fields of academic affairs, human resources and finance (including financial management support for grants/awards), providing shared services for all of School's units. In addition, each unit would be provided with dedicated support staff to provide for its specific administrative needs.

Based on the model of a federation of schools, the following diagram situates the proposed School of Biomedical Sciences within the Faculty of Medicine and Health Sciences.



Educational Programs Governance



List of Departments of Biomedical Sciences and associated units:

- Anatomy and Cell Biology
- Biochemistry
- Microbiology and Immunology
- Pharmacology and Therapeutics
- Physiology
- Human Genetics*
- Biomedical Engineering*
- Genome Centre
- Goodman Cancer Research Centre

*Human Genetics and Biomedical Engineering are in both the School of Medicine and the School of Biomedical Sciences.

Mitigating Risk

The proposed School of Biomedical Sciences would mitigate the risks associated with interdisciplinary and interprofessional opportunities, such as large-scale grant applications, efficient resource allocation of sophisticated equipment, Big Data initiatives and an integrated strategic plan across the basic sciences.

VI. Proposed Name Change from the McGill Faculty of Medicine to the McGill Faculty of Medicine and Health Sciences

In order for the entire Faculty to maintain its position as a leader in the field of health sciences, we must adapt to changes in both health sciences education and biomedical research. To do so, we continue to advance our tripartite mission in all our schools. The Ingram School of Nursing last year received glowing accreditation for its direct-entry master's program, the first of its kind in Canada. The School of Physical and Occupational Therapy continues to experience tremendous growth in enrolment, while our School of Communication Sciences and Disorders has celebrated its 50th anniversary. We have recently welcomed distinguished academic Dr. Tim Evans as the inaugural Director and Associate Dean of the School of Population and Global Health (SPGH) and Associate Vice-Principal (Global Policy and Innovation).

The term "Faculty of Medicine" is effectively a misnomer, which fails to capture the full range of health professions and health sciences that is our Faculty. As a result, many have called for a new name that better reflects its scope of activity. After extensive consultation, the name "Faculty of Medicine and Health Sciences" was proposed with the deliberate intent to respect the history and tradition of the Faculty of Medicine, while appropriately reflecting the breadth of what we have become over our 200-year history. The proposed name change affords us an opportunity to communicate our evolution and growth in an authentic manner to our stakeholders. At the same time, by maintaining the original phrase, "Faculty of Medicine," we continue to reinforce our brand identity in Quebec, Canada and internationally.

As part of the environmental scan and consultative process, consideration was given to the nomenclature used by the other sixteen faculties of medicine in Canada. The table below indicates the faculty name along with the primary programs.

Institution	Faculty Name	Primary Programs
McGill University	Faculty of Medicine and Health Sciences	Medicine (UGME, PGME, CPD), ISON, SCSD, SPOT, Biomedical Sciences, SPGH
Dalhousie University	Faculty of Medicine	Medicine (UGME, PGME, CPD)
McMaster University	Faculty of Health Sciences	School of Medicine, School of Nursing, School of Rehabilitation Science
Memorial University	Faculty of Medicine	Medicine (UGME, PGME, CPD)
Northern Ontario School of Medicine		Medicine (UGME, PGME, CPD), Dietetics, Rehabilitation Studies
Queen's University	Faculty of Health Science	School of Medicine, School of Rehabilitation Therapy, School of Nursing
Université de Montréal	Faculté de médecine	Medicine, School of Rehabilitation studies, School of Speech Therapy & Audiology, Nutrition
Université de Sherbrooke	Faculté de médecine et des sciences de la santé	Medicine, School of Rehabilitation studies, School of Nursing
Université Laval	Faculté de médecine	Medicine, Physiotherapy, Occupational Therapy, Kinesiology
University of Alberta	Faculty of Medicine & Dentistry	Medicine, Dentistry, Dental Hygiene, Medical Laboratory Science, Radiation Therapy
University of British Columbia	Faculty of Medicine	Medicine, Audiology & Speech Sciences, Occupational Therapy, Midwifery, Physical Therapy, Genetic Counseling
University of Calgary	Cumming School of Medicine	Medicine (UGME, PGME, CPD)
University of Manitoba	Rady Faculty of Health Sciences	College of Medicine, College of Dentistry, College of Nursing, College of Pharmacy, College of Rehabilitation Sciences
University of Ottawa	Faculty of Medicine Faculté de médecine	Medicine
University of Saskatchewan	College of Medicine	Medicine, Physical Therapy
University of Toronto	Faculty of Medicine	Medicine
Western University	Schulich Medicine & Dentistry	Medicine, Dentistry

VII. Conclusion

Project Renaissance has provided an excellent opportunity to strategically review the Faculty in the context of contemporary challenges and possibilities, and to analyze, reinforce and implement more robust governance structures. The process involved broad consultation that engaged faculty, staff and students in envisioning our future.

The overarching aim of Project Renaissance is first and foremost to fulfill the Faculty's vision of: *"Healthier societies through education, discovery, collaboration and clinical care."* This must be carried out consistent with our mission statement, that is, *to educate future and current health care professionals and scientists based on our commitment to excellence, social accountability and lifelong learning, together with the pursuit of novel research and clinical innovation, to improve the health of individuals and populations worldwide.*

The establishment of a School of Medicine addresses the need for medical education to have dedicated governance that is adapted to the needs of curriculum and accreditation, to manage the complex interaction between medical education and the clinical environment, as well as the engagement of clinical departments and hospital-based research institutes. A School of Medicine aims to unify and optimize the use of our educational resources to ensure a seamless flow through the educational continuum in order to better meet the needs of our learners across the entire span of their careers, and by extension, society.

The establishment of a School of Biomedical Sciences provides a platform for the advancement of dynamic interdisciplinary learning for undergraduate and graduate students and a structure for inter-departmental collaborations in areas such as optimizing administrative support, academic recruitment, equipment and space management or large grant applications.

The change in the name of the Faculty reflects our aspiration to maintain our position as a leader in medicine and in all our health sciences.

The Faculty has consensus on the need to establish a School of Biomedical Sciences and a School of Medicine, and to change its name to the Faculty of Medicine and Health Sciences in order to recognize our distinguished past and all we have become.

As we launch into our bicentennial, this is an opportune and important time to strengthen our brand, to ensure robust structures in place to build on our leadership and to carry the McGill spirit of innovation into our third century.

Appendices

Appendix A: Faculty Name Change Online Poll

Appendix B: Consultations

Appendix A: Faculty Name Change Online Poll

(Version française ci-dessous)



Dear members of the Faculty of Medicine,

Over the course of the [Faculty's Project Renaissance strategic planning exercise](#), which began in 2016, questions have been raised about the appropriateness of the current Faculty name. Medicine is the founding pillar of this Faculty; however, since its inception in the 1820s, it has become more and is now comprised of multiple leading health profession and biomedical science programs.

In addition to Medicine, the Faculty today is home to the Ingram School of Nursing, the School of Physical and Occupational Therapy, the School of Communication Sciences and Disorders, and the School of Population and Global Health. As part of the Project Renaissance strategic planning, two new schools are under discussion – the School of Medicine and the School of Biomedical Sciences – to better advocate for and support the programs in these units. An overview of the current Faculty composition and programs can be found on [this web page](#) (scroll down).

Consequently, various names have been proposed in discussions with members of the Faculty during Faculty Council meetings and in other forums. **During the [May 21 Faculty Council meeting](#), an update was given during which the three following proposed names were shared and discussed: Faculty of Health; Faculty of Health Sciences; Faculty of Medicine and Health Sciences.**

With respect to Faculty of Health, it has been argued that “Health” is more far-ranging, including preventive, nutritional and other disciplines not part of our current Faculty. With respect to Faculty of Health Sciences, the point was made that it dismisses the historic and foundational role of Medicine, which is a great source of pride for alumni around the world. The third proposal, the **McGill Faculty of Medicine and Health Sciences**, has been the most positively received. It is also used by faculties in other parts of the world.

At the most recent [Faculty Council meeting on Sept 23](#), a motion was passed to proceed to next steps with respect to the renaming process, which includes this message to you and a poll that you will find at the link below. While we routinely invite everyone to Faculty Council meetings and share each agenda Faculty-wide in advance, we understand not everyone is able to attend and partake in these discussions.

It is for this reason we are inviting you to now share your position via [this link](#) by Thursday, November 21, 2019.

Thank you, in advance, for your participation.

David Eidelman, MDCM

Vice-Principal (Health Affairs)

Dean of the Faculty of Medicine

À tous les membres de la Faculté de médecine,

Dans le cadre du [Projet Renaissance, l'exercice de planification stratégique de la Faculté](#), amorcé en 2016, la question de la pertinence actuelle du nom de la Faculté a été soulevée. La Faculté a en effet la médecine pour pilier fondateur, mais elle s'est déployée depuis sa création dans les années 1820 et englobe désormais de nombreux grands programmes d'enseignement des professions de la santé et des sciences biomédicales.

En plus de la médecine, la Faculté compte aujourd'hui l'École des sciences infirmières Ingram, l'École de physiothérapie et d'ergothérapie, l'École des sciences de la communication humaine et l'École de santé des populations et de santé mondiale. Dans le cadre du Projet Renaissance, la création de deux nouvelles écoles – l'École de médecine et l'École des sciences biomédicales – est également à l'étude, dans le but de mieux représenter et soutenir les programmes de ces unités. Un aperçu de la composition et des programmes actuels de la Faculté se trouve [ici](#) (faire défiler la page).

Plusieurs noms ont été proposés au cours des discussions avec des membres de la Faculté, lors des réunions du Conseil de la Faculté et dans d'autres forums. **Au cours de la [réunion du 21 mai du Conseil de la Faculté](#), les trois noms suivants ont fait l'objet d'une discussion : Faculté de la santé (Faculty of Health), Faculté des sciences de la santé (Faculty of Health Sciences), Faculté de médecine et des sciences de la santé (Faculty of Medicine and Health Sciences).**

Dans le premier cas, Faculté de la santé, on a avancé que la notion de santé, plus vaste, englobe d'autres disciplines, notamment en santé préventive et nutritionnelle, qui ne font pas partie de notre Faculté actuelle. Dans le deuxième cas, Faculté des sciences de la santé, l'argument a été invoqué que ce choix évacue le rôle historique et fondateur de la médecine, qui est source de fierté pour les diplômés à l'échelle mondiale. La troisième proposition, **Faculté de médecine et des sciences de la santé**, a reçu l'accueil le plus positif. Ce nom est également utilisé par d'autres facultés ailleurs dans le monde.

Lors de la dernière [réunion du Conseil de la Faculté, le 23 septembre](#), une motion a été adoptée au sujet du processus de changement de nom, qui comprend le présent message et un sondage que vous trouverez au lien ci-dessous. Bien que nous fassions parvenir une invitation et l'ordre du jour des réunions du Conseil de la Faculté à l'avance à tous les membres de la Faculté, nous savons que tous ne sont pas en mesure d'assister aux réunions et de participer aux discussions.

C'est pour cette raison que nous vous invitons maintenant à nous donner votre avis au moyen du sondage accessible [ici](#) au plus tard le jeudi 21 novembre 2019.

Merci à l'avance de votre participation.

David Eidelman, MDCM

Vice-principal (Santé et affaires médicales)

Doyen, Faculté de médecine

Appendix B: Consultations

Project Renaissance

Senate (May 15, 2019)

Board of Governors (May 23, 2019)

Faculty Council, Faculty of Medicine (May 21, 2019; Sept. 23, 2019; Feb. 26, 2019; May 23, 2018; Feb. 28, 2018; Dec. 7, 2017; Sept. 26, 2017; March 13, 2017; Dec. 6, 2016; June 1, 2016)

Deanery Executive Committee, Faculty of Medicine: (Regular agenda item from June 2016-November 2019)

Membership of this committee includes:

- 1) Vice-Principal (Health Affairs) and Dean of Medicine
 - 2) Associate Vice-Principal and Vice-Dean of Health Affairs
 - 3) Vice-Dean, Academic Affairs
 - 4) Vice-Dean, Life Sciences
 - 5) Vice-Dean, Education
 - 6) Executive Director
 - 7) Associate Dean of Biomedical BSc, Graduate and Postdoctoral Affairs
 - 8) Associate Dean of Continuing Professional Development
 - 9) Associate Dean of Faculty Development
 - 10) Associate Dean of Research
 - 11) Associate Dean, Postgraduate Medical Education (PGME)
 - 12) Associate Dean, Undergraduate Medical Education (UGME)
 - 13) Associate Dean and Director, School of Physical and Occupational Therapy (SPOT)
 - 14) Associate Dean and Director, School of Communication Sciences and Disorders (SCSD)
 - 15) Associate Dean and Director, Ingram School of Nursing (ISoN)
 - 16) Director of Communications
 - 17) Senior Advisor to the VP/Dean (Secretary)
- * To add: Vice-Dean and Director, Outaouais Campus and Director & Associate Dean, School of Population and Global Health, Associate Vice-Principal (Global Policy and Innovation)

Faculty Leadership Commons (Regular agenda item from June 2016-November 2019)

Membership of this committee includes:

- All Department Chairs
- All Institute Directors
- Director of the Steinberg Centre for Simulation and Interactive Learning
- Director of the Genome Innovation Centre
- Director of the Goodman Cancer Research Centre
- Director of Global Health Programs
- All members of the Deanery Executive Committee

Faculty Name Change Poll (November 2019)



James Administration Building, Room 400

Pavillon James de l'administration, bureau 400

Tel.: (514) 398-1224

Date: Friday, January 31, 2020

Doc. #: CGPS-MM-CumulMasters_R00

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

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

Subject: Implementing a Cumulative Master's degree at McGill

Purpose: ☒ For Review and Approval ☐ For signature

Summary

- The *Maîtrise par cumul* (Cumulative/Stackable Master's) is an acknowledged path for acquiring a Master's degree in Quebec institutions. Current programs include the MBA in Administration at UQAM and the MA in Educational Technology at TELUQ.
- A Cumulative Master's degree is obtained through a coherent and thematic selection of certificates and diplomas, which are combined or "stacked" together to comprise a degree that is specialized in nature, flexible in completion times, and contains recognized intermissions of achievement.
- The objective is to give better access to higher education to clientele that would not necessarily consider pursuing graduate studies. It is also attractive for working professionals seeking additional credentials.
- GPS has developed a McGill framework for combining a number of certificates in a given discipline to accumulate 45 credits towards a Master's degree. Upon successful completion, the students will be awarded the Master's degree and the parchment will indicate the name and completion dates of the short graduate credentials which made up the study program.
- All graduate admission requirements must be met at all stages of study.
- All graduate policies and regulations will apply throughout the degree.
- This framework was presented for information at CGPS on January 15, 2018 and at SCTP (APC Subcommittee on Courses and Teaching Programs) on April 5, 2018. It was approved at CGPS on January 13, 2020.

Recommendation

- As Chair of CGPS, I recommend that the enclosed framework of Cumulative Master's degree be approved by APC.

Encls.

- Framework for a Cumulative Master's Degree
- Sample diploma for a Cumulative Master's Degree



Maîtrise par cumul – Cumulative Master’s Degree – Regulations and Procedures

Definition: A cumulative Master’s degree is obtained by combining a number of short graduate credentials in a given discipline. A series of Faculty-selected graduate certificates and diplomas can be aggregated to obtain the cumulative Master’s degree.

Number of credits: A cumulative Master’s degree consists of 45 credits.

Admission and plan of study: The student will declare his/her intention to pursue the Master’s degree after having accumulated 30 credits in graduate coursework. The last 15 credits can be earned through the addition of a third 15-credit graduate certificate or through the production of a scholarly work of knowledge synthesis under the supervision of an academic faculty member. The plan of study will have to be approved by the credentialing department/Faculty prior to submission to GPS for final approval. [McGill graduate admission requirements](#) must be met at all stages of study.

Graduation requirements: A graduate certificate or diploma can be used for only a single cumulative Master’s degree. [McGill failure policy in graduate studies](#) applies at all stages of study. Successful completion will result in the awarding of a Master’s degree that will indicate on the parchment the name of the short graduate credentials which made up the study program.

Maximal duration: The approved plan of study will be valid for up to 10 years to allow the student to complete the third component of the Master’s degree.



McGILL UNIVERSITY
MONTREAL

TO ALL WHOM THESE PRESENTS MAY COME, GREETING:

WE, THE GOVERNORS, PRINCIPAL, AND FELLOWS OF MCGILL UNIVERSITY TESTIFY THAT

Sample Student

HAVING DILLIGENTLY COMPLETED THE REQUIRED COURSE OF STUDY AND PERFORMED
THE PRESCRIBED EXERCISES HAS BEEN ADMITTED TO THE DEGREE OF

MASTER OF ARTS(M.A.)

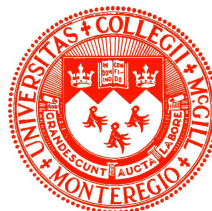
through cumulative study

WITH Graduate Certificate in Educational Leadership 1,
Graduate Certificate in Educational Leadership 2,
and Graduate Certificate in Educational Leadership 3

WITH ALL THE HONOURS, PRIVILEGES, AND PREROGATIVES PERTAINING TO THAT DEGREE, IN WITNESS WHEREOF WE
HAVE AFFIXED OUR SIGNATURES AND HAVE CAUSED THE SEAL OF THE UNIVERSITY TO BE ATTACHED HERETO.

DEAN

REGISTRAR



CHANCELLOR

PRINCIPAL



McGill

20-APC-02-17
M E M O R A N D U M

OFFICE OF THE PROVOST AND VICE-PRINCIPAL (ACADEMIC)

James Administration Building

Room 634

Tel: (514) 398-2291

TO: Christopher P. Manfredi, Provost and Vice-Principal (Academic) and APC Chair

FROM: Christopher Buddle, Associate Provost (Teaching and Academic Programs) and SCTP Chair

DATE: January 10, 2020

SUBJECT: GUIDELINES FOR CREATING CONCENTRATIONS/OPTIONS – FOR APPROVAL

The APC Subcommittee on Courses and Teaching Programs (SCTP) recommends to the Academic Policy Committee (APC) the approval of proposed guidelines for academic units to use when proposing a concentration/option of an existing program.

In May 2018, the former Deputy Provost and SCTP Chair, Professor Ollivier Dyens, initiated discussions at SCTP concerning the need to create guidelines for academic units to consider when proposing a new concentration/option of an existing program. This discussion resulted from the review at SCTP of concentration/option proposals of non-thesis master's programs that had only 3 or 6 credits of different required courses for the various proposals. This prompted further discussion of whether these were sufficient credits to warrant a specialization of a sub-topic within a program, and the need for separate programs. Note that the terms "concentration" and "option" are used interchangeably at McGill; *concentration* is Banner terminology for option.

The only guideline that the University currently stipulates: a concentration/option of an existing program must have different required course(s) than the existing program. [In some cases, the only difference is one required course.] The majority of graduate-level concentrations/options that have only 3 or 6 credits of different required courses has a thesis or project that technically should focus on the subject of the concentration/option; however, there is no mechanism at the University to track this. The concentration/option title appears on student transcripts, whereas a stream does not. The highest level of approval at the University for a newly-proposed concentration/option is APC – no Senate or Ministry approval is needed.

If approved, these proposed guidelines will apply to newly-proposed concentrations/options.

See the attachment for the proposed guidelines.

CB/cs

Attachment

Proposed Guidelines for Proposing Concentrations/Options

1. A concentration/option of an existing program is a sub-topic program that relates to the subject/discipline of the program. A concentration/option must include a minimum of 12 credits of courses that focus on the sub-topic of the concentration/option. This condition applies to undergraduate and master's programs.
2. The 12 credits for the concentration/option may be comprised of both required and complementary courses listed as part of the existing program provided that the following two conditions are met:
 - (a) The concentration/option may not be comprised *exclusively* of courses that are **required** for the existing program.
 - (b) The complementary courses included in the concentration/option are drawn from a list that is large enough to ensure that the concentration/option represents a course of study that is genuinely distinct from the existing program.
3. A concentration/option must have the same overall credit weight as the existing program, except in exceptional circumstances—accreditation purposes, for instance. A proposed concentration/option that has a higher program credit weight than the existing program must be justified and explained fully in the proposal's rationale.
4. A self-funded/private [deregulated] concentration/option of an existing public [regulated] program may not be offered and vice versa.
5. No concentration/option may be proposed for doctoral/Ph.D. programs, as the dissertation may focus on a related sub-topic/subject of the discipline/program.

**20-APC-02-28**

Office of the
Provost and
Vice-Principal (Academic)

Bureau du
vice-principal exécutif et
vice-principal aux études

Philip J. Smith, Ph.D., FRHistS
Associate Director
Academic Program Development Support and
Cyclical Reviews
Analysis, Planning & Budget
Directeur associé
Soutien au développement des programmes
académiques et examens périodiques
Analyse, Planification & Budget

To: Prof. Christopher Manfredi, Chair
Academic Policy Committee

From: Dr. Philip J. Smith, Associate Director
Academic Program Development Support and Cyclical Reviews
Analysis, Planning & Budget
Office of the Provost & Vice-Principal (Academic)

Date: 3 December 2019

Subject: 2018-2019 Cyclical Unit Reviews Annual Report to APC

Background

In 1991, CREPUQ (precursor to BCI) adopted a policy mandating all Quebec Universities to conduct reviews of their academic programs at least once every ten years. At McGill, our current review process (created in 2011 to replace the academic program review exercise of 2004-2009; an overview of the process is provided in Appendix A) is designed to assess quality of the entire academic unit – teaching programs, research, reputation of the faculty, and academic environment.

Academic Units Reviewed in 2018-19 (Review Committee memberships are provided in Appendix B)

- Medical Physics Unit (Faculty of Medicine), Site Visit: November 8-9, 2018
- Department of Art History & Communication Studies (Faculty of Arts), Site Visit: November 28-29, 2018
- Department of Linguistics (Faculty of Arts), Site Visit: December 13-14, 2018
- Biomedical Ethics Unit (Faculty of Medicine), Site Visit: January 31-February 1, 2019
- Département de langue et littérature françaises (Faculty of Arts), Site Visit: February 25-26, 2019
- McGill School of Environment (Faculties of Agricultural & Environmental Sciences/ Science/Arts/Law), Site Visit: March 11-12, 2019
- School of Computer Science (Faculty of Science), Site Visit: April 1-2, 2019
- Department of Paediatric Surgery (Faculty of Medicine), Site Visit: April 8-9, 2019
- Department of Political Science (Faculty of Arts), Site Visit: April 15-16, 2019

Review Committee Recommendations in 2018-19

Recommendations and Action Plans for each of the units reviewed in 2018-19 are provided in Appendix C. Although recommendations varied across units, there were certain types of recommendations that appeared in several units, the ones appearing in numerous units were:

- Succession planning
- Administrative staff
- Resource limitations
- Tenure and Promotion criteria (unclear or revision required)
- Mentorship/Development of Associate Professors

In addition, there were several specific recommendations directly related to academic programs, including:

- *Review undergraduate programs* (Departments of Art History & Communication Studies and Political Science)
- *Improve communications in Master's program* (Biomedical Ethics Unit)
- *Create revenue generating professional MSc program* (School of Computer Science)
- *Strengthen practicum course* (Biomedical Ethics Unit)
- *Consider direct entry into PhD program* (Département des littératures de langue française, de traduction et de création)
- *Explicit decision concerning the PhD program – niche program or none at all* (McGill School of Environment)
- *Discontinue the Graduate Option* (McGill School of Environment)
- *Examine if the Non-Thesis MA program is worth continuing* (Department of Political Science)

Responsibility for the implementation of recommendations resides within the Faculties, and is part of the planning process. Units will be asked to provide the Provost & Vice-Principal (Academic) with a Progress Report two years after the review.

Changes to the Review Process in Summer 2019

The following changes were implemented over the summer of 2019 in order to make the process more useful and user friendly:

- Faculty Deans now choose 1 of the 2 external reviewers from a separate list prepared by the Academic Program Development Support and Cyclical Reviews section of the Office of the Provost & Vice-Principal (Academic)
- Templates for the Unit Response, Decanal Response, and unit's Progress Report were created
- Detailed instructions concerning duties and expectations for each member of the Review Committees were created

Changes to the Review Process Implemented in 2019-20

- External Reviewers asked to make recommendations that can be implemented within the unit's current fiscal environment
- Hire a notetaker to serve the Review Committee Chairs (implemented as of November 4, 2019 with the review of the Department of Surgery)
- Integration of academic unit reviews together with annual reports into the University's planning process at all levels – Central, Faculty, Unit

Academic Units Undergoing Review in 2019-20

- **Department of Surgery** (Faculty of Medicine), Site Visit: November 4-5, 2019
- **Redpath Museum** (Faculty of Science), Site Visit: November 11-12, 2019
- **Institute for Health and Social Policy** (Faculties of Medicine/Arts/Law) [*ad hoc*], Site Visit: December 2-3, 2019
- **Department of Anatomy & Cell Biology** (Faculty of Medicine), Site Visit: January 27-28, 2020
- **Department of Philosophy** (Faculty of Arts), Site Visit: March 16-17, 2020
- **Department of Biochemistry** (Faculty of Medicine), Site Visit: March 26-27, 2020
- **Department of Anaesthesia** (Faculty of Medicine), Site Visit: April 15-16, 2020
- **Department of Psychiatry** (Faculty of Medicine), Site Visit: April 20-21, 2020

APPENDIX A

Overview of the Cyclical Unit Review Process

- Unit submits its Self Study Report to the Academic Program Development Support and Cyclical Reviews section (APDSCR) of the Office of the Provost & Vice-Principal (Academic) 3-4 weeks before the site visit
- Two day Site Visit takes place
- Chair of the Review Committee submits Review Committee Report, written by the External Reviewers, to APDSCR one month after the site visit
- APDSCR sends the Review Committee Report to Unit for fact-checking and to prepare its Response
- Unit submits Response to APDSCR one month after receiving the Review Committee Report
- APDSCR sends Unit response to Faculty Dean for his/her response
- Faculty Dean submits his/her response to APDSCR within two months of receiving Unit Response
- APDSCR submits the completed review dossier (Self Study Report, Review Committee Report, Unit Response, Dean's Response) to the Provost & Vice-Principal (Academic)
- Unit commences implementation of recommendations per its Response
- Unit asked by Provost & Vice-Principal (Academic) to submit Progress Report two years after the review

A detailed outline of the review process is available at <https://www.mcgill.ca/apb/planning/cyclical-unit-reviews/academic-unit-reviews/handbook>

The Regulations Governing Cyclical Academic Unit Reviews are available at https://mcgill.ca/secretariat/files/secretariat/regulations_on_cyclical_academic_unit_reviews_approved_dec_2013.pdf

APPENDIX B

Membership of Review Committees 2018-19

Medical Physics Unit Review Committee

Professor Jacques Hurtubise (Department of Mathematics & Statistics, Faculty of Science), **Chair**
Professor Satya Prakash (Department of Biomedical Engineering, Faculty of Medicine)
Professor Eugene Wong (Department of Medical Biophysics, Western University)
Professor Edward Jackson (Department of Medical Physics, University of Wisconsin-Madison)
Mr. Dakota Rogers (PhD student, Department of Physiology, Faculty of Medicine)

Department of Art History & Communication Studies Review Committee

Professor Michael Jemtrud (Peter Guo-hua Fu School of Architecture, Faculty of Engineering), **Chair**
Professor Kristin Norget (Department of Anthropology, Faculty of Arts)
Professor Zoë Druick (School of Communication, Simon Fraser University)
Professor Dell Upton (Department of Art History, University of California-Los Angeles)
Ms. Oana Stefanescu (PhD student, Faculty of Law)

Department of Linguistics Review Committee

Professor Laura Gonnerman (School of Communication Sciences & Disorders, Faculty of Medicine), **Chair**
Professor Laura Beraha (Department of Languages, Literatures & Cultures, Faculty of Arts)
Professor Ewa Czaykowska-Higgins (Department of Linguistics, University of Victoria)
Professor James McCloskey (Department of Linguistics, University of California-Santa Cruz)
Mr. David McCusty (MSc student, Department of Pharmacology & Therapeutics, Faculty of Medicine)

Biomedical Ethics Unit Review Committee

Professor Daniel Cere (School of Religious Studies, Faculty of Arts), **Chair**
Professor Rebecca Fuhrer (Department of Epidemiology, Biostatistics & Occupational Health, Faculty of Medicine)
Professor Daryl Pullman (Division of Community Health and Humanities, Faculty of Medicine, Memorial University of Newfoundland)
Professor Steven Joffe (Division of Medical Ethics, Faculty of Medicine, University of Pennsylvania)
Mr. Dakota Rogers (PhD student, Department of Physiology, Faculty of Medicine)

Département de langue et littérature françaises Review Committee

Professor François Crépeau (Faculty of Law), **Chair**
Professor Fernanda Macchi (Department of Languages, Literatures & Cultures, Faculty of Arts)
Professor Marilyn Randall (Department of French Studies, Western University)
Professor Miléna Santoro (Department of French and Francophone Studies, Georgetown University)
Dr. Bruno Belzile (Postdoctoral Fellow, Department of Mechanical Engineering, Faculty of Engineering)

McGill School of Environment Review Committee

Professor Samantha Gruenheid (Department of Microbiology & Immunology, Faculty of Medicine), **Chair**
Professor Philippe Seguin (Department of Plant Science, Faculty of Agricultural and Environmental Sciences)
Professor Milind Kandlikar (Institute for Resources, Environment & Sustainability, University of British Columbia)
Professor Martin Doyle (Nicholas Institute for Environmental Policy Solutions, Duke University)

School of Computer Science Review Committee

Professor Benjamin Fung (School of Information Studies, Faculty of Arts), **Chair**
Professor Nikolas Provatas (Department of Physics, Faculty of Science)
Professor Chen Greif (Department of Computer Science, University of British Columbia)
Professor Carla Brodley (Khoury College of Computer Science, Northeastern University)

Department of Paediatric Surgery Review Committee

Professor Robin Beech (Institute of Parasitology, Faculty of Agricultural and Environmental Sciences), **Chair**

Professor Sheldon Magder (Department of Medicine, Faculty of Medicine)

Professor Doug Cochrane (Department of Surgery, University of British Columbia)

Professor Pierre Lavertu (School of Medicine, Case Western Reserve University)

Department of Political Science Review Committee

Professor Fabien G  linas (Faculty of Law), **Chair**

Professor France Bouthillier (School of Information Studies, Faculty of Arts)

Professor Laurel Weldon (Department of Political Science, Simon Fraser University)

Professor Alan Patten (Department of Politics, Princeton University)

APPENDIX C

Recommendations and Action Plans Arising from Reviews 2018-19

MEDICAL PHYSICS UNIT (FACULTY OF MEDICINE)

Recommendation	Action Plan
<p>1. Given a) the unit's strong academic performance and successes in teaching and research, b) the considerable pressure felt on all sides for teaching resources, and c) fragility of the core unit with one senior full-time faculty member and 3 assistant professor faculty members, the University should open two extra academic positions in the unit. Strong consideration should be given to the recruitment of a mid-career faculty member, to allow for better demographics in the unit, and to compensate for the recent departure of someone in mid-career. One particular direction that was frequently mentioned was the hiring of a computational (big data or AI)-oriented faculty member. A second position can be made possible with a Tier 2 Canada Research Chair, as Dr. Franco, Chair of the Gerald Bronfman Department of Oncology, has discussed with the Committee.</p>	<p>We agree with the assessment by the committee. The two positions correspond to expertise gaps at the faculty level in the MPU: An AI-expert faculty member could build quite naturally based on existing activity and expertise and, frankly, medical physicists are health professionals with the appropriate quantitative science background to fulfill this role. Nuclear medicine physics combined with nanotechnology are a true gap within the unit. A CRC would not bring a new position since the university first has to agree to the tenure track slots. In a conversation with the Vice Dean of Academic Affairs it was suggested to seek alliances with the department of Biomedical Engineering who are currently in a hiring process for two new faculty in areas that are consistent with these gaps. MPU being located in a health care centre, could offer an interesting environment for these faculty. Conversations between MPU and BME are ongoing. In the medium term, however, these faculty slot commitments will need to be made.</p>
<p>2. The unit benefits greatly from co-location with the clinical side of medical physics, as well as radiation oncology, and it is the opinion of all interviewed, and of this Committee, that maintaining this is an absolute priority to all concerned. Nevertheless, there are some real space issues, most particularly for the junior faculty's laboratories, and for students in the unit, that need to be addressed. It is quite unfair to expect assistant professors to develop their research and training programmes if they do not have their laboratories set up in a timely fashion. The help of Drs. Franco of the Gerald Bronfman Department of Oncology and of Dr. Mazer, of the MUHC Research Institute, is acknowledged with gratitude; there is, however, a certain urgency</p>	<p>Lack of space and dry lab areas has become an alarming problem. Several stakeholders (Gerald Bronfman Department of Oncology, RI-MUHC and MUHC) have been made aware of this problem and solutions are starting to be proposed. One example of a helpful possible solution has been presented by Dr. Franco, Chair of the Gerald Bronfman Department of Oncology. Conversations about space augmentation at the RI-MUHC within the CRP program are also ongoing. MPU will work with all stakeholders to find reasonable solutions to this pertinent problem. One caveat will be to find a way to increase MPU space without affecting MPU's most important asset: its clinical entrenchment that has been so important to its success.</p>
<p>3. One theme that the Unit shares with much of the University is the sense of the impending importance of AI in their research and indeed in their practice. Given that the Unit is one of the Faculty's most particularly</p>	<p>Medical Physicists are both healthcare professionals and quantitative scientists, used to implement digital solutions in a clinical environment. MPU agrees with the assessment by the review committee and, aside from the research activities by all PIs that incorporate</p>

<p>quantitative in its mission, it should be involved in the University and Faculty's current planning efforts</p>	<p>AI methodologies, there are several initiatives being taken where the medical physicist's uniqueness in the data and AI space is put into use in the University and Faculty's current planning efforts. These include the MC2 initiative and a new AI Task Force that will make recommendations to the Faculty of Medicine.</p>
<p>4. There was a certain sense amongst members of the unit that their efforts were sometimes underappreciated, countered to a certain degree by the representatives of the University who stated that this was not the case. The most poignant point is the large number of PhD students who are on paper credited to the Department of Physics or the Department of Biomedical Engineering. In reality, these students are supervised directly and funded by the MPU and occupy office and lab space in the MPU. It would help tremendously if the Faculty and the University can find a way to measure the true performance of this Unit and when accounted for appropriately, be able to put more resources directly into this Unit commensurate to their academic outputs</p>	<p>A bit of background on the perceived "underappreciation" is in order here. The underappreciation problem is systemic at the hospital and is not helped by a perceived lack of understanding of some administrative hospital officials of the importance and benefit of an embedded academic program to a clinical service, despite MPU's demonstrated successes and positive impact on clinical operations (e.g., the OPAL project, new treatment techniques, etc). The most blatant expression of this was a decision in 2016 by Cancer Care mission administration to remove the clinical physicists' monetary recognition for their clinical-professional certification (MCCPM and FCCPM, membership and fellowship of the Canadian College for Medical Physicists), amounting to an effective salary cut of up to 10% on an already non-competitive salary. We understand that the administration was following HR rules but the manner in which this was introduced was an example of poor leadership. To be clear, this was a unilateral decision by the Cancer Care mission administration triggered for reasons of HR compliance and job categories and this had no relation to the academic program, but it sketches one major reason why some clinical members may perceive the hospital administration as not being receptive to academic activities – even to the point of removal of recognition by the hospital for clinical-professional certification. A second factor that has contributed to a reduced understanding of academia in the hospital is that in recent years, the MUHC radiation oncology department, MPU's most intense collaborator, has focused primarily on 'clinical operations' and, except for the OPAL project, not on clinical-technical development, let alone on (clinical) research. This statement is not a judgement but rather an (understanding) observation, as we all realize that government performance indicators with regards to patient wait times must be prioritized. The lack of understanding - with an inkling of lack of tolerance - on the part of the hospital administration for academic activities has augmented in recent years further fueled by the previous provincial government's health care</p>

	<p>funding cuts. It is also unlikely that this has helped the space problem that the MPU is facing at the MUHC. For the clinical members, the benefits of their university appointment are access to teaching opportunities and students in the MPU. This has been MPU's main recruitment and unification point for clinical and academic physicists and has been an important tool to offset some of the mentioned underappreciation and to create a sense of unity and belonging amongst the members. It will take sustained effort and open lines of communication to continuously re-explain and re-demonstrate MPU's impact in the hospital. Any direct departmental and faculty support in this regard through direct communication of faculty leadership with hospital leadership (director of professional services, Cancer Care Mission administrative leadership, etc) about the demonstrated benefits of MPU's academic mandate in the hospital would be most helpful. MPU-funded, supervised and housed PhD graduate students, some M.Sc. students as well as undergraduates are officially in other departments (Physics and BME). Therefore, MPU is not credited for this in its student count nor funding and looks deceptively small on paper. The committee comments, and we agree, that the university leadership should recognize MPU's contributions with regard to the number of PhD students supervised and funded by a rather limited number of academic faculty, the top talent attracted and the documented successes of the graduates. MPU looks forward to work with the Department and Faculties into ways in which MPU's real contributions to student supervision, financial support and success can be objectively recorded.</p>
<p>5. A more immediate cloud on the horizon is that of the expiry of the unit's NSERC CREATE grant. The Faculty should explore ways of bridging the end of this important resource, so as to assure the continuity of the extremely positive effects on this unit, in particular on graduate funding. In parallel, steps should be taken to ensure a clear and equitable flow of graduate funding to the unit, in the form of memoranda of understanding with the PhD granting departments. More generally, a clear and transparent accounting of the Unit's actual contributions to graduate training should be made in whatever ledgers are maintained on the topic</p>	<p>MPU agrees with this assessment. The Medical Physics Research Training Network (MPRTN) CREATE grant was never meant to be a source of funding to replace a lack of university funding; rather it was meant to boost and enrich graduate studies at the MPU in collaboration with other universities and institutes. Arguably this goal has been reached: a record student training (184 students), several innovations were translated to industry worth multiple times the dollars invested in the CREATE program, record publication activity and awards, international recognition, etc. We also agree that codified agreements (MOUs) with the Departments of Physics and BME should be starting points for university dollars to directly come to the MPU; we expect that these types of negotiations are not going to be easy and any type of support of higher university</p>

	<p>administration (Dean, Provost Office) will be essential. Furthermore, following initiatives are also ongoing: (1) application to FRQS and/or FRQNT for network collaborations of the same type as the MPRTN but instead on scientific networking; (2) a CREATE (PI in Laval) is under review with MPU members as coPI the grant; (3) a new CREATE submission can be contemplated for 2019 using a well-thought out plan. For these initiatives we currently do have the support of the MUHC Foundation and the Faculty of Medicine for matching funding. Having outlined all of these initiatives, there will be no guarantees that new CREATE grants can be won. Therefore, we urge the Department, Faculty and RI-MUHC to consider transition funding to offset lack of resources until new initiatives come to fruition.</p>
<p>6. Notwithstanding the necessity of further core positions, the unit can, and indeed should develop stronger links within the university by adjoining additional resources, as associate members, for example. This would provide additional resources for students to consult in the course of their work</p>	<p>In our reply to Point 1 above we mention that we are working with the Department of Biomedical Engineering in their new faculty recruitment process. We work with the Department of Physics and students have access to scholarships, travel grants and differential fee waivers. We agree that bringing in external expertise through associate memberships could help and to some extent this is already ongoing (e.g., D. L. Collins). We recently have added one associate member who is junior faculty in the School of Computer Science; there are several of our collaborators in other departments (computer science, physics and BME) who could be appointed as MPU associate members. What this may bring to MPU is potentially more supervisory capacity and especially more expertise available to students and more collaboration. We agree that currently, the limited bandwidth of expertise within MPU could be addressed in this manner. But such a measure is not going to solve the problem mentioned under Points 4 and 5 about MPU not receiving due credit for supervision of students whose home department is elsewhere; in some respect, it may make it worse. We propose that there should be a balance between faculty capacity truly within MPU and imported faculty capacity and expertise, otherwise MPU becomes even more a loose amalgamation of different faculty and individuals across the university and hospital.</p>
<p>7. While the Unit is currently being run very well indeed, and has made a conscious effort to distribute the management workload, they should continue in this direction in order to develop a wider base of expertise in</p>	<p>We fully agree and have already attempted to offload organizational activities to different committees. We also created a regular PI committee that perhaps may be turned into a MPU leadership council. We will revisit</p>

the running of the unit. This would provide career opportunities for faculty and would ensure the longevity of the unit by providing some options for succession	that process, look for further organizational shortcomings and reform how the MPU is run. This will then be followed by transferring some responsibilities to different faculty. The reason why we want to space this in time is that all current tenure track faculty is junior and already face administrative overload while struggling to get to tenure – see, for example, the comments on the MPU admin load in the report. On the other hand, the MPU director has never been able to, for example, take a sabbatical leave because everyone appears to be always running on maximum capacity and activity will only increase going forward. While some reorganization may help, it will not solve the problems entirely. We agree, however, that some leadership responsibilities must be transferred to ensure smooth transition of MPU towards new leadership in the future.
8. With a view to having a better account of the unit's demographics, it is recommended the MPU continue to track the number of women students, but to extend this to racialized and ethnic persons, Indigenous peoples, persons with disabilities, persons of diverse sexual orientations or gender identities, and persons with significant care responsibilities	We agree with this; MPU is very aware of Equity, Diversity and Inclusion (EDI) considerations in faculty hiring and student accrual. More rigorous tracking of students has already come up in our staff meeting discussions and we are looking for ways to track the number of women students, racialized and ethnic persons, Indigenous peoples, persons with disabilities, persons of diverse sexual orientations or gender identities, and persons with significant care responsibilities.

DEPARTMENT OF ART HISTORY & COMMUNICATION STUDIES (FACULTY OF ARTS)

Recommendation	Action Plan
1. Departmental identity and future directions a. We recommend that it would be healthy for the department to undertake some facilitated, honest self-reflection and creative thinking about its current design and possible future directions. The department needs to tell a better story about the coherence of the unit to itself and to the outside world; achieving this will help them promote their work to the university at large. For example, with all the resources in the world, what changes would you make? Should the two halves break apart or become more closely integrated? Will the unit be able to raise more funds externally or will they have to decrease graduate student admissions? Entertain thought experiments about the positive and negative effects of returning to freestanding departmental status or of being absorbed into other departments. While lip service is paid to the value of interdisciplinarity, we	1. Department Identity and Future Directions a) Since our department formed in 1999 through the merging of two academic units, we have been committed to a near-constant examination of our department's coherence as a single department. For example, we serve on each other's graduate committees, there is great crossover amongst our research teams, and we often work on publications and symposia together (as do many of our students). Our department is open to the recommendation that we host a facilitated retreat in the future; however, at the present time, there is little interest. We are aware that the pairing of Art History and Communication Studies may seem odd. However, we have, in

<p>advise that the department do more to back up this philosophy with programmatic decisions. For instance, how can the department structurally encourage more collaborations and synergies at the level of both research and curriculum? We recommend that the Dean seriously consider any credible proposals that are brought forth from a serious reflection such as this.</p> <p>b.</p> <p>The group needs to think concretely and creatively for what they can ask for beyond what they have lost that will help them move forward.</p>	<p>practice, created one of the most dynamic, interdisciplinary and successful departments at the university.</p> <p>b) The closure of Media@McGill and the removal of the Beaverbrook Chair in Ethics, Media and Communication from our department (it is now at the Max Bell School of Public Policy) do present major challenges. We agree that we -- and the Administration -- need to address this: we will do so at departmental meetings and additional discussions, as required. We will ask the Faculty for help with long-term fundraising initiatives. We will also continue to ask for a replacement for the Beaverbrook Chair and for new hires (we need more full-time tenure-track scholars in our department, particularly in Communication Studies).</p>
<p>2. Updating and communicating processes and policies</p> <p>a. Due to the growth of the program since its establishment and the high turnover of faculty in administrative positions, keeping processes and policies updated has been allowed to lapse.</p> <p>We advise revision and updating of constitution and service guideline documents to reflect current practice (e.g. consolidation of two GPC positions; elimination of Media@McGill Director; and the change in staffing structure). We advise adhering to the three-year minimum term for director, as laid out in the departmental constitution and service guidelines. In addition, to recognize the fact that the department has grown since the constitution was devised, we advise the provision of more than one course release as reward for major administrative service.</p> <p>Further, reflecting concerns we heard about the perceived inequity of deals obtained by various members of the faculty, including the awarding of named chairs, we advise more transparency and consistency for faculty workload (course releases, credits for graduate supervision and the like). Putting full professors in administrative positions and sharing teaching loads equitably will give junior and mid-career faculty the best chance to succeed.</p> <p>b. We advise the crafting of a graduate handbook that supersedes the present one, established piecemeal over the years by voluntary graduate-student labor, and that</p>	<p>2. Updating and Communicating Processes and Policies</p> <p>a) It is certainly the case that the recent reduction in administrative staff (the ‘hubbing’) and subsequent increase in faculty members’ administrative loads have allowed some of our policies to lapse. We will update these documents over the coming 2 years, starting with the tenure and promotion guidelines.</p> <p>Over the past 10 years, many AHCS faculty members, particularly full professors but also associate professors, have taken on major service roles across the university (and in their respective fields) thus making many professors unavailable for major departmental service roles. It is worth noting that until fairly recently, we have had a majority junior faculty. Moving forward, our department is working toward 3-year terms for major departmental service roles (Chair and Graduate Program Director); we aim to be more strategic in our long-term administrative planning.</p> <p>Full transparency regarding workload, research leaves, salary and awarding of named chairs is problematic in non-unionized environments like McGill; related discussions amongst colleagues can be difficult and contentious, and can go against privacy laws. In order to help be more</p>

<p>outlines the process of committee formation, gives information about comprehensive exams, and clarifies both dissertation proposals and possible capstones. In addition to the handbook, graduate students need a password-protected section of the web site that contains the most up-to-date information on program requirements, deadlines, logistical information, and announcements, and that is kept absolutely current. The department might consider adding to such a website an archive of successful past dissertation proposals to help graduate students assemble effective and practicable proposals of their own.</p> <p>c. We advise reviewing the tenure & promotion criteria to ensure that they are not perceived to be more heavily biased toward humanities and sole authorship of monographs. They should be revised to reflect and recognize the research output of members of the department who are undertaking social scientific or digital humanities research, those using Indigenous research methodologies, and those working collaboratively.</p>	<p>transparent in terms of workload, our department will continue the process of assigning courses as a group (so that individual course loads are evident). The university has also recently implemented a new method of appointing named chairs; while some will still be used for retention, they are moving toward a more equitable model.</p> <p>b) Our newly appointed Graduate Program Director (August 2018) has updated all of our graduate program information (both online and in the department). She is working with the Graduate Student Association on the handbook.</p> <p>c) Updating our tenure and promotion guidelines is a priority. As recommended, we are open to expanding our criteria to reflect new types of scholarship and methodologies (public facing community research and dissemination, digital humanities, research-creation, Indigenous knowledge, collaborative work, engaged forms of scholarship including policy-relevant contributions, etc.). We will also continue to support scholarship that is humanities-based (and stresses the importance of a single-authored monograph). We also plan to formulate more inclusive ways of evaluating teaching ability, particularly given the significant literature on the inherent bias of teaching evaluations that often predispose professors from equity-seeking groups to biased evaluations.</p> <p>We look to the University for guidance so that any changes to our departmental tenure and promotion guidelines will be supported at the University Tenure Committee level.</p>
<p>3. Improvements of undergraduate and graduate programs</p> <p><i>Undergraduate</i></p> <p>a. We advise that more be formally done to facilitate mentorship and professionalization at the undergraduate level. Although some of this is being done informally, it would be wise to codify and standardize the levels of support that students receive.</p>	<p>3. Improvements of Undergraduate and Graduate Programs</p> <p><i>Undergraduate</i></p> <p>a) Following the Committee's recommendation, we will continue to further increase mentorship and professionalization at the undergraduate level. For the past 10 years, the Undergraduate Program Director of Art History has held a workshop on applying to graduate school every</p>

b. We advise the department to put some serious thought into renovating and coordinating their undergraduate programs. For instance, why does COMS typically offer 14 courses per year at the undergraduate level if only six are required for the minor concentration? Can the size of third-year undergraduate lectures be reduced in order to differentiate more clearly between levels? Is there an appetite among Communication Studies faculty to link up with other units across the university, such as Cultural Studies/English/Film, digital humanities, and science and technology studies, to design an interdisciplinary undergraduate program? Could a selective admissions COMS major be designed that would fit the resources of the department?

c. We advise that resources be made available to provide a common area for undergraduates.

Graduate

a. We advise the creation of a graduate student handbook. While there is an online calendar, confusing discrepancies exist between what is online and what is posted in the department.

b. We support the introduction of supervisory committees for graduate students rather than the existing single supervisor model and we advise the department to consider its faculty resources accordingly so as not to over-tax faculty with additional supervisions.

c. We strongly recommend improvement to the common area for graduates which in its current form does not allow for either the confidential meetings that graduates must undertake or the formation of community.

d. As it is currently structured, the current model of graduate funding is unstable, in large part because so much is dependent on the vagaries of external funding. The department and the administration should work to find a model that will provide a predictable stream of graduate support at an adequate level, competitive with other first-rank programs in the field(s). The loss of support for international students is particularly damaging to a department that aspires to internationalize its curriculum. With the “deregulation” of international-student fees, the university and the department must make sure that the recruitment of international students is strengthened.

fall and organized a career symposium for undergraduate students (every 1-2 years), in addition to the mentorship and professionalization offered in the Art History 400-level methods/honours thesis course. The Communication Studies UPD has also held professionalization workshops. For the past two years, our department has made a concerted effort to include more students from the CS Minor in AH undergraduate events, and have invited more speakers with media and communication experience to the career symposium. We will continue to do so.

b) We look forward to addressing the Review Committee’s important questions about our undergraduate programs, particularly the pedagogical challenges of the Communication Studies Minor and the “internationalization” of Art History. The CS faculty is willing to consider growing the program if given real resources, including new faculty. The AH faculty is meeting in Fall 2019 to revise the curriculum.

c) We agree that it is crucial for our undergraduate students to have a dedicated space. We will continue to ask the Faculty for space for our students.

Graduate

a) As noted above, any “confusing discrepancies” between online and posted information was fixed by the new Graduate Program Director.

b) In December 2018, we updated our policies on supervisory committees so that they adhere to the University’s policies.

c) We agree with the Committee Members’ assessment, and are disappointed to report that the “dreary” graduate student space has worsened since the Review Committee’s site visit. The Faculty has now suggested that our students share this space with graduate students in the English department. We will continue to ask the Faculty for (better) student space.

We agree that our graduate funding model is unstable, and that it is difficult for us to fund graduate students,

	<p>particularly international ones. However, from a student perspective, our 'new' funding model is far more secure now that we make multi-year funding commitments. We have little control over funding because it is based – in large part – on the fluctuations in the amount of funding given to us by university graduate funding, and through our inability to predict student and faculty success in receiving federal and provincial grants. We look to the Faculty for guidance and support, including assistance in finding a useful budgeting tool.</p>
<p>4. University relations</p> <p>a. The administration needs to give serious thought, in consultation with the department, to its expectations of the current unit and its willingness to improve support to it or to support new directions for the two programs, and it should express these intentions clearly to the department.</p> <p>b. The department should be connected more directly to the Max Bell School of Public Policy. We recommend that the Dean of Arts involve Communication Studies faculty in this new initiative and create greater synergies rather than make them feel that they are being left out of the discussion. Further, we recommend that the Dean consider more fully integrating the Communication Studies faculty and programs into university initiatives related to AI, digital humanities, and public policy.</p> <p>c. More stability in funding will allow the department to plan for future hires in a systematic way. The Dean of Arts office should support the department, which is keen to undertake development/advancement. Senior administration should have a serious discussion with the unit about fundraising to replace money lost by the end of the Beaverbrook Foundation funds, completion of two CRC positions, and termination of the IPLAI program. The Dean could help the department do a better job of tracking alumni.</p> <p>d. Students flowing into COMS 201 from continuing studies need to be coordinated with the department so that they can plan for enrollments and make certain that all enrolled full-time students are accommodated.</p> <p>e. Deregulation of international student fees will require more support from the Deans of Arts and Graduate & Postdoctoral Studies to be able to continue to offer their successful, equitable funding model.</p>	<p>4. University Relations</p> <p>a) Our department would welcome a meeting with the Administration to discuss the future direction of our department and its place in the Faculty and University.</p> <p>b) Our department looks forward to discussing our role in Faculty and University initiatives related to AI, digital humanities and public policy (including our relationship with the Max Bell School of Public Policy). We are ready to take an active role.</p> <p>c) We look forward to working with the Faculty and University Advancement to find ways to replace the loss of funding from Media@McGill, the loss of faculty with the removal of the Beaverbrook Chair, the completion of one CRC, and the termination of IPLAI.</p> <p>d) The integration of 30 Northeastern University students into COM210 was a one-year pilot project; it is not a problem as it will not continue in this way.</p> <p>e) We look to the Faculty for help with funding international graduate students.</p> <p>f) Our department will continue to share our long-term hiring priorities with the Faculty on a yearly basis. We will continue to ask the Faculty for more tenure-track hires to support student demand and our department's desire to expand. As the Review Committee notes, "McGill's current strategic plan also directs the units to lead pedagogical and curricular innovation, including alternatives to traditional</p>

<p>f. The current retirement replacement model does not allow for planned growth. This strong unit should be supported so that it can thrive. It would be advisable to ask the department, or each of the programs in the department, for a long-term plan detailing hiring priorities and the rationales for their choices. McGill's current strategic plan also directs the units to lead pedagogical and curricular innovation, including alternatives to traditional single-discipline departments; and facilitate interdisciplinary teaching and research. The Department of Art History and Communication Studies is primed to be at the cutting edge of such innovations.</p> <p>g. The department is in desperate need of improved space, including classrooms, offices, and student common areas, as well as some sort of gallery.</p> <p>h. Associate Professors are often overlooked in universities' efforts to support faculty development. The administration should consider strategies for assisting mid-career faculty to balance service and teaching needs with scholarly productivity and family obligations. This is particularly true for mid-career women and other faculty from equity-seeking groups, who often bear a particularly heavy burden of conflicting demands. In line with McGill's current strategic academic plan to expand diversity, the university should help the unit support, in particular, these faculty members' efforts to obtain the level of Full Professor.</p>	<p>single-discipline departments; and facilitate interdisciplinary teaching and research. The Department of Art History and Communication Studies is primed to be at the cutting edge of such innovations."</p> <p>g) As the Review Committee noted, our department is "in desperate need of improved space, including classrooms, offices and student common areas, as well as some sort of gallery." We will continue to ask the Faculty for more space, as well as ask them to renovate much of our current space. We will also ask the Faculty to help us secure 2 offices for the 2 faculty members who were hired in Spring 2018 (and who have yet to be assigned offices).</p> <p>h) As noted in the report, a downside of a very productive department with full professors in leadership positions outside of the department is that mid-career faculty members take on administrative duties that can adversely affect their research careers. As recommended by the Report, we welcome Faculty and University initiatives "that help mid-career women and faculty from equity-seeking groups, who often bear a particularly heavy burden of conflicting demands. In line with McGill's current strategic academic plan to expand diversity, the university should help the unit support, in particular, these faculty members' efforts to obtain the level of Full Professor."</p>
<p>5. Staffing</p> <p>a. The administrative hub model of staffing has dispersed staff and removed them from proximity to faculty and students. Staff should ideally be located in connected spaces for their own sense of integration into common purpose and for ease of engagement with students/faculty. There should be redundancy of expertise such that the prolonged absence of a particular staff member would not hinder departmental and individual access to necessary services.</p> <p>b. The department's basic needs for safe and comfortable offices, functional classrooms and appropriate common areas should be given improved support from physical plant and technical teams.</p>	<p>5. Staffing</p> <p>a) We wholeheartedly agree with the Review Committee's recommendation that the Administration find ways to better support our administrative hub. As the report noted, "the loss of administrative support due to the implementation of the hub administrative model by the Faculty [has] put an undue burden [on the department] and distract[s] from its core activities".</p>

<p>Other issues</p> <p>In many graduate programs, financial aid packages combine fellowship support with two or more years of teaching. This teaching often involves leadership of discussion sessions (tutorials) in which the TAs plan section content as a group, lead discussions, and are responsible for advising and grading the students in their sections. Typically, the TAs participate in weekly <i>practica</i> in which students, together with the course instructor, review sections plans, discuss their teaching experiences, and help to shape examinations and other common assignments. In other cases, advanced graduates plan and lead senior seminars and/or work as summer faculty. These opportunities allow graduate students to develop critical teaching skills that make them attractive on the job market and help them to succeed as university teachers.</p>	<p>Other Issues</p> <p>Since we are limited in granting graduate students teaching opportunities because of the Course Lecturer union contract, the Review Committee suggests that we encourage our graduate student TAs to give tutorials to students (as a form of teaching experience). This option could be useful for some of our classes; we will discuss this at our faculty meetings and in consultation with graduate students. However, given the limited TA-hours per course (regulated by the TA union), this may be difficult to implement (though individual professors can choose to do so).</p>
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DEPARTMENT OF LINGUISTICS (FACULTY OF ARTS)

Recommendation	Action Plan
<p>The Department</p> <p>1. The ongoing recruitment in syntax is clearly crucial for the future of the department in that it is in an area that is central to its reputation for excellence and in an area that is threatened by the imminent retirement of Professor Travis. That recruitment is being conducted in a difficult and very competitive environment. The recruitment also represents a great opportunity, since it opens up the possibility of a renewed set of connections among existing faculty members. Professor Coon works principally in areas of syntax that impinge on morphology (case, agreement, grammatical relations); Professor Shimoyama works in areas that impinge on matters of interpretation, while Professor Wagner works in areas that link syntax both with phonology and with aspects of interpretation. Professor O'Donnell, meanwhile, has done important work on the computational modeling of various syntactic phenomena (the dative alternation in English for instance). The right hire here could not just secure the future of 'core syntax' within the department, but also open up new patterns of connectivity and collaboration among existing faculty members. There are exciting possibilities in this and our advice to the faculty is to be aware of such possibilities and to be correspondingly wary of outcomes that might lead to the isolation of one faculty member or another.</p>	<p>Replacement for retired professors</p> <p>Two senior members of the department (Prof. White and Travis) have recently retired <i>de facto</i> (Prof. Travis is scheduled to retire by the end of the academic year but is currently on sabbatical). We agree with the committee that these retirements pose considerable challenges both to the research and teaching missions of our unit—these difficulties, in the case of our teaching mission, are compounded by the difficulty of dealing with enrollments that grow beyond the general university growth rate.</p> <p>As of this year, the department has been authorized to replace only one of the two positions. The department takes pride in the two new provostial hires allocated to our unit, which, like the committee, we take to correlate with recognition of the strength of our unit. However, we agree with the committee that these two positions will not contribute to the department's ability to maintain its core areas, and therefore, cannot be used as replacements.</p> <p>With respect to the recommendation that the department pay close attention to maintaining strength in traditional areas in future hires, we note that we are currently hiring in syntax, and that the profile of all but one of the candidates shortlisted follows closely the committee's suggestions. With respect to the</p>

	<p>comments about language acquisition, we note that in our failed search last year we offered the position to an acquisitionist (ranked second).</p>
<p>2. One of the major themes of the 2011 cyclical review was the perception of a certain failure of collegiality within the department - the absence of 'a culture of mutual respect', which had led to 'considerable tensions within the department'. It seems that in this area great progress has been made since 2011, and we saw little evidence in our consultations that such deep-seated problems persist in 2018. The Department Chair, Professor Alonso-Ovalle, in particular, seems to have worked hard in making sure that modes of consultation are inclusive and respectful. It is not easy to recover from such situations and we commend the department as a whole for the progress that has clearly been made in this crucial area. We did, however, encounter occasional echoes of the former situation, and experience suggests that toxicity can persist in professional communities long after its principal sources or causes have departed. Discussions around the second scheduled recruitment (which will be, in some sense, a replacement for Professor White) are likely to be difficult, since they will involve charting a future intellectual course for the department. It is not our place to say what that course should be, but we do offer the advice that there are a number of excellent and reasonable options, that rational and well-informed people will disagree about the relative merits of those options, and that discussions proceed best when good faith and good judgment are presupposed all round.</p>	<p>The committee found in the department “an example of practical collegiality, one that can profitably debate the best path in re-conceptualizing the department's mission” (p.12) We are pleased by this assessment and agree that the departmental dynamics are well positioned to face the future. We are confident that the changes that we are facing will strengthen our position, along the lines of what is described in the self-report.</p>
<p>3. The department seems to have an unusually effective system of mentoring in place for junior faculty. Expectations are clearly communicated and our sense is that new appointees are well advised as they proceed towards tenure. We perceived a certain lack of such support and mentoring systems for more senior faculty. Two senior scholars (both women) are retiring: In light of these retirements, the department should consider providing mentorship for current Associate Professors to assist them along the path to promotion to Full Professor. In addition, the department should consider issues of diversity in hiring more generally as one way to support welcoming environments for students, faculty, and staff.</p>	<p>Mentoring for associate professors</p> <p>The committee suggests thinking about implementing some kind of mentoring system for associate professors. We think this could be a useful initiative and will start conversations about it.</p>
<p>4. The Provostial hire in Indigenous Studies will be an important addition to the department and is an important contribution to McGill's plans to respond to the Calls to Action in the Truth and Reconciliation Commission. In</p>	<p>No response.</p>

<p>learning how to support an Indigenous scholar, the department could consider re-examining some of its criteria for merit and promotion to allow for innovative forms of research production including community-based research, community-engagement as research, digital scholarship, and collaborative research. It is important to recognize that these forms of scholarship can take more time than the forms of scholarly production that have tended to be traditional in Euro-American academic structures. The department could refer to the recently established SSHRC guidelines for evaluation of Indigenous scholarship.</p>	
<p>5. The two Provostial hires are both joint appointments. Evaluation of and support for joint appointments can be tricky since those hired into these positions have service, as well as teaching and research, commitments in two units. The Review Committee suggests, therefore, that the relevant units work closely together to ensure that the criteria for evaluation of these joint appointments are clear, and that there is recognition of the added complexities inherent in joint appointments in the establishment of workloads, etc. in order to support the success of those who are hired into the appointments.</p>	<p>No response.</p>
<p>The Administration</p> <p>It came as something of a surprise and a shock to us all that the building in which the department does its work should end up playing such a large role in our deliberations. Having spent two days working in the building ourselves, we understand better now why that was so. Every individual and group we met with spoke to us with great feeling about the frustrations and difficulties that their working conditions give rise to and how those conditions make it collectively more difficult to realize the full potential of the department. It does indeed seem to be true, as one faculty member said, that the conditions in which people have to work are even worse than the appearance of the building would suggest. We understand that the administration is not in a position to create new buildings and new spaces with great speed, but we must add our voices to those who stress the urgency of providing some relief to those who must try to work in these conditions. The University has a duty of care to make better provision for its employees and students. This is a matter of extreme urgency. The fact that the department has been given two Provostial hires, one in Indigenous Studies (joint with Education) and one in Artificial Intelligence (joint with Computer Science) is an indication that the department's strength is recognized by the McGill administration. These Provostial hires should not be used as replacements for the two retiring professors, Drs. Travis</p>	<p>Infrastructure problems</p> <p>The department entirely agrees with the committee's reaction to the state of our building and, in particular, with the assessment of the serious implications of this situation for the academic mission of our unit. Conversations with the administration about the urgency of this situation—for which we thank Arts—have already taken place. We are cautiously optimistic about the possibility that this issue could get resolved in the very near future, but note again the severity of the problem here.</p> <p>Administrative support</p> <p>We agree with the committee's assessment that the department is understaffed and with the severity of this situation.</p>

and White, since they will complement and expand the department's strengths but will not contribute to the department's ability to maintain its core areas.

The department has done an excellent job in providing full and egalitarian 5-year funding packages for all of its doctoral students. Such packages are more than competitive and they are so in part because they include a number of TAs for each prospective student. We did not, however, succeed in establishing an understanding of what formula determines how much TA funding the department will receive in a given year and the department also seems to be unclear about how that figure is determined.² It is clear, however, that there are certain difficulties for the department in the current funding scheme - (i) the information is conveyed quite late, which makes planning for graduate admissions very difficult, and (ii) the amount made available does not seem to be related in any obvious way to the surge in undergraduate enrollments which the department is managing. We heard concerns on this score from every constituency and undergraduate students and the undergraduate director both report difficulties with waiting lists and with students not being able to enroll in the courses they need; graduate students wish that they had more opportunities to profit from a full apprenticeship in teaching, with the benefits that would bring in their search for academic employment; the graduate director experiences frustration in trying to make appropriate funding offers to potential doctoral students; and faculty instructors experience frustration in not being able to grow the undergraduate major to the extent they would like and in a way that would benefit the department, the undergraduate population, the university and the field.

We, therefore, urge that the administration consult with the department, clarify the current rubrics and do what we think would be done at the other universities we know - ensure that TA resources are allocated in a way that tracks enrollment increases and thereby resolve the difficulties just described.

Finally, it is our sense that the department is understaffed, with just two staff members. In departments that we are familiar with which are comparable in size to the McGill department there are 3 or 4 staff members. The routine undergraduate advising work that is done by a staff person in other departments we know of, for instance, seems to be managed at McGill in a heroic solo effort by Professor Goad.

Our overall sense is that the administration has a real sense of how well run and how well respected the

Department of Linguistics at McGill is and has been very supportive of their work. We hope that the suggestions we offer here will be useful to both the department and the administration as they work to create the conditions under which the department can fully realize its great potential.	
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BIOMEDICAL ETHICS UNIT (FACULTY OF MEDICINE)

Recommendation	Action Plan
1. The ambiguous institutional status of the BMEU hampers its capacity to operate and develop as an academic unit. This problem was raised in recommendation 1 of the 2014 report, but, at this point, there does not appear to have been any progress in addressing this issue. In its current form, there are no faculty appointments to the BMEU and no “A1 fund” for faculty lines. Given its status, the unit cannot request recruitment licenses or plan for long term development. There is also confusion in administrative authority with the BMEU Director reporting to the SSoM Chair in a number of key areas. The institutional integrity and governance of the BMEU should be stabilized and strengthened. Various options were suggested, such as upgrading the unit to a department. From our exchanges with faculty and administrators, we did not receive clear guidelines as to what prevents a unit from being defined as a department-like entity with appointments and the appropriate funding lines. The Review Committee is not, however, in a position to recommend specific institutional solutions.	The CRC correctly noted that the 2014 cyclical review had identified this weakness and that very little progress had been made towards resolving this problem since. The CRC stated it did not “receive any clear guidelines as to what prevents a unit from being defined as a department-like entity with appointments and appropriate funding lines.” The BMEU looks forward to working with the Faculty of Medicine and the School of Population and Global Health (SPGH) to acquire department or divisional status.
2. The BMEU be granted the institutional status and autonomy necessary to develop its own freestanding Master’s level degree in Bioethics. Doing so will enable it to set its own admission requirements and bioethics course content and will improve the quality of the experience for students. While this cyclical review determined that there are precedents at McGill for establishing a freestanding graduate program, even without departmental or program status, clarifying the BMEU’s status within the university will be important for the ongoing growth and strength of the bioethics program at McGill. Nevertheless, given the timeline required to create and receive approval for a new graduate program, the BMEU should begin that process soon, even as the organizational and structural issues are being worked out. [The Dean of GPS signaled her willingness to work with the BMEU to achieve this goal.]	BMEU anticipates working with SPGH to offer a freestanding Master’s in Bioethics under the auspices of the SPGH. To get a running start, we have requested a meeting with GPS and Dean Nalbantoglu to explore our options and discuss first steps for developing both a thesis and non-thesis Master’s degrees in Bioethics.

<p>3. The BMEU must invest the necessary time and resources to strengthen the practicum course in general, and to reinvigorate the practicum experience of its bioethics specialization students in particular. While establishing a standalone Bioethics graduate degree will take several years, attending to the practicum challenges must happen in the very near term. Indeed, resolving this particular challenge will be a necessary step in establishing a standalone program. To that end, at the Faculty level the BMEU should consider a future hire of a scholar with direct academic interests in the clinical realm, and it appears that is one of the priorities in the current search. Faculty hires can be slow to develop, however, and even if a clinically oriented person is recruited in the current search it will take time for him or her to establish themselves. Thus, in the near term, it is recommended that the BMEU consider hiring a practicum coordinator (staff position) to work at establishing working relationships with the clinical ethics programs in the various teaching hospitals with a view to developing practicum opportunities. As opportunities arise the coordinator would be responsible for matching students to opportunities. Alternatively, the BMEU/McGill might commit to enlisting the services of a clinical ethicist who is already engaged in and familiar with the hospital environment who can lead in the clinical and practical aspects of the training, or, perhaps hiring a clinical ethicist at the Research Associate level to support the new hire with regard to the practicum.</p>	<p>We share the CRC's concerns about this course and have already initiated remedial measures. First, next year's practicum will be offered under the leadership of Carolyn Ells, who has links to various Montreal teaching hospitals. Second, the CRC notes that practicums involve considerable administrative overhead, and recommended the BMEU consider hiring a practicum coordinator. We would strongly support such additional administrative support. Though we envision coordinating our practicum with SPGH's practicum infrastructure, achievement of the practicum's pedagogical objectives will require the support of an administrator who has the bandwidth to develop opportunities for practicum experiences at MUHC, CIUSSS du Centre-Ouest-de-l'Île-de-Montréal, and CIUSSS du Centre-Ouest-de-l'Île-de-Montréal. Third, as Bioethics establishes a freestanding Master's program, we also intend to drop the practicum as a required course. Some students might prefer not to take a practicum course.</p>
<p>4. The divide between the BMEU and the Centre for Applied Ethics is a serious concern that will need to be addressed. Despite areas of collaboration cited in the annual report by the Centre for Applied Ethics, there appears to be a weak relationship between the Centre for Applied Ethics and the clinical research and activities of the BMEU. Establishing an effective working relationship between BMEU and the Centre for Applied Ethics is important to advancing the core mission and work of both units. The Review Committee recommends the establishment of a consultation group to address this problem and propose resolutions. The group should be composed of members who can make a constructive contribution to this consultation. In addition to representatives from each of the two units, the consultation group should probably include a delegate appointed by appropriate senior management of the MUHC, a delegate appointed by the Dean of Medicine, and student representation. [Similar consultations should be initiated on possible research and clinical collaborations between BMEU and McGill affiliated hospitals that are not part of the MUHC, such as the</p>	<p>We strongly endorse the spirit of this recommendation; the unit's attenuated relationship with CAE and MUHC greatly limits the unit's ability to realize its research and pedagogical missions, as well as the MUHC's ability to fulfill the academic component of its mission in bioethics. We envision two responses.</p> <p>First, in line with Rec 5, a very attractive option would be to create a joint hire, with half the salary coming from Medicine and the other half from MUHC, to serve as a bridge between the two centers. Pursuing the hiring of such an individual will be increasingly important as BMEU's only faculty link, Eugene Bereza, transitions into retirement. The joint hire would eventually be assigned the task of running the Practicum program (see Rec 3 below). Second and in anticipation of the above, we agree that establishing a consultation group to redefine</p>

Jewish General Hospital, St. Mary's Hospital Centre and the Douglas Mental Health University Institute].	the reciprocal nature of the relationship would be a logical first step that can be undertaken in the near term.
5. The 2014 review recommended recruitment of junior positions in bioethics to rebuild capacity in the bioethics field. Recruitment could be achieved through hires to the BMEU when the unit is reconstituted to serve as an institutional home for faculty appointments. There may also be the possibility of joint positions with other units - e.g. Law, Philosophy, or Religious Studies - if matching funding from Arts and/or Law are made available.	Obviously, we believe such hiring will be crucial for realizing the BMEU's vision of establishing international leadership in scholarship and pedagogy. BMEU has already begun exploring the prospect of a joint hire with Religious Studies. In the coming years, we anticipate needing to hire a specialist in global health ethics. We look forward to exploring opportunities for joint hires with other schools and departments, including the Faculty of Commerce and Faculty of Law.
6. The establishment of a graduate student and faculty working group to explore ways to build better lines of communication for the Master's programs, better communication between faculty and students, and strategies for greater community among the graduate cohort. The BMEU should be given sufficient funds and support staff to promote initiatives that will build relationships and collaborations with other faculty and researchers at McGill University whose work is related to bioethics. Establishing a speaker/seminar series or an annual conference that aims to bring together emerging and established scholars from across the McGill community on a regular basis might be one way of approximating this. Part-time graduate student staff coordinators could play a key role in facilitating such initiatives.	Some of this reflects deficiencies in the way our Master's program is administered- deficiencies that are addressed by Rec 1 and Rec 2 . In the meantime, there is more the unit can do. Last year, the unit ran a seminar series, a special symposium for the university (<i>Science and Skepticism</i>), and a "works in progress" series. Both were well attended by students and faculty alike. The unit looks forward to heavier investments in such activities in the coming years.

DEPARTEMENT DE LANGUE ET LITTÉRATURE FRANÇAISES (FACULTY OF ARTS)

Recommendation	Action Plan
<p>À la Faculté ou l'Université</p> <p>1. Soutien et enrichissement du corps professoral: le prochain départ de quatre membres du corps professoral du DLLF (avant 2023) fait une nécessité centrale de la planification d'un remplacement organisé et systématique de chaque collègue qui quitte. Les mesures déjà entamées pour accroître les inscriptions aux différents cycles du programme, le changement du nom, et la création d'une nouvelle maîtrise professionnelle font de cette relève une priorité indispensable pour soutenir les sérieuses et innovatrices mesures prises. Le secteur dédié à la Traduction, tout comme celui de l'Ancien Régime, sont deux champs qui seront particulièrement touchés par cette série de départs. D'ailleurs, comme le rapport du Département en atteste,</p>	<p>Notre planification stratégique en tient compte; des discussions ont déjà eu lieu sur nos priorités d'embauche et les profils des postes à combler. Cette réflexion collective tient compte aussi des nouvelles orientations possibles identifiées lors de l'exercice d'auto-évaluation. Un « scénario sur 3 ans » a été soumis à la Faculté.</p>

<p>et nos rencontres nous ont laissé savoir, une diversification des cours offerts par le département serait désirable. Un secteur à encourager, peu développé en ce moment au DLLF, est celui dédié à la francophonie des Caraïbes. Au-delà des opportunités de collaborations interdisciplinaires avec d'autres programmes de la Faculté des Arts, la présence significative de la communauté antillaise au Québec donne à cette possibilité une importance clé car elle implique une reconnaissance des diversités présentes dans la société à laquelle le DLLF et l'Université appartiennent. Un autre secteur à développer à l'avenir serait celui des littératures des Première Nations en français. Ces deux dernières suggestions pour de futures embauches par la Faculté et l'Université s'alignent parfaitement au plan stratégique de cette dernière et feront du département une figure de proue en innovation.</p>	
<p>2. Soutien administratif francophone: Selon l'avis unanime de l'ensemble des membres du Département, des employé.e.s et du comité, il faudrait engager un.e assistant.e francophone au Bureau des affaires étudiantes pour réduire la charge du travail actuel et surtout pour assurer un bon fonctionnement en français, à l'oral mais surtout à l'écrit, et pour éviter que certaines tâches retombent sur le professorat. Il faudrait ensuite que cette personne ait une connaissance à fond des programmes du DLLF, ce qui ne semble pas être actuellement le cas.</p> <p>De même, l'accès à un Webmestre francophone, au même titre que les autres unités d'Arts-Ferrier, serait d'un grand bénéfice au DLLF.</p> <p>Cette demande de soutien administratif francophone est bien la plus importante qui soit ressortie du rapport d'auto-évaluation et des consultations.</p>	<p>En consultation avec le secteur des Affaires étudiantes, préciser, dans le détail, le profil et les tâches du poste</p> <p>Jumeler cette réflexion à un examen en profondeur des procédures, afin de les rationaliser, le cas échéant</p> <p>Créer un plan de formation du personnel qui favorise la transmission des meilleures pratiques</p> <p>Embaucher une nouvelle employée (procédure confirmée par le Directeur de l'administration facultaire, R. Courtois, le 1^{er} mai 2019).</p> <p>En consultation avec les trois secteurs du « Arts-Ferrier Service Centre », s'entendre sur les besoins de chaque secteur et sur la répartition des tâches</p> <p>Établir un protocole de communication détaillé afin que les mises à jour et autres opérations soient accomplies de manière efficace et en temps utile</p> <p>Cette solution a été endossée par l'ensemble des professeur.e.s et des étudiant.e.s du Département, de même que par les collègues des autres départements du « Arts-Ferrier Service Centre » (Dép. d'anglais, Dép. d'histoire de l'art et des études en communications, Centre d'enseignement du français). Elle a aussi été retenue par les responsables de la Faculté des arts avec qui le Département en a discuté au cours des dernières années.</p>

<p>3. Accès aux services administratifs en français. Bien que le besoin le plus pressant semble se faire sentir dans le secteur du Bureau des affaires étudiantes, il faudrait renforcer partout dans l'Université l'accessibilité aux services administratifs en français, ne serait-ce que pour se conformer à ses propres ambitions pour faire grimper de 15% les inscriptions provenant des CEGEPS francophones (Plan stratégique de l'Université, 2017-2022), et, bien sûr, pour respecter la Charte de la langue française du Québec.</p>	<p>Transmettre cette recommandation au Comité pour la promotion du français à l'Université McGill, formé par le vice-recteur aux affaires externes, Louis Arseneault.</p>
<p>4. Recrutement : Renforcer les efforts de recrutement à tous les niveaux, et auprès de toutes les sources d'inscriptions (francophones) possibles : locales, canadiennes et internationales. Nous avons appris que McGill ne souffre pas d'une insuffisance de demandes d'admission et donc n'a pas besoin de faire des efforts de recrutement exceptionnels. Toutefois, ceci n'est manifestement pas le cas du DLLF dû à sa situation particulière d'unité qui fonctionne entièrement en français au sein de l'université. La Faculté et l'Université devraient soutenir leurs efforts de recrutement, ne serait-ce qu'en soutenant leur participation aux foires de recrutement en Europe et ailleurs dans le monde francophone, ainsi que leurs initiatives comme le Prix Marc-Angenot, qui favorise une sensibilisation aux programmes du DLLF parmi les CEGEPs environnants.</p>	<p>– Depuis septembre 2018, la direction des études de premier cycle travaille en étroite collaboration avec le bureau de Gestion de l'effectif étudiant (« Enrolment Services »). Nous participons à chaque année aux grandes foires de recrutement qui ont lieu sur le campus. Mais grâce à la collaboration de Lindsay Wilmot, nos activités de recrutement ont non seulement augmenté mais elles se sont aussi diversifiées :</p> <ul style="list-style-type: none"> • Nous avons été choisi comme « département vedette » et animerons le 15 mai prochain une activité en création et en traduction pour 70 conseillers en orientation des Cégeps francophones, précédée d'une présentation de nos nouveaux programmes. • En septembre prochain, une invitation sera lancée aux étudiant-e-s de tous les cycles pour organiser quelques « ateliers clé en mai » (en littérature, création et traduction) que nous offrirons, à quelques reprises dans l'année, dans les écoles secondaires et les Cégep. Le bureau de Gestion de l'effectif étudiant et la Direction du DLTC se sont engagés à fournir un financement d'appoint aux étudiant-e-s qui accepteraient de se charger de la préparation de tels ateliers. <p>– Nous ouvrirons à chaque trimestre quelques cours de premier cycle aux groupes d'étudiant-e-s du secondaire et du collégial qui visitent le campus et qui désirent assister à des cours qui se donnent en français.</p> <p>– La retraite de création littéraire et le Prix Marc-Angenot, deux initiatives qui visent à construire des passerelles durables avec les cégeps, ont été couronnés de succès en mai 2019 (voir https://reporter.mcgill.ca/bienvenue-a-mcgill/). Le DLLF compte bien renouveler l'expérience en 2019-2020. D'autres initiatives comme celles-ci devraient être envisagées.</p>

	<p>– Continuer de demander à la haute direction de l'Université la conception et la mise en place d'une stratégie de recrutement visant les étudiants des pays francophones, tout particulièrement les étudiants qui se destinent aux cycles supérieurs. Une telle demande a été faite par la Direction en janvier 2019. Il convient de faire un suivi avec le Bureau des affaires externes de l'Université.</p> <p>– Il y a aussi une réflexion collective à avoir sur la question de la diversité (notre population étant relativement homogène)</p>
<p>5. Travaux en français : On a constaté que les étudiant.e.s du programme semblent sceptiques quant aux possibilités d'utilisation du français ailleurs que dans le DLLF, ce qui constitue une grande préoccupation pour le comité. Il serait important que l'administration universitaire s'efforce de modifier cette perception, en rendant plus visibles les procédures disponibles qui permettraient aux professeur.e.s anglophones de corriger des travaux en français. D'emblée, la présence de personnel parfaitement bilingue dans tous les niveaux doit constituer une préoccupation essentielle de l'administration.</p>	<p>Cette demande sera transmise au Comité pour la promotion du français à l'Université McGill, formé par le vice-recteur Louis Arsenault.</p>
<p>Au Département :</p> <p>1. Fonctionnement administratif : La complexité des tâches administratives du DLLF serait peut-être à revoir et à simplifier, en consultant les employé.e.s administrati.f.ve.s et d'autres unités pour voir s'il y a un modèle plus simple à suivre. D'après ce qu'on dit, le DLLF est plus complexe que d'autres unités, alors cette réputation (ou ce fait) donne à penser qu'il y a éventuellement lieu de revoir certaines procédures et pratiques.</p>	<p>Les tâches « compliquées » sont liées par exemple au paiement de conférenciers·ières invité·e-s ou à des demandes de remboursement, voire à la simple réservation de salles pour organiser des événements, à la difficulté d'obtenir du soutien pour organiser des rencontres par visio-conférence. Nous manquons cruellement d'aide pour réaliser de telles tâches, qui grugent de plus en plus de temps – et découragent même parfois ceux et celles qui voudraient organiser des activités. Action à entreprendre : créer un sous-comité départemental qui serait chargé d'évaluer les moyens afin de faciliter la tâche des collègues qui invitent des conférenciers·ières ou souhaitent organiser des rencontres à distance.</p>
<p>2. Réseau local: Si le rayonnement international de la recherche des collègues est excellent, on note qu'au niveau du Québec, il est moins important, et on constate le même phénomène au niveau des étudiant.e.s du doctorat. On compte pour les professeur.e.s entre 2103-2018 un total de 26 communications faites aux universités québécoises, dont 9 à McGill. Sur les 17 qui restent, on énumère 7 présentations à l'UQAM, mais l'Université de Montréal ne figure pas sur la liste. Les</p>	<p>L'Université attache beaucoup d'importance au rayonnement international, un facteur qui pèse lourd lors des embauches et des évaluations en vue de la promotion, de la titularisation et des augmentations au mérite. Le rapport d'auto-évaluation n'a donc pas insisté sur la présence des collègues dans les réseaux locaux et canadiens, l'information se trouvant par ailleurs dans les CVs. Mais l'idée de favoriser davantage</p>

<p>collègues du DLLF ont l'impression que leurs programmes sont peu connus ou méconnus. Étant donné la nécessité de rehausser les inscriptions, les membres du Département pourraient, en guise de stratégie de recrutement, se donner le mandat de circuler plus dans les universités montréalaises-québécoises et d'inviter des membres de ces universités à participer à leurs activités, que ce soit aux colloques ou aux équipes de recherche. On pourrait en dire autant en ce qui concerne les universités canadiennes hors Québec.</p>	<p>de rencontres est certainement louable et il est indéniable qu'elles pourraient aider dans le recrutement. Il faudrait davantage publiciser ces rencontres lorsqu'il y en a.</p> <p>Le Département pourrait peut-être dresser la liste des collègues d'autres universités qui sont issus de nos programmes et la rendre disponible, ce qui nous permettrait d'envisager l'extension de nos réseaux habituels à l'occasion d'activités savantes.</p>
<p>3. Cours : Premier cycle -- éviter la répétition dans l'offre de cours en faisant un roulement sur trois ans, pour que les étudiant.e.s aient un choix maximal de cours non-obligatoires; -- Intro aux études littéraires : les ambitions du cours semblent être trop nombreuses (théorie, méthodologie, histoire littéraire) et entraînent des répétitions inutiles dans d'autres cours.</p> <p>Deuxième cycle : -- étendre le cours de méthodologie sur deux semestres, au rythme de deux réunions par mois, afin de faire profiter les étudiant.e.s au maximum dans la préparation de leur mémoire.</p>	<p>– Le roulement des sigles a toujours été assuré, mais il faudrait en effet rappeler aux collègues de ne pas répéter sous un sigle différent le contenu d'un cours qui aurait été donné dans les trois années précédentes (sauf, bien évidemment, pour les cours obligatoires ou à contenu fixe).</p> <p>– Quant au FREN 222 (Intro aux études littéraires), le travail de collaboration entre les professeur.e-s qui le donnent en alternance devra bien évidemment se poursuivre. En revanche, il ne répondra jamais parfaitement aux attentes de tou.te.s les étudiant.e-s, qui nous arrivent avec un « bagage » (culturel, historique, littéraire) très différent. Chose certaine, au terme de leur premier trimestre, tou.te.s les étudiant.e-s de U1 ont en commun certaines notions de théorie et d'histoire et ont reçu la même initiation à la recherche.</p> <p>Le Comité des études de 2^e et 3^e cycles et de la recherche s'est penché sur cette recommandation lors de sa réunion du 26 avril 2019. Après discussion (la 3^e colonne en résume l'essentiel), on a convenu de demander l'avis de l'association des étudiants des cycles supérieurs du Département (qui pourra faire rapport à la rentrée de septembre).</p>
<p>4. Distribution du soutien financier au 3^e cycle : Le modèle de distribution du soutien monétaire du DLLF constitue une innovation à observer. Comme nous l'avons précédemment noté, il se peut que ce système ait un effet punitif et entraîne des abandons. Une observation et analyse continues, surtout des raisons d'un abandon éventuel, seraient de mise.</p>	<p>Le Comité des études de 2^e et 3^e cycles et de la recherche s'est penché sur cette recommandation lors de sa réunion du 26 avril 2019. La direction des études supérieures n'a pas reçu de plaintes d'étudiant.e-s au sujet du caractère « punitif » de la formule. Le nombre d'abandons, au doctorat, est relativement faible par rapport aux autres départements de littérature. Cela dit, le Comité a profité de l'occasion pour revoir la manière dont le financement est attribué, notamment pour éviter le « trou » entre l'examen préliminaire et la fin de la thèse, soit la période où les étudiant.e-s ont</p>

	<p>davantage besoin d'appuis de notre part (notamment parce que les bourses externes ne durent que 3 ou 4 ans).</p> <p>Le Comité a donc décidé de modifier le financement d'étape sans toucher au total (qui est de 20 000 \$), en ajoutant une étape entre l'examen préliminaire et la fin de la thèse.</p>
<p>Autres questions</p> <p>Entrée directe ou accélérée au 3^e cycle Cette possibilité est pratique courante dans la plupart des institutions, surtout quand on propose une MA d'une durée de deux ans, comme c'est le cas au DLLF. Bien que la pratique soit instituée à McGill, les membres du DLLF ne semblent pas être au courant ou bien n'y accordent pas un avis favorable. Et la plupart des étudiant.e.s rencontré.e.s ne semblaient pas y voir un avantage. Pourtant, il s'agit là sans doute d'une résistance basée sur les présupposés générés par la pratique actuelle.</p> <p>Réservée bien sûr aux étudiant.e.s exceptionnel.le.s, l'option du passage au Doctorat après une année de scolarité à la Maîtrise ne peut qu'être un avantage, tant au niveau financier qu'à celui de la durée des études (avec garanti, bien sûr du « back-tracking » au cas d'un abandon avant la fin du Doctorat). Ce serait peut-être une possibilité à explorer.</p>	<p>Tout en ayant de fortes réserves quant à l'entrée directe ou accélérée au 3^e cycle, le Département créera un sous-comité qui sera chargé de réfléchir à cette possibilité, avec option « back-tracking ») si cela ne fonctionne pas. Rappelons que la maîtrise en lettres au Québec a un débouché direct qui n'existe nulle part ailleurs dans la formation générale des cégeps, c'est suffisant pour qu'on lui maintienne son autonomie.</p>

McGILL SCHOOL OF ENVIRONMENT (FACULTIES OF AGRICULTURAL & ENVIRONMENTAL SCIENCES/
SCIENCE/ARTS/LAW)

Recommendation	Action Plan
<p>1. The undergraduate program should remain intact. This program is truly unique and is the type of education that any university should be proud of, should showcase, and should build upon. The faculty are professionally and personally invested in the courses and the students, to a degree that is enviable to the outside reviewers. Curriculum mapping (underway) and attention to the teaching teams and assignments should further strengthen this outstanding program.</p>	<p>MSE Faculty are in unanimous agreement with the Review Committee's finding that, above all else, the undergraduate MSE programs are unique and invaluable contributions to McGill's offerings, and should remain intact. The School is tremendously proud of its students and of its undergraduate programs which count over 1500 alumni. The continued success of these programs depends, like in any other unit, on the ability to retain and recruit instructors who will be committed to teaching and improving the curriculum. Recruitment has been an issue in recent years, however, as departments prefer to have full positions to joint ones, and there is little incentive for them to pair with us. Moreover, recruiting new teaching team</p>

	<p>partners from within the University requires payments of teaching buyouts to departments, with consequences on the budget. We have maintained our focus on joint positions, but this has meant giving up one of the three positions that had been granted in recent years by pairing two of our half-licenses. A hiring model that involves lengthy negotiations with Faculties and that makes it increasingly difficult to pair with units is not sustainable, and failure to recruit will eventually have serious consequences on our ability to offer competitive programs.</p>
<p>2. A new full-time Director should be designated and have their attention focused solely on the activities of the MSE. This Director should be focused on the undergraduate program, but also in re-imagining and re-involving the MSE in the broader university-wide environmental community in the common goal and vision of environment and sustainability teaching, research and outreach at McGill.</p>	<p>The review report recommends a ‘full-time’ director. This is a point that had been already agreed on by the previous Dean Council, however the terms for the position have never been clearly defined. If the full-time appointment means focusing exclusively on administering the School, it could be hard to attract a top researcher, especially if the focus is on offering undergraduate programs. As such, the University may consider better incentives for a full-time position that would attract high-caliber candidates. This would be consequent with having a director serving as “a more visible convenor of environmental faculty on campus”, as suggested, particularly in the context of promoting a graduate program or a re-envisioning of environmental research at McGill.</p>
<p>3. The “Graduate Option” program should be discontinued. The genesis of this program was logical as a stepping-stone toward a PhD program. Currently, however, the Graduate Option is not gaining attention nor traction with other units, and is an unproductive draw on time, resources, and attention of MSE Faculty.</p>	<p>The review committee suggests that the Graduate Option should be discontinued. While we understand the criticisms about the Option, getting rid of the Option at this time would be counterproductive. The Option has just been revised and these revisions are currently being processed at McGill. The revision provided an opportunity for departments offering the Option to opt out, but most chose to retain the revised version. The new courses that a revised Option proposes are very much in line with McGill’s research agenda on environment and sustainability. Moreover, the Option serves a clientele (e.g., Law students) that would not register in an Environment program but wants to acquire environmental knowledge. However, there is also a clear sense that the Option must not be offered at the expense of MSE undergraduate programs and sufficient resources must be available to ensure teaching needs are covered. Because partner units are the main beneficiary (no resources come to the School for training grad students in the Option), they should be able to contribute to the teaching effort to sustain the Option.</p>

4. The Deans of the four participating faculties and Provost & Vice-Principal (Academic) should meet explicitly on the topic of the future of the MSE. Given the continuation of joint hires and the low morale of the current MSE Faculty, such a meeting and focused attention is warranted. An **explicit, binary decision** should be made regarding the MSE PhD program: either to create a small, niche interdisciplinary PhD program that targets students who are truly exceptional in terms of interests and would not likely fit into a traditional unit at McGill, or to simply remove the notion of an MSE PhD and to instead focus on new models of graduate level environmental research and training at McGill. Many of the MSE faculty remain in a sort of limbo and near-hopeful state for a potential PhD program in the future. While removing this possibility would be disappointing to many, it may be a necessary step in order to break with the past and develop a new model in line with the current context as discussed above.

We believe clarity about the bigger picture for interdisciplinary graduate education in environment and sustainability at McGill is needed in order to effectively address the subject of a PhD program. Due to the current opposition to MSE's efforts to propose a graduate program, direction from the University leadership is necessary. The Review Committee suggests a binary choice of: A) a "small, niche" PhD targeting students that would not fit into traditional units, or B) remove the notion of an MSE PhD, and instead focus on new models of graduate level environmental research and training. We disagree with this dichotomy. We would welcome, even help lead, a process for re-envisioning what the report identifies as "the scope and structure of interdisciplinary environmental research and graduate education at McGill." However, such a process should not ignore the thinking already done at the MSE on these issues, particularly around a graduate program. If interdisciplinary graduate education is of interest to McGill, we note that the MSE has spent considerable time and effort in developing a PhD program that could be offered to the larger environment and sustainability community, therefore serving an important cementing role at McGill.

We make the following observations:

1) the review points to the PhD program offered at the School of Earth, Energy & Environmental Sciences at Stanford, the Emmett Interdisciplinary Program in Environment and Resources <https://pangea.stanford.edu/eiper/phd>. This model is close to what has been already designed by the MSE for an interfaculty PhD in Environment and Sustainability at McGill. The design involved a committee that included representatives from 6 Faculties (AES, Arts, Engineering, Law, Management, Science) and the proposal has been discussed with GPS as an interfaculty program to be as inclusive as possible. Moreover, space will become available in 2020 for graduate students with the renovation of the MSE building downtown. Thus, a PhD program would be feasible immediately, with support from the Deans.

2) The points raised in the review (see section III, "The PhD program") are actually largely supportive of the need for an alternative PhD model that trains students in a "non-traditional" way, with a problem-solving focus that does not easily fit in traditional departments. The review further points to the emerging view that these

	<p>are necessary elements of an effective, high profile research program, and highlights the importance of such PhDs to stimulate interactions between advisors. A PhD program would also be important for JAF in partner units that do not have an environmental focus to enable them to pursue their research interests fully.</p> <p>3) A broad (re)envisioning of the scope and structure of interdisciplinary environmental research and education at McGill would align well with other initiatives, such as the MSSI and the RVH. This process would definitely extend beyond the MSE – possibly ultimately redefining the MSE’s scope within the University. It would require the contribution of recognised research leaders at the University level to create the conditions for productive discussions, and for the highest authority to be willing to invest/engage in making the vision a reality. It would have to be a broad collaborative effort that could address the apparent fragmentation of environmental and sustainability research which could ultimately hurt McGill’s brand and its ability to attract top students, funding, and scholars given the increasing competition. It would require understanding how university governance can adapt to an increasingly interdisciplinary context.</p> <p>Until such a vision is defined, the MSE should not be prevented from fulfilling its mission. Limiting all potential for sustaining dynamism and growth (through new hires for instance) in a unit that has always been at the center of an interdisciplinary/interfaculty vision at McGill is unlikely to engage the very actors that could drive and ultimately benefit from redefining that vision.</p>
<p>5. Depending on the changes implemented as described above, the MSE should consider changing its name. A “School” implies a coherent and self-standing research and education program. While the MSE certainly has an enviable undergraduate education program, it does not have a coherent research program nor a coherent graduate education program. Retaining the undergraduate program alone could be captured as a Curriculum in Environment, Integrated Program in Environment, or something similar.</p>	<p>No response.</p>

Recommendation	Action Plan
<p>1. Redesign for better utilization of existing space, with an eye toward making a strong case at the upper administration for more space going forward based on current and projected growth.</p>	<p>We agree that our space is not in good shape. Many of the offices and labs need renovations. Given our increasing student and (hopefully soon) faculty numbers, we have to reassign space to accommodate everybody.</p> <p>a) In terms of offices, we had a first set of renovations completed just a few months ago and we will move forward with regular facelifts of other offices as funding becomes available. We might also need to transform some of our smaller labs into offices as we do not have enough existing offices to accommodate everybody once we have hired on all our faculty positions and should we hire more faculty lecturers.</p> <p>b) In regard to labs, the significant amount of money promised by the Faculty will be an excellent source for an overhaul. We fully agree with the review committee that a high quality workspace will ensure a better utilization, enable higher productivity and increase the day-to-day happiness of students and staff. We also agree with the committee that this includes not only tables and chairs but also meeting tables and working areas with soft seating.</p> <p>i. We have been in tight connection with Marilena Cafaro, Associate Director, Building Infrastructure of the Faculty of Science, for the last year, and a first lab received new furniture a few weeks ago. Ms. Cafaro is now in the process of designing the layout and ordering the furniture for further labs.</p> <p>ii. It will be necessary to coordinate the refurnishing with smaller renovations to the labs such as painting and possibly getting new floors for some of the labs.</p> <p>iii. Furthermore, we have to consider air conditioning in the labs as many of the air conditioners currently installed are at the end of their lifetime. The costs for this are extremely high. We have forwarded to the Faculty already cost estimates for either buying or renting air conditioners.</p> <p>iv. The report suggests providing a centrally located student lounge. This would mean that we would have to transform one of our labs into a lounge. We will consider this as part of our reallocation process of lab space. Currently, we have provided graduate students with a lounge in a rather remote area of our space that is not appropriate for lab space or offices without MAJOR renovation. We agree that this is not the best location but we might have to stick with it if giving up a</p>

	<p>centrally located lab is not an option due to student numbers (in particular considering that we might have to transform labs to offices).</p> <p>c) We also fully agree that our current space will not be enough in around 2-3 years with the expected growth in faculty members and graduate students. In fact, once all open positions are filled and we do hire new faculty lecturers, we already do not have enough offices. We will put forward a detailed analysis of our needs in regard to labs and offices within the next year.</p> <p>d) We are aware of the shortage of space in the Trottier building. We unofficially heard that new space will become available for us, which is really great news. The idea of booking classrooms as meeting space for students is a great idea and we will investigate whether this is possible.</p>
<p>2. Take a leadership role in the university in the new data science institute and in creating an Interdisciplinary Master's program in Data Science.</p>	<p>1) Data Science Program. Indeed, there are currently two initiatives ongoing. At the Faculty level the School of Computer Science and the Department of Mathematics and Statistics have starting working together to create a Data Science Institute. The idea is that this Institute has both a research and academic mission. First meetings have been taken place and a committee is put in place with a good representation of Computer Science. At the same time, the University is spearheading a Data Science campaign, rooted in University Advancement. Derek Ruths, a member of Computer Science, is at the head of this campaign. Both initiatives need to be coordinated and Computer Science will be closely involved in this.</p> <p>2) Professional M.Sc. program in Data Science. First, the definition of a "professional M.Sc. program" needs to be clarified. MILA is currently putting forward a professional program in machine learning for IT practitioners (software developers or IT management) who are in the work force and need to get additional training in machine learning. It is not clear whether this is the right target group. Instead, the target group might be mostly students who have recently finished their B.Sc., possible only with minors in Computer Science or Statistics and are looking to increase their skills in these areas with a focus on Data Science to be better prepared for the work force where such expertise is in high demand.</p> <p>In the last two years, the School has already internally discussed options for such a type of professional M.Sc. not specifically for Data Science but generally for Computer Science with some focus on Data Science and/or machine learning. There was some reluctance</p>

	<p>among staff members as there is the belief that first priority should be given to deliver excellent education to our undergraduates and research based graduate students; and we already are too short-staffed to currently cover these demands. But should new resources be available then this is an interesting avenue.</p>
<p>3. Rethink the MSc/PhD ratio and create a revenue generating Professional MSc program.</p>	<p>Number of MSc students: Overall the School believes that CS education at the MSc level is important for Canada as there is a large demand in industry for HQP at this level. We are a country of immigrants, and the MSc is a mechanism for bringing highly qualified people to Canada. We are competing with other countries in the world, including not just the USA but also Europe and Asia where many countries are now offering Science and Engineering programs in English. Having said this, it will be important to find the right structure and offer various MSc depending on the needs and interests of students and the workforce market.</p> <p>In particular, the increase of students in our relatively heavy research-based MSc. has been a concern to the School, as stated in the SSR and several actions had been considered, including (a) taking overall fewer MSc students (b) having more MSc students in the project option and (c) offering a course-based MSc (which included some discussion of having this as a professional MSc).</p> <p>Already this spring and before we received the review report the School had decided to admit significantly fewer MSc. students. Instead of letting the MSc committee decide independently of who to accept, professors had to indicate the number of students they would like to supervise and potential candidates out of all applicants. While no commitment is required to actually supervise individual students we hope that this approximate scheme will help to find the right ratio of appropriate students for the various research areas of our faculty.</p> <p>Number of PhD students: As of Fall 2018, we have developed a new funding model for incoming graduate students which provides more predictable departmental support for PhD students. This scheme will hopefully motivate professors to take on more PhD students as they know</p>

	<p>how much support their students will get from the department on the long-term.</p> <p>Professional MSc. Program</p> <p>The same considerations hold for a professional MSc. Program solely in the School of Computer Science as discussed previously in regard to a Professional MSc. in Data Science. The setup might be somewhat easier as it is (1) within the School and (2) likely needs less new courses.</p>
4. Start a corporate affiliate program	<p>The School definitely sees the benefits to better connect with industry, not only as a potential for revenue, but also to foster research collaborations and provide our students better access to internships and industry connections.</p> <p>The report refers to the University of Washington. In their program “Corporate Affiliates members sponsor student projects, propose research topics for faculty and students, host design jams and workshops, participate in career fairs and employer information sessions, and enjoy a high-touch connection with the department”.</p> <p>Over the last years, several companies have actually approached the School, mainly to see how they can connect to our students to attract talent. Thus, there is potential to have a more structured relationship with companies. If there was a structure in place, companies might be willing to put money and/or resources to enable activities as described above. Such money would be very much welcome and could be used to better connect the School with industry, and offer students help with career planning.</p>
5. Compare the staff’s workload with other units, redistribute the workload, and use the study to justify the request of additional staff.	<p>We agree with the review committee that we are significantly understaffed. We are aware that this is a problem that affects many departments within the university.</p> <p>Redistribution of workload:</p> <p>A year ago, our administrative officer together with clerical staff discussed a possible redistribution of workload. As the staff is unionized, and work redistribution is HR related, reassigning workloads is the responsibility of the Faculty. As such, the Faculty has conducted a follow-up audit of each of our administrative staff members to see by themselves. This audit has taken place last year. While we have, in the meantime, made minor changes to work distribution because of inequity in workload, we need to wait for the final official approval for most changes. We recently heard that this will soon come.</p>

	<p>A crucial aspect is support in financial issues. Our SSR contains detailed descriptions of support formerly provided by our FST that now has to be done by our administrative officer or is no more offered. Thus, if the redistribution is not able to offload a considerable part of the work currently done by our administrative officer to other staff members, it will be very easy to justify that we need additional staff for financial issues. Also, several points presented above (professional programs, affiliate program, etc.) will need additional staff. Furthermore, we fully agree with the strong recommendation to have an additional IT support member. Having four staff members that are exclusively responsible for IT support for teaching and research for Computer Science is more than warranted given student enrollment and research activities. In particular in the next years, with many new professors applying for CFI grants, support in terms of recommending hardware, getting quotes and helping putting through purchase orders will be essential. Strengthening the administrative and IT support is also line with the recommendations given on pages 5/6 regarding support for junior professors.</p>
6. The University should invest in additional tenured/tenure-track faculty and teaching faculty to handle the (increasing) demand in computer science.	<p>We fully support this request. Counting joint positions as 0.5, we currently have 28.5 faculty members currently available and 34 once all open positions are filled (the numbers are 26 and 31.5 if not counting people on leave). In comparison, in 2012 we had a count of 32. As such, our overall number of professors so far has barely increased despite our huge enrollment numbers and the outstanding demands in AI related research here in Montreal.</p> <p>We already received the green light to hire 2 faculty lecturers and got informed that likely more will follow. In terms of tenure-track faculty we hope to not only receive positions back for people who retired but also additional positions.</p>

DEPARTMENT OF PAEDIATRIC SURGERY (FACULTY OF MEDICINE)

Recommendation	Action Plan
1. There is a need to develop a research strategy for the Department that crosses the disciplines of the members while continuing to support the individual divisional successes. Suitable research themes should align with or complement Faculty of Medicine and McGill priorities. Examples might include:	Our Department research priorities are already aligned with those of the Faculty and the University as described in our document. We believe that our Departmental research strategy should fall under the aegis of functional restoration. Functional restoration applies to bench research such as in studies on

<ul style="list-style-type: none"> -Functional restoration -Personalized oncology treatments and toxicity in the developing human -Support for infants and children having and recovering from surgery – drugs, pain, and psychology. (beyond the "Tesla"). 	<p>blindness, on oto-toxicity, on bone research and on advanced imaging studies for the investigation of epilepsy circuits. Functional restoration also applies to clinical research such as in early recovery after surgery, recovery after complex surgery, recovery after functional surgery and is inclusive of recovery in all surgical disciplines of our department.</p>
<p>2. Review the strategy for research productivity for the Department and its groups. Collaborative research efforts are likely to build further on the Department's successes to date by hiring committed researchers who form the nucleus of a body of research (see above) and whose mandate is to collaborate across disciplines to achieve Departmental scholarly goals. The Department should remain open to attracting highly capable individuals who can provide the clinical foundation, curiosity and drive for relevant collaborative research.</p>	<p>Our Department has prominent clinician/scientists who are the pillars of our fundamental research endeavors (Drs. Daniel, Koenekoop, Hamdy...). These individuals are exceptional in showing equilibrium between clinical, administrative, educational, activities and research productivity. Many others in our department have had difficulty reaching this equilibrium and have either become accomplished clinicians or have developed a scholarly interest in education rather than in fundamental research. Hiring more committed researchers to collaborate across disciplines to achieve departmental scholarly goals is a model that we have developed in the case of Dr. Bettina Willie. Dr. Bettina Willie is a CAS researcher who is supported by the Shriners Hospital and interacts already with orthopedics, ENT and neurosurgery. A basic researcher does not require a PEM but needs salary support. We are considering recruiting additional committed researchers to collaborate across disciplines particularly in the area of bio-medical engineering. We are currently reviewing one candidate and are trying to establish a way to provide bridge funding for salary (perhaps through funding from the Foundation) for a period of 3 years until this individual can get salary support from grants. We have also clearly recruited a large number of clinical individuals with very sophisticated Fellowship training to be able to care optimally for our patients and identify the important clinical questions to be asked to our research group. Safe, high quality care has to remain a priority in a pediatric surgical department. Having a diversity of professional profiles who complement each other is certainly a major contributor to our academic success.</p>
<p>3. Strengthen the Department's quality program and use this program as an engine for scholarly activity.</p>	<p>With respect to quality, we have reviewed the Vincent Model provided in reference by the review committee and find that our current M & M Rounds format has led to a change in culture from "rigid thinking, low awareness, blame culture, reactive and desperate thinking" to a more "increased awareness, increased ownership, proactive thinking and seeing safety through the patient's eyes in a holistic view" as</p>

	<p>described in the Vincent Model. We have already submitted a plan to the hospital administration for a pediatric NSQIP program which is currently implemented in 5 other Canadian Pediatric Centers by now. This requires several hundred thousand dollars annually from the hospital budget to 1) register (licensing) into the program and 2) hire two nurse practitioners to do data entry and correspond with NSQIP. This is already under study by the hospital administration since the “Saudi crisis” of last summer but we have not received a response yet to our departmental task force report submitted last fall. Surprisingly, NSQIP is already implemented in adult sectors of the MUHC where the number needed to treat to show benefit is much lower than in pediatric disciplines. Nevertheless, benchmarking ourselves with other North American Pediatric Surgical Institutions would be of definite benefit and lead to increased academic productivity in the field of quality and safety. One of our recent recruits is currently sponsored by our department to undertake a graduate degree in Quality Improvement from John Hopkins University. He will apply his knowledge to further enhance QI in our department upon completion of his degree in 2020.</p>
<p>4. Ensure faculty are linked with other disciplines in medicine and beyond so that educational and quality research can be fostered and to ensure academic rigour.</p>	<p>As the Committee’s report states, our faculty is quite well linked with other disciplines dealing with children. Furthermore, we have asked key faculty members from other departments to join our Department to nurture further links with other disciplines in the areas of research and education. Currently, we have 2 adjunct members from the department of pediatrics and one from the department of medical imaging. Since the visit, an additional member from the department of bio-medical engineering, Dr. Robert Funnel has joined our research group. As mentioned previously we hope to hire another full-time researcher in the CAS research area but this will require intense discussion with other departments, the faculty, the hospital as well as the Foundation to identify bridging resources.</p>
<p>5. Continue the effective efforts to support Departmental activity through philanthropy in collaboration with the Foundations, the Shriners’ and McGill.</p>	<p>The Department has been very successful at philanthropy. The current Chair has been involved in the creation or upgrade of 6 endowed Chairs since starting. Four of these Chairs are in the Department of Pediatric Surgery (Dorothy & Dr. H. Bruce Williams, Dr. Tony Dobell, Hugh Hallward and Saputo Foundation Chairs), a 5th Chair was created to support Pediatric Education in the Department of Pediatrics (Wendy MacDonald Chair) and the 6th Chair is the Francis</p>

	<p>Glorieux Chair supporting bone research at the Shriners Hospital. We have also maintained open channels of communication with the Foundation through the Fellowship support program to palliate for the short number of residents being trained at any given time in our Department. Through collaboration with the Saputo Foundation which will be announced in early June 2019, we will also be supporting enhanced recovery after surgery programs and improving the patient and family perception of the care received.</p>
<p>6. Recognize the importance of tenure in the personal perceptions of scholarly success and open the doors to additional opportunities for members to be principle supervisors for advanced degree students. When needed, clarify the academic criteria for tenure. Consider developing a "flow through funding mechanism" so that clinical earnings could be passed to the University to support tenured appointments of qualified individuals when the University did not have sufficient funds to make appointments.</p>	<p>In our Departmental budget there are two situations of tenured professors where the support actually comes from the Department via the Montreal Children's Hospital Foundation rather than from the faculty. These "irregular" situations were in place prior to the creation of the Department and have not led to very constructive relationships or productive research opportunities for our trainees or departmental members. The reviewers had a perception that our practice plan is modest but I think they did not realize that departmental members also have to contribute to a second departmental plan for their specialty based division which is in other (adult) departments. I do not see further taxation to the point of supporting tenured positions as being sustainable in the long term. The funds are too "soft" for this scenario to work. Since the review however, we have had one successful applicant for "chercheur boursier" through the FRQS program, Dr. Dan Poenaru. He will be externally funded for the next 4 years. He will be able to practice half-time and be supported for the other half of his year through the "chercheur boursier" program. This opens up a PEM position which will then be filled by a new recruit. After several years of successfully funded research, Dr. Poenaru will be placed on a tenured track and ultimately into a tenured position. When a few individuals enter this path, the concern of a low number of tenured positions in our department will be addressed.</p>
<p>7. The Department Chair should continue to work with the MUHC leadership, the Faculty of Medicine and the Ministry. Specifically, this work should focus on ensuring that the number of post graduate (residency) training positions available to the surgical Departments at McGill reflect the needs of the population and the capabilities of the Department of Paediatric Surgery to train the future generation of clinicians and surgeon-scientists.</p>	<p>As mentioned in the report, the department resident allocation is tributary to the number of residents in basic training programs who spend approximately 3-6 months of their entire training at the Children's Hospital in a pediatric surgical subspecialty. A strategy focusing on increasing the number of residency positions would work for example in Pediatrics (where residents stay at MCH for their entire training), but will have very little impact on our department. Rather, our department has</p>

	<p>always prioritized (in terms of its care provided to patients and academic structure) the presence of fellows who stay at MCH for a period of 1-2 years. These are not sufficient and the recent “Saudi crisis” has led the institution to look at other ways of providing care in particular. The absence of trainees forces clinicians who are departmental members to often take first level call which is unsustainable with respect to their other (day time) functions in research and education. The strategy that is being deployed albeit at a slow pace is the creation of clinical nurse specialists and nurse practitioner positions (including some for the NSQIP program) to provide care. This may require also additional support at night in the form of physician extenders for the call in a number of the divisions. For this, we will need the support of the Faculty and the support of the hospital administration. I have looked at the curriculum of the new McGill Pediatric Nurse-Practitioner Nursing Program. Unfortunately there are, for the time being, no training rotations in Pediatric Surgical disciplines for these students. This will need to be addressed by the Faculty and the Hospital Administrators in short order if we are to be serious about the proposed physician extender program helping Pediatric Surgery. The hospital needs to release substantial budgetary funds to allow the creation of this physician extender program. We continue to benefit from the support of the Foundation with respect to our Fellowship programs.</p>
<p>Other issues</p> <p>The leadership of the Department is highly respected and very strong. This may be an issue when formal succession planning is undertaken. It will be important to have future leadership bring new ideas and initiatives to the group. Development of a succession plan should start soon. It is apparent to the Review Committee that there are internal candidates who could move into the role of Department Chair and Surgeon-in-Chief at the appropriate time.</p>	<p>The committee identified the transition of leadership as a possible issue. This may be related to the relatively young nature of the Department and to the fact that I am the inaugural Chair of this department. However, creating a succession plan early (as suggested by the reviewers) places the current leadership (who still has many more ideas) into a “<i>lame duck</i>” position too early. This is an equally important issue. Therefore, the Department feels strongly that while there are a number of individuals internally who are potential leadership successors in the future; the succession planning should not start too soon in order for the department to have the necessary maneuverability to move forward with the issues that have been identified by the committee. This is all the more true as the culture of our department has been to seek the best individual by striking a committee with university and hospital representation and looking at both internal and external candidates.</p>

Recommendation	Action Plan
<p>1. International Reputation in Research</p> <p>To sustain and improve upon its reputation, we recommend that the Department review and overhaul tenure standards with respect to teaching, research and service.</p>	<p>We support this recommendation. We will form a representative committee of tenured faculty members that will be charged with drafting revisions to our tenure and promotion standards. In doing so, it will draw on both the excellent suggestions of the review committee and on tenure/promotion standards of peer departments. In addition, the committee will consult with the Faculty and University Secretariat to ensure that the revised standards conform to university requirements. The committee's initial draft will be reviewed by the department and the final version formally approved by the department.</p>
<p>2. Undergraduate Programs</p> <p>(a) We strongly recommend addressing the need for smaller classes and more faculty contact with students at the undergraduate level. This would be most directly accomplished by increasing the number of faculty. While we did not find the Self-Study Report's emphasis on "equity" (relative to other departments in the Faculty) to be particularly productive, we strongly believe that the Department needs additional faculty lines to fulfil its core teaching mission.</p>	<p>We support this recommendation. We are currently requesting four tenure-track lines from the Faculty of Arts to be filled over the next 1-2 years, plus a three-year Faculty Lecturer position. In addition, we will do our utmost to make a successful hire for the special Provostial line in Indigenous Politics that we received last year. We will continue to request lines each year in order to replenish the ranks of retired/departing faculty and to gradually increase our tenure-track complement to better serve our large student population.</p>
<p>2 (b) We recommend that all or most 200 level classes be taught by regular faculty.</p>	<p>We support this recommendation. The Undergraduate Committee (a standing committee led by Naren Subramanian) will be charged with comprehensively examining the structure and requirements of our undergraduate program, and recommending revisions. In doing so, it will consult with departmental faculty, staff (especially Andrew Stoten and Della Maharajh), and the undergraduate Political Science Students Association (PSSA). The committee's initial draft recommendations will be reviewed by and the final recommendations approved by the department.</p>
<p>2 (c) The Department should review whether current undergraduate programs meet the educational objectives valued by the Department, and consider adding structure to the major, such as a methods requirement. This may have the added beneficial effect of reducing student demand, but should not be done for this reason.</p>	<p>We support the recommendation to re-examine these requirements.</p>
<p>2 (d) The requirements for the honours program would benefit from re-examination. If the number of Political Science courses required could be reduced, this might ease teaching demands on faculty.</p>	<p>We support the recommendation to re-examine these requirements.</p>

<p>2 (e) The Department should look for low-cost ways of introducing some structured, extra-curricular opportunities for student-faculty interaction.</p>	<p>We support this recommendation. The Undergraduate Committee, Chair, and Subfield Directors will take this on, in consultation with the PSSA. It will involve both better advertising and encouraging more faculty involvement in existing initiatives (e.g., the ARIA program, PSSA meet-a-prof events and awards nights), as well as planning new initiatives.</p>
<p>3. Graduate Programs</p> <p>(a) The Department should take measures to address certain gaps in the curriculum (especially in quantitative and qualitative methods, and in Canadian politics). Again, more faculty lines are needed, but additional efforts can be made to improve methods offerings by developing cross-departmental cooperation and by improving access to offcampus methods training. Canadian politics needs more attention in terms of courses taught and possibly in hiring, if the faculty assigned to administration are not expected to return soon.</p>	<p>We support the recommendation to re-examine the structure of the graduate program, including course requirements, comprehensive examinations, and professional development. The Graduate Committee (a standing committee led by Maria Popova) will be charged with comprehensively examining the structure and requirements of our graduate program, and recommending revisions. In doing so, it will consult with departmental faculty, staff (especially Andrew Stoten and Tara Alward), and MGAPSS (the political science graduate student association). The committee's initial draft recommendations will be reviewed by and the final recommendations approved by the department.</p>
<p>3 (b) The Department should review the comprehensive exam structure and its relationship to the curriculum.</p>	<p>We support this recommendation. For implementation details, see above; in addition to the above, the Graduate Committee will consult with subfield chairs on these revisions with the aim of creating consistent requirements across subfields.</p>
<p>3 (c) The Department should find ways to encourage PhD students to pursue two fields in order to leverage more opportunities on the job market.</p>	<p>Our PhD students already complete comprehensive examinations in two fields; the department will work to encourage PhD students to extend and frame these capabilities in order to better position themselves on the job market.</p>
<p>3 (d) More extensive methods training (both qualitative and quantitative) may improve access to international job markets for academics, especially the US.</p>	<p>We support the recommendation to provide more extensive qualitative and quantitative methods training for our graduate students. For implementation details, see above. We are also requesting a tenure-track line in comparative politics that will include a remit to teach qualitative methods. This will complement our recent hires in quantitative methods.</p>
<p>3 (e) In consultation with GPS, the Department should strive to offer funding packages that are more attractive in both substance and presentation at the recruitment stage.</p>	<p>We support this recommendation. The Graduate Program Director and Associate Graduate Program Director will consult with the Faculty's Associate Dean for Research and Graduate Studies as well as with GPS on ways to improve our recruitment packages.</p>

3 (f) The Department should examine whether non-thesis MA programs will continue to be worth offering in their current form if they become more costly and attract fewer students.	The Graduate Program Director and Associate Graduate Program Director will consult with the Faculty's Associate Dean for Research and Graduate Studies and with GPS to; a) inform current and incoming MA students of the new rules; and b) revise the thesis and non-thesis programs in light of the rule changes.
4. Academic Environment (a) The Department should work to support and enhance the wellbeing of its faculty by creating a formal mentoring program.	We support this recommendation. The Chair will form a representative committee charged with designing a formal mentorship program for incoming and junior faculty.
4 (b) Faculty hiring should aim to focus on increasing numbers of junior women and faculty from indigenous and racialized minority groups. In addition, the Department, Faculty or University may wish to consider establishing an emerging scholars program/fellowships for graduate and post-doctoral students from underrepresented groups.	We support this recommendation. We have two women (one from a racialized minority group) joining the department in Fall 2020; we will keep diversity in mind in hiring in the future as well. The Graduate Committee will examine the financial and organizational feasibility of creating an emerging scholars program and/or fellowships for graduate and/or postdoctoral students from underrepresented groups from our current resources. The Chair will support these efforts by investigating external fundraising opportunities.
4 (c) The Department should remain attentive to issues of sexual harassment to ensure it is constantly adapting to best practices.	We support this recommendation. The Chair will refresh the standing Equity Committee (comprised of faculty, graduate students, and undergraduate students); the new Equity Advisors for 2019-20 have already been appointed.
4 (d) The Department should consider expanding its regular curricular offerings in gender, sexuality and race.	While we believe that the report underestimates what we are already doing on this score (e.g., Naren Subramanian's courses on inequality, ethnicity, and identity have significant components addressing race), we support the recommendation to expand our current offerings. The university has just approved two new departmental courses in gender and politics (one at the undergraduate level, one at the graduate level) that Kelly Gordon will teach; in addition, Debra Thompson, who arrives in 2020-21, will expand our course offerings on race. We will continue to look for opportunities to enhance this aspect of our curriculum.
4 (e) For PhD students, the Department should consider creating more opportunities for advanced reading and research (perhaps opportunities to participate in faculty-led workshops or colloquia), networking, social support, and professional development (such as support in seeking external funding, grant opportunities and	We support this recommendation. The challenge is twofold: 1) We should better identify and publicize existing opportunities. POLI 700 provides professional development support for PhD students, and is in continuous evolution. Many affiliated centres/institutes, such as CIPSS, CSDC, RGCS/Lin, and

deadlines, dissertation/research proposal development or improvement workshops, etc).	JMCM provide graduate students the opportunity to participate in workshops/colloquia. GPS, through its Skillsets program (https://www.mcgill.ca/skillsets/), provides a wide range of professionalization sessions as well. 2) We should expand on these existing offerings. The Graduate Committee, in consultation with MGAPSS, will work to identify gaps and new opportunities.
4 (f) Efforts should be made to address the lack of public space for teaching and meetings, and the lack of study and office space for graduate students.	We support this recommendation. The department does not control space allocation; the Chair will work with the Dean's office to attempt to improve the situation.
External Development Opportunities Some resource issues may be alleviated by greater attention being directed to external development (fundraising) opportunities. A first step might be to establish an Alumni Council that could advise the Department in this area.	We support this recommendation. The Chair, working with PSSA and the Faculty of Arts Development office, will establish an Alumni Council and work with that Council to pursue development opportunities.