



**435<sup>th</sup> REPORT OF THE ACADEMIC POLICY COMMITTEE TO SENATE**  
on APC meetings held on 19<sup>th</sup> January and 2<sup>nd</sup> February 2012

**I. TO BE APPROVED BY SENATE**

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

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

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

McGill University–Qatar Institute for Oral Health (Appendix A)

At a meeting on 2<sup>nd</sup> February 2012, APC reviewed and approved a proposal from the Faculty of Dentistry to create the McGill University–Qatar Institute for Oral Health whereby the Faculty would offer: 1) a research program in oral health and provision of care, including research training, leading to a McGill Masters in Dental Sciences; 2) a graduate clinical dental training program leading to a McGill credential; and 3) continuing dental education and professional development based on that already delivered through the Faculty of Dentistry at McGill. McGill's Faculty of Dentistry was approached by the Qatar Foundation for entering into such a partnership. As stated in the proposal, "The model for such partnerships is that the partner university retains control over the hiring of academic staff, the admission of students, the program curricula and the evaluation, promotion, graduation and credentialing of students." The proposed McGill University-Qatar Institute for Oral Health, a new campus for McGill based in Qatar, is intended to become "an international centre for outstanding oral health education and research that is a leader in these fields in Qatar, the Gulf Region and internationally." The Institute is intended to aid Qatar "develop the knowledge, workforce and health policies to drive the health care interventions and services needed to provide the population with excellent oral health and oral health care." The project constitutes an outstanding opportunity for the Faculty of Dentistry and for McGill University for the reasons outlined in Section IV of the proposal. The resources and conditions necessary for the successful operation of the programs will be part of the agreement that will be required prior to the initiation of the project. The proposed Institute, once created, will be subject to the Academic Unit Review process in place at McGill University.

APC therefore recommends that Senate approve the following resolution:

*Be it resolved that Senate approve the proposal for the creation of the McGill University-Qatar Institute of Oral Health, contingent on the necessary resources being provided by the Qatar Foundation and on the conditions for the successful operation of the programs being agreed on, and so recommend to the Board of Governors.*

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

## **II. TO BE ENDORSED BY SENATE / PRESENTED TO SENATE FOR DISCUSSION**

### **Revised Thesis Review Procedures**

On 7<sup>th</sup> December, Senate considered APC's conclusion (in APC's 433<sup>rd</sup> Report - D11-27) that "the Revised Thesis Review Procedures met the requirements of the University's policy regarding external thesis reviews and avoided conflicts of interest." As also stated in the Senate minutes, "Some Senators questioned the practice of having a supervisor personally call on an external evaluator." By stating that "Once the potential examiner is decided upon, an academic from the Unit, according to internal procedures, must determine the willingness of the examiners to serve...", the "Procedure for Securing and External Thesis Examiner" allows the thesis supervisor to make the contact. Some Senators thought that the "academic" should not be the thesis supervisor. At the meeting of Senate, the Provost stated that APC was not asked to review the Procedures, only to ascertain whether they reflected the Policy requiring external thesis review. He nevertheless agreed to take the issue raised regarding contact with a prospective external thesis examiner to APC. APC was therefore asked to consider whether the procedures regarding contact between thesis supervisors and potential external thesis examiners necessarily constituted a conflict of interest. In the ensuing discussion at APC, the following points were made:

- While some thesis supervisors may be reluctant to ask a colleague to contact external examiners on their behalf (a process that may be viewed as increasing the workload of all concerned), other thesis supervisors may find this to be a desirable option. The Procedures allow units flexibility in the selection of a faculty member for this duty. Indeed, many peer universities requiring external thesis examiners ask that supervisors be the ones to initiate contact.
- The Procedures have been improved by defining conflicts of interest and making the process more transparent. A discussion between a thesis supervisor and a prospective external examiner may be viewed positively, given the commitment that is being asked of the prospective examiner.
- APC is still of the view that the Revised Procedures reflect the Policy and therefore that the Revised Procedures should stand. If future concerns arise, appropriate revisions will be considered.

**APC reiterates to Senate its view that the Revised Thesis Review Procedures (that went into effect on 1<sup>st</sup> September 2011 and are posted on the GPS website) conform to the existing Thesis Review Policy; they are the result of a long and thorough consultation and should be allowed to be applied as stated.**

## **III. APPROVED BY APC IN THE NAME OF SENATE**

### **(A) DEFINITIONS – none**

### **(B) STUDENT EXCHANGE PARTNERSHIPS / CONTRACTS / INTERUNIVERSITY PARTNERSHIPS**

Student Exchange Partnerships proposed by McGill's Desautels Faculty of Management

At a meeting on 2<sup>nd</sup> February 2012, APC reviewed and approved three proposals from the McGill Desautels Faculty of Management for McGill to enter into student exchange partnerships for graduate students with the institutions listed below, whose objectives are consistent with the programs and courses offered by the MBA program in the Desautels Faculty of Management:

#### **1) University of Texas Austin – McCombs Business School**

The McCombs School of Business at the University of Texas, Austin, is a member of the Partnership for International Management (PIM), a consortium of top business schools that provides a framework for international cooperation, primarily at the graduate level. The flagship

institution of the University of Texas System, the University of Texas Austin, was founded in 1883. The University of Texas at Austin was named one of the original eight Public Ivy institutions and was inducted into the American Association of Universities in 1929. It is a major centre for academic research. McCombs, the oldest public business school in Texas, was established in 1922. Approximately 1,500 of its 6,000 students are graduate students; 17% of them come from outside the United States. McGill currently has 13 bilateral exchange agreements with institutions in the United States.

## 2) Asian Institute of Management

The Asian Institute of Management (AIM) is a member of the Partnership for International Management (PIM), a consortium of top business schools that provides a framework for international cooperation, primarily at the graduate level. AIM was established in 1968 in Makati City, Metro Manila, Philippines, in partnership with Harvard Business School, the Ford Foundation, and members of the Asian academic and business communities. AIM has three schools: W. SyCip Graduate School of Business (WSGSB) which offers the Master in Business Administration (MBA) and Master in Management (MM) that are global in scope and content, Asian in context and delivery, and designed with an emphasis on practitioner-oriented learning; Executive Education and Lifelong Learning Center (EXCELL) which is AIM's executive development arm, offering degree programs (Executive MBA and Evening Executive MBA), non-degree or certificate programs, and in-house or customized programs; the Center for Development Managers (CDM) which is AIM's response to the challenge of sustaining Asian development, offering a Master in Development Management and certificate programs that seek to produce development catalysts capable of implementing programs with the largest impact on the poorest and focused on building strong institutions for sustainability.

## 3) ESSEC (Ecole Supérieure des Sciences Economiques et Commerciales) Business School

The ESSEC Business School is a top-ranked international business school among the best in France. Given that McGill's partnership with HEC-Paris allows only one student per year to participate, it was necessary to add ESSEC as a second partner in France. ESSEC, one of France's Grandes Ecoles, was established in Paris by Jesuits in 1907 and relocated to CERGY-Pontoise in 1973. It is known for its international outlook. In 2006, ESSEC established a campus in Singapore. Approximately 1,300 of the 3,000 graduate students at ESSEC's three campuses are international students. Languages of instruction are both English and French. ESSEC has partnerships with 120 prestigious universities, including many of McGill's student exchange partners. Graduate programs offered by ESSEC Business School include: MBA, Executive MBA, Master of Finance, Master of Technology, Master of Human Resources, Master of International Management/Business, Master of Marketing, and Master of Electronic Commerce / Information Systems. The School is accredited by the Association to Advance Collegiate Schools of Business (AACSB), the European Quality Improvement System (EQUIS) and the European Foundation for Management Development (EFMD).

# IV. FOR THE INFORMATION OF SENATE

## (A) APPROVAL OF COURSES AND TEACHING PROGRAMS

### 1. Approval Process

#### a) Program Name Changes

Since the approval by Senate on 5<sup>th</sup> March 2008, subject to review in 2011, of the document *Approval Paths for Courses and Teaching Programs*, attention has been drawn to the issue of program name changes. Consideration of this issue could not be delayed until the review of the entire document, which APC will conduct and present to Senate, as soon as circumstances

permit. Since adoption of the *Approval Paths* document, the APC Subcommittee on Courses and Teaching Programs (SCTP) has considered changes to program names as minor revisions, which are not reviewed by APC. Therefore, APC does not receive any clear indication or justification for name changes in the reports from SCTP. This has resulted in a number of problems, because some program name changes are not minor: some have required that the Ministry of Education, Leisure and Sport (MELS) be consulted, and others have been questioned by MELS. Name changes can be very important and contentious. The process leading to their approval should therefore be open and transparent, involving APC approval, so that APC may report them to Senate for information.

At a meeting on 2<sup>nd</sup> February 2012, APC therefore approved a recommendation that **all changes to the names of programs (ad hoc programs included) should be presented to APC as major revisions requiring APC's approval and be reported to Senate for information.**

#### b) Course descriptions

At a meeting on 19<sup>th</sup> January 2012, APC endorsed, as principles to be reported to Senate for information, a set of recommendations concerning course descriptions, presented by the APC Subcommittee on Courses and Teaching Programs, which aim to correct the current situation whereby 1,560 of McGill's courses have no description. Such course outlines should be available to students in the first week of class, in the course add/drop period, prior to course registration. The principles, approved by APC, read as follows:

1. All McGill courses should contain a course description.
2. Where possible in the case of missing descriptions, generic descriptions will be suggested to academic units for approval.
3. The allowable length of a course description should be increased, possibly from 50 to 100 words.
4. A style guide should be provided for proposing course descriptions [see attached for current style guide contained in the Course and Program Guidelines].
5. On-line access to course outlines should be provided to students, even if they are not registered in the courses.
6. The Notes tool within Banner should be updated each term by academic units to indicate the topic for each slot course for the term.

## 2. Programs

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

##### i. New concentrations/options within existing programs

##### Faculty of Agricultural and Environmental Studies

##### - M.Sc.; Food Science and Agricultural Chemistry; Non-Thesis - Food Safety (45 cr.)

At a meeting on 2<sup>nd</sup> February 2012, APC approved the proposed Non-Thesis M.Sc. program which seeks to achieve the Faculty's stated objective to establish Food Safety as a strategic priority, with development of an education component. The program was discussed with the food industry as well as with food safety regulatory agencies. The program is intended to train graduate students as specialists in food safety with the expectation that graduates will be well prepared academically to take on challenging food safety events and issues that emerge both in Canada and globally. The program will cover food safety through the entire food supply chain from food production through processing/manufacturing to the food consumer; the courses which make up the program reflect food safety considerations at the different stages of the farm-to-table food supply chain. The program was approved by SCTP on 1<sup>st</sup>

December 2011 and by the Council of Graduate and Postdoctoral Studies on 16<sup>th</sup> January 2012.

ii. Major revisions of existing programs

Program name changes

Faculty of Science

- B.Sc.; Minor in Geographical Information Systems (18 cr.)  
to B.Sc.; Minor in Geographical Information Systems and Remote Sensing (18 cr.)

At a meeting on 2<sup>nd</sup> February 2012, APC approved the change of program name for the B.Sc.; Minor in Geographic Information Systems. The title of this Minor program has been changed to reflect the revisions made to the program. Courses that are no longer offered were replaced with others that will provide students with a well-rounded interdisciplinary program. The new title reflects the broader content of the courses, to include expanded expertise in diverse remote sensing technologies in addition to GIS.

**b) APC Subcommittee on Courses and Teaching Programs (SCTP) approvals Summary reports:**  
<http://www.mcgill.ca/sctp/documents/>

i. Moderate and minor program revisions

Faculty of Agricultural and Environmental Sciences

*Approved on 1<sup>st</sup> December 2011*

- B.Sc. (Ag.Env.Sc.); International Agriculture; Specialization (24 cr.)
- B.Sc. (Ag.Env.Sc.); International Agriculture; Minor (24 cr.)
- B.Eng. (Bioresource); Bioresource Engineering; Major (113 cr.)
- B.Eng. (Bioresource); Bioresource Engineering; Professional Agrology; Major (113 cr.)

Faculty of Arts

*Approved on 1<sup>st</sup> December 2011*

- B.A.; Computer Science; Major Concentration (36 cr.)

*Approved on 12<sup>th</sup> January 2012*

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

Faculty of Education

*Approved on 1<sup>st</sup> December 2011*

- B.Ed.; Teaching English as a Second Language (120 cr.)

Faculty of Engineering

*Approved on 1<sup>st</sup> December 2011*

- B.Eng.; Environmental Engineering; Minor (21-22 cr.)
- B.Eng.; Mechanical Engineering; Major (141-147 cr.)
- B.Eng.; Mechanical Engineering; Honours (141-147 cr.)

*Approved on 12<sup>th</sup> January 2012*

- B.Eng.; Mechanical Engineering; Major (142-148 cr.)
- B.Eng.; Mechanical Engineering; Honours (142-148 cr.)

Faculty of Law and Desautels Faculty of Management

*Approved on 1<sup>st</sup> December 2011*

- Joint MBA/BCL/LLB; Non-Thesis (144 cr.)

Desautels Faculty of Management

*Approved on 1<sup>st</sup> December 2011*

- M.B.A.; Non-Thesis (57 cr.)
- M.B.A. Japan (57 cr.)

Schulich School of Music

*Approved on 12<sup>th</sup> January 2012*

- Artist Diploma; Performance Voice; Major (65 cr.)
- Artist Diploma; Performance (All Instruments); Major (62 cr.)
- B.Mus.; Performance Voice; Major (123 cr.)
- B.Mus.; Freshman Program (non-performance programs) (33 cr.)

Faculty of Religious Studies

*Approved on 12<sup>th</sup> January 2012*

- B.Th.; Religious Studies (120 cr.)

Faculty of Science

*Approved on 12<sup>th</sup> January 2012*

- B.Sc.; Neuroscience; Minor (24-25 cr.)
- B.A. & Sc.; Software Engineering; Major Concentration (36-37 cr.)

ii. Program retirements - *none*

### **3. Courses**

- a) New Courses: 12 (1<sup>st</sup> Dec 2011); 20 (12<sup>th</sup> Jan 2012);  
AES: 8 (1<sup>st</sup> Dec 2011); 1 (12<sup>th</sup> Jan 2012);  
Arts: 12 (12<sup>th</sup> Jan 2012);  
Continuing Education: 1 (12<sup>th</sup> Jan 2012);  
Education: 2 (1<sup>st</sup> Dec 2011);  
Engineering: 1 (1<sup>st</sup> Dec 2011); 2 (12<sup>th</sup> Jan 2012);  
Management: 1 (1<sup>st</sup> Dec 2011);  
Medicine: 2 (12<sup>th</sup> Jan 2012);  
Science: 1 (1<sup>st</sup> Dec 2011); 2 (12<sup>th</sup> Jan 2012);
- b) Course Revisions: 17 (1<sup>st</sup> Dec 2011); 4 (12<sup>th</sup> Jan 2012);  
AES: 4 (1<sup>st</sup> Dec 2011);  
Arts: 5 (1<sup>st</sup> Dec 2011); 1 (12<sup>th</sup> Jan 2012);  
Education: 8 (1<sup>st</sup> Dec 2011);  
Engineering: 1 (12<sup>th</sup> Jan 2012);  
Science: 2 (12<sup>th</sup> Jan 2012);
- c) Course retirements: 9 (1<sup>st</sup> Dec 2011);  
AES: 8 (1<sup>st</sup> Dec 2011);  
Arts: 1 (1<sup>st</sup> Dec 2011);

**(B) OTHER - *none***



**“MCGILL UNIVERSITY-QATAR INSTITUTE FOR ORAL HEALTH” PROPOSAL  
FACULTY OF DENTISTRY  
SUBMISSION TO APC (FEBRUARY 2012)**

**I. IDENTIFICATION**

- a) **Name:** McGill University-Qatar Institute for Oral Health
- b) **Faculties (identify lead Faculty):** Faculty of Dentistry
- c) **Names of proposers and affiliation:** Dr. Paul Allison, Dean, Faculty of Dentistry
- d) **Consultations (internal & external) / Review / Approval (dates) re. creation of proposed institute**

Proposal formally approved by the Executive Committee of the Faculty of Dentistry, 13<sup>th</sup> January 2012  
Proposal formally approved by the Faculty Council of the Faculty of Dentistry, 18<sup>th</sup> January 2012

**II. RATIONALE**

**a) Context (Disciplinary, Societal. Institutional)**

**Background:** The Qatar foundation (QF) has been central to establishing a university in Qatar called Education City. This is in effect a collection of partnerships with universities from the USA, Canada, the UK and France, each chosen for their expertise in particular professional fields. The focus is on vocational and professional education because Qatar wants to train its own highly skilled workforce. Thus QF has funded partnerships with Weill-Cornell College of Medicine in New York to form Weill Cornell-Qatar College of Medicine, and with Texas A & M, Carnegie Mellon, Georgetown, HEC Paris, University College London and University of Calgary School of Nursing, among others. They have also partnered with the Newfoundland-based College of the North Atlantic for technical programs and foundation courses, for instance in English language skills.

**The partnership model:** The model for these partnerships is that the partner university retains control over the hiring of academic staff, the admissions of students, the program curricula and the evaluation, promotion, graduation and credentialing of students. The philosophy is that QF wants top quality education and understands that to achieve this they must let the partner universities control the programs. The advantage to the Qataris is that students graduate with a credential from the partner university because the program delivered is essentially the same as that delivered at the partner university's home campus. Another important element is that the Qataris are very keen to have as much of the programs as possible delivered in Qatar and they place a heavy emphasis on the training of Qatari nationals and residents. (In dentistry, this is a moot point as the number of Qatari dentists is extremely small – a handful.)

The financial model is that, once a proposal and operating budget is agreed to between QF and the partner university, the partner university is provided the funds and performs the work to the agreed timetable, achieving the agreed outcomes e.g. number of program graduates, research outputs etc. Independent of this operating budget, QF provides capital project funds for the building and equipment infrastructure.

**b) Past history (collaborations in teaching and research, grants obtained, publications and other evidence of collaboration)**

The initiation of this project with the Faculty of Dentistry followed the Principal's visit to Qatar in 2008. A preliminary 10-page proposal was submitted to QF by the Faculty in June 2009 and this was followed by multiple communications and visits in both directions during 2010 and 2011, including a visit of Dr. Fathy Saoud, President of QF, to McGill in May 2010 and a visit of Dr. Mendelson and Dean Allison to Qatar in February 2011. These communications culminated in McGill University signing an agreement worth \$500,000 with QF and the Supreme Council of Health (SCH – Qatar's Ministry of Health) in September 2011, in which the Qatari partners provided McGill the funds to prepare a detailed proposal for the creation of programs in the field of dentistry. Specifically, the Qataris were interested in graduate programs and continuing education to upgrade the skills of dentists already practicing in Qatar. We are therefore proposing the following programs:

1. A research program in oral health and provision of care, including research training, leading to a [McGill] Masters in Dental Sciences;
2. A graduate clinical dental training program leading to a McGill credential; and
3. Continuing dental education and professional development based on that already delivered through the Faculty of Dentistry at McGill.

The context for this interest on the part of the Qataris is as follows:

- They already have undergraduate medical (Weill Cornell College of Medicine) and nursing (University of Calgary School of Nursing) schools, plus health-related technical programs provided by the College of the North Atlantic-Qatar (CNA-Q);
- There is no formal dental training in Qatar, apart from a dental assisting and a nascent dental hygiene program, both at CNA-Q;
- All of the approximately 900 dentists working in Qatar were trained elsewhere, mainly in neighbouring Middle Eastern and southern Asian countries such as Egypt, Syria, Lebanon, Pakistan and India. There are a few western trained dentists;
- There is a strong perception among the QF, SCH and other leadership in Qatar that the quality of dental care provided in the country is not good. This impression is supported by the higher number of patient complaints to SCH concerning dental care than concerning other fields of health care in the country;
- The licensing process for all health professionals in Qatar, including dentists, is relatively immature, although it is developing and improving rapidly. At present, dentists who want to practice in Qatar



take a web-based test, provide documents attesting to their dental degree and licensure in their country of origin and their dossier is evaluated by a “committee of experts”;

- The majority of dentists in Qatar (approximately 700) work in private offices in the community. Another 100 work for the Hamad Medical Corporation (HMC) and the remaining 100 work for the Primary Health Care Corporation (PHCC);
- HMC is Qatar’s largest hospital and has recently become an academic health centre, formalizing links with Weill Cornell-Qatar, Calgary School of Nursing-Qatar and other institutions. It is a classic tertiary health care centre. The large Dental Dep’t provides mainly specialist dental care;
- PHCC comprises a series of approximately 20 community health centres in the country in which a variety of health care professionals (physicians, nurses, dentists etc.) work. Professionals in these PHCC centres provide primary care. There is strong pressure on the professionals to see as many patients as possible and keep waiting lists down. In dentistry, these centres provide essentially only emergency/urgent care and refer more complex cases to HMC. No system of follow-up is available through these centres;
- HMC and PHCC are the main sources of government-funded health care provision for the population. Health care provided through these organizations is free for Qatari citizens and heavily subsidized for Qatari residents and foreign nationals. However, health care provided through private offices is not covered by the government.
- The leadership of HMC and PHCC are very keen for their dentists to receive further training to help improve the quality of care their organizations provide and all parties have agreed that these dentists should be the focus of the McGill proposal, although not exclusively so;
- His Excellency, the Minister of Health, with whom McGill staff has met twice, strongly supports the development of dental training programs in Qatar and, notably, is very interested in a strong research program for all health care fields including oral health. Furthermore, he expressed interest in McGill becoming involved in the development of the oral health element of the Qatari health strategy;
- The licensing and quality assurance division of SCH is very interested in improving the dental licensing system and the quality of dental care in Qatar through the development of a program of credited continuing dental education;
- Given the interest in developing dental programs from an array of stakeholders in Qatar, it was a great advantage to McGill that the preliminary agreement was signed with both QF and SCH, thereby promoting strong collaboration by all parties.

### **c) Consultations (internal and external)**

Prior to signing the agreement, and during the preparation of the proposal, members of the Faculty of Dentistry at McGill met extensively with all stakeholder organizations and many relevant individuals within those organizations. Furthermore, we have met with representatives of organizations not directly involved in the primary agreement e.g. Weill Cornell-Qatar College of Medicine; those developing the new SIDRA hospital for women and children; and potential new QF partners, Johns Hopkins School of Public Health. In preparing our proposal, we have been using a highly collaborative approach and plan to continue this in the development of our campus and programs in Qatar should this project proceed.

In following our belief of highly interdisciplinary collaborations, we have made many contacts in Qatar and beyond to discuss possible areas of collaboration. In addition to meetings held during our two visits to Qatar, we have initiated links and communications that include, but are not limited to, the following (in no particular order):

- QF
  - Dr. Mohamed Fathy Saoud, President
  - Dr. Ahmad Hasnah, Associate Vice President Higher Education
- SCH
  - His Excellency Abdullah bin Al-Qahtani, Minister of Health and Secretary General, SCH
  - Dr. Jamal Al-Khanji, Director, Health Care Quality Management Department
  - Mr. Altijani Hussin, Manager Health Economics, Health Financing and Insurance Department
- HMC
  - Dr. Hanan Mohamed Al Kuwari, Managing Director
  - Dr. Hillhouse, AHS Lead and Acting Medical Director
  - Dr. El-Geziry, ICU and Pain Management
  - Dr. Al-Hareth Al-Khater, Chairman of Medical Research Institution
  - Dr. Reggie Miethke, Chairman, Department of Dentistry
  - Dr. Ghanim Almanni, Assistant Chairman, Department of Dentistry
- Weill Cornell College of Medicine Qatar
  - Dr. Javaid Sheikh, Dean
  - Dr. Lyuba Konopasek, Associate Dean, Medical Education
  - Dr. Thurayya Arayssi, Associate Dean, Graduate Medical Education
  - Dr. Khaled Machaca, Professor of Physiology and Biophysics, Associate Dean for Research
- University of Calgary School of Nursing-Qatar
  - Dr. Alice Gaudine, Associate Dean Academic
- SIDRA
  - Dr. Anqi Qian, Director of Research Partnerships
  - Ms. Donna Valkuchak, Director for Clinical Planning
  - Tracy Havlin, Senior Clinical Planning Consultant – Library Services
- PHCC
  - Dr. MariaM A. Malik, Managing Director
  - Dr. Ashraf Hassan Shaaban, Dentist In-charge
- Qatar University
  - Dr. Al-Emadi, Director of the Social Economic Survey Research Institute
- College of the North Atlantic-Qatar
  - Dr. Mike Long, Chair, Office of Applied Research and Innovation
  - Christine Bolan, Dean of Health Services
- Other, non-Qatari institutions and individuals
  - Dr. Michael Klag, Dean, Johns Hopkins School of Public Health (USA)
  - Dr. Jack Gerrow, Executive Director/Registrar - National Dental Examining Board of Canada
  - Ms. Sophia Joyce, Associate Publishing Director, Health Services - Wiley Blackwell Publishing

- Hassan Taghvaii, International Executive Education – HEC Montreal
- Huron consulting firm – external consultants with expertise in the field of academic health institutions in North America setting up international programs and units overseas. They have much expertise specific to the Gulf Region and have worked in Qatar with Weill-Cornell
- At McGill the Dean of the Faculty of Dentistry has been accompanied in the process of developing this proposal by the Deputy Provost (Student Life & Learning). In addition, multiple consultations have occurred with (in no specific order):
  - Senior leadership
  - Trenholme Dean of Libraries
  - Chief Information Officer
  - Registrar
  - Associate Vice-Principal (Human Resources)
  - Vice Principal (Development and Alumni Relations)
  - Vice Principal (Research and International Relations)
  - General Counsel and Director of Legal Services

### **III. OBJECTIVES**

#### **a) Description of the proposed unit**

The Institute will have the following elements:

- A research unit with the capacity to provide research training through a McGill Masters Degree in Dental Sciences and perform research in the fields of:
  - Public health, including population and clinical epidemiology and health services research;
  - Health Technology Assessment; and
  - Pain, including human experimental and applied research.
- A McGill graduate clinical dental training program based on the McGill University Faculty of Dentistry General Practice Residency Program;
- A McGill graduate clinical dental training program that can readily be adapted to become an undergraduate dental program, should the need be identified and the resources be provided; and
- A McGill Continuing Dental Education and Professional Development unit focused on up-grading skills and knowledge for licensed dentists in Qatar and the region, so as to promote high quality dental care in Qatar and assist with the admissions of dentists into the aforementioned residency program.

#### **b) Mission and goals**

**Our vision** for this initiative is the creation of a new campus for McGill University based in Qatar to be called the McGill University-Qatar Institute for Oral Health. The Institute will be an international centre for outstanding oral health education and research that is a leader in these fields in Qatar, the Gulf Region and internationally. The Institute will work collaboratively with existing institutions of Qatar to improve the health and well-being of the Qatari population by creating and disseminating new knowledge, and by training students, dental professionals and faculty in Qatar. It will be recognized as a

leading academic institute with the critical mass that will attract visiting trainees and researchers from around the world.

**The goals of the initiative:** The overall goal is the creation of an Institute that aids Qatar develop the knowledge, workforce and health policies to drive the health care interventions and services needed to provide the population with excellent oral health and oral health care. To do this we will create the following programs:

- A McGill research and research training program in oral health and related fields that both addresses the needs of Qatar and attracts outstanding faculty and trainees from across the globe;
- A McGill graduate dental training program whose graduates will provide excellent quality health care for the Qatari population; and
- A McGill continuing professional development program enabling dental professionals in Qatar and elsewhere to improve their skills and provide top quality care to their patients.

Using these programs and the McGill University-Qatar Institute for Oral Health as a whole we want to help Qatar fulfill one of its aims by preparing the next generation of Qataris and others living in Qatar to make significant contributions to Qatari society.

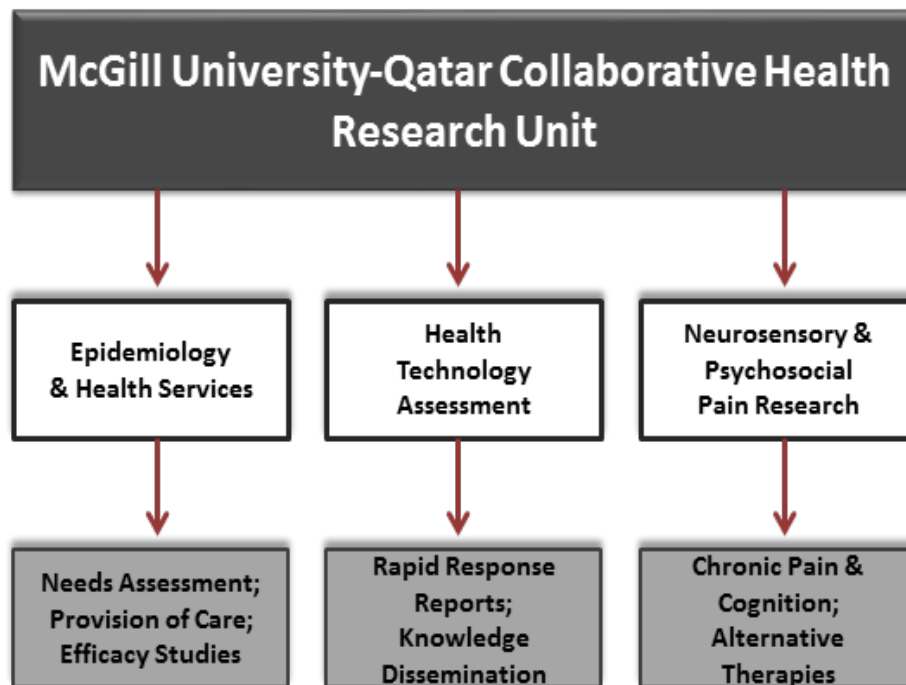
**c) Proposed activities**

**1) teaching (specify courses, programs)**

Our teaching will comprise the use of courses and programs the Faculty already has at McGill, plus the addition of some new courses that will be developed for use in both Qatar and Montreal. The courses and programs provided will be as follows:

- The course work provided in the Faculty's Certificate in General Practice Residency program
- All the courses provided in the 3<sup>rd</sup> and 4<sup>th</sup> years of the Faculty's DMD program
- All the courses provided in the applied option of the Faculty's MSc in Dental Sciences
- All the Faculty's continuing dental education program
- With time, we will also develop new courses using the Qatar-based academic staff but will also use these courses in Montreal.

**2) research (axes of research, specific projects...)**



**d) Value added (contributions to the discipline, promotion of research, facilitation of connections, etc.)**

This proposed Institute for Oral Health will make a number of important contributions:

- the training of a highly qualified and highly skilled workforce in a rapidly developing country and in the Gulf Region;
- the development of a dental professional training, licensing and quality assurance infrastructure in Qatar;
- the creation of applied knowledge and its application in the development of an [oral] health strategy and the improvement of health service delivery for Qatar;
- the creation of a research unit that will build on McGill's strengths in the relevant fields and provide outstanding learning and research opportunities for academic staff and students in Qatar, the Gulf Region and in Montreal;
- the creation of a highly innovative "Health Technology Assessment Centre" – a first in the world of oral health and oral health care. This will again be an outstanding opportunity for teaching, learning, research and collaboration.

**e) Contribution to teaching (courses, programs) and training (graduate students, postdoctoral scholars, research associates, etc.)**

As outlined above, this unit will make major contributions to teaching and learning for trainees in both Qatar and Montreal and for a variety of levels of trainees, including research MSc students, dental residents and dental professionals undertaking continuing professional development. The unit will also provide excellent faculty development opportunities for faculty in both Qatar and Montreal.

#### **f) Research funding opportunities**

There will be two research funding opportunities available to faculty and students working and training in Qatar, in addition to all the normal opportunities any academic has. These will be:

- As part of the proposal the Faculty is submitting to QF, we will be requesting substantial “start-up” funds for all faculty whose principal task is research and research training, such that during the first 5 year contract, these new faculty will be able to perform their research without external funds, although they will be encouraged to do so;
- In Qatar, there is the Qatar National research Fund, which has been set-up modelled on the NIH. This agency funds research through the usual peer-review funding systems seen at CIHR, NIH and elsewhere in the world. Of interest, Montreal-based faculty will also be able to apply for funds at this agency if they are collaborating with Qatar-based faculty.

### **IV. STRATEGIC POSITIONING**

#### **a) Importance to the Faculty**

This is an outstanding opportunity for the Faculty for the following reasons:

- The opportunity for the Faculty to pursue its strong community service mission in partnering with the Qataris to help them achieve their mission of excellence in education and research;
- The opportunity for the Faculty to pursue its strategic plan and build on its excellent international reputation in education, research and service;
- The opportunity for the Faculty to benchmark ourselves further with our peers dental schools, nationally and internationally;
- The opportunity for the Faculty to expand its access to new resources (e.g. research funds, facilities, personnel, infrastructure, equipment, etc.) in both Montreal and Qatar;
- Opportunity for the Faculty of Dentistry staff and students to learn in Qatar.

#### **b) Importance to McGill University**

For the broader McGill University community, the opportunities outlined above also hold, but in addition there are some important opportunities that are specific to units beyond the Faculty of Dentistry:

- The opportunity for McGill to pilot a new model of international collaboration and knowledge exchange;
- The opportunity for units within McGill University to expand their physical, personnel and other resources (e.g. Libraries, IT, Registrar’s Office, Human Resources etc.)

#### **c) Relation to other academic units at McGill University and elsewhere**

As outlined above, the unit we are proposing will have multiple collaborations and partnerships in Qatar in the education, research and health service delivery sectors. At McGill University, the Alan Edwards Centre for Research in Pain is already central to the proposal through one research axe concentrating upon pain. This unit involves faculty from the Faculties of Medicine and Science, plus staff at the MUHC and the MNI. Furthermore, as we build the unit, we will reach out to collaborate with other faculty and

units at McGill as necessary. Finally, as outlined above, there will be links with the Libraries unit and other non-academic units in the University to help fulfil the Qatar and Montreal-based work in the proposal.

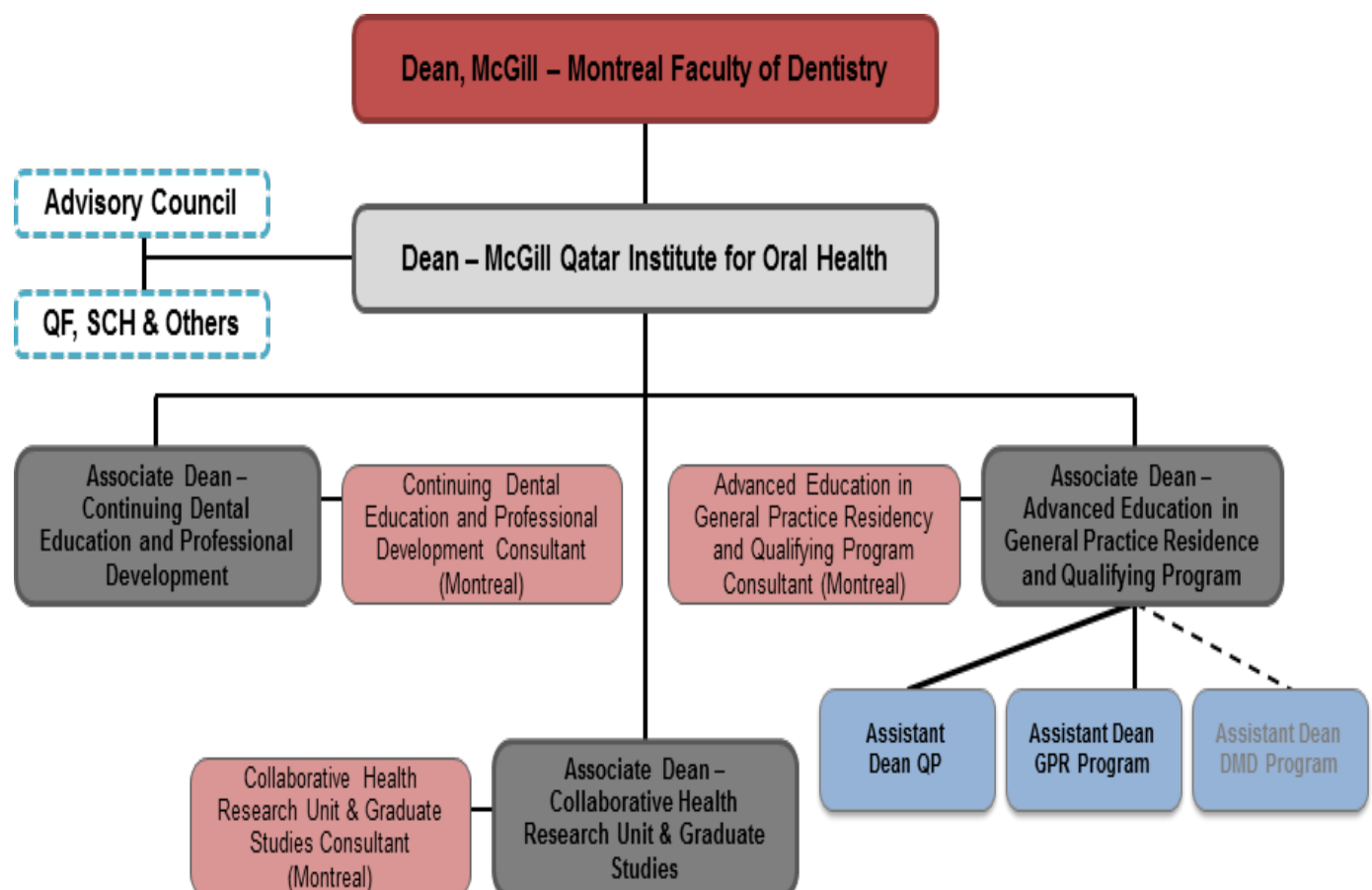
#### d) Future development plans

While the proposal is already a very substantial development in itself, we are already looking to future possibilities beyond what we would expect as the initial 5 year contract. We are preparing this proposal such that we can readily adapt to the needs of our Qatari stakeholders and McGill University and the Faculty so that, during a second 5 year period, we could potentially add very significant elements to the current program. For instance, with additional resources, we could add:

- An undergraduate dental program
- A clinical dental specialist program in pediatric dentistry
- A specialist program in dental public health
- A PhD program
- A Masters in Health Technology Assessment

#### V. MEMBERSHIP AND ADMINISTRATIVE STRUCTURE

The following is the proposed senior leadership structure for the Institute:



#### **a) Directorship**

Incorporated in the organisational structure of the proposed unit is the key concept that the Faculty of Dentistry at McGill University in Montreal is the lead unit in this dual campus partnership. This will be manifested in several ways:

- The Dean in Montreal is in overall charge of both campuses with the Dean of the proposed unit reporting to the Dean of the Faculty of Dentistry in Montreal. All the staff working in Qatar will report to the Qatar-based Dean;
- For the setting-up and running of the unit in Qatar, the Associate Deans in Qatar (responsible for each of the 3 programs) will have homologues in Montreal, whose responsibility will be to work with their Qatari homologues on the development and running of the Qatar programs but also to ensure the development and organisation of the Montreal-based elements of the Qatar programs;
- The unit in Qatar will have as a basis the same committee structure as the Faculty in Montreal and joint committees will be set up to ensure that the programs are set-up and run in the same way as those in Montreal. The membership of those committees will have a majority of Montreal-based faculty;
- The Dean of the Faculty in Montreal will have the ultimate say over the hiring of academic staff;
- Montreal-based staff - the Associate Dean (Academic), the Graduate Program Director and the Director of the General Practice Residency Program – will oversee the admissions of trainees to the Qatar-based programs.

#### **b) Membership**

The unit will comprise faculty hired from the international stage using the same standards as those we use to hire Faculty in Montreal. Non-academic staff will be hired from a combination of the international and Qatar-based markets, depending upon the skills required for the roles advertised and the availability of local personnel to fulfil the roles. It is anticipated that very few academic or non-academic staff from the Faculty or the wider McGill community will move to Qatar, although the competitions for positions will of course be open to all.

### **VI. RESOURCES: REQUIRED AND OBTAINED**

There are considerable resources required for the realisation of this project, all of which will be provided by QF with their partners in Qatar. The proposal that will be submitted in April 2012 will outline these resources. It will also outline certain conditions that are necessary for the successful operation of the programs (e.g. compensation for dentists as they progress through the residency program, partnership with certain health care services). These resources and conditions will be part of an agreement required prior to the initiation of the project.

#### **a) Budget and sources of funding**

As explained briefly above, the partnership model is that once the operating budget is agreed, QF (and perhaps in this case SCH) provides all the funding. The team preparing the proposal is preparing a



detailed budget as part of the proposal. The progression of this project is subject to agreement with QF and other Qatari stakeholders as required, on the budget required to build and operate the Institute.

**b) Staffing (incl. teaching release)**

A recruitment and retention plan for academic and non-academic staff is being developed and the funding and other resources required to realise this plan will be provided in the agreement with QF and other Qatari stakeholders. This is essential for the initiation of the project.

In this plan, it is anticipated that a small number of Montreal-based McGill staff may transfer to Qatar but we anticipate a considerable number of staff, including academic and non-academic staff will be hired from elsewhere. In addition, we anticipate hiring a significant number of academic and non-academic staff in Montreal for this project, both in the Faculty and other units in the University (e.g. Libraries, IT, Registrar's Office, Human Resources etc.).

**c) Physical resources: specific location, space allocated/required and other resources (labs, library implications etc.)**

Physical resources will be required on the Qatar campus and in Montreal. In both cases QF will work with the Faculty in Montreal and those hired to the unit in Qatar to plan and build the necessary facilities to fulfil the program as described. In the proposal, we outline the facilities and equipment required to perform the necessary work and once a contract for the proposal is agreed and signed, QF will provide temporary facilities to enable the initiation of development work and will initiate the planning and building of permanent facilities as requested in the proposal. Again, all costs are at the expense of QF and any partners they might seek.

We are proposing and will insist on our facility being built close to clinical facilities in Qatar because of the very strong clinical training and research elements of our proposal.