

**FACULTY OF ARTS  
Minutes of Meeting  
April 9, 2019  
Robert Vogel Council Room**

**Attendance:** As per Faculty Appendix Book.

**Documents:** A-18-16 to A-18-24

**Order**

Associate Dean Engle-Warnick welcomed everyone to the last meeting of the year. The Associate Dean welcomed all the administrative and support staff in attendance and thanked them for taking the time to attend this very important prizes and awards meeting.

Associate Dean Engle-Warnick called the meeting to order at 3:02 p.m. and conveyed the regrets of the Dean.

**Agenda**

501.1 Professor S. Bond (Social Work) **moved** approval of the agenda, seconded by Professor C. Scholtz (Political Science). **Carried.**

**Announcements**

502.1 There were no announcements.

**Minutes of Faculty of March 12, 2019**

**A-18-16**

503.1 Professor J. Johnson (Political Science) **moved** approval of the minutes, seconded by Professor L. Alonso-Ovalle (Linguistics). **Carried.**

**Business Arising from the Minutes**

504.1 There was no business arising.

**Members' Question Period**

505.1 No questions were submitted.

**Award Presentations -**

- 506.1 Associate Dean Engle-Warnick thanked all the members of the committees who worked to determine the winners of the Faculty awards for teaching, research, and administrative staff. The Associate Dean pointed out that the recognition is very significant. Associate Dean Engle-Warnick asked that Associate Dean Sparks present the awards.

**Arts Award for Distinction in Research**

- 506.2 Associate Dean Sparks announced that the winner this year was **Professor Michael Van Dussen of the Department of English**. Below is the citation.

*“After one year as a postdoctoral fellow at Pennsylvania State University, Prof. Van Dussen arrived at McGill in 2010. Since then, his rate of publication has been nothing short of astonishing. His monograph, *From England to Bohemia: Heresy and Communication in the Later Middle Ages*, appeared in hardcover in 2012 with Cambridge University Press, which is, today, the most prestigious academic press in medieval studies. His is the first book-length study of the influential cultural and religious exchanges which took place between England and Bohemia following Richard II’s marriage to Anne of Bohemia in 1382. It was reviewed in nine scholarly journals, where it is praised as a “superb study” that is “rigorously researched and lucidly written,” and which “draws on painstaking analysis of manuscript and other evidence.” It was subsequently released in paperback in 2014—a testimony to its importance in the field . . . as well as its healthy sales.*

*In addition to this monograph, Prof. Van Dussen has co-edited three collections of essays, dealing with networks of readers in the fourteenth through the sixteen centuries, medieval manuscripts, and religious controversy after John Wyclif. Since 2009, he has published eight chapters or articles, five book reviews, two encyclopedia entries, and introductory essays to his three co-edited volumes. Moreover, the *Brill Companion to the Hussites*, which he was commissioned to edit, is slated to appear later this year. He also has a contract with the Liverpool University Press for a critical edition of Richard Rolle’s *On Lamentations*, which is scheduled to appear in 2020.*

*His current project, *Media Shift: Manuscripts and Encyclopedism in Late-Medieval Europe*, will analyze the interplay between late-medieval religious politics and manuscript culture at a time when book production, circulation, readership, and collecting outpaced these activities in any previous period of European history. He will assess how medieval intellectuals responded to media shifts—access to new markets and distribution centers, increased production—that were stimulated by religio-political crises, and how the manuscript medium conditioned the forms of their responses.*

*Prof. Van Dussen is well-known in North America and Europe for his work on medieval manuscripts, literacy, religious controversies, and networks. His reputation in international circles has led to invitations to give keynote talks at conferences in Prague, in Miami, and in Paris, numerous peer-reviewed conference presentations, and invited lectures at universities in Oxford, Tucson, Prague, Toronto, Amsterdam, and Philadelphia.*

*Prof. Van Dussen has also been instrumental in promoting medieval studies as part of his overall research program. He was a founding member of the Medieval Studies minor program, an interdisciplinary program brings together faculty from the departments of Art History and Communication Studies, History, Jewish Studies, Religious Studies, French, Philosophy, Islamic Studies, LLC, Music, and English. He has been Chair of the program committee since 2016. As a complement to this academic program, Prof. Van Dussen has also served as the Director of the McGill Medievalists Research Group, which features lectures and workshops by medievalists from all disciplines bringing leading medievalists to McGill for talks and special events ordinarily eight times per academic year.*

*As a leader in medieval studies, both inside and outside McGill, in Canada and abroad, Prof. Van Dussen is in a class of his own.*

*After learning of his selection for this award, Trevor Ponech wrote in his note to Michael: "This award is richly deserved. I could not be happier that its latest recipient is a colleague whose contributions to the study of English literature and global literary culture are paradigmatic of the kind of excellence the award is meant to discern."*

*Congratulations, Michael."*

- 506.3 Associate Dean Sparks congratulated Professor Van Dussen on being given this esteemed award. Faculty applauded.

**Arts Insight Dissertation Award**

- 506.4 Associate Dean Sparks announced that the winner this year for Social Sciences was **Dr. Ilyan Ferrer of the School of Social Work**. The Associate Dean noted the regrets of Dr. Ferrer. Below is the citation.
- 506.5 *"Dr. Ilyan Ferrer's dissertation, *Aging in the context of immigration and care labour: The experiences of older Filipinos in Canada*, challenges the idea that the labour contributions of racialized immigrant communities are best understood by examining only the realities of 'working age' people engaged in the primary labour market. He argues that this renders invisible the active labour contributions of older racialized immigrants who are more likely to participate in secondary labour markets and through care giving exchanges within both the family and the community.*

*Using critical ethnography and narrative approaches, Dr. Ferrer addresses issues of access and equity within the Filipino community and connects labour to social and health policies directed to this community. His theoretical framework combines approaches in social gerontology – "the life course" – with critical race theory and critical race feminism – also known as "intersectionality".*

*The three areas of impact on which he focuses are under-represented in both gerontological and social work scholarship. They are: the disjunctures between immigration and migration policies such as the Parent and Grandparent Supervisa Program and the lived experiences of older people and their family sponsors; the experiences of older*

*domestic workers with a particular focus on the experiences of aging among Filipina workers; and the transnational and intergenerational care between older Filipinos and their families. Dr. Ferrer's external examiner describes the dissertation as making "a unique contribution to multiple areas of theory and practice: aging, immigration, intersectionality and racialization."*

*Dr. Ferrer's research has made a significant contribution to ethnogerontological scholarship by offering guidelines to enable a better understanding of, and a way to account for, the structural and experiential barriers and resiliencies older racialized immigrants face.*

*Dr. Ferrer is currently Assistant Professor of Social Work at the University of Calgary."*

506.6 Associate Dean Sparks congratulated Dr. Ferrer on being given this award. Faculty applauded.

506.7 Associate Dean Sparks announced that the winner this year for Humanities was **Dr. Reilley Caitlin Bishop-Stall of the Department of Art History and Communication Studies**. The Associate Dean noted the regrets of Dr. Bishop-Stall. Below is the citation.

506.8 *"Dr. Bishop-Stall's dissertation, entitled Unsettling the Archive: Intervention and Parody in Contemporary Indigenous Photography, investigates the work of contemporary Indigenous artists in North America whose artistic production brings to the fore, questions, and reorients, the role of photography in the enduring processes of settler colonialism.*

*Dr. Bishop-Stall examines photography as one of the main twentieth-century mediums of representation of Indigenous peoples (First Nations and Metis communities) and as a medium privileged by Indigenous artists to contest that history. As one of the first scholarly examinations of contemporary North American Indigenous art, its focus on photographic practices has established the longue durée of photography both as a visual culture explored to reinforce settler colonialism and as an artistic practice of resistance against colonialism. It has also disclosed some of the most innovative investigations by North American Indigenous artists.*

*Her external examiner writes: "I find the thesis to be compelling, thoroughly researched, and well written. The artists and works under examination are well chosen and the project is elegantly designed. The descriptive elaboration of each of the examples is especially notable. It is not easy to translate photographs into textual language, but in virtually every case, the analysis of individual photographs is attentive and illuminating, and is well supported by careful historical and socio-political analysis." Another reviewer described Dr. Bishop-Stall's dissertation as "an outstanding contribution to the understanding of the vibrant field of contemporary Indigenous art, photography studies and colonial studies."*

*Dr. Bishop-Stall currently holds a postdoctoral position at Concordia University for the "Inuit Futures in Arts Leadership: The Pilimmaksarniq/Pijariuqsarniq" project—a position that establishes her as a leading young researcher in the area of contemporary art history, with a unique specialization in Indigenous art and the history of photography."*

506.9 Associate Dean Sparks congratulated Dr. Bishop-Stall. Faculty applauded.

**H. Noel Fieldhouse Award for Excellence in Teaching**

- 506.10 Associate Dean Sparks announced that the winner this year was **Professor Alia Al-Saji of the Department of Philosophy**. The Associate Dean read the following citation:
- 506.11 *“Professor Alia Al-Saji’s courses cover the gamut from a large introductory lecture course -- Existentialism, to the 400-level Topics in Feminist Theory, to a graduate seminar in Contemporary European Philosophy. She is also Undergraduate Program Director for Philosophy.*

*No matter the size of the course, however, Professor Al-Saji is known for consistently drawing her students into the subject matter: her own deep engagement with the material enables her to provide the nuanced analyses that illuminate current problems and debates in public discourse. Her students consistently remark on how inspiring it is to see how she is able to communicate her passion for the material to her students. As one student wrote: “It is this ability to make students interested, but more importantly affectively attached to the content of her courses that is in my opinion her best quality as a teacher. Professor Al-Saji makes you want to come back to her classroom because you know that you will be getting more than just course material. There is something very personal about her teaching, even in bigger classes, where she encourages everyone to feel compelled by the content of the course in their own way.”*

*While her courses familiarize students with foundational texts, they also introduce them to methodologies that interrogate, widely held assumptions. This pulls students out of their comfort zones, and equips them to challenge others’ assumptions. One student in Critical Race Feminisms wrote: “I cannot recommend this course highly enough. I found the course genuinely thought-provoking—it challenged me in my conceptions of what counts as philosophy—and what counts as feminist philosophy. . . . I am taking many of the thinkers and concepts that we discussed with me as I continue my philosophy studies.”*

*Professor Al-Saji’s courses also often raise sometimes uncomfortable challenges to our thinking. It is her ability, however, to create an atmosphere of mutual trust in her classroom that leads students to observe regularly that her classroom is a “safe environment, inviting and non-hostile, an environment that encourages us to share our ideas and questions.”*

*The guidance she provides frequently continues long after the semester is over. Her students often return to her for further discussion and mentorship and she continues to encourage and reach out to them. For instance, as a result, one student’s final paper from Topics in Feminist Theory was accepted for publication in Fragments (an undergraduate philosophy journal) and another’s for presentation at the Critical Reflections conference at the University of Windsor. She also sponsored two undergraduate students for the American Philosophical Association’s Philosophy Summer Institute.*

*But perhaps this comment sums up why Professor Al-Saji was selected as this year's Fieldhouse winner: "I would not be imagining a future in philosophy if Professor Al-Saji's teaching had not encouraged me to do so."*

506.12 Associate Dean Sparks congratulated Professor Al-Saji. Faculty applauded.

**Arts Award of Excellence for Administrative and Support Staff**

506.13 Associate Dean Engle-Warnick asked Dr. S. Bond (School of Social Work and Chair of the Arts Award of Excellence for Administrative and Support Staff Committee) to present the winner.

506.14 Dr. Bond was very proud to announce that **Ms. Lillian Iannone of the School of Social Work** was the winner this year and read the following citation.

506.15 *"After review, the committee arrived at a unanimous consensus, with **Lillian Iannone** selected as the award winner.*

*Committee members were particularly impressed with Lillian Iannone's 45-year dedication to the Faculty of Social Work, and to McGill University, epitomizing service excellence at the highest level. Lillian's letter of support describes her as "irreplaceable" and a professional in the highest sense of the word, assuming full responsibility for student access to graduate programs and the support of faculty from "a to z". Lillian represents the front line of the graduate programs within the School of Social Work. Over her 45-year career, she has supported programmatic changes, and introduced new strategies to handle recruitment, streamline admissions and all aspects of program development. She is always available to attend to the most detailed requests from students and from faculty alike, supporting everyone through periods of anxiety and stress. She represents the collective memory of the department over almost a half-century span. Her career has spanned multiple directors, and she has seen the arrivals and departures of many faculty members. Lillian is often the only staff in the department remembering their academic and social contributions to the School and to the field. Over her long career, Lillian has contributed to the development of new graduate programs (PhD, MSW, MScA, to name a few). She currently supports five graduate programs within the School, as well as the student record component of the BSW program. Collaborating with all program directors and university units, Lillian provides the secure base to track students' progress from the pre-application phase and through all phases of their academic cycle until graduation. Over the decades, Lillian has formed relationships with students and has witnessed their contribution from student life, to their world outside the university.*

*Students attest to her unwavering support throughout their graduate program trajectory – how she is always available to field questions, navigate hurdles with support, warmth and compassion. Above all Lillian works tirelessly to uphold the core principles of McGill - supporting academic freedom, responsibility and equity – all of these values are woven into every aspect of her job and really all that she does. It is for these reasons that Ms. Lillian Iannone is most deserving of this year's Award for Administrative Excellence."*

506.16 Associate Dean Engle-Warnick congratulated Ms. Iannone. Faculty applauded.

**Arts Awards for Graduate Student Teaching**

506.17 Associate Dean Sparks reported that the Arts Committee on Graduate Studies was proud to announce this year's recipients of the Arts Graduate Student Teaching Awards. The following citations were read:

506.18 **Mr. Chris Rice, a PhD student in the Department of English.**

*"Chris is a naturally gifted as a teacher, driven by a quietly evident mission to convey the excitement of intellectual engagement, critical thinking, and literary analysis in a variety of classroom settings. When Chris came to McGill for his PhD he already had six years of experience teaching at the University of King's College (Halifax) as a TA for three years and then as a full-time "Faculty Fellow" teaching in its well-regarded Foundation Year Programme from 2012 to 2015. Since he entered the doctoral program at McGill in 2015, he has continued to explore new pedagogical approaches, always working hard to develop his craft.*

*Not surprisingly, therefore, Chris is known in the department as a valuable model and mentor whose experience allows him to guide younger TAs. Last fall, for example, the department's coordinator of TAs, Eli MacLaren, asked Chris to lead an extended training session for new TAs. In Eli's words: "As a veteran TA, Chris's input on marking and leading conference discussions was of terrific benefit in preparing [our first-time TAs] for the work of the fall term." Peter Gibian, for whom Chris is a TA writes: In our semi-weekly meetings, working with Chris along with the two other TAs has been a tremendous pleasure—as the sessions are always provocative and stimulating, frequently turning into something like the most successful moments of discussion in advanced graduate seminars. Chris's practical ideas about the grading of exams or essays have given the new TAs a great new clarity about what is most writes crucial in the process—so that they can begin that work at a high level.*

*Students praise Chris's passion, enthusiasm, and sense of fun, but equally his patience, clarity, and organization. Above all else, they recognize and appreciate the care he puts into his teaching. Here are but two examples:*

*"Chris made it a very open space for students to share their ideas and placed the focus on us, allowing debate and conversation to flow between students. He also offered some great insights himself that helped to drive the conferences."*

*"Chris exemplifies what for me is a good teacher--a person who is knowledgeable in an area of study and wants to share this knowledge with his/her students. He challenges [us] to think creatively, interpretatively, and critically in order to develop and improve our own skills in understanding texts."*

506.19 **Mr. Paolo Saporito, a PhD student in the Department of Languages, Literatures, & Cultures**

*"Here at McGill, Paolo has had a stellar career as a teacher in the Italian Studies Program where, as a course lecturer, he has taught successfully Elementary Italian and has been a visiting lecturer for language and culture courses at the Italian Cultural Institute. In addition*

to his effectiveness as a language teacher, for the past three years he has been a Teaching Assistant for Giuliana Minghelli's film seminars in Italian Studies. On the road: Journeys through Italian cinema and *History and Emotion: Nation, Identity and Intimacy in Italian Cinema*, as well as the large introductory lecture course offered through the World Cinemas Program: *Introduction to Film History*.

Paolo has been invaluable for his keen participation in the organization of the courses and the discussion of pedagogical strategies; his enthusiastic engagement with the materials; his enriching the class lectures and discussions with verve and insights; and with his generosity and commitment and for the many initiatives he has spearheaded. His work is informed by a philosophy that sees the classroom as a platform for sharing and enriching his intellectual interests. While he is intellectually demanding in the classroom, he has a winning, warm personality and an open attitude that encourages the exploration and questioning of ideas by his students. For Paolo, the interaction with students is a civic and political act that fosters collaborative critical thinking.

Students in his language courses, which begin at 8:30 am, describe him as follows: "He always begins the class full of energy with a 'Buonogiorno!' with a huge smile on his face. He then organizes an activity that allows us to review previous lessons and practice our communication in Italian. Getting us engaged early on in the semester and encouraging participation has made the class feel like a family. He does a great job of making his classroom a positive learning environment."

Paolo is currently teaching a 400 level film course, *Posthuman Agencies in Contemporary Cinema*, a course he designed based on his current research. It is testament to his popularity and to his effectiveness as a teacher that many of the students he first met as a TA in the film courses are currently enrolled in his seminar."

**506.20 Ms. Sabeena Shaikh, a PhD student in the Institute of Islamic Studies.**

"Sabeena Shaikh has taught and is currently teaching two full-year levels of the Urdu-Hindi language course at the Institute of Islamic Studies. She has breathed life into the Urdu-Hindi language program through her learned, effective, and passionate teaching.

While in general language teaching tends to be more time-consuming than the teaching of content courses, the Urdu-Hindi courses are particularly challenging. Undaunted, Sabeena has risen to and gone beyond this challenge through the innovations she has introduced that have made the learning of the language a cultural experience. She has incorporated a much greater use of "authentic" materials including Bollywood songs, news reports, etc. that are relevant to the grammar being taught, and that engage the students extremely effectively.

Several students have written about her infectious enthusiasm for South Asian culture, which she communicates through her teaching methods, such as building lessons around South Asian holidays and observances (Ramadan, Basant, Holi, etc.). One of her students writes, "I especially appreciated Sabeena's love of the culture and how she wove this into her daily lessons." Another student praises "her ability to inspire students with her infectious passion for South Asian culture, language, and learning."

*In addition to teaching three classes per week and grading the homework assignments that are given for nearly every class, Sabeena also holds speaking sessions for an hour a week in which she interacts with students to help them with their conversational speech. Whether in the regular classroom sessions or in this additional forum, her students feel encouraged to ask questions.*

*As one wrote, "she is respectful of everyone's questions, concerns, struggles, and comments." Another lauded her "ability to draw attention to detail and ensure students understand material to the fullest extent," while another averred that Sabeena "never moves on from a new topic or someone's question without making sure she has fully clarified the point." One student, who has taken her courses for the past two years, has perhaps summed it up in the comment: "Sabeena makes learning a language feel relevant and fun."*

506.21 Associate Dean Sparks congratulated Chris, Paolo, and Sebeena. Faculty applauded.

### **Actions of Senate**

507.1 Associate Dean Engle-Warnick asked if there were any questions for Senators. No questions were raised.

Detailed minutes of Senate meetings can be found at: <https://mcgill.ca/senate/senate-2018-2019/senate-meeting-documents-2018-2019>.

### **Report of the Dean**

508.1 There was no report.

### **Report of the Associate Deans**

#### Academic Administration and Oversight

509.1 Associate Dean Lane-Mercier reported on the following:

#### Strategic Planning Committee

- In January Mr. Richard Courtois (Director of Administration) and Ms. Emily Findelton (Senior Human Resources Advisor) took over the lead with the work of the committee because it had been working specifically on proposing a series of scenarios for revising reporting lines from the ASCs to the Dean's Office. The scenarios have been discussed and will be on the agenda for the next Priorities and Planning Committee meeting and then on to the Dean's Retreat in May.
- The second item now being discussed was the revised Space Policy. This will follow the same committee approval path as the revised reporting lines.

#### Space

- McTavish Street Row Houses – The University has undertaken a study for the possibility of repurposing three row houses on McTavish Street that are in extreme disrepair. A memo will be sent to the occupants of the two Arts row houses (one

falls under the jurisdiction of the Desautels Faculty of Management) to inform them that in order to complete the design concepts to the buildings, architects and engineers will be visiting the houses as of Thursday, April 11<sup>th</sup> to perform a variety of tests which could be intrusive. No timeline has been announced although the testing period should last at least a few weeks. If the University decides to proceed with the repurposing of the three row houses, the current occupants will be relocated to appropriate space.

- Wilson Hall –Approximately eight years ago the University wanted to demolish the building, however, the proposal to do this was not approved by the Quebec government. As a result, Campus Space and Planning was now working on a new scenario for a \$50 million renovation to the building. The outer and inner heritage aspects of the building will be maintained.

Meetings with proposed user groups (School of Social Work, French Language Centre, Languages, Literatures, and Cultures, and East Asian Studies) will be held soon to discuss the project and timeline. The School of Social Work, which is the primary user of Wilson Hall, will be moved for approximately two years to rented space while the work is completed.

- Arts Building - The Arts Building has been officially renamed as the McCall-McBain Arts Building.

The Faculty put forward some proposals to the Universal Access Capital Projects Working Group in the fall and two of the proposals have been retained by the Working Group. The first proposal was to fund universal access to Moyse Hall to the seating area as well as to the stage, this will involve a pre-feasibility study with respect to the cost of such a project. The second proposal which will be studied by the Working Group was universal accessibility through the exterior doors to the Arts Building as well as to the washrooms. These will be huge improvements.

The Human Resources operation within the Arts-Ferrier Arts Service Centre (ASC) will be moved to the ground floor where all the other components of the ASC are currently located. This move was the result of comments noted on a survey from academics, staff, and students that having the ASC operations on two different floors was not working.

- Ferrier Building - The McGill Institute for the Study of Canada moved from Peel Street to the renovated ground floor of the Ferrier Building in December.

The AUS generously funded just over \$19,000 from the Arts Undergraduate Improvement Fund to make three sets of improvements to the Ferrier Building:

- Replace the seating in the student lounge on the second floor;
- Replace the seating in the East foyer which is the area that leads to the new location of the Canadian Studies Program;
- Provide additional seating on the fourth floor.

The Faculty was thankful for the generosity of the AUS.

The final comment concerning the Ferrier Building was to note that, as of a few months ago, there were no more swing offices available in the building. The space crisis continues in the Faculty which now also includes the Ferrier Building.

- Leacock Building - The terrace project will begin this May with landscaping the terrace area and creating an outside amphitheater that will have a multi-purpose use. New vegetation, trees, and plants which will be brought in to beautify the area.

Another concern for the Leacock Building was to continue addressing important structural issues. These issues will impact on several areas in the building:

- The AUS lounge and the Bar des Arts will have to be relocated to the Arts Computer Lab. The AUS Executive was consulted and agreed to the move.
- Several AUS offices will be relocated to 420 Sherbrooke Street.
- SNACKS must be relocated. The location is still to be determined.
- The classrooms in the basement will either be taken offline or relocated to 420 Sherbrooke Street.
- The two areas dedicated to T.A. booths (Leacock 111 and 112) will be taken out of service. This will affect all the units housed in the Leacock Building. All those who used these two rooms for their TAs to meet with students will have to find temporary space solutions for, at least, the next academic year.

#### Library

- The Schulich Library of Physical Sciences, Life Sciences, and Engineering will close for major renovation work as of May for two-years. This means that 850 seats will be relocated to Redpath-McLennan. The plan will be to relocate the Schulich librarians to the Redpath-McLennan complex, to open approximately five hundred seats on the second floor of Redpath and the second floor of McLennan, and to house the entire Schulich collection (160,000 volumes) in the Redpath-McLennan basement.

The plan will also include relocating 250,000 very low-use volumes from the Redpath basement into dark storage which is an area accessible only to librarians. Anyone wishing to borrow items from dark storage must go through inter-library loans.

Finally, the last part of the plan will be for the Redpath basement to host not only the Schulich collection but also the Japanese, Chinese, and Korean collections for a total of 89,000 volumes. It will further host the Osler Circulating Collection for a total of 39,000 volumes. Lastly it will host the entire microfilm collection which is comprised of 44,000 boxes. The basement will be open for browsing and retrieval.

All of this will impact researchers and students.

#### North Eastern University (NEU) Partnership

- This was a partnership between NEU (Boston), the Faculty of Arts, and the School of Continuing Studies which has been ongoing now for three years. There were ten Arts courses with NEU students registered in them in the fall term. This generated \$448,000 net to the Faculty of Arts. These are unrestricted funds which provide the opportunity to, for example, top up the TA budget and/or the Summer Studies budget. Both of these budgets will be topped-up again this year. The income from NEU partnership will also be used to fund Capital Alterations to Arts that the

University will not cover, such as installing partitions, moves within the faculty etc. Finally, the participating units will be financially compensated.

#### Research and Graduate Studies

509.2 Associate Dean Sparks reported on the following:

- Graduate funding was an ongoing area of concern for most of our departments and programs. This term the Associate Dean has been concentrating on gathering information of the design and success of the different M.A. programs in the faculty. There was no formal funding structure for the M.A. program which, in some cases, was leading to unsustainable programs without intervention and investment.

The Associate was grateful to the Graduate Program Directors for their input on this issue by answering her questions, filling out surveys, and attending meetings. All of this has been extremely helpful. This was an ongoing conversation in Arts, with the participation of Graduate and Postdoctoral Studies, on the direction of the M.A. programs, many of which are underserving students and some of which might need to be reconfigured to be more successful.

The announcement of the McCall-McBain Fellowship Program for Masters students was coincidental to this work. The discussions about this program and how to integrate it into our faculty has been very productive. These two initiatives will work very well together. Arts was also benefitting from the McCall-McBain team that has been gathering very useful data about the existing Arts M.A. programs.

- The T.A. budget for the coming academic year has been implemented around a student-teacher ratio of 1:65. This ratio was made possible because of a significant allocation of the NEU funds. It is not part of the permanent budget, therefore, there was no guarantee that the ratio number will remain at 1:65. The faculty was looking into alternative ways of allocating T.A.ships in the future.
- The Office of Sponsored Research (OSR) has asked Arts to boost its numbers of partnership grant applications, but more specifically, to start thinking strategically about partnership grants well in advance of application. OSR recommends two, three, four, and even five years before submission for planning these grant applications. Arts will begin providing seed funding for researchers who are interested in collaborating in the early stages of a grant application. Interested colleagues should contact the Office of the Associate Dean with their ideas.
- The results of a bibliometric assessment of the faculty has been recently received. This was a wide-scale examination of data about our rate of publication and citation in comparison with other universities. The results include: Arts increased its journal publication rate in the 2013 to 2017 period in comparison with the four previous years by more than fifty percent; Economics and Anthropology lead the other units in numbers of publications over the last ten years; and, the academic rank with the highest number of publications, on average, is the full professor tier.

#### Student Affairs

509.3 Acting Associate Dean Hickman reported on the following items:

- A report from a sub-committee of the Enrolment Student Affairs Advisory Committee has been made available. The sub-committee was to assess the

feasibility of implementing a fall reading break. This is clearly something in which students feel strongly about putting into place. At this point, the university must first evaluate how this might work and how such a break might be built into the schedule without too much disruption and with maintenance of necessary contact hours. Surveys were undertaken in 2018 conducted by SSMU asking students about different ways in which a fall reading break might be implemented and which would they favour. The sub-committee examined the results and decided to pursue two of the options that received the majority of support. These options were starting classes a week before the current start date or extending the length of classes slightly. The sub-committee was still working and gathering feedback from stakeholders around the university and have concluded that further consultation was needed.

- The Local Wellness Advisor, Ms. Bianca Brunetti, was now located in a sound-proofed space in OASIS and, as a result, serious and confidential work can now be undertaken. As of this summer she will be available for one-on-one consultations with students.
- Work was continuing with the Arts Communications Office on enhancing communications in OASIS and updating the web site. The changes to the web site consist of making information about programs, degree planning tools, and Study Abroad Application Procedures more accessible. One commitment that was being undertaken was creating a box for news about curriculum developments.

509.4 Associate Dean Engle-Warnick thanked the Associate Deans for the reports.

### Report of the Curriculum Committee

**A-18-17**

510.1 Associate Dean Lane-Mercier **moved** approval of the Report of the Curriculum Committee 'en bloc' as outlined in document A-18-17, seconded by Professor T. Ponech (English).

The report contained the following proposals:

#### **HISTORY AND CLASSICAL STUDIES**

Proposed new program: Minor Concentration in South Asian Studies CC-18-107

#### **MATHEMATICS AND STATISTICS**

Proposed new programs: B.A. Supplementary Minor Concentration in Statistics (CC-18-108) and B.A. Major Concentration in Statistics (CC-18-109)

Proposed program revisions: B.A. Honours in Applied Mathematics (CC-18-110) / B.A. Honours in Mathematics (CC-18-111) / B.A. Joint Honours Component in Mathematics (CC-18-112) / B.A.&Sc. Joint Honours Component in Mathematics (CC-18-112A).

#### **SCHOOL OF INFORMATION STUDIES**

Proposed new course: GLIS 674 (CC-18-113 / PRN 13230,V3)

Proposed program revisions: Master of Info Studies, Non-Thesis –Course Work (CC-18-114) / Master of Info Studies, Non-Thesis – Project (CC-18-115).

**ECONOMICS**

Proposed new courses: ECON 661 (CC-18-118 / PRN 14778,V2) / ECON 664 (CC-18-119 / PRN 14779,V2).

Proposed program revisions: M.A. in Economics, Non-Thesis (CC-18-120) / M.A. in Economics, Non-Thesis – Development Studies Option (CC-18-121) / M.A. in Economics, Non-Thesis – Population Dynamics Option (CC-18-122) / B.A. Minor Concentration in Economics (CC-18-123) / B.A.&Sc. Minor Concentration in Economics (CC-18-124).

510.2 The motion **carried**.

**Report of the Social Entrepreneurship Program Committee** **A-18-18**

511.1 The annual report was accepted.

**Report of the Latin and American Caribbean Studies Program Committee** **A-18-19**

512.1 The annual report was accepted.

**Report of the Indigenous Studies Program Committee** **A-18-20**

513.1 The annual report was accepted.

**Report of the Medieval Studies Program Committee** **A-18-21**

514.1 The annual report was accepted.

**Report of the Catholic Studies Program Committee** **A-18-22**

515.1 The annual report was accepted.

**Report of the History and Philosophy of Science Program Committee** **A-18-23**

516.1 The annual report was accepted.

**Report of the Canadian Ethnic and Racial Studies Program Committee** **A-18-24**

517.1 The annual report was accepted.

**Report of the Activities of the Arts Undergraduate Society**

518.1 There was no report.

**Report of the Graduate Students**

- 519.1 Ms. Kouchakji (Graduate Student Member) reported that the registration was open for spring intermediate level French sessions and that PGSS was recruiting students for commissioner positions.
- 519.2 Associate Dean Engle-Warnick thanked Ms. Kouchakji for reporting and for being present. The Associate Dean noted that it has been several years without any graduate student representation on this body. He said it was very important that there were now two graduate student members who have joined the assembly.

**Other Business**

- 520.1 There was no other business.

**Adjournment**

- 521.1 The meeting adjourned at 3:58 p.m.