Attendance: As per Faculty Appendix Book.


Order
Associate Dean Lane-Mercier welcomed everyone to the meeting and called the meeting to order at 3:03 p.m. The Associate Dean conveyed the regrets of the Dean who was out of the country on fundraising business.

The first piece of business was to ask the assembly for permission to give Professor Bouthillier and Professor Dalkir speaking rights so that they can speak to and respond to questions concerning Item 6 on the agenda. Members agreed with the request.

Agenda
401.1 Mr. Fletcher moved approval of the agenda, seconded by Professor Hall. Carried.

Announcements
402.1 Associate Dean Lane-Mercier reported that no nominations have been received Nominating Committee representatives. A Supplemental Call for Nominations will be processed early in the fall. The Associate Dean stressed the importance of participating in the governance of the Faculty and encouraged members to nominate colleagues.

402.2 There were no further announcements.

Minutes of Faculty of January 28, 2014
403.1 Mr. Fletcher moved approval of the minutes, seconded by Mr. Greenspon. Carried.

Business Arising from the Minutes
404.1 There was no business arising.

Members’ Question Period
405.1 There were no questions. The procedures for submitting questions can be obtained by contacting the Secretary, Ms. Susan Sharpe (susan.sharpe@mcgill.ca or by calling #094859).
Motion: School of Information Studies integration into the Faculty of Arts  

406.1 Professor White moved, seconded by Professor Hall:
“to support the relocation of the School of Information Studies from the Faculty of Education to the Faculty of Arts.”

406.2 The motion carried with a majority vote and five abstentions. Associate Dean Lane-Mercier thanked Professor Bouthillier and Professor Dalkir for attending the meeting.

Award Presentations

407.1 Associate Dean Engle-Warnick (Chair, Arts Faculty Prizes and Awards Committee) said that several awards would be announced and that the awards were determined by committees whose members volunteer their time to review the nominations and choose the recipients.

Arts Award for Distinction in Research

407.2 Associate Dean Engle-Warnick announced that the winner this year for Humanities was Professor Isabelle Daunais of the Département de langue et littérature françaises.

407.3 Associate Dean Lane-Mercier read the following citation:

"Reconnue comme une des meilleures spécialistes du roman moderne, Isabelle Daunais s’est imposée comme un leader international par la qualité et l’originalité de ses travaux. Elle a contribué en effet à renouveler de manière radicale non seulement nos manières d’aborder le roman, mais aussi nos manières de concevoir et d’étudier l’ensemble de la littérature, qui ne se réduit pas pour elle à une série de "machines textuelles" mais porte une expérience et une vision particulières, uniques, du monde et de l’existence humaine. A cela s’ajoute chez elle, du point de vue méthodologique, l’adoption d’une position de lecture et d’une attitude critique qui réconcilie la littérature avec l’univers de la connaissance. Cette volonté d’y voir l’un des vecteurs les plus actifs et les plus éloquents de la conscience moderne s’exprime à travers toutes les publications d’Isabelle Daunais, mais elle trouve son accomplissement dans le quatrième ouvrage qu’elle a publié en 2008, intitulé Les Grandes disparitions, essai sur la mémoire du roman, livre majeur qui représente l’une des contributions les plus neuves et les plus inspirantes aux études littéraires actuelles.

L’apport exceptionnel d’Isabelle Daunais, la nouveauté et la pertinence de sa pensée et de ses travaux jouissent aujourd’hui d’une vaste reconnaissance. En témoigne, sur le plan international, la place tout à fait unique qu’elle s’est taillée dans les réseaux les plus prestigieux de la critique professionnelle, si bien qu’elle fait partie, en France comme aux États-Unis, du petit nombre des critiques les plus influents dans le domaine des études romanesques. Ainsi, elle a publié chez les meilleurs éditeurs et dans les plus grandes revues; elle a été invitée à prononcer des conférences dans ces hauts lieux de la recherche littéraire que sont les universités Johns Hopkins, Columbia, Paris IV-Sorbonne, l’École des Hautes Études en Sciences Sociales, l’Université Libre de Bruxelles, l’Université de Londres et l’Université de Chicago. Elle a reçu en 2011 une médaille de vermeil de l’Académie française pour l’ensemble de ses travaux; et en 2013, elle a été élue membre de la Société Royale du Canada. Très peu
d’universitaires canadiens travaillant sur la littérature française possèdent un statut équivalent sur la scène internationale, où Isabelle Daunais est devenue aujourd’hui une figure incontournable dès qu’il s’agit de la poétique et de l’évolution du roman moderne.

A ceci il convient d’ajouter sa réputation de professeur et de directrice de recherche; réputation telle qu’une proportion importante de nos meilleurs étudiants des cycles supérieurs tiennent à travailler sous sa supervision, voire s’inscrivent à notre département pour pouvoir travailler avec elle. Tous ceux qui ont eu le plaisir de la côtoyer insistent sur la qualité de son encadrement et sur les efforts qu’elle fait pour intégrer ses étudiants à son équipe de recherche.

Félicitations Isabelle!

Faculty applauded.

407.4 Associate Dean Engle-Warnick announced that the winner this year for Social Sciences was Professor John Hall of the Department of Sociology. He then read the following citation:

“John Hall is a prolific researcher whose influential work is renowned both nationally and internationally. Immensely productive, he is the author or coauthor of 12 books, editor or co-editor of 16 collections [see the included covers and contents of his two upcoming books], author or co-author of roughly 60 chapters and 60 articles. He is published with the most impressive and competitive university presses and has been cited almost 4,000 times.

His books generate reviews that range between excellent and ecstatic: "Hall’s [book is] masterful, provocative and ecumenical in reach ... To read a book full of interesting ideas is unusual"; “to wish that the author had written more is an even rarer experience"; "The book is in the finest tradition of .. 'philosophic history'. To read it makes one proud to be a sociologist ... ".

Among the elements that explain this success is the fact that his work offers provocative insights on fundamental issues of nationalism and integration that reach beyond sociological boundaries. Indeed, John Hall was inter-disciplinary, if not avant la lettre, at least before the virtues of that approach became fully recognized. Trained as both an historian and a sociologist, and successfully self-taught as a political scientist, his work has brought together insights and evidence from these three disciplines to question received notions, and to produce richer explanations of processes and outcomes that matter both historically and to this day. In so doing, John has made seminal contributions to the study of international relations and nationalism.

Here are some examples: John Hall has addressed the issue of the rise of the West and put international relations, which had heretofore been neglected in sociology, at the forefront of his
explanation; conversely, he has also brought sociological accounts to bear in the study of international relations. In his research on nationalism, he has examined the impact of immigration and integration, most notably through his work on Ernest Gellner. Most recently, in The Importance of Being Civil, he questions and then qualifies the commonly used and positively valued concept of civil society, and in doing so constructs a sociology of civility.

A Fellow of the Royal Society of Canada, it is a mark of the regard in which John is held and a true indication of his stature, that very unusually, because almost all his publications have been in English, he was awarded the Prix Marcel-Vincent by the Association francophone pour le savoir (ACFAS).

Through his interdisciplinary work, John Hall has immensely enriched our understanding of past and present processes that lead to successful nations. He also enjoys a reputation as a superb graduate supervisor, and as a spectacularly successful undergraduate teacher with evaluations that most of us can only envy.

An outstanding scholar, teacher, mentor, administrator, and colleague, John Hall is the consummate academician.”

Faculty applauded.

**Arts Insight Dissertation Award**

407.5 Associate Dean Engle-Warnick announced that the winner this year for Social Sciences was Dr. Marjorie Silverman of the School of Social Work.

407.6 Associate Dean Engle-Warnick noted the regrets of Dr. Silverman and read the following citation:

“Dr. Marjorie Silverman’s doctoral thesis, “Bodies that care: A microethnography of family caregivers of older adults,” examines the reality of women caregivers of older adults. In the words of her external reviewer, Dr. Silverman’s work is a ground-breaking study in the area of social gerontology.

Dr. Silverman has many years of experience in private practice, and thus was able to apply her expertise in social gerontology to her dissertation project. (She is the sole author of a 2008 book, “Short-Term Counseling with Caregivers: A Guide for Professionals”.) Dr. Silverman’s highly innovative dissertation explores how movement and relations of care are shaped by the day-to-day physical and emotional exchange between caregiver and care recipient. Her study draws on and extends the theoretical ideas of social theorists such as Erving Goffman and Pierre Bourdieu, focusing on embodiment and family care. Dr. Silverman applies a microethnographic approach using videographic observational data collection. The data illustrates that seemingly banal gestures and expressions expose the intimate, often hidden, reality of caregiving.

Dr. Silverman’s project validates the everyday experiences of women caregivers, proposes recommendations for improved clinical practice, and bridges scholarship on caregiving and the sociology of the body.
Dr. Silverman is now an Assistant Professor in the School of Social Work at the University of Ottawa where she is engaged in collaborative research and teaching in the field of social gerontology.

We are therefore very pleased to honour Marjorie Silverman with the Arts Dissertation Award for best dissertation of 2013 in the Social Sciences.”

Faculty applauded.

407.7 Associate Dean Engle-Warnick announced that the winner this year for Humanities was Dr. Ian Whittington of the Department of English.

407.8 Associate Dean Engle-Warnick noted the regrets of Dr. Whittington and read the following citation:

“Dr. Whittington’s dissertation, entitled “Writing the Radio War: British Literature and the Politics of Broadcasting, 1939-1945,” challenges several prevailing myths about radio and British literary culture during World War II. It makes a significant contribution through its combination of highly original close readings of works by a series of well-known authors with a number of surprising discoveries made while exploring previously unknown archival material.

Dr. Whittington’s cross-disciplinary argument also brings together new media studies (analyses of the workings of radio, and of the alternative dynamics emerging in “sound studies”) with literary analysis to produce an eye-opening picture of literary history—both a new vision of celebrated British writers (such as Rebecca West, Nancy Mitford, George Orwell and E.M. Forster) and a new vision of their experimental work with competing media. Dr. Whittington’s thesis combines a careful analysis of primary documents with a significant theoretical discussion of the impact of radio on literary writing. He demonstrates that, far from viewing their wartime broadcasting as a temporary diversion from purely literary endeavors, these authors grasped that the medium of radio could allow them to reach new audiences and to develop their techniques in new directions.

This dissertation places Whittington at the cutting edge of several new developments in modernist studies. It offers a detailed investigation of interactions between competing media, and a new way of understanding the dynamics of the public life of modernist culture.

With his exceptional dissertation and stellar academic record, Dr. Whittington was offered a full-time tenure-track position in the English Department at the University of Mississippi, where he is now in his first year as a professor.

We are therefore very pleased to honour Ian Whittington with the Arts Dissertation Award for best dissertation of 2013 in the Humanities.”

Faculty applauded.
The Charles Bronfman and Rita Mayo Award for Excellence in Teaching at the McGill Institute for the Study of Canada

407.9 Associate Dean Lane-Mercier reported that this award would be postponed until the September Faculty meeting.

H. Noel Fieldhouse Award for Excellence in Teaching

407.10 Associate Dean Engle-Warnick announced that the winner this year was Professor Laila Parsons of the Department of History and Classical Studies and of the Institute of Islamic Studies. The Associate Dean noted Professor Parsons regrets and then read the following citation:

“Cross appointed in the Institute of Islamic Studies and the Department of History and Classical Studies, Professor Parsons is a dedicated teacher who is committed to teaching the history of the modern Middle East in a way that brings out the complexity of the region in all its human detail.

Many of the courses she teaches, in particular the large lecture course on the history of the Arab-Israeli Conflict, are extremely challenging given the strong feelings many of her students have about issues and events in Middle Eastern history. But the atmosphere Professor Parsons creates in the lecture hall or in the seminar room, and the way in which she approaches and presents the material, encourages students to engage in civil and fruitful discussions and debates, and ensures all feel included and are able to express themselves knowing that their views will be respected.

That Professor Parsons consistently receives rave reviews and 4.8 or 4.9 evaluation numbers in both large lecture and seminar courses is striking and is testament to her extraordinary abilities. Her evaluations reveal both her dedication and the effort she puts into constructing coherent and compelling lectures that include visual and sound material and that draw together primary sources to enable students to discuss the material in greater depth in conference sessions.

Her lectures are described as “always clear, concise, and insightful”. The range of topics of her seminar courses reveals her intellectual breadth. Her students’ comments are testament to her outstanding talent as a teacher: “She encourages [us] to lead discussions and truly own the knowledge [we] have attained”; “We were never boxed in to thinking a particular way – so long as we made an argument to support our points.” Students in both her lecture and seminar courses agree that “her passion about her subject is contagious”.

Perhaps the greatest compliment that can be given to a professor is one that often has Laila Parsons’ name in it: “It was Professor Parsons’ course that made me decide to major in Islamic/Middle Eastern Studies.”

Congratulations, Laila.”

Faculty applauded.
Arts Award of Excellence for Administrative and Support Staff

Professor Meadwell (Chair, Arts Award of Excellence for Administrative and Support Staff Committee) announced that the winner this year was Ms. Franca Cianci of the Department of Sociology and read the following citation:

“This award was created to recognize truly outstanding performance and contributions to the Department, Faculty, and University. The recipient of this year’s award is Franca Cianci.

Ms. Cianci has worked in the Department of Sociology for fifteen years and became its Administrative Officer in 2004. She richly deserves this award for a series of reasons. First, her leadership has allowed the department to work smoothly and efficiently through four different chairs since she became Administrative Officer. She has been unfailingly courteous, clever and imaginative in the support and advice she has given, not only to chairs of the department but also to those faculty members who administer its undergraduate and graduate programs.

Second, Ms. Cianci possesses an outstanding ability to maintain strong morale and cohesion within her workgroup. Her leadership style fosters both teamwork and individual development.

Third, Ms. Cianci has taken a pro-active role in the department on many fronts. For example, she has worked hard and successfully to make sure that the department responds to initiatives regarding prizes and awards for graduate and undergraduate students. She has drawn the attention of several faculty members to funds — both for themselves and for their students -- of which they were unaware, initiatives that have paid off with considerable success.

Finally, Franca has played a pro-active role in the administrative reorganization of the Leacock building and her goodwill and leadership have made a challenging process easier.

For these reasons, Ms. Cianci is a very deserving recipient of the 2014 Faculty of Arts Award of Excellence for Administrative and Support Staff.”

Faculty applauded.

Arts Awards for Graduate Student Teaching

Associate Dean Engle-Warnick said that the Arts Committee on Graduate Studies was proud to announce this year’s recipients of the Arts Graduate Student Teaching Awards. The Committee exceptionally chose four recipients for this year’s award. The following citations were read:

Douglas Barthold, PhD student in Economics.

“He has been a TA for 5 different courses, including Microeconomic Analysis and Applications, Microeconomic Theory, and Health Economics. Doug’s teaching abilities are highly valued by students and professors alike. His nomination letter from 3 faculty members praises his excellent judgment, organization, reliability and knowledge of the course material.
“Doug’s work was meticulous, he was available to patiently explain the problems to students, and he was always well prepared for his conferences.”

Faculty members comment on the difficulty of assessing answers to exam questions in which students are asked to apply economic concepts to real-world situations. They applaud Doug’s ability to be consistent and flexible, and to provide constructive feedback.

The students in Doug’s classes value his enthusiasm, his dedication to helping others, his flexibility in adapting his teaching style to meet all of their needs, and his ability to instill confidence in them. As one student says:

“When we learned he was to be our TA again, my friend and I looked at each other and made that «yes» move with the elbow.”

Brian Buccola, PhD student in Linguistics.

“He has been a TA in every term since entering the PhD program in Fall 2010, including for Introduction to Linguistics, Phonetics, Phonology, and Semantics, as well as a grader for Neuroscience of Language. Brian will be the Instructor for Introduction to Linguistics this summer.

Brian’s numerous faculty supporters remark on the challenges of achieving consistent teaching success across different linguistic subfields; the fact that Brian receives such outstanding course evaluations in all areas, including those outside his own field of semantics, attests to his impressive versatility.

Brian has also served as a mentor for other TAs, and organized informal weekly semantic tutorials with his fellow graduate students.

In the words of his undergraduate students:

Brian is an extraordinary, kind individual who has a passion for Linguistics and for teaching. Even in his responses by e-mail, Brian would give me detailed explanations to make sure that I really understood his answer to my question. Brian excels in engaging his students in the class material by playing sound clip files on his laptop or introducing relevant information from other languages.

And: Brian was awesome.”

Vladimir Ivantsov, PhD student in Russian Studies, in the Department of Languages, Literatures and Cultures.

“He has served as a TA for Russian 19th Century: Literary Giants; and as a course instructor for Intermediate and Advanced Russian.

Vladimir’s faculty nominators describe him as witty, enthusiastic, conscientious, and brilliant.

His syllabi show a clear curricular plan geared to nurturing students’ intellectual independence, individual responsibility for academic progress, and leadership skills. Vladimir also wrote incredibly detailed feedback on students’ papers, treating their ideas seriously, challenging them, and showing them how their writing could be improved.
Vladimir’s students were deeply impressed by a presentation he gave on St. Petersburg during the class's study of Crime and Punishment. He prepared images, quotations from the text, and film clips to help the students understand the links between Raskolnikov’s surroundings and his crime.

One student from his language class writes:

As all non-native Russian speakers know, Russian grammar at first sight can seem quite obscure. Yet, Vladimir Ivantsov managed to make it clear to me. His kindness and openness meant that he was always ready to answer my questions in detail during and after class. There is no doubt that my rapid progress in Russian, my GPA of 4.00, and my recent acceptance in a language program at Saint Petersburg University reflect the quality of his teaching.

Another notes:

You can tell that teaching Russian is important to him because he always seems really happy when someone understands something well. Sometimes he does a little happy dance if someone says something particularly astute.”

Jose Ignacio Nazif-Munoz, PhD student in Sociology.

He has been a TA for Sociological Theory, Contemporary Social Movements, and Health and Illness.

“Ignacio saves the day for Sociological Theory”—this is the theme of Ignacio’s nomination letters. He single-handedly turned a much-feared course into a popular one, and panicky students into reassured, capable ones. His faculty supporters describe him as efficient, charming, sophisticated, enthusiastic, hard-working and responsible. One of his fellow TAs remarks that:

“He was the person who would go the extra mile to make sure that everything was running smoothly. He puts his heart and soul into making learning fun and exciting.”

Ignacio’s students are equally supportive. They describe him as passionate, dedicated, helpful, and interesting. Here are a few of their comments:

Ignacio was able to bring an air of fun to his conferences, lightening the heavy material. For example, he created a playlist of songs for the various sociological theorists, each song a joke about their major theories. His handwriting may be challenging to interpret, but no one can deny that he is a fast and effective marker! Ignacio is already a skilled and effective lecturer and he seeks to intellectually engage his students and foster critical thinking.”

407.13 Associate Dean Engle-Warnick congratulated Doug, Brian, Vladimir and Ignacio as the 2014 recipients of the Arts Graduate Student Teaching Awards. Faculty applauded.

The Associate Dean also thanked Dr. Kathleen Holden and Dr. Sarah Kaderabek for their assistance with the awards committee work. Faculty applauded.

407.14 Associate Dean Lane-Mercier congratulated all the recipients and thanked all the members of the various committees that worked to determine the winners, their time and effort was greatly appreciated.
Report on the Actions of Senate

408.1 Associate Dean Lane-Mercier said that the reports for the Senate meeting March 19th was posted at: http://www.mcgill.ca/arts/facultystaff/facultymeetings/faculty-meetings-restricted

408.2 No questions were raised about the report. The Associate Dean thanked Senator Jonsson for the report.

Detailed minutes of Senate meetings can be found at http://www.mcgill.ca/senate/archives/senate-meeting-documents-2013-2014

Motion: Inclusion of Provisions of the University Student Assessment Policy on Course Outlines in the Faculty of Arts

409.1 Mr. Greenspon read the preamble for the motion:

“Whereas, on February 5, 2014, the Student Society of McGill University Adopted a motion supporting the inclusion of academic assessment Rights on course outlines;

Whereas, on March 12, 2014, the Arts Undergraduate Society Legislative Council adopted a motion supporting the inclusion of academic assessment on course outlines;

Whereas, consultation with departments in the Faculty of Arts has Been undertaken regarding current and future of implementation Strategies of the University Student Assessment Policy;

Whereas, the Arts Undergraduate Society has sought consultation on this issue at the Faculty of Arts Committee on Student Affairs, an official standing committee of the Faculty of Arts Council;

409.2 Mr. Greenspon moved “Be it resolved, that all course outlines in the Faculty of Arts include the following information: The University Student Assessment Policy (www.mcgill.ca/secretariat/sites/mcgill.ca.secretariat/files/university_student_assessment_policy_0.pdf) exists to “protect the students from excessive workloads, and to ensure that all students are treated equally” (1.1) and includes (but is not limited to) regulations on assessments during the Add/Drop period (3.1.5), weighting of final examinations (6.1.3), review of graded written submissions (3.6.1 and 3.7.1) and evaluations due in the last 14 days of class. All instructors, and students should be familiar with this policy’s provisions.

409.3 Mr. Greenspon further moved “Be it further resolved, that Unit Chairs and Directors be tasked with ensuring the inclusion of this information on all course outlines within their academic units, seconded by Ms. Stewart-Kanignan.

409.4 After a lengthy discussion, members raised the following positive intentions of the motion:

- Students feel the information contained in the policy is important to them;
- It seems appropriate to have this on the course outlines because it specifically pertains to what can and can’t be included in course assessments which is already outlined on the course outlines;
• It would seem that the spirit of this policy would not change as it is there to protect the students against excessive workloads so there should not be an issue with the wording being placed on the course outlines;
• A survey on ‘knowing your rights’ was circulated among Arts students and the response was that a majority of the students were not aware of this policy and this motion was a vehicle to deal with the result of the survey;
• Any method of informing students of their rights is a proactive measure as is reminding academics about what is permissible on course outlines is also a proactive measure.
• This would be an opportunity for Arts to show leadership with this motion.

409.5 In response to comments made: the policy will appear in French on the course outlines; all links to policies are updated regularly at the University level; the issue of the 400 level courses is a department-specific issue; students simply do not click on links in general.

409.6 Members raised the following concerns about the motion:
• adding this information will emphasize one rule over all other rules;
• a more problematic issue in Arts is students knowing exactly how many 400 level courses to take in order to graduate on time, this would be much more beneficial to add to course outlines;
• a suggestion would be to have one location with links to all policies that students need to inform themselves of;
• adding the proposed wording on course outlines assumes that the policy will not change and because of the possibility of change it would be better to only add links to policies instead of the details of the policies on the course outlines;
• it should not be up to the assembly to decide which policies are more important than others, students and academics should know all the policies that concern them;
• it would be better to have Chairs and Directors inform their academic members about policies, such as the 14 day rule, and for student associations to inform their peers about their rights rather than add more information on course outlines.

409.7 The vote was called and the motion failed.

Motion: For Increased Grade Transparency in the Faculty of Arts

410.1 Mr. Greenspon read the preamble for the motion:
“Whereas, the Committee on Student Affairs discussed concerns brought by the Arts Undergraduate Society surrounding grade transparency and resolved to “continue to advocate for more transparency”;

Whereas, Part II, Article 13 of the McGill Charter of Student Rights states that “Unless the method of evaluation renders such a determination impossible, every student has a right to be informed upon request of his or her standing or performance in a course while the course is in the process of being taught”;

Whereas, the Arts Undergraduate Society regularly hears concerns from its members regarding the lack of transparency surrounding the grading process;
410.2 Mr. Greenspon moved “Be it resolved, that the Faculty of Arts Council mandate all Unit Chairs and Directors in the Faculty of Arts to encourage all course instructors in their units to make use of the “Grades” tab of MyCourses, in order to post and regularly update a breakdown of grades for each student for the duration of a course, seconded by Mr. Sobat.

410.3 Members noted this motion would force instructors to use myCourses. This would not be desirable for most instructors because myCourses is an extremely inadequate software that most simply wish not to use. It was also noted that instructors submit grades for assignments and examinations so it was unclear as to how there was a lack of transparency.

410.4 It was noted that the purpose of the motion was mainly to ensure that students receive a breakdown of their marks which could be done without using myCourses. Also in response to comments, it was pointed out if a breakdown of all class work was not provided then students going into their final examinations are unclear on exactly where they stand in the course.

410.5 A lengthy discussion was held with several attempts at reformulating the motion but with no agreement on the wording. The Chair suggested, in view of the fact that there was no agreement in the discussion, that either the motion be withdrawn or brought back to Faculty in the future.

410.6 Quorum was called and the meeting ended at 4:23 p.m.