

**FACULTY OF ARTS
Minutes of Meeting
November 22, 2016
Robert Vogel Council Room**

Attendance: As per Faculty Appendix Book.

Documents: A-16-1 Revised A-16-7 A-16-8 A-16-9

Order

Dean Maioni welcomed everyone to the meeting and called to order at 3:05 p.m.

Dean Maioni asked the assembly to give permission for Mr. Adam Finkelstein and Mrs. Emmanuelle Lapointe speaking rights so that they could make a presentation under agenda Item 2 and so that they could respond to questions. Members **agreed**.

Agenda

201.1 Professor Trocmé (Social Work) **moved** approval of the agenda, seconded by Professor Galaty (Anthropology). **Carried**.

Presentation: Design update for Classrooms Arts 145/150

202.1 Dean Maioni introduced Mr. Adam Finkelstein (Teaching and Learning Services) and Mrs. Emmanuelle Lapointe (Design Services, Facilities Management and Ancillary Services).

Mr. Finkelstein began by thanking the assembly for the opportunity to make a presentation on the design update of classrooms Arts 145 and Arts 150.

Mr. Finkelstein said that there were two working groups with full representation across the University that prioritize funding for both classrooms and labs as well as determining which classrooms and labs will be renovated. The representation includes both academics as well as colleagues from Facilities (Operations).

Mr. Finkelstein pointed out that when students enter rooms that look like Arts 145/150 it gives them a message of sitting down, being quiet, and taking notes. It gives instructors a message that they are behind a huge podium that separates them from the students they are teaching. As a result, such classrooms are very awkward and disabling for both students and instructors. Being interactive with the students becomes very challenging. Therefore, Teaching and Learning Services Working Groups developed principles to follow in order to provide classrooms that enable students to engage in content and with each other. In older

rooms like Arts 145/150 there is no room for students to spread out (have their laptop and papers etc. out in front of them) and to interact with each other by forming groups. Mr. Finkelstein noted that there was research that indicates that students perform much better when they are close to the instructors.

Mr. Finkelstein said that interest in building University classrooms where lecturing and the application of learning takes place all in one space began about sixteen or seventeen years ago. Interactive classrooms are very interesting because they are classrooms that are designed from the ground up to promote collaborative learning, increase interaction with students and faculty members, and enrich the educational experience with new technologies. Mr. Finkelstein pointed out that McGill currently has approximately sixteen or seventeen such classrooms across campus and has the most number of interactive classrooms across Canada. Mr. Finkelstein showed slides of the different interactive classrooms currently on campus.

Mr. Finkelstein also pointed out that the challenge at McGill was that the University was not building new buildings, for the most part, but rather it was renovating existing spaces with all of the implications of renovating old spaces.

On a positive note, Mr. Finkelstein said that there was a comprehensive support program to go along with these types of installation of classrooms to help faculty members and instructors adopt new technologies and new pedagogies to take advantage of these group collaborative spaces.

Mr. Finkelstein provided more information about interactive classrooms. As for Arts 145/150, Mr. Finkelstein said that these two rooms were very difficult with awkward furniture that is far too small for students to fit in, with raised stages in the front that cause problems for people with mobility issues, and the technology in both is extremely out of date. He pointed out that, according to normal standards, the current capacity of 70 students and 60 students is over double the amount of students that should be in each room. So if the only work that was done was to change the furniture the total capacity would drop by fifty percent. It made sense to have the design team investigate how to make these rooms more efficient for both students and faculty members.

After several meetings, it was decided that the best route would be to create one large collaborative classroom. Mr. Finkelstein provided several options for the layout of this one large classroom and noted that it would be excellent to have an interactive classroom on lower campus. The options include the room with capacities of 96 students, or 88 students, or 78 students with tables for group seating and a moveable space for the instructor with wallboards on the walls so that work can be displayed on all the walls.

202.3 Members raised the following concerns/comments:

- When the instructor is in the middle of the room, half of the students are facing the instructor's back and, as a result, it is difficult to see that they may have raised their hand etc. It is better to see the entire class. In response, Mr. Finkelstein said that being in the middle could be unnerving and that it is something that takes time to get used to. He noted that the options provided puts the instructor more on the side of the room rather than right in the middle.

- It is important for the Working Groups to be aware of the kinds of teaching that Arts faculty members engage in. For example, teaching database searching which requires the instructor to be at the computer most of the class rather than walking away from the podium. In response, Mr. Finkelstein said that for this type of teaching in this kind of classroom would not be appropriate.
- Can the room be set up for multiple teaching styles? Mr. Finkelstein said that they are working towards having one mobile podium. The problem is power and the solution, for now, was to have two podiums in the rooms. One more stable with all the power and a smaller podium that can move around the room with notes and a laptop on it.
- Is it at all possible to maintain the functioning of the room as a lecture hall? Mr. Finkelstein responded that it will still be possible to deliver lectures in the new classroom as in the past. The only change was to the size and layout.
- The room is not set up for conventional lecturing style of teaching that Arts faculty members prefer. Is there a way of making up for the loss of these conventional rooms? Mr. Finkelstein agreed that the room is not designed to be a typical 90-minute lecture room and noted that there were lots of conventional classrooms still available for lecture style courses on campus. It is important to have a balance of active learning as well. He pointed out that a conventional lecture classroom will be built in Wilson Hall.
- Based on experience in the interactive room in the Faculty of Education, 96 students seem too much for this room and it would be better if the podium could move and not be fixed. Mr. Finkelstein took these points into consideration but pointed out that going forward with less students in the room would cause scheduling problems for Enrolment Services.

202.4 Dean Maioni thanked Mr. Finkelstein and Mrs. Lapointe for the very informative presentation.

Announcements

203.1 Dean Maioni offered, on behalf of the Faculty, the following congratulations:

- Congratulations to John Hall of the Department of Sociology, who has won the Royal Society of Canada's Innis-Gérin Medal for a distinguished and sustained contribution to the literature of the social sciences and the Prix du Québec Léon-Gérin, the highest distinction awarded to a researcher for his or her entire career in one of the disciplines of the humanities and social sciences.

John Hall is James McGill Professor of Comparative Historical Sociology. His work deals with state-building and nation-building, with an emphasis on European history. He is the author of over 30 books and has authored or co-authored over 60 book chapters and scholarly articles in the field of political sociology.

Professor Hall's citation for the Prix du Quebec states that "his interdisciplinary work in sociology and history sets him apart as one of the finest observers of contemporary political realities".

His citation for the Royal Society reads: “his work has brought together insights and evidence from history, sociology, and political science to produce richer and improved explanations of processes and outcomes that matter in history, matter today, and matter for the future.

While eight individuals have won both medals, John Hall is the only one to receive both in the same year.

- Congratulations to Professor Cindy Blackstock of the School of Social Work, who was recently named an Honorary Fellow of the Royal Society of Canada.
- Congratulations to Professeur Michel Biron of the Département de langues et littérature françaises, who has won one of two Prix Jean--Éthier-Blais for his book, *De Saint-Denys Garneau*. The prize was awarded by the Fondation Lionel-Groulx for the best book of literary criticism of Quebec literature in French, written in French and published in the past year.
- Congratulations to Professor Charles Taylor of the Department of Philosophy, who has been named the inaugural winner of the Berggruen Prize. Awarded by the California-based Berggruen Institute, it will be given annually “to a thinker whose ideas are of broad significance for shaping human self-understanding and the advancement of humanity”.

203.2 This concluded the Announcements.

Seating of Student Members

A-16-1 Revised

204.1 Dean Maioni accepted the revised list.

Minutes of Faculty of September 27, 2016

A-16-7

205.1 Professor Everett (Langue et littérature françaises) **moved** approval of the minutes, seconded by Professor Raboy (Art History and Communication Studies). **Carried.**

Business Arising from the Minutes

Minute 114.1 **Report of the Sexual Diversity Studies Program Committee**

Minute 115.1 **Report of the Women’s Studies Advisory Committee**

206.1 The annual reports were accepted.

Members’ Question Period

207.1 No questions were submitted.

Report on the Actions of Senate - Senate meetings of September 21, 2016 and October 19, 2016

208.1 Dean Maioni noted that the report for the Senate meeting held on September 21st was available to read at: <http://www.mcgill.ca/arts/facultystaff/facultymeetings/faculty-meetings-restricted>

208.2 With no questions raised about the report, the Dean thanked Senator Elbourne for the report. The Dean pointed out that the report for the meeting held on October 19th would be posted on the web shortly.

Detailed minutes of Senate meetings can be found at: <http://www.mcgill.ca/senate/senate-2016-2017>.

Report of the Dean

209.1 The Dean reported on the following items:

- Professor M. Yalovsky, Interim Vice-Principal (Administration and Finance) has said that negotiations for a new collective agreement with AMUSE was ongoing with University. The Quebec Minister of Labour has appointed a conciliatory and the next round of talks was held on October 28th. Everyone was hopeful that progress towards agreement will be made. The union has agreed to strike again and this will affect Arts, in a limited way, through labs and Moyse Hall. Professor Yalovsky will keep the community apprised of developments as they unfold.
- There are two major searches taking place along with several department searches going on as well. This has created lots of activity within Arts with job talks etc. Since these searches have begun three additional searches have been added by the Provost: two new hires in Economics and one new hire in cultural analytics. The search for a Director of the School of Religious Studies was now at the interview stage and the search for a Director for the new School of Public Policy was just beginning.
- The issue of course lecturers and the exclusions that have been posted and the numbers of exclusions that Arts receives was discussed at the last Chairs and Directors meeting. The priority of the Faculty is to allow graduate students the opportunity to teach as part of their training in Arts. There has been good exchanges with those involved with the collective agreement in order to get a good understanding of what this means. A new form that includes a rationale of these exclusions will be available.
- The next session of the Congress of the Association francophone pour le savoir (known as Acfas) will be held at McGill from May 8-12, 2017. This will be the 85th annual meeting of Acfas and it will correspond with Montreal's 375th anniversary and Canada's 150th anniversary. This will be a very important gathering. Professor C. Le Bourdais (Chair, Sociology) is one of the scientific chairs along with Professor P. Brissette (Chair, Langue et littérature françaises) and many other Arts colleagues are involved in the organization of some of the larger events. The call for proposals of panels has closed and there has been a good representation from McGill, both in social sciences and in medicine. The deadline to submit individual papers is November 28th. The Dean encouraged members to participate in this very important event.

209.2 This concluded the Dean's report.

Report of the Associate Deans

Academic Administration and Oversight

Associate Dean Lane-Mercier reported on the following:

210.1 Curriculum Committee

There has been an ongoing discussion in the Faculty for about three to four years about low enrolment major and minor programs and low enrolment courses (ten and under). Despite the fact that the issue has been dealt with in many ways it still remains an issue. As a result, Co-Chair Lach and I have developed a low enrolment policy to deal with this. The policy will be brought to Faculty in the near future. An example of the problem is the following: there are currently fifty-four minor concentrations on the books (excluding retired minor concentrations that are being grandfathered) and of these fifty-four programs 14 had an enrolment of 11 students or less over the last six years. This means that twenty-six percent of Arts minor concentrations have had eleven students or less since 2010. These low enrolment programs (as well as low enrolment courses) have become a significant drain on resources, such as space, TA budget, and equity (instructors who teach a minimal amount of students as opposed to instructors teaching extremely large enrolment courses).

In response to concerns raised that some minor concentrations can be special programs for some areas and whether or not the Faculty was trying to keep the number of programs steady or was the aim to reduce the number of programs, Associate Dean Lane-Mercier agreed that some minor concentrations can be special programs and stressed that the targeted programs were only those that were no longer attracting students and, as a result, were too draining on the Faculty's resources. In response to the latter concern, the Associate Dean confirmed that faculties have been informed by the upper administration that they must justify proposing any new programs because the University has far too many programs on the books and that faculties should be reviewing all their programs with the aim of retiring those that are no longer useful. The Associate Dean also pointed out that any programs that are retired could be re-instated in the future with the goal of making the program more robust and attractive.

210.2 Summer Studies

The budget for summer courses has been stable for the past five or six years at approximately \$400,000 a year. However, two years ago the budget was cut by \$50,000 due to the overall University budget crisis. Therefore the amount available for summer 2017 will be approximately \$352,000. An additional expense to the budget will be the salary increase for course lecturers that will take effect in January. Departments have submitted their requests and the total amount for all courses requested is \$617,680. This is almost double the amount available to the Faculty which means that there will be difficult decisions to be made. It is important that the student body is aware of these constraints, therefore the Associate Dean asked that the AUS speak with their peers to find out just how important summer courses are to them and whether or not it was still attractive to students to take summer courses in order to alleviate the fall/winter course load.

While the enrolment trends for the past five years are being reviewed, the Associate Dean said that she would like to tap into student interest in order to determine the Faculty priority of asking for an increase in the Arts summer studies budget.

In response to a very interesting question, Associate Dean Lane-Mercier said that she would try to find out how many students from other universities were taking Arts summer courses.

210.3 Voluntourism

This topic has been discussed at a Chairs/Directors meeting was now being raised at this assembly mainly for the student members and so that this could be brought to the attention of their peers. This was about “Voluntourism” which are for-profit companies that actively come on campus to recruit students to sign up (for a very large fee) for an array of opportunities. These include unpaid internships, field schools abroad (e.g., Costa Rica), or language courses abroad (e.g., in Greece). The University has been discouraging students from signing-up for these opportunities for the following reasons: these companies have not been approved and vetted by McGill, the Faculty of Arts runs a very successful internship program that has been vetted and approved by McGill, and finally, there has been negative feedback from McGill students who have opted to go on a “Voluntourism” project over the summer.

In summary there are several reasons to be concerned about this. First, the opportunities are not for credit and are not funded, and secondly, students do not necessarily know what they are getting into, they do not know who the organizers are, and they do not know where their money may actually be going. Arts does not encourage its students to participate with any such companies and asks units (especially Anthropology and ISID where lots of students do go abroad) to be aware of how these companies advertise and work. They send emails, infiltrate list serves, and circulate posters to be posted.

Associate Dean Lach added that departments should be aware that their administrative staff might be contacted to circulate posters/information to students using their own departmental lists. By virtue of circulating the information there is an inference that it is legitimized.

210.4 Dean Maioni thanked Associate Dean Lane-Mercier for the report.

Research and Graduate Studies

210.5 Associate Dean Engle-Warnick reported on the following:

Research

- Since September 1st the Faculty has submitted fifty-five external grant proposals for a total of \$10.5 million, decisions pending for all. It was pointed out that over a certain amount of time and for different programs and submissions the Faculty can expect to have half of the submissions approved. Depending on the results of various submissions over time, one third to one half of the funding received ends up in Graduate Studies for funding for graduate students.
- There is an upcoming SSHRC Insight Development grant competition in February and there should be thirty applications submitted for this competition. The earlier Insight competition this year was down compared to last year.

- The Faculty was working hard to try to receive more McGill internal funding which is administered by OSR. This funding is extremely important because it is seed money.

Graduate Studies

- The Faculty recently received \$84,000 for a mobility award for graduate students. This is a travel award for international travel. The amount is divided up between the units in Arts. There was also approximately \$30,000 left in the Great Program for travel for graduate students.
- Over one hundred applications for the Mellon Postdoctoral Fellowships have been received for the two general positions, one for Digital Humanities and one, for the first time, for Indigenous Studies.

210.6 Dean Maioni thanked Associate Dean Engle-Warnick for the report and thanked his team as well for helping all the Faculty researchers and graduate students and congratulated the winners of the awards.

Student Affairs

210.7 Associate Dean Lach reported on the following:

- Changes have been made to the counselling service in mental health. Now there is a single point of entry with triage, meaning that students in crisis can receive services immediately while others are given appointments in the future. Feedback has been received from students, faculty members and OASIS advisors which indicates that there is a problem with the new system. The problem is that the students in crisis who have been given appointments in the future are being seen beyond the date when they require a note for their situation. Therefore faculty members should be aware that such notes from students may no longer line up with the dates of scheduled class work as noted in course outlines. Counselling and Mental Health Office has been informed about this problem.

The Associate Dean thanked Senator Elbourne for approaching her with this issue. An update of any action taken on this issue will be provided.

- Service Point took over the decision-making pertaining to deferrals, withdrawals, and late withdrawals in 2010. For the past couple of years discussions have taken place with Service Point about the process and what was discovered was that 90% of requests for deferrals are approved by Service Point and 87-90% of students in Arts make one or fewer requests for a deferral or withdrawal over the course of their undergraduate studies. Therefore, we have a system of students requiring documentation for a deferral designed for approximately ten percent of the students.

This information as well as other pieces of information have been discussed in various venues, such as Chairs/Directors, Associate Deans Committee, Faculty Council, etc., and as a result of the discussions a policy has been implemented across Agriculture and Sciences, Arts, Education, Engineering, Law, Management,

and Science. The policy is that first time deferral due to illness or other extenuating circumstances will be granted without the need for supporting documents.

Although the policy has been implemented for a one year period, it may not be a long enough period to demonstrate whether there will be an increase in requests for deferrals. This will be monitored over time.

- The idea of creating a “fall reading week” is ongoing. Discussions were being held to try to make this work in Arts, however, there are constraints that are making this difficult. One of the constraints is beginning the term before Labour Day. This idea has had negative feedback from both students and faculty members. The reality is that the term must fill thirteen weeks between Labour Day and the Christmas break. A new idea that has recently been introduced for discussion and consultation in the various venues noted above, is the feasibility or desire to allow final examinations to take place during the final week of classes. Feedback about this possibility from the AUS, students, and departments is greatly appreciated.
- For your information, here are projects that are currently being undertaken: building a tool kit for instructors on how to build a sense of community in the classroom; reviewing Freshman Program requirements; the fall reading week feasibility issue; a strategic planning process in OASIS has begun to change processes there; and, the Vice-President, Academic (AUS) and I will be reviewing the reread policies in departments to the extent to which they are consistent with the Student Assessment Policy.

210.8 Dean Maioni thanked Associate Dean Lach for the report.

Report of the Nominating Committee

A-16-8

211.1 Dean Maioni **moved** approval of the Report of the Nominating Committee “en bloc” as outlined in document A-16-8, seconded by Professor Trocmé (Social Work). **Carried.**

Report of the Curriculum Committee

A-16-9

212.1 Associate Dean Lane-Mercier **moved** approval of the Report of the Curriculum Committee ‘en bloc’ as outlined in document A-16-9, seconded by Mr. E. Partridge.

The report contained the following proposals:

SOCIOLOGY

Proposed program revisions:

Ph.D. in Sociology (CC-16-1).

FYI - New course: SOCI 602 (CC-16-2/ PRN 11474) was approved by the Curriculum Committee on October 3, 2016 and title/description change SOCI 620 (PRN 11473) was approved by the Screening Committee on September 12, 2016.

INDUSTRIAL RELATIONS

Proposed program revisions:

B.A. Faculty Program in Industrial Relations and Labour Relations (CC-16-3).

LINGUISTICS

Proposed program revisions:

Major Concentration in Linguistics (CC-16-4) / Honours in Linguistics (CC-16-5) /
Joint Honours in Linguistics (CC-16-6) / Minor Concentration in Linguistics (CC-16-7).

POLITICAL SCIENCE

Program revisions:

Honours in Political Science (CC-16-11) / Joint Honours Component In Political Science
(CC-16-12) / Major Concentration in Political Science (CC-16-13) / Minor Concentration in
Political Science (CC-16-14)

B.A.&Sc Joint Honours Component in Political Science CC-16-15

B.A.&Sc Major Concentration in Political Science CC-16-16

B.A.&Sc Minor Concentration in Political Science CC-16-17

INSTITUTE OF ISLAMIC STUDIES

Program revisions: M.A. in Islamic Studies (CC-16-29) / M.A. in Islamic Studies – Gender &
Women’s Studies Option (CC-16-30) / Ph.D. in Islamic Studies (CC-16-31) / Ph.D. in Islamic
Studies – Gender & Women’s Studies Option (CC-16-32).

DEPARTMENT OF HISTORY AND CLASSICAL STUDIES

Program revisions: Detailed rationale for program revisions / Honours in Classics (CC-16-34)/
Joint Honours in Classics (CC-16-35) / Major Concentration in Classics (CC-16-36) / Minor
Concentration in Classics (CC-16-37) / FYI: New course CLAS 201 (CC-16-38 / PRN 11414,V4) was
approved by the Curriculum Committee on November 14, 2016.

Housekeeping:

FYI: revisions to B.A./Interfaculty B.A.&Sc/B.Sc. Minor Concentration in History and Philosophy of
Science. Course being added to list of complementary courses as well as a course being deleted
from the same list. Approved by the Screening Committee.

212.2 The motion **carried**.

Report of the Activities of the Arts Undergraduate Society

213.1 Mr. Partridge said that a detailed report was posted on the Faculty web page prior to the
meeting and pointed out the following:

- The AUS Arts & Culture Publication Leacock’s is up and running, print copies rolling
out soon, and can be viewed online at <http://leacocks.com/>
- The peer tutoring budget has been increased from \$5,000 to \$10,000 to provide for
increased interest from departmental associations.
- Have been working with Associate Dean Engle-Warnick to improve the Arts Student
Employment Fund. Applications will be releasing soon for this year, in which we’ll be
allocating \$65,000 for student employment including research positions.
- The AUS Annual Budget has been passed, with a \$20,000 surplus!
- Grad fair was a great success!

213.2 Dean Maioni thanked Mr. Partridge for the report.

Report of the Graduate Students

214.1 There was no report.

Other Business

215.1 There was no other business.

Adjournment

216.1 The meeting adjourned at 4:31 p.m. Dean Maioni reminded members of the Provost's presentation that was scheduled for the next Faculty meeting, January 24, 2017.