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October 24, 2008

Dr. Anthony C. Masi
Chair, Academic Policy Committee
James Administration Building, Room 621

Dear Dr. Masi,

I am very pleased to write this letter of support for the proposal to create an Institute for the Study of International Development (ISID) that will be reviewed at the October 30th Academic Policy Committee meeting. The proposal was approved at the Faculty meeting held on September 23, 2008.

This is a very important step for the Faculty since it will provide a central nucleus for one of the largest undergraduate programs, International Development Studies, in Arts to congregate and to grow with the same level of intellectual rigor that it does at the moment. Creating an Institute will also provide much needed cohesion for the graduate students involved in this field. Establishing such an Institute will be very beneficial for Faculty in that it will provide an opportunity to both teach and perform research with undergraduate and graduate students in the same milieu.

The Faculty is committed to establishing structures where teaching and research can effectively take place at both the undergraduate and graduate level. This type of structure can only enhance the functioning of the entire Faculty.

This is a very exciting time for the Faculty of Arts. I will be happy to attend the meeting to express my support and to answer any questions.

Sincerely,

Christopher Manfredi
Professor and Dean

CM/ss

MCGILL UNIVERSITY

Proposal

to create an

Institute for the Study of International Development

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*Proposal to Create an
Institute for the Study of International Development (ISID)*

Person Responsible: Prof. Philip Oxhorn

Location: The Institute will be located in the Faculty of Arts

Rationale

The research and teaching of development issues has long been a major strength of the Arts Faculty. Yet the excessively fragmented nature of these endeavors has prevented the University from taking full advantage of the potential contributions it can make in this area of growing importance to policymakers, business and community leaders, and students. Researchers and their courses are spread among 7 departments within the Arts Faculty alone. The third largest undergraduate program in Arts, International Development Studies (IDS), has over 600 students in its majors and honours programs, and another 100 in its minors program, yet it has no central hub or core faculty to provide it with the same level of cohesion or guarantees of intellectual rigor normally associated with Arts programs. The degree of fragmentation at the graduate level is even greater. Based on the number of faculty members already identified as working in this area at McGill, we can assume that there are between 100 and 200 students in MA and PhD programs whose research relates directly to development issues and who could be the foundation for a rich community. A new graduate program, the MA Development Studies Option (DSO) involving six departments, will be launched with its first cohort of multi-disciplinary students in September 2008. Despite this, there is still no central organizational structure for bringing students and faculty together to share and learn from each other's experiences, apart from some isolated examples that tend to draw on students in the same department, such as the Centre for Society, Technology and Development (STANDD), which is closely associated with the Anthropology Department. This fragmentation of teaching and learning is mirrored in the lack of collaborative, interdisciplinary research among McGill professors working on development. With notable exceptions, the tradition of individual researchers carrying out their own projects still tends to prevail within Arts, or its professors seek partners outside of McGill. While such individual and external projects are certainly important, the growing complexity, if not urgency, of development challenges requires that we also focus more on collaborative research within the University—something that should be less of a challenge than it has been given the diverse and high quality work that is already going on at McGill. Such fragmentation, aside from the lost synergies and potential pedagogical drawbacks, is also ironic because “development” is the quintessential example of interdisciplinary studies, dating back to at least the 1960s when the Centre for Developing-Area Studies (CDAS) was formed. The creation of ISID would address this problem and provide opportunities for McGill faculty members to take better advantage of new funding sources from both the private and public sectors within Canada and abroad. For example, CDAS, which would be subsumed within the new Institute, has been able to raise almost half a million dollars, with the prospect of a further multi-year commitment from the Canadian International Development Agency (CIDA) of up to another half million dollars based on the promise that such synergies could generate in terms of policy-relevant research and for training new generations of students interested in international development.

ISID will also be integral to the Arts Faculty's ability to address the three academic priorities identified by the University: internationalization, interdisciplinarity and inquiry-based learning. Indeed, it is the most logical place from which to spearhead them. Development studies and research is inherently both international and interdisciplinary. Through ISID, new networks for attracting international attention to McGill and creating new opportunities for McGill students and faculty members to study and research abroad can be established, while ISID will also help consolidate access to existing networks. Geographically, faculty members working directly on development issues cover much of the globe: Africa, Asia, much of the former Soviet bloc and Latin America. Indirectly, ISID's focus on issues of nationalism, state-building and democracy will broaden this to include experiences from Western Europe and North America. Finally, ISID can help ensure that more cutting edge research makes its way into the classroom where students can become active participants by helping to bring together, under one organizational umbrella, various research and teaching activities now scattered throughout the Faculty and University.

An institute structure is required to satisfactorily fulfill these roles. This will allow for joint faculty appointments, between ISID and a disciplinary department, at the same time that it will allow ISID to assume oversight of the IDS undergraduate program and MA DSO, as well as future MA and PhD programs. Joint faculty appointments will help cement ISID's role as a locus for interdisciplinary research in a way that cannot be achieved through less formal affiliations, although these will always remain a key aspect of ISID. Joint appointments are even more essential for ensuring that IDS and future graduate programs have the same level of cohesion and guarantees of academic rigor normally provided by discipline-based departments. As the recent Faculty Program Review noted, this is a particular concern for the IDS program, where the involvement of McGill tenure-stream faculty has been minimal.¹ These joint appointments will become the core faculty for teaching interdisciplinary undergraduate and graduate courses, and for supervising interdisciplinary undergraduate honors theses and graduate research. This will be successful only if a portion of the teaching and administrative responsibilities of faculty is assigned to an institute. The alternatives, either of hiring course lecturers or essentially paying departments for the services of their professors through course buyouts, are not satisfactory. They are expensive (between \$4,500 and \$5,000 per course) and administratively complicated (especially for programs the size of IDS). Lecturers are simply unworkable on a regular basis at the graduate level for reasons of quality assurance, and are only a second-best alternative at the undergraduate level where the idea of a "McGill degree" should imply that core courses in a student's program are taught by tenure-stream faculty. Moreover, it makes little sense for a single department to be responsible for interdisciplinary programs. For both research and teaching, ISID as an institute would be a hybrid in

¹ Resource limitations have meant that the IDS program can offer only two courses: INTD 200, Introduction to International Development, and INTD 497, Research Seminar on International Development (10 sections of which were offered in 2007-08). INTD 200 has been co-taught by a tenure-track professor and a Faculty Lecturer. INTD 497 has been taught by sessionals, not tenure-track faculty. There are no resources for additional INTD courses, such as, a methodology course for conducting multi-disciplinary research, honours seminars and other courses which are designed specifically to meet the particular needs of an interdisciplinary program. The result is that each student's program largely consists of a variety of combinations of regular departmental courses designed to meet departmental, not IDS, needs. It is important to emphasize that the majority of courses taken in the IDS program will necessarily be regular departmental courses. This is due to limited resources and the importance of traditional disciplinary courses for an IDS major or minor. The problem is that the current structure makes it difficult to provide IDS students with a program that is coherent given its lack of an academic home and that includes an appropriate level of truly interdisciplinary courses meeting the Faculty's normal standards of academic excellence.

relation to traditional departments in the same way that interdisciplinary studies itself is an academic hybrid.²

Mandate

- Serve as a focal point for promoting collaborative, interdisciplinary research relating to development studies within the Faculty of Arts by sponsoring seminars, speaker series and in general providing a space for sharing ideas and exploring possible collaborative research initiatives, as well as administrative support for such initiatives. This research will be focused around an overarching research theme and three related research clusters (see below).
- Serve as an institutional link with other centres, institutes and schools whose exclusive focus is not development, but where there are obvious potential synergies, both with the Faculty of Arts and the University as a whole. These would include, but are not limited to, the Centre for Developing-Areas Studies, the Institute for Islamic Studies, the McGill Centre for Research and Teaching on Women, the McGill School of the Environment (MSE), STANDD, and the Centre for Human Rights and Legal Pluralism in the Law Faculty.
- Oversee the development and delivery of interdisciplinary graduate MA and PhD programs.
- Develop a program to support postdoctoral research and more established visiting scholars.
- Assume responsibility for the International Development Studies Program, along with related area studies programs: the Middle East Studies Program (MES), the Latin American and Caribbean Studies Program (LACS), and African Studies Program (AS).
- Serve as a nexus and resource tool for linking graduate and undergraduate students with opportunities for studying abroad and for completing both Canadian and international internships related to development.
- Help build bridges between academia, policymakers, and business and community leaders, allowing McGill to pioneer new approaches to overcoming problems of development by working with the actors who have assumed responsibility for addressing them directly.

Overarching Research Theme:

Research at the Institute is intended to contribute directly to *Understanding the Foundations of Democratic Governance*. To an unprecedented degree, achieving democratic governance where it does not exist and improving its quality where it does have become dominant goals at all levels, from the local to the global. Yet it is not clear whether there is just one form of democratic rule, or if there is not, what qualities all democracies must share. For many new democracies, there is also a growing concern over the apparent inability of elected governments to effectively respond to citizens' most urgent needs. However valued democracy may be in the abstract, the perceived ineffectiveness of actual democratic governments threatens to lead people to question its *relevance* to the most pressing issues of the day.

This larger question, in turn, will be approached in terms of three distinct axes or research clusters. This research will be carried out under the auspices of the Centre for Developing-Area Studies, which would become a unit of the Institute.

² It is important to note that an Arts Faculty Task Force chaired by then Associate Dean Uli Locher concluded that 12 jointly appointed faculty (6 FTE) would be sufficient to assure adequate coverage for teaching and administration of existing and planned undergraduate and graduate programs. This is minimal compared to any department with comparable numbers of students and could be phased in through retirements, as well as fundraising for the three endowed chairs linked with development studies in the Arts Faculty's priorities for Campaign McGill.

Research Clusters

1) *Economic Development and Living Standards*: The welfare of people living in developing countries is conditioned fundamentally by factors related to economic growth and structural change, and we are becoming increasingly aware of the importance of how wealth created through growth is actually distributed and affects living standards. At the same time, the globalized economy has created new opportunities and challenges for sustained growth, and countries have committed themselves through the Millennium Development Goals to a major reduction in poverty by 2015. Research in this cluster would revolve around the factors contributing to the improvement of standards of living and sustained economic growth, the trade-offs associated with different ways of achieving growth and poverty reduction, and the distributional issues that development inevitably raises. More generally, research in this cluster will also be concerned with understanding how the process of economic development unfolds under different conditions and circumstances and the implications for human well-being.

2) *States and State Institutions*: Many states enforce the rule of law, guide the economy, provide diverse public goods, and therefore promote broad-based development. Yet some states are unable to effectively promote development, others are used by political officials to terrorize and prey on society, and still others have failed and collapsed. Such variation across the developing world calls for deeper analysis of the ways in which states affect developmental processes, the origins of different state structures, and the possibility of building more developmental states. Also worthy of increased attention is the relationship between state power and issues of identity and ideology, specifically nationalism, religion, ethnicity, and cultural hegemony. How does the state manage or manipulate ethnic and religious conflict? How do state elites shape norms and values that we take for granted in society?

3) *Civil Society: Identity, Diversity, and the Mediation of Difference*: Within nation-states and local communities, individuals and groups continuously struggle to negotiate their relationships with the state and with each other in ways that may challenge conventional or legal definitions of citizenship. In regions where certain social actors must deal with entrenched social inequities that are the legacy of colonialism, they seek rights and access to resources that continue to be denied to them. Across the globe, people draw on identities that currently may involve revised configurations of ethnicity, race, class, gender, religion, sexuality, and politics, to demand social justice from oppositional entities, which may include nation-states, legal and political institutions, or even other members of civil society. Such collective identities may exacerbate struggles between groups, but they may also create linkages, both within and across nation-states, to form social movements that challenge current inequalities. Particular contentious issues that members of civil society currently confront include, but are not limited to, political violence, ethnic conflict, environmental degradation, human rights, corruption, gender inequity and political or historical restitution. As people confront these issues and renegotiate their citizenship rights, they become both embedded in and inseparable from the democratization process.

It is important to note that all three of these dimensions of development, including the overarching issue of democratic governance, are increasingly affected by transnational trends and issues. In particular, challenges relating to the environment, the international economy, migration, conflict resolution and new health issues such as HIV/AIDS and other potential pandemics, create new development challenges that cannot be ignored. As ISID continues to grow and evolve, particularly with the addition of jointly appointed faculty, so too will its research scope in order to reflect these issues and others that may arise.

Governance

A Board of Trustees will be established. The membership of the Board will include the Dean of Arts or delegate, the Provost or delegate, the Director and Associate Director (Academic) of the Institute, two tenure stream McGill professors (including at least one jointly appointed professor when such appointments are made), a graduate student, an undergraduate student and at least one person from outside the University. The Dean of Arts (or delegate) will assume the Chair of the Board. The terms of appointment of the Board members, other than the Dean, Provost, or their delegates, will be three years for faculty and one year for students. The Board must meet at least once a year to advise the Director on issues related to planning of future Institute activities.

An Awards Committee will be established, consisting of 3 tenure-stream McGill Professors and chaired by the Director. The Committee will be charged with awarding student research fellowships and other awards that the Institute may offer. The terms of appointment of the Committee members will be three years.

As the Institute grows through the addition of jointly appointed professors, an Institute Faculty Committee will be formed. Chaired by the Institute Director, the Faculty Committee will be the functional equivalent of departmental faculty committees in relation to the oversight of Institute teaching programs, as well as subsequent hiring and promotion decisions.

Staffing (See below)

ISID will require no new positions in the short term (1-3 years). The position of CDAS Director will be transformed into Director of ISID. The current position of CDAS Associate Director will become Executive Director of CDAS and report to the ISID Director. The positions of Program Coordinator for International Development Studies and the Development Studies Option would be merged into the position of ISID's Associate Director (Academic). The new Associate Director (Academic) would work closely with the CDAS Executive Director and the ISID Director to better integrate research into graduate and undergraduate teaching. The Program Coordinators for the African Studies, Latin American and Caribbean Studies, and Middle East Studies Programs would not be directly affected given the need for regional expertise. They would be linked institutionally in a way that would serve to maximize synergies between multi-disciplinary area studies programs and the more general IDS program. The advisory committees, composed of student and faculty representatives, for all five programs—IDS, AF, LACS and MES at the undergraduate level and the DSO at the graduate level—will continue to work with their respective program chairs or the Institute Associate Director (Academic). The Associate Director (Academic) would also play a central role, along with the Institute Director, in working with program advisory committees, to ensure greater coherence of undergraduate teaching programs, particularly IDS.³

³ The need for addressing the problem of coherence was particularly evident in the conclusions of the Faculty Program Review. In a disciplinary department this need would normally be largely the responsibility of the faculty member appointed director of undergraduate programs, working with a departmental committee. Given the hybrid nature of the Institute in comparison to a traditional disciplinary department, the responsibility would ultimately be that of the Institute Director, in conjunction with the Associate Director and various program advisory committees.

The Institute will also be able to take advantage of CDAS' already strong relations with CIDA to create new opportunities for internships and, in particular, the possibility of linking graduate student research required for completion of the Development Studies Option to CIDA's policymaking process.⁴

CDAS has two support positions: Professional Associate and a halftime Administrative Coordinator.⁵ These will support both the ISID and CDAS. The program staff responsible for the undergraduate IDS, AS, LACS and MES programs will be integrated into the ISID structure.⁶ In the medium term as the activities of the Institute expand, particularly with the eventual appointment of joint academic positions, it is expected that the Administrative Coordinator would be working exclusively with the Institute and that an Administrative Officer would be needed to help coordinate the Institute's activities and oversee its staff. The cost of this is approximately \$60,000/yr (estimated \$42,500 for Administrative Officer and an additional \$17,500 for the Administrative Coordinator position).

ISID will not require new funding structures. Staff costs are funded through the Dean's Office and budget lines for any future joint appointments would conform to current Arts Faculty norms (e.g. joint appointments in Arts and the MSE). It is expected that at least some of this additional cost would be offset by indirect cost recovery on grants to the Institute and CDAS, following the current formula in the Faculty of Arts for distributing overhead costs on external grants. The creation of a new Institute will only increase the visibility of international development studies and research at McGill, at the same time that it will help create new synergies among faculty, postdoctoral fellows, and graduate and undergraduate students. To date, the reorganization of CDAS alone has resulted in over \$460,000 in new external funding from CIDA and the International Development Research Centre (IDRC) since November 2006.

The first jointly appointed faculty would likely be the three chairs related to international development for which funding is currently being sought as part of the Arts Faculty's priorities for Campaign McGill: Chair in Nations, States and Development, Chair in Environment and Development, and Chair in Health and Development.

Rationale for Name

The proposed name reflects the core objectives of the proposed institute: research and teaching on international development. It also recognizes the importance of development studies at McGill dating back to at least 1963 when CDAS was created.

Brief Survey of Similar Units Elsewhere

International development studies are growing rapidly in Canada, particularly at the undergraduate level and at universities outside the G-13. Yet there really is nothing comparable to the scope of McGill's proposed Institute. Within the G-13, for example, programs tend to be much more narrowly defined, particularly along regional lines. Most, like the new MA in Globalization and International Development Studies at the University of Ottawa, emphasize teaching and few can claim to integrate research, teaching and outreach to development practitioners as effectively as we hope to do through the new Institute. The

⁴ For example, the draft multi-year funding contribution from CIDA envisions the creation of new *Research in Practice Awards* that would match CIDA's specific interests in cutting edge research with DSO graduate student interests.

⁵ The editorial committee responsible for the publication of the *Latin American Research Review* is based at McGill (January 2007 –December 2011, renewable). The CDAS Administrative Coordinator position also supports the publication of *LARR* and half the salary is provided by the Latin American Studies Association.

⁶ Creation of ISID will not affect staffing of undergraduate programs. Any possible concerns about the appropriate level of staffing, particularly for advising, are already being addressed independently by the Arts Faculty.

Munck Centre at the University of Toronto is clearly the best known unit, but most of its programs are regionally defined. It lacks the multi-disciplinarity and broad scope that already characterize development studies at McGill. There is also the Liu Institute at UBC, although its research and teaching profile are not very pronounced, particularly after the departure of Lloyd Axworthy, its founding director. Liu also has three affiliated research centres loosely associated with the study of international development, but all are narrowly focused and tend to emphasize more traditional (and disciplinary) aspects of international relations: the Centre for International Relations, the Simons Centre (disarmament) and the Human Security Centre.

Institute for the Study of International Development
Director

Support Staff

Institute Assoc. Dir. (Academic)
Responsible for Undergraduate and Graduate Teaching

CDAS Executive Director
Responsible for Research



Professional Associate

Administrative Coordinator

IDS Undergraduate Program Staff

IDS Advisory Committee

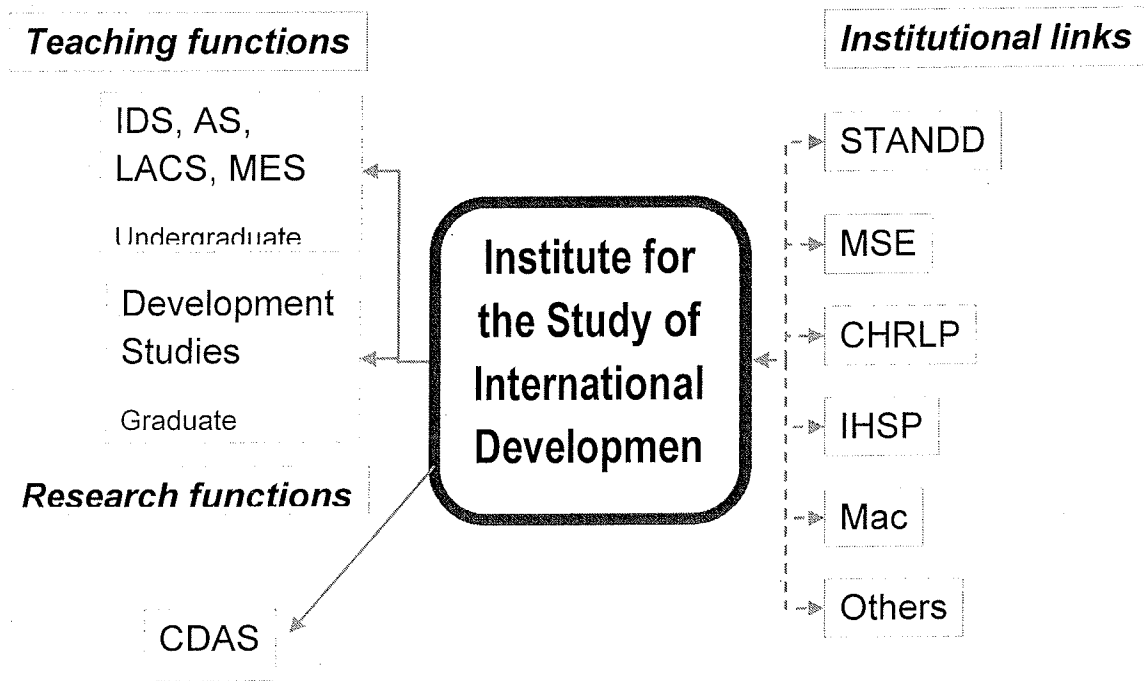
AS Advisory Committee

LACS Advisory Committee

MES Advisory Committee

Staffing Chart

ISID Organizational Chart





Proposal for the
Marcel Desautels Institute for Integrated Management

Over the past decade, business has become increasingly complex, global and interconnected. An ever wider variety of stakeholders, including shareholders, customers, employees and government, has a profound influence on the way businesses operate and whether they succeed. To manage and lead in such an environment, it is critical to think about business in a holistic manner, especially about the interconnections between areas such as finance, marketing, human resources and technology. A new way of thinking about management is required to understand how those activities and capabilities interact to shape business performance in the context of competitive market forces, global pressures, societal expectations and regulatory demands. This way of thinking is known as Integrative Thinking.

Integrative Thinking can be defined as the ability to think and act responsibly and responsively in the face of multiple and possibly conflicting models of oneself, others and the world. The successful integrative thinker creates value through the creative resolution of tensions between such models, interacting with self, others and the world successfully in predicaments that are unstructured, ambiguous and complex, calling for the integration of disparate knowledge structures and behavioral plans into a single action plan.

(R. Martin and M. Moldoveanu, *Designing the Thinker of the Future*, Rotman Magazine, Winter 2007, p. 6. Complete article attached).

Business schools are adapting their curriculum to this new imperative. They are developing integrated management educational experiences that enable students to become successful business leaders. These experiences provide students with the ability to understand business problems in all their complexity, to focus on the big picture and to learn to generate novel solutions. These new approaches acknowledge and embrace the idea that there are no marketing, accounting or operational problems to be addressed. Rather, there are only business problems to be solved and, perhaps more importantly, business opportunities to be seized.

Within the Desautels Faculty of Management, there is a history of research, scholarship and curriculum development that targets the development of integrated approaches to understanding business and to educating managers. These approaches include: the pioneering work of Henry Mintzberg in management and strategy; the Integrated MBA Core Course (I-Core); case competition and simulation courses designed to provide students with integrated experiences; entrepreneurship programs that provide a holistic view of business; executive degree programs such as the International Masters for Practicing Managers; the Consortium for Innovation that has pioneered novel courses and teaching methods; and recent work on a revised and integrated MBA core.

While we have made efforts to develop integrated approaches, we have not yet harnessed our efforts in a systematic fashion throughout the Faculty and across our programs. But with the new push to revitalize our core curriculum in the undergraduate program and to restructure our MBA curriculum, this is an opportune time for us to do so. The creation of the **Marcel Desautels Institute for Integrated Management™**¹ will provide the infrastructure, focus and support for our efforts to embed integrative thinking into our curriculum and to make it an enduring element of how we define the Faculty.

The Institute's mandate will be to develop management thinking that is cross-functional and that encourages students to focus on the whole business enterprise. This will be accomplished through:

- the development of integrated management courses beginning with the MBA and continuing with the undergraduate curriculum.
- by developing management courses and research that provide novel inter-disciplinary links with other faculties at McGill.
- by partnering, where appropriate, with other business schools developing integrated approaches to management education.
- the development of workshops and seminars that emphasize integrated approaches to business education and management.
- the development of projects and practicum that place students into businesses to analyze and solve real business problems which require a cross-functional approach to management.
- support for research activities that examine broad management questions that work across disciplines.
- the coordination of outreach activities that bring business leaders into the Desautels Faculty of Management to share experiences around integrated management problem solving.

The creation and work of the Institute will have a profound and long lasting impact on the Desautels Faculty of Management. We want the integrated management approach to radically enhance the programs offered by the Faculty and how they are delivered. The Institute will be the driving force for these changes at McGill.

After completing the initial work of implementing a redesigned MBA program within the Faculty – not an insignificant task – the Institute will assist in the development of our inter-Faculty programs. This will ensure that the benefits of the integrated management approach are extended across the University. We will also turn our attention to the larger task of building integrated management elements into the undergraduate program in a substantive manner.

¹ NB: The Marcel Desautels Institute for Integrated Management™ as well as its diminutive form, the Institute for Integrated Management™, are trademarks of McGill University.

Funding the Marcel Desautels Institute for Integrated Management™

The Institute will be supported by donated funds totaling \$11 million that will include \$9 million in new funding commitments from the Canadian Credit Management Foundation (CCMF) and the use of \$2,000,000 in funds already held in the original Desautels/CCMF Chair in Integrative Health Management that will be redirected toward the activities of the Institute.

Using this proposal as a guide the University and the Donor will develop and implement a mutually acceptable plan to establish the Institute.

At present it is anticipated that of the \$11 million in total funding up to \$2 million may be directly spent on the start-up and development of the new Institute, including initial staffing as the endowment funds are being established. This will support initial costs incurred to hire key support staff, to organize a teaching executives program and to coordinate the experiential aspects of the programs, such as internships and project work which would send students into businesses to analyze and solve real business problems. Funds will also be expended on the renovation of the physical space to house the Institute and its related teaching and learning spaces.

A minimum of \$9 million will be placed in an endowment (The Marcel Desautels Institute for Integrated Management Endowment Fund) to support the on-going activities of the Center. The income from the endowment will be used to fund activities of the Institute than may include, but are not limited to support for:

- **Chair and Director.** The Director will be an academic leader in the Desautels Faculty of Management and play a key role in the development of integrated management across the Faculty. He or she will have teaching and research interests that span traditional management disciplines and take a truly integrated approach to teaching and scholarship. The Director will be expected to spearhead intellectual activity within the Faculty and to help shape a research agenda around integrated management. Since curriculum design is critical to achieving the goal of integrated management education, the Director will conduct research and development activities targeting the design of integrated management education. He or she will work in close cooperation with the Dean and in consultation with faculty.
- **Associate Director.** Reporting to and working closely with the Director, the Associate Director will be responsible for the ongoing activities of the Institute with regard to curriculum development, teaching and outreach activities. He or she will ensure effective implementation, follow-up and an overall systematic approach to integrated management at McGill.
- **Faculty Teaching Fellows.** These awards provide supplementary resources for individual faculty who conduct research and teach on topics related to integrated management. These teaching fellows will broaden the impact of the new Institute within the Faculty and across the University.

- **Teaching and Research activities related to innovative practices in integrated management.** These activities could include the development of new courses, conferences and workshops emphasizing an integrated approach to management thinking and the pursuit of research projects examining broad, multi-disciplinary management questions.

As the institute develops and evolves it is recognized that the planned use of funds may be changed in order to best facilitate the goal of advancing the mission of the Institute and the Faculty in developing integrated management education.

The working timeline for advancing integrated management education as it relates to the MBA program and cross-Faculty initiatives is outlined in Appendix A. Appendix B highlights significant changes at the Desautels Faculty of Management since the announcement of the naming gift from the CCMF in Fall 2005. As noted, we have accomplished a significant amount in a short time and have ambitious plans for the future.

There is still much to do. Working in partnership with both the CCMF and its other academic partners our goal is to transform management education and redefine the MBA of the future. The generosity and vision of the CCMF in supporting business education has already laid the foundation for this transformation. The next step is to ensure that this transformation firmly takes hold at McGill and that, through our joint efforts, we continue to push business education in Canada to a leadership position in the world. The creation of the Marcel Desautels Institute for Integrated Management™ will allow us to realize this important goal for McGill and for Canada.

Appendix 1: Key Activities and Timeline for the Marcel Desautels Institute for Integrated Management™

<p>Start-up phase (Summer 2007 through Fall 2008)</p> <ul style="list-style-type: none"> • Identify and hire director • Establish interim space • Plan and construct facilities • Develop integrated management teaching workshops for faculty 	
<p>Proposed activities related to Integrated Management and supported by the Marcel Desautels Institute for Integrated Management™ (through Fall 2009)</p>	
<p>MBA Program</p>	<p>Cross Faculty Programs</p>
<p>Completed to date:</p> <ul style="list-style-type: none"> • Fall 05-Winter 06 – Conceptual program design for MBA and EMBA with HEC-Montréal. • Summer 06 – Detail design of EMBA curriculum. • Fall 06 – Detail core design and course syllabus development (5 new courses). • Winter 07 – Approval by McGill of joint EMBA. • Winter 07 – Design of MBA program streams and modules (exchange, internship and integrated management project). 	<p>Completed to date:</p> <ul style="list-style-type: none"> • Fall 05-Winter 06 – Initial review of cross faculty programs (MBA/MD, MBA/Law, Masters in Manufacturing). • Fall 06 – Preliminary planning for law-management programs. • Winter 07 – Launch of new Business of Music course with Schulich School of Music.
<p>Future work:</p> <ul style="list-style-type: none"> • Winter 07 – University approval of new MBA program. • Summer 07 – Program packaging and branding. • Fall 07 – Recruitment of first class. • Fall 07 – Detail program design and development of base camp. • Fall 07 – Formation of first integrated teaching team. • Winter 08 – Development of detailed teaching plans. • Summer 08 – Orientation planning and launch of base camp. • Fall 08 – First cohort of new integrated core. 	<p>Future work:</p> <ul style="list-style-type: none"> • Winter 07 – Detail proposal and design for Law/Management partnership (Law for Management and Management for Lawyers). • Summer 07 – Conceptual design of Technology and Innovation Management Program with Engineering. • Fall 07 – University approvals for Law/Management course offerings. • Fall 07 – Detail design of Technology Management Program. • Winter 08 – Development of detailed teaching plans for Law/Management courses. • Winter 08 – University approval for new Technology Management Program. • Fall 09 – Launch with Engineering of Technology Management Program.

Appendix B: Key Faculty Initiatives since Fall 2005

Undergraduate Commerce Program (BCom)

- Implementation of streamlined BCom core allowing for more emphasis on liberal education
- Doubled undergraduate contact with tenure-track faculty
- Doubled number of student advisers
- Established professional development and communication workshops
- Demand remains high with rising standards and improved yield

MBA Program

- Faculty passed first major curriculum redesign in ten years
- Approved joint Executive MBA with HEC-Montréal
- Developed new leadership program for 1st year MBAs
- Established new admissions processes
- Established women's mentorship program

PhD Program

- Implemented new guaranteed funding model
- Formed PhD student society
- Created Distinguished Alumni Award

Staffing

- Hired 11 new tenure track faculty
- Expanded Teaching Executives Program partnering Faculty with business leaders for team teaching
- Appointed new Director for Executive Institute
- Finalizing appointment of new Director for Career Centre

Facilities enhancements

- Constructed two new 90 seat classrooms on 4th floor
- Refurbished seven classrooms
- Developed student group workspaces on 2nd and 4th floors
- Built 18 new graduate student office spaces, refurbished 60 others
- Undergraduate computer labs extended to provide 24 hour access
- Renovated MBA computer lab in summer 2006
- Completing new computer classroom on 2nd floor