

**FACULTY OF SCIENCE
Meeting of Faculty
20 February 2018
Leacock Council Room - L232**

ATTENDANCE: As recorded in the Faculty Appendix Book

DOCUMENTS: S-17-18 to S-17-25

Dean Lennox called the meeting to order at 3:05 p.m., and welcomed members to the Faculty of Science meeting. He mentioned that there had been an important discussion on equity, diversity and inclusion at the Faculty meeting of 5 December 2017, and that another important discussion, this time on doctoral education in Science at McGill, will take place at the current meeting. Dean Lennox said that future Faculty meetings will feature valuable discussions on different themes.

1) ADOPTION OF AGENDA

Prof. Damha **moved**, seconded by Prof. Roulet, that the Agenda be adopted.

The motion carried.

2) MINUTES OF 16 JANUARY 2018

S-17-18

Prof. McKenzie **moved**, seconded by Prof. Roulet, that the Minutes be approved.

The motion carried.

3) BUSINESS ARISING FROM THE MINUTES

There was no business arising from the Minutes.

4) GROUP DISCUSSION: WHAT IS A MCGILL SCIENCE PH.D. IN THE 21ST CENTURY?

604.1 Dean Lennox said that the discussion on “What is a McGill Science Ph.D. in the 21st Century?” would last 45 minutes, given the importance of the topic. Dean Lennox said that over the years, he has observed that additional components and expectations have been placed on doctoral students in Science, but without a proper assessment of the implications of these additions. What is enough when writing a doctoral thesis? Where is the finish line? He said Associate Dean (Graduate Education) Laura Nilson would lead the discussion.

604.2 Associate Dean Nilson said that there would be a review of doctoral training across the Faculty of Science in the coming months. The goal was to get a snapshot of what is currently being done and to see if there is room for improvement or innovation. She said we really want to think deeply about how we approach doctoral training and what it means to earn a doctoral degree in Science. She said the goal of the discussion was first, to inform you that the Faculty will be undertaking this project – which will kick off the conversation – and, secondly, to get a broad sampling of members' initial thoughts on the subject to help guide the review. The discussion will be framed on a couple of broad themes that would be likely to apply to doctoral programs across the Faculty. Following an in-depth study of graduate education in the sciences that had been undertaken in North America over recent years, two related themes stood out as common conclusions and recommendations:

(1) Current approaches to graduate training do not provide graduates with sufficient preparation for their future careers, especially those outside of academia.

(2) Graduate programs should carefully consider the number of students they train, to maintain a sustainable relationship between the availability of new graduates and genuine expectations of careers available to them.

(3) Is your unit already having internal conversations about these issues?

604.3

The following points/suggestions were raised:

- that communication was important, and a way of incorporating a new style of training would be by injecting more creativity into courses and course evaluation (e.g., video summary)
- whether doctoral student tracking was being done at the Faculty level
- a number of years ago, the Office of Graduate and Postdoctoral Studies tracked doctoral students via McGill's Ph.D. Outcome Survey. The response rate was about 20%. Most engineering doctoral students go into industry, whereas in the biomedical sciences, most students go into postdoctoral positions in the first three to five years, and after that, choose a variety of career paths. From 2008 to 2018, the University of Toronto tracked doctoral students via social media. The study showed that 25% to 40% of them got positions in higher education, depending on the discipline. Common across universities was that not all positions in higher education were tenure-track positions, but rather, administrative higher education positions. Province-wide tracking of doctoral students will be conducted in Quebec.
- that one of the requirements of NSERC-funded researchers was to track students, and perhaps the Faculty of Science could be involved in tracking doctoral students
- a doctoral student volunteering with the non-profit Science & Policy Exchange (SPE), a forum for discussing science policy issues and bringing the student voice to science policy decisions, said that, two years ago, the SPE formed a working group comprising STEM students (about 75% graduate students), and members from academia, the government, and the private sector to discuss STEM education at McGill. Some of the issues that were brought up were: the lack of career preparation, especially for careers outside academia; the lack of tailored services; the lack of critical skills training – as opposed to a focus on research alone – which can create tension with research supervisors; communication skills and autonomy. Some of the solutions identified were: developing interdisciplinary courses to expose STEM students to diverse perspectives; increasing direct training in the critical skills that employers expect from STEM students; fostering an early awareness of STEM careers and encouraging students to be proactive in forming career plans; rewarding students with varied skill sets by improving scholarship funding criteria; and increasing teaching support for faculty to allow them to focus on their research and mentorship responsibilities.
- Associate Dean Nilson emphasized that the Faculty considers the student voice to be very valuable. Dean Lennox said that developing critical skills should not be discouraged, and that it is important to have an open discussion to better understand the situation.
- that in the Department of Physics, there have been discussions on the tension between research and training skills. Among other events, the Department holds an event called “Is there life after graduation?”, which brings Montreal-based graduates to the campus to talk to students about their experiences and careers. The Department is very much involved in outreach programs, which mainly involve doctoral students, which have two main goals: (i) to develop communication skills, and (ii) to conduct community-building exercises. Tracking Physics students was done via LinkedIn accounts.
- that, given that the majority of doctoral students do not end up with academic careers, it is important that they gain technical skills such as coding, biomedical techniques, etc., and received specialized skills training in order to be able to move on to different career paths. Internships should be available to all students. Furthermore, CVs should be built for non-academic careers.
- that, in addition to specialized training, the American Chemical Society found that perhaps not enough was being done to prepare students going into non-academic careers, and that there was a lot of room for professional development credentials.
- that, in the Department of Geography, there had been a general discussion about the possibility of creating a graduate option in public policy for Science students, given by the School of Public Policy, so that students could gain some knowledge of basic public policy and some public policy practicum. Also, Geography graduate students and non-

Geography students have been running a symposium with guest speakers, which allows students to learn skills such as project management, soft skills, etc.

- that about 50% of students in the School of Computer Science go into academia and students who pursue careers outside of academia get better-paying jobs faster. One of the challenges for students in Computer Science is time management because the discipline is very competitive and the deadlines for paper submissions are very tight.
- that, as a student in the Department of Mathematics, the balance between working solely towards a research thesis and outside projects can be challenging, even though professional development skills are very useful for career choices.
- that the Master's thesis is often two thirds the length of a doctoral thesis, and the time invested is very long
- that it was very important to discuss with students their career plans at the very beginning in order to guide them towards the most appropriate research projects and network for their training. Students should not be going into careers outside of academia as a fall back.
- that in Computer Science, doctoral students incorporate professional training skills within the research context – for example, supervising undergraduate students, which allows doctoral students to gain both people and leadership skills and prepares them for careers within academia and outside of it. Similarly, being a teaching assistant is a very rewarding experience because TAs have professional development opportunities.
- that, in Summer 2018, GPS will be launching Individual Development Plans, a tool that will better prepare students for a wide variety of skills at the beginning of their graduate studies. In addition, in September 2018, GPS will be launching paid internships for students who have delivered their doctoral dissertation and are waiting for their thesis defence.
- that, according to a graduate student in the Department of Earth & Planetary Sciences, there are many opportunities for outside projects as well as teaching. However, for students going into academia, the doctoral dissertation is an important academic aspect of graduate training, and the addition of another component, such as industry-type skills, would require a lot more time.
- that conferences are ideal venues for developing soft skills and that there are many conferences in Montreal
- that perhaps the doctoral degree should be versatile? What is the appropriate breadth for a doctoral degree?
- that a Ph.D. program does not provide formal teacher training, but does help develop leadership, strategic thinking and problem-solving skills. Whether these skills will be reflected in academia, industry, or government positions is a decision that each person has to make. The Ph.D. is not necessarily a complete type of training. With regard to the number of students to train, it will be difficult to restrict the number of students being trained because of a saturated job market. Instead, the market will regulate itself.
- that the goal of a graduate program in Physics is to train students to be independent scientists and critical thinkers, and that the Department was not training students for specific careers.
- that there are excellent students at McGill and in Computer Science, but often students do not realize just how good they are. Some schools try to instill some sense of self-confidence in graduate school, and perhaps it is a situation that could be addressed.
- that, according to a graduate student in the Department of Biology, teaching is very important because it is an excellent opportunity to learn various skills, but unfortunately, there are not enough positions.
- that more writing courses for graduate students should be made available.

604.4 Dean Lennox said that, given the high quality of undergraduate and graduate students in the Faculty, one of the University's main responsibilities is to be part of, or steward, the success of our students. It is of utmost importance to communicate to students that they are at McGill to be successful.

604.5 Associate Dean Nilson thanked members for attending the meeting and for their valuable input.

She said she will be consulting during the review process and will provide a progress update.

604.6 Dean Lennox said that Associate Dean Nilson will convene a working group, and hoped that by Fall 2018, Faculty guidelines or policies on graduate education will be available. He thanked members for attending the meeting and taking part in a very important discussion.

5) **CANDIDATES FOR DEGREES**

a) Bachelor of Arts and Science

S-17-19

b) Bachelor of Science

S-17-20

605.1 Director Allard said that there were 20 candidates for the B.A. & Sc. and 182 for the B.Sc. These numbers were very similar to those of February, 2017.

605.2 Director Allard said that the honorifics cut-offs (Dean's Honour List [Top 10%]; Distinction (Next 15% below Top 10%) for the B.A. & Sc. and B.Sc. degrees would be determined at the May 2018 graduation.

Director Allard **moved**, seconded by Prof. Roulet, that the candidates for the B.A. & Sc. and the B.Sc. be approved for their respective degrees.

The motion carried.

c) Diploma in Environment

S-17-21

d) Diploma in Meteorology

S-17-22

605.3 Director Allard said there were no students graduating with the Diplomas in Environment and Meteorology.

Director Allard further **moved**, seconded by Prof. Grütter, that the Dean be given discretionary power to make such changes as would be necessary to prevent injustice.

The motion carried.

605.4 Director Allard thanked departmental and Faculty advisors for their hard work in putting together the degree lists.

6) **REPORTS OF COMMITTEES**

- Academic Committee

S-17-23

The following proposals were approved at the Academic Committee meeting on 23 January 2018:

(1) **NEUROSCIENCE**

Program Revisions:

(i) Honours in Neuroscience

AC-17-42

(ii) Major in Neuroscience

AC-17-43

606.1 Associate Dean Western said the changes were mainly housekeeping in nature. COMP 204, Computer Programming for the Life Sciences, will be added as an alternate course to COMP 202. Furthermore, three additional upper-level courses will be included in the list of Complementary courses for both the Major and Honours Programs in Neuroscience.

Associate Dean Western **moved**, seconded by Prof. Chmura, that the above changes be approved.

The motion carried.

(2) **Biochemistry**

New Course:

BIOC 219 Writing in Biomedical Sciences **AC-17-44**
1 credit

Course Revision:

BIOC 220 Lab Meth in Biochem&MolBiol 1
Change in prerequisite **AC-17-44A**

Program Revisions:

(i) Honours in Biochemistry **AC-17-45**

(ii) Major in Biochemistry **AC-17-46**

(iii) Liberal – Core Science Component in Biochemistry **AC-17-47**

606.2 Associate Dean Western described a new one-credit writing course, BIOC 219, Writing in Biomedical Sciences, intended to prepare students for laboratory report writing. BIOC 219 would be offered in the Fall term of U1 and will be a prerequisite for the laboratory course BIOC 220, which is offered in the Winter semester.

606.3 Members raised concerns about offering a writing course prior to students' doing any laboratory experiments. Other universities that had introduced writing courses in their programs were beginning to incorporate laboratory report writing into laboratory courses because students were failing the writing courses. A number of studies have shown that what students really learn in laboratory courses is not the science, but instead, how to do experiments, how to critically analyze data, how to present data, and how to write up data. The suggestions were to incorporate BIOC 219 into BIOC 220 so that students can work with data and interpret it, and if necessary, increase the course credit weight to 4.

Associate Dean Western **moved**, seconded by Prof. Kirshbaum, that BIOC 219 be adopted.

0 In favour
13 Against
7 Abstentions

The motion failed.

606.4 Since BIOC 219 was not approved, the revisions to BIOC 220, and the Honours, Major, and Liberal Programs in Biochemistry will be tabled to a future meeting.

606.5 Prof. Roulet **moved**, seconded by Prof. Fussmann, that the revisions to BIOC 220, and the Honours, Major, and Liberal Programs in Biochemistry, be tabled to a future meeting pending the outcome of BIOC 219.

The motion carried.

(3) Microbiology & Immunology

New Course:

MIMM 301 Scientific Writing Skills-MIMM **AC-17-48**
1 credit

606.6 Associate Dean Western said the proposed new course, MIMM 301, concerns a literature research project. The course is meant not only to work on research and critical thinking skills but also to allow students to work in a smaller group setting where they will have opportunities to work with professors. MIMM 301 is aimed at U2 students with the appropriate prerequisites and a sufficient Science background. MIMM 301 was designed in cooperation with the library and the McGill Writing Centre. In previous years, a similar writing course was embedded in a laboratory course, MIMM 384, but students found the workload too heavy.

Associate Dean Western **moved**, seconded by Prof. Grütter, that the course be adopted.

The motion carried.

New Courses:

MIMM 496	Microbiology Adv Res Project 6 credits	AC-17-49
MIMM 497	Immunology Adv Res Project 6 credits	AC-17-50

606.7 Associate Dean Western introduced the above two new six-credit undergraduate research project courses: MIMM 496 for Microbiology projects and MIMM 497 for Immunology projects. It is intended for students who want to carry out larger research projects than in MIMM 396/MIMM 397 (three credits), and for students who will not be taking the Honours Research Project course (MIMM 501/MIMM 502).

Associate Dean Western **moved**, seconded by Prof. Neslehova, that the two new above-mentioned courses be adopted.

The motion carried.

Program Revisions:

(i) Honours in Microbiology & Immunology	AC-17-51
(ii) Major in Microbiology & Immunology	AC-17-52

606.8 Associate Dean Western described the revisions in the Major and Honours Program in Microbiology & Immunology. The changes were to add the two above-mentioned newly approved MIMM courses, and other related courses to the list of Complementary courses. In addition, BIOC 312, a Required course, was removed; as a result, the program credit load was reduced and COMP 364 (due to be retired) was replaced by COMP 204 (Computer Programming for the Life Sciences).

Associate Dean Western **moved**, seconded by Prof. Chmura, that the changes be approved.

The motion carried.

(4) Interdepartmental Honours Program in Immunology (IHI) - Program Revisions AC-17-54

606.9 Associate Dean Western said the changes were mostly housekeeping in nature, such as rewording the program outline for clarification purposes, and adding U2 Complementary courses (MIMM 384 and MIMM 385), and three other U3 Complementary courses.

Associate Dean Western **moved**, seconded by Prof. Chmura, that the changes be approved.

The motion carried.

(5) Mathematics & Statistics

Course Revisions:

MATH 240	Discrete Structures 1 Change in restrictions 3 credits	AC-17-55
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606.10 Associate Dean Western said the proposed restriction change for MATH 240 will formally allow Engineering students to take the course.

Associate Dean Western **moved**, seconded by Prof. Hundemer, that the changes be approved.

The motion carried.

Course Revisions:

MATH 417	Linear Optimization	AC-17-56
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Changes: title, description, restrictions
3 credits

New Course:

MATH 517 Honours Linear Optimization **AC-17-60**
4 credits

Course Retirement:

MATH 487 Honours Math Programming **AC-17-57**
3 credits

606.11 Associate Dean Western said the changes to the above three linear optimization courses are: title, description and restriction changes for MATH 417; MATH 517, a new Honours course, will replace MATH 487 and is cross-listed with MATH 417; and MATH 487 will be retired.

Associate Dean Western **moved**, seconded by Prof. Hundemer, that the two above-mentioned courses and course retirement be approved.

The motion carried.

New Course:

MATH 228 Classical Geometry **AC-17-58**
3 credits

Course Revisions:

MATH 348 Euclidean Geometry **AC-17-68**
3 credits
Changes: title, description, restrictions

New Course:

MATH 398 Honours Euclidean Geometry **AC-17-59**
3 credits

606.12 Associate Dean Western described the proposed changes to the above related geometry courses. In MATH 348, the title, description and restrictions were being updated. A new course, MATH 228, was created specifically for students in the B.Ed. Secondary Mathematics program since MATH 348 will in future be taught at a higher level. Another new course, MATH 398, was created for students in the Honours programs, and will share the same lectures with MATH 348.

Associate Dean Western **moved**, seconded by Prof. Neslehova, that the two new above-mentioned courses and course change be approved.

The motion carried.

Program Changes:

(i) B.Sc. Major in Statistics & Computer Science **AC-17-61**

606.13 Associate Dean Western said the proposed revisions were to clarify the equivalencies of MATH 223 and MATH 236 in the Joint Major Program in Statistics & Computer Science.

Associate Dean Western **moved**, seconded by Prof. Neslehova, that the program changes be approved.

The motion carried.

Program Changes:

(ii) B.Sc. Liberal – Core Science Component in Statistics **AC-17-62**

New Program:

– B.Sc. Major in Statistics **AC-17-63**

606.14 Associate Dean Western explained the proposed revisions to the B.Sc. Liberal - Core Science Component in Statistics. The changes were to add more statistics and to align the Liberal

Program with the new B.Sc. Major Program in Statistics. There is a demand from students for such a program and there are job opportunities. Furthermore, the revised Liberal Program and the new Major Program in Statistics will provide students the appropriate courses to obtain A.Stat professional accreditation from the Statistical Society of Canada.

Associate Dean Western **moved**, seconded by Prof. Neslehova, that the above program changes and new program be approved.

The motion carried.

(6) COMPUTER SCIENCE

Program Changes:

- (i) B.A. & Sc. Major Concentration in Computer Science **AC-17-64**
- (ii) B.Sc. Liberal – Core Science Component in Computer Science **AC-17-65**

606.15 Associate Dean Western said that the proposed changes were to reinstate MATH 222 in the two programs and reorganize the Complementary list of MATH courses into two groups.

Associate Dean Western **moved**, seconded by Prof. Kemme, that the two above-mentioned program changes be approved.

The motion carried.

For Information Only:

- B.A. Major Concentration in Computer Science

(7) GEOGRAPHY

Course Revisions:

- GEOG 420 Memory, Place, and Power **AC-17-66**
Changes: description, prerequisites, restrictions
3 credits

606.16 Associate Dean Western said the changes, requested by SCTP, were made to harmonize with the course POLI 420.

Associate Dean Western **moved**, seconded by Prof. Roulet, that the changes be approved.

The motion carried.

(8) PSYCHOLOGY

Course Revisions:

- PSYC 502 Psychoneuroendocrinology **AC-17-67**
Changes: description, prerequisite
3 credits

606.17 Associate Dean Western said that a new instructor was teaching the course, and the course description and prerequisites were being updated.

Associate Dean Western **moved**, seconded by Prof. Lydon, that the above changes be approved.

The motion carried.

(7) DEAN'S BUSINESS

- a) Dean's Multidisciplinary Undergraduate Research List (DMURL) **S-17-24**

607.1 Director Allard reminded members that the DMURL recognizes students with at least 9 credits of

graded research-based courses in at least two different units. A minimum GPA of 3.00 on these courses is required. The DMURL is added at graduation for B.Sc. and B.A. & Sc. students. There were 11 B.Sc. students and one B.A. & Sc. student on the DMURL. The combinations of research courses were interesting, and in some cases, students went well beyond the minimum requirements.

b) B.Sc. Global Designation

S-17-25

- 607.2** Director Allard said that the B.Sc. Global was a designation being given at graduation. Students must have at least three credits of a second language course, at least three credits of an independent research project course, plus a third component, chosen from various preselected options. She said there were two candidates who would graduate with the B.Sc. Global designation in Document S-17-25.
- 607.3** Director Allard asked members to spread the word to undergraduates about the B.Sc. Global Designation because there are probably many more students who fulfill the requirements for this designation but who may be unaware of it.

c) Announcements

- I. Call for Applications – Fessenden Professorship Awards & Innovation Prizes**
Members will have received an email notification from Mr. Eduardo Ganem Cuenca, Research and Grants Facilitator, concerning the relaunching of three important funding programs in the Faculty of Science. The Fessenden Professorship Award & Innovation Prizes result from the philanthropy of Mr. John Blatchford. Dean Lennox asked members to inform students and colleagues about the following funding opportunities.
- (i) the Fessenden Prizes – Value up to \$5,000.** These Prizes are available to undergraduate and graduate students, as well as research associates and professors, individually or in teams. The prizes provide seed funding, and the purpose is to support ideas that may develop into technologies or services. The deadline is 26 March 2018.
- (ii) the Fessenden Professorships – Value \$70,000 each.** The purpose of these grants is to accelerate the technological development of a discovery that is taking place in the Faculty of Science. The aim is to use these funds to develop a prototype or some type of pre-commercial statement. The deadline for this is also 26 March 2018.
- 607.4** Due to some funding issues within the Faculty, there was no competition for the 2016-2017 academic year.
- II. Tomlinson Science Awards – Value \$40,000 each**
The Tomlinson Science Awards provide one-year seed funding for developing high-risk projects which could potentially be high-impact research projects. The deadline is 30 March 2018.
- III. The McGill Sustainability Systems Initiative (MSSI)**
- (i) MSSI Innovation Fund – Value \$75,000**
The Innovation Fund is a pre-commercialization fund meant to move a project forward.
- (i) MSSI Ideas Fund - Two Levels of Funding:**
Faculty Research Awards – Value \$50,000
Student Research Awards – Value \$7,000
The Ideas Fund is for bold projects which make a significant impact.
- 8) REPORTS OF DIRECTOR AND ASSOCIATE DEANS**
- a) Director (Advising Services) Nicole Allard**
- 608.1** Director Allard reminded members about the upcoming Supplemental/Deferred examinations to take place from 5 to 8 March 2018. She asked members to ensure that instructors be available during their examinations; however if the instructor is unable to be available, the associate examiners (familiar with the examination) should be available to answer students' questions.

Director Allard also reminded members that there may be students writing their examinations with the OSD.

- 608.2 Dean Lennox pointed out that there may be many more students writing deferred examinations because this is the first year that students are not required to submit an official note to be eligible to write a deferred examination.

b) Associate Dean (Graduate Education) Laura Nilson

- 608.3 Associate Dean Nilson gave a brief update about the status of the new graduate student tracking system newly renamed MyProgress, designed to be an interface where students, graduate program coordinators and graduate research supervisors can log in to see a student's progress towards their degree. What is novel about this web-based tool is that it is automated and the student will get automated reminders for events such as qualifying examinations, annual graduate supervisory meeting, etc. GPS has been meeting with all the Science graduate program coordinators to get the required elements for the individual programs, and the system is in its final phases. MyProgress will be launched at the end of the Winter 2018 term, and the first cohort of students in September 2017 will be included in MyProgress. The graduate program coordinators will get access to this program first, and then it will be launched for research supervisors.

c) Associate Dean (Research) Doina Precup

See above under Dean's Business.

d) Associate Dean (Academic) Tamara Western

There was no other report for the current meeting.

9) REPORTS ON ACTIONS OF SENATE

- Senate Meeting of 17 January, 2018 - Senator Hans Larsson

The meeting began at 14:30 sharp with three obituaries. Eric Adler (Engineering), John Durnforth (Law), and Abby Lipman (Medicine). Each with fascinating histories and some with named rooms on campus. I suspect that as the 1960s hiring spree enters their 80s these years, our McGill flag will remain at half mast for days. Moreover, I wonder if half masts should also be considered for deceased non-faculty? What priorities are given to half mast status at McGill? I could not find documentation on this easily.

The Senate Steering Committee had nothing to report and there was no business arising from the minutes of the past senate meeting.

Remarks from Principal Fortier included a list of government relations activities. These include drafting a bill with other Québec universities concerning cannabis on campuses and working with the same group to help guide a new funding policy for these universities, specifically concerning grants and fee structures for all students. We can expect the former hopefully before July and the latter sometime later this year. She mentioned the RVH project has included municipal and provincial meetings. Although not stated, the final agreement is slated for late May this spring. The Principal also mentioned her involvement in Davos, along with principals from 26 other universities. One topic that I am sure will be thoroughly ventilated this summer, is the legalization of marijuana in Canada. The Principal mentioned that she and other university representatives across Québec are working on a plan to ban the herb from campuses. However, given the municipal nature of McTavish Street, I suspect this zone to be soon renamed rue McTHC. That brings me to the general smoking restriction McGill is working toward. The university is planning to ban smoking in about five years. I guess it's a hard habit to break. However, to ease this transition, the campus will attempt to limit smoking to three stations on the

downtown campus. One is immediately in front of the Redpath Museum, and sets a poor tone to our visitors. Rue McTHC is just 40 m from this smoking zone and I urge everyone to consider this if you hear of our petition to remove this smoking zone.

Kudos mentioned include 11 of 120 newly elected members to the Order of Canada are McGillians, 3 of 10 top Québec science discoveries for 2017 were at McGill, and Melanie Daoust will join the Canadian Women's Olympic hockey team in Peongchang.

Provost Manfredi reported from the Academic Policy Committee with minor revisions to the Principal's Prize Committee and Senate Nominating Committee. All in favour for both.

Associate Provost Campbell presented a revision to post-retirement status of contract academic staff. Namely, that a post-retirement nil salary could be designed for up to three years. All in favour.

Dean Eidelman presented that the nearly three year old Faculty of Medicine Council is operating well. This administrative reform was created as a response to the Faculty's probation in 2015 by the joint U.S. Liaison Committee for Medical Education and the Committee on Accreditation of Canadian Medical Schools. Dean Eidelman proposed the Council be made permanent and all voted in favour.

Secretary-General Rogowska presented a notice of intent to include an Associate Provost as an Ex Officio member of Senate. Although only for information, there was a lengthy discussion on procedural updates to Statutes revisions.

Finally, Senator Crago presented the 2017 annual report on research and innovation. In summary, McGill has good success with CIHR, moderate success with NSERC, lower FRQ funding relative to UdeM, and very low industry support. In fact, across Canada, McGill ranks 2nd last in industry support. Whether this second place is closer to the dark or light side of the spectrum is open for discussion, and was discussed among many Senators after the meeting.

The meeting adjourned at 15:50.

10) **MEMBERS' QUESTION PERIOD**

There were no members' questions.

11) **OTHER BUSINESS**

There being no further business, Prof. Damha **moved**, seconded by Prof. Lydon, that the meeting be adjourned at 4:50 p.m.

The motion carried.