

S-06-17

**FACULTY OF SCIENCE
Meeting of Faculty
Tuesday, November 7, 2006
Leacock Council Room - L232**

ATTENDANCE: As recorded in the Faculty Appendix Book.

to encourage, by way of hiring and creating new facilities, the flourishing of interdisciplinarity. This interdisciplinarity was what had been emphasized in McGill's White Paper on strategic development. While new areas of strength could certainly emerge, McGill's strategic vision focussed on the university's current strengths. A challenge to deans was to identify new areas in which interdisciplinary work would be fruitful.

- 302.5** Cross-faculty collaboration in research currently being developed was showing stunning results. Also very successful was the undergraduate program in the tri-faculty [Faculties of Arts, Science, and Agricultural and Environmental Sciences] McGill School of Environment.
- 302.6** A unique aspect of McGill was the way the university operated on an international level. No other publicly-funded university had the diversity of undergraduate students of McGill. This level of diversity should be maintained.
- 302.7** Another strength and defining characteristic of McGill was the intensity of its research, which the White Paper intended also to maintain. About a quarter of the full-time students at McGill were graduate students; this was the highest proportion among the top research universities in Canada.
- 302.8** McGill's research activities should find their way into the classroom, and another goal of the strategic plan was to emphasize inquiry-based learning.
- 302.9** The strategic plan also aimed for innovation in the administrative function of McGill, and to improve McGill's responsiveness to changing requirements of both the student and professorial bodies.
- 302.10** To aid in the implementation of McGill's strategic vision, the administration had proposed, and the Board of Governors accepted, two fundamental changes in the budget. First, the budget had been transformed into a multi-year process, and second, that McGill, as an underfunded university, needed to be able to invest in the future by running deficits. This investment in the future was in the form of young professors with exciting research such as that given at the beginning of the meeting.
- 302.11**

There was no business arising from the Minutes.

(5) REPORTS OF COMMITTEES

- a) **Committee on Student Standing** **S-06-15**

Due to lack of business, there was no report from the Committee on Student Standing.

- b) **Academic Committee** **S-06-16**

The Academic Committee approved the following on Tuesday, October 17, 2006:

SECTION A: NEW PROGRAMS

None

SECTION B: MAJOR PROGRAM CHANGES

None

SECTION C: NEW COURSES

REDPATH MUSEUM

REDM 399

Science Writing
1 credit

AC-06-15 (Rev)

Associate Dean Hendren **moved**, seconded by Prof. Green, that the course be adopted.

The motion carried.

SECTION D: MAJOR COURSE CHANGES

None

SECTION E: MINOR COURSE CHANGES (For Information Only)

None

305.2 A

nomination process had been in competition with other excellent teachers in the Faculty of Science.

b) How do we Develop Excellence in Research?

306.4 Faculty moved into the Committee of the Whole with Associate Dean Burns as Chair. Associate Dean Burns said that Provost Masi in his presentation had mentioned excellence in research a number of times. Associate Dean Burns said that in addition to McGill's focus on excellence in research, the Faculty of Science had adopted its own initiative to provide resources to promote excellence in research. How does the Faculty help develop excellence in research? Associate Dean Burns said that excellence in research was already present in the Faculty of Science, and the issue was to push this excellence to the next level.

306.5 Associate Dean Burns mentioned some ways in which excellence in research could be promoted:

- increasing funding for graduate students
- increasing services (such as writing courses) for graduate students
- increasing the number of graduate students per professor
- a greater focus on professor-professor mentoring
- ✕ the provision of more support staff to assist researchers
- ✕ increasing capital alterations
- encouraging researchers to take more of a leadership role in international research and in applying for grants for this

- Senate Meeting of October 11, 2006 - Prof. S. Whitesides

This report will be presented at the next Faculty meeting.

- Joint Meeting of the Board of Governors and the Senate Meeting of October 30, 2006 - Prof. N. Roulet

The annual joint meeting of the McGill University Board of Governors and the McGill University Senate was held October 3, 2006 at the Faculty Club. The meeting was chaired by the Chancellor of the University who requested 'pithy' questions on the Progress and Priorities for 2006-2007. The

There were then seven questions that came from the House. It took a few minutes to get the questions and they only began after the Chancellor pointed out that we were not allowed to start the social hour before 19:00. The questions were quite wide ranging and included (not an exhaustive list):

- What is the difference between a “publicly funded” university and the Principal’s term “public purposed” university. The Principal made it clear that McGill University will always serve the public good and will always receive a portion of its revenues from government but the proportion of its overall funding coming from the provincial government is shrinking. This is due to the province’s funding not keeping pace with other federal government and non-government sources. To illustrate “publicly purposed” she pointed out that no one wants to fund the social sciences and humanities, but the McGill University model sees them as essential components of a comprehensive university.
- What was not included as a priority and why – e.g. making McGill University a sustainable campus? This question was motivated because the the Principal said the university was making great strides in this area. It has appointed a sustainability officer that answered to V.P. Yalovsky and will