

**FACULTY OF SCIENCE
Meeting of Faculty
5 December, 2017
Leacock Council Room - L232**

ATTENDANCE: As recorded in the Faculty Appendix Book

DOCUMENTS: S-17-14, S-17-15

Dean Lennox welcomed members to the first panel discussion held at the start of the current Faculty of Science meeting. He gave some background information on the NSERC/FRQ Gender Summit held in November 2017 in Montreal. He said he hoped to hold more discussions in the months ahead. The discussion for the current meeting will be led by Associate Dean (Graduate Education) Laura Nilson.

Associate Dean Nilson thanked everyone for attending the Faculty meeting. The Gender Summit also addressed equity, diversity and inclusion much more broadly to encompass not just gender, but other aspects of equity issues. The Summit was sponsored by NSERC and FRQ in collaboration with Portia, a gender and science organization in the UK. The Summit also had considerable corporate and university sponsorship. The participants were sponsored by the Faculty of Science.

The panellists were:

- Mr. Broderick Causley (Ph.D. student, Mathematics & Statistics)
- Ms. Emma Hudgins (Ph.D. student, Biology)
- Ms. Ying Jie Qian (M.Sc. student, Mathematics & Statistics)
- Prof. Linan Chen (Mathematics & Statistics)
- Prof. Brigitte Pientka (Computer Science)
- Prof. Debra Titone (Psychology)
- Prof. Sarah Turner (Geography)

In preparation for the discussion, Associate Dean Nilson said the panellists had been sent the following questions.

Question # 1: Reflections on the Conference

- What were your top 2-3 take-homes from the conference?
- In what aspects of equity, diversity and inclusion does McGill excel and where do we fall short?
- What are some specific things that we, as an institution and/or as individuals, can do to address shortcomings?
- What did you learn at the conference that most surprised you?

Question #2: Top Summit Take-homes – Principles

- **Diversity is not just about social justice.**
- Caring about diversity does not mean sacrificing excellence. Equitable workplaces are more productive and more profitable
- **Bias is everywhere.**
...and impacts us daily, from our workplace climates to the supposedly-objective metrics that evaluate us to the letters we write for our students to AI that models us and exaggerates our biases
- **Intersectionality is a thing.**
Equity is not just about gender. Other social identities like race, sexual orientation, ability, etc., all play a role in how we experience discrimination and exclusion. All of these factors need to be considered when making policies.

Question #3: Top Summit Take-homes – Actions

- **Solutions need support from the top.**
Like most policies, to be effective, equity initiatives need to be actively supported at the top.
- **Progress requires planning and monitoring.**
Transparent goals need to be set, data collected, and measures taken.
Sustainability is an issue, so continued monitoring is needed to maintain progress.
- **Progress requires effective strategies.**
Create a community to share best practices, exchange policies, and collect data to find what works. A few examples: trainings for implicit bias, teaching in schools about the bias in science, change what we use for evaluating excellence.
- **Bias is everywhere.**
Equity measures like goals and targets are ok. It's already not a pure meritocracy.

Associate Dean Nilson said that due to the amount of information she received, she consolidated the participants' responses into a short list of the top take-homes from the Summit. The responses fell into two categories:

(i) Principles of equity, diversity and inclusion:

- that diversity is not just about social justice
- that bias is everywhere
- that intersectionality is a thing

(ii) Actions:

- that solutions need support from the top
- that progress requires planning and monitoring
- that sustainability is an issue, and continued monitoring is needed to maintain progress
- that progress requires effective strategies
- that bias is everywhere

After the panellists introduced themselves, Associate Dean Nilson opened the floor for discussion on the following two broad topics. The discussion focused on the following questions (i) Principles: What are the benefits of equity, diversity and inclusion (EDI)? and (ii) Actions: What are some barriers to EDI at McGill, and what are some strategies that we can explore to address them?:

Question #4: Discussion Topics

- (i) Principles: What are the benefits of equity, diversity and inclusion (EDI)?

Prof. Titone said that there are many benefits of equity, diversity and inclusion, and that the Summit was not so much about ensuring that everyone is at the same level, but rather, that diversity actually makes for better decisions, ideas and thoughts. This has implications not only in science, but also in the workplace. It was interesting to learn about the computer industry in that it may evolve differently if there were more women or other diverse groups included. Having a diversity of viewpoints and approaches is beneficial.

Prof. Chen said that it was important to provide the right amount of resources to everyone in the workplace so that everyone could perform at his/her maximum potential. A study was carried out showing that a more diverse and inclusive workplace improves performance. Regarding innovation and technology, it is important to raise awareness that gender should be considered throughout society. It is the role of educators to train students to be qualified and competitive as they enter a more diverse workplace. It is important to increase the numbers of certain targeted groups, e.g., ensure that more female students get involved in STEM fields. According to the Summit, enrolment had dropped in Computer Science programs from 30% in 1991 to 25% in 2011. This is unfortunate, given that in the next decade, artificial intelligence (AI) and machine learning

(ML) will be key forces driving economic growth in innovation technology, and that females could miss out on these opportunities. As educators, it is important to influence female students, allowing them to see new perspectives for potential career paths. Within the university, it is always more productive to create a diverse and inclusive work environment, have a broader talent pool to expand our knowledge base, and set up role models.

Prof. Pientka said that the enrolment in the School of Computer Science at McGill is one of the highest in Canada, even though enrolment had decreased in the past. She gave some examples that clearly showed that algorithmic bias existed. As a scientist, it was important to ask who was implementing these algorithms and whether a policy should be put in place. If the aim was to increase participation, unbiased algorithms should be designed. Equality is not only important for economic reasons, but it is also a way to include everyone and allow everyone to participate in shaping science, technology, and society.

Ms. Qian added that the word 'equity' has changed a lot over the years, and that STEM has a role in defining 'equity,' and it will be important to re-define it in the future.

Mr. Causley commented that women in STEM was not a singular issue. In a study in the USA, there was greater disparity within the female group, despite the overall increase in female enrolment.

Prof. Turner said that, regarding diversity in the classroom and within the Faculty, two important points were made at the Gender Summit: (i) diversity makes students aware of broader approaches to any topic, and (ii) as educators and role models, diversity is important in the classroom and in the Faculty.

Ms. Hudgins said that discussions about intersectionality need to be built in from the very beginning. At the Summit, it was impressive that there was a little paradigm shift in talking about equity. The increase in PhDs among women was completely driven by white women with PhDs, and there were no black female Physics professors in Canada.

Moving on to the next question on action, Associate Dean Nilson said that the previous comments reminded her that one of the themes she took home from the Summit was that targeting a certain group may not necessarily hit the right mark, and that a better approach would be to perhaps improve things for everyone.

(ii) Actions: What are some barriers to EDI at McGill, and what are some strategies that we can explore to address them?

Recommendations:

Prof. Chen said that what she learned from the Gender Summit was to have all the procedures and policies transparent (leaves, nominations, promotions, recognition, etc.), and posted on the website to give the same message to all members of the workforce, including members of underrepresented groups. This would allow these women to develop a career plan, and hopefully proceed to higher-level positions.

Prof. Turner suggested three points: (i) create a university-wide women's leadership forum which is done around the world; (ii) create a mentoring program for women in other underrepresented groups, and allow mentoring to count towards merit; (iii) provide across-the-board support for women who need to go on reduced time to look after children or elderly parents, etc. The latter point should also apply to men and should be transparent.

Mr. Causley added that men should be included in the conversation in order to share perspectives and to provide equity with both men and women.

Prof. Pientka echoed Prof. Turner's suggestion about mentoring and merit. Introducing bias training for students could be a first step in broadening the conversation about implicit biases that could have a tangible effect on designing technology, interacting with teachers, and raising awareness about macroaggression. The Faculty of Engineering has already introduced bias training.

Ms. Hudgins said that often universities wait too long before initiating widespread training, and that McGill should begin sooner rather than later. Training initiatives should come from the top down and it is a really good way to show that McGill takes these issues seriously. Equity should be treated as an integral part of education. It is important to strengthen the partnership between Social Equity and Diversity Education (SEDE) and the administration to create these training initiatives. In the area of hiring, we need to continually expand our conceptions of what search committees should be looking for, and expand what is important on CVs. Rather than eliminating names or other information from their CVs, it is important to really take into account the barriers that they may have had prior to the hiring process. When thinking of whether or not a candidate is a good fit, does the idea of 'fit' need to be reassessed? Should we reconsider excellence or will we just look at output. In terms of the classroom, we should be thinking about our positionality, or if we have more power within an office or a classroom, we need to be champions of equity. Everyone should be having these riskier and uncomfortable conversations.

Prof. Titone pointed out how bias was baked into the system, and into the fabric of how we think about quality in academia, and the fabric of the language used. Perhaps the language may have nothing to do with the algorithms or the creators of the algorithms, but the training set is basically our environment because it reflects what has gone on. It is important to think more deeply about issues such as: (i) how faculty members are evaluated (empirical studies have shown that women are disadvantaged on teaching evaluations); (ii) how merit is assigned (based on 40% teaching, 40% research, 20% service) (data suggests that female professors outperform men in service load. If female professors are taking on more service, mentoring, etc., it will likely have an impact on research productivity); and (iii) how quality is measured. It is time to call explicit attention to these issues and reconsider the entire framework for evaluating quality and what matters in making an institution function.

Based on personal experience, a lot of work needs to be done in improving diversity, equity, and inclusion among student groups in STEM fields. There are very few female students in higher-level mathematics courses because often they are intimidated and isolated, and are discouraged from pursuing doctoral degrees. As educators, it is vital to communicate the right message.

Questions from the Audience:

A graduate student participant at the Gender Summit said that one of the takeaways was that equity was more important than having role models. She would like equity to be implemented in a course syllabus for graduate students.

Emily Shore, of the Office for Science and Society (OSS), said she had been the main organizer of a symposium that had been held in the Fall of 2017. Since she was so involved with the details of the event, she did not realize that all the panellists were males, and this generated some negative attention and criticism. As a result, the OSS is considering making improvements for future events, particularly for an upcoming panel discussion "Science Moms." Without compromising quality and given that there are other

underrepresented groups, what would be the best approach for dealing with criticisms in today's social media?

Prof. Pientka said that it was important to be mindful of the language that is used, and to throw the net wide (e.g., by inviting not only female scientists, but also male scientists, and graduate and postdoctoral students). It is important to identify the purpose of the event (Science Moms) and determine what the goal is. Prof. Titone added that criticism will always exist, but it is important to persist.

Dean Lennox said that there will always be criticism, but that criticism is an important part of the discussion. Discussions and exchanges of ideas are opportunities for all parties to learn. Unfortunately, social media is often a way to take cheap shots without content. We need to pass it and move forward. Everyone improves with criticism, provided that there is content. Dean Lennox said that, in a learning environment, it is important to keep learning about different aspects.

Prof. Potvin said that she has been leading the Climate Action across Canada movement, and, as a firm believer in gender equity and equality, she strives to have 50% women and 50% men. She has seen the importance of gender balance and how it has brought the conversation to a completely different dimension because women bring different viewpoints. Regarding mentoring, Prof. Potvin said she agreed with providing mentoring, but there is a practicality issue because it is often very difficult to balance work and family. Also, mentoring should include a “go-to” support person. In addition, there should be a female in the Faculty to promote women for awards and promotions, etc. Prof. Potvin thanked Dean Lennox, Associate Dean Nilson, and the panellists for a very important and informative discussion.

Associate Dean Nilson concluded by thanking the panellists for their time, effort and participation, and thanked faculty members for their feedback and recommendations. As was previously mentioned by Dean Lennox, there will be more discussions on these issues.

Dean Lennox thanked the panellists and the audience. He said it is a topic that has many dimensions and perspectives. At future Faculty meetings, these discussions will be part of the main Agenda. It is a privilege to be in a space in our society where our environment is to learn, discuss and debate. Dean Lennox commented that no one group can ever claim to own wisdom. It is important to bring wisdom into the dialogue because a lot of decisions are made in a reactive way rather than a reflective way.

Following the panel discussion, Dean Lennox called the meeting to order at 4:00 p.m.

1) **ADOPTION OF AGENDA**

Prof. Grütter **moved**, seconded by Prof. Gyakum, that the Agenda be adopted.

The motion carried.

2) **MINUTES OF 14 NOVEMBER, 2017**

S-17-14

402.1 Minute 305.3, Item 5, Dean's Business, should read “Mr. Jean-Marc Gauthier, Academic Associate/Director of Undergraduate Teaching, Department of Chemistry”, rather than “Dr. Sam Sewall”.

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

The motion carried.

3) **BUSINESS ARISING FROM THE MINUTES**

There was no business arising from the Minutes.

4) **REPORTS OF COMMITTEES**

- **Academic Committee**

S-17-15

The following proposals were approved at the Academic Committee meeting on 21 November, 2017:

I. New Courses

(1) Psychology PSYC 781	BNS Special Topics 3 credits	AC-17-11(Rev.)
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404.1 Associate Dean Hundemer introduced the above new course, PSYC 781, one of two courses required for the proposed new Option in Behavioural Neuroscience (BNS) in the existing Ph.D. in Psychology degree (to be discussed below). PSYC 781 was a team-taught course on topics related to BNS.

Prof. Lydon **moved**, seconded by Prof. Grütter, that the courses be adopted.

The motion carried.

PSYC 782	BNS Advanced Seminar 3 credits	AC-17-12(Rev.)
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404.2 Associate Dean Hundemer explained that PSYC 782 was a seminar course, and will focus on a specific topic, in the area of BNS, at a much higher depth than PSYC 781.

Prof. Lydon **moved**, seconded by Prof. Gyakum, that the course be adopted.

The motion carried.

- Ph.D. in Psychology; Behavioural Neuroscience Option (New Option) **AC-17-10(Rev.)**

404.3 Associate Dean Hundemer introduced the above new Behavioural Neuroscience Option for Ph.D. students in the Department of Psychology. Both PSYC 781 and PSYC 782 will be required for the BNS Option, plus other Complementary courses, and a dissertation addressing BNS themes be completed. Consultation reports, from relevant units, were received with positive comments.

Prof. Lydon **moved**, seconded by Prof. Gyakum, that the new Option be adopted.

The motion carried.

(2) Computer Science COMP 480	Independent Study 3 credits	AC-17-32
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404.4 Associate Dean Hundemer said that Computer Science was introducing a new independent study course, COMP 480. Students will be doing independent reading on

an advanced topic that is not normally covered in the standard curriculum in Computer Science.

Prof. Grütter **moved**, seconded by Prof. Damha, that the course be adopted.

The motion carried.

(3) Chemistry		
CHEM 213	Introductory Phys Chem1:Thermo 3 credits	AC-17-37
CHEM 273	Intro Phys Chem2:Kinetics&Meth 3 credits	AC-17-38
- List of Programs Affected by the Above New Courses and Course Retirement		AC-17-40

404.5 Associate Dean Hundemer described the above proposals. He said that the proposed courses, CHEM 213 and CHEM 273, are a consolidation of three two-credit courses into two three-credit introductory physical chemistry courses. CHEM 213 will be taught as a lecture course, and CHEM 273 will be both a lecture and laboratory course. In addition, CHEM 213 will now include all topics in thermodynamics given in one semester, and CHEM 273 will be integrated with introductory physical chemistry laboratories into a lecture course including some modern physical chemistry. Furthermore, the proposed two courses will eliminate logistical and pedagogical problems caused by the current two-credit courses (CHEM 223, CHEM 243, CHEM 283).

404.6 Also, CHEM 213 and CHEM 273 will be replaced in many programs, as specified in the above document (AC-17-40) entitled "List of Programs Affected by the Above New Courses".

Prof. Damha **moved**, seconded by Prof. Gyakum, that the above two courses and affected programs (Document #AC-17-40) be approved.

The motion carried.

II. Course Revisions

(1) Biology		
BIOL 352	Dinosaur Biology Changes: title, description, prerequisites 3 credits	AC-17-27

404.7 Associate Dean Hundemer said that the title and description for BIOL 352 has been updated to better reflect the course content. BIOL 352 will focus on aspects of biology not covered in the standard Biology curriculum. The prerequisites have been revised to reach a wider audience.

Prof. Gyakum **moved**, seconded by Prof. Roulet, that the changes be approved.

The motion carried.

(2) Mathematics & Statistics		
MATH 318	Mathematical Logic Changes: description, prerequisites, restriction 3 credits	AC-17-28

404.8 Associate Dean Hundemer said that the proposed changes were prompted by a new instructor teaching MATH 318. The course will be taught at a higher level; therefore, prerequisites have been included to ensure students have the appropriate background.

Prof. Gyakum **moved**, seconded by Prof. Lydon, that the changes be approved.

The motion carried.

MATH 488	Honours Set Theory Changes: description, prerequisites 3 credits	AC-17-29
MATH 590	Advanced Set Theory Changes: description, prerequisites 4 credits	AC-17-30

404.9 Associate Dean Hundemer explained that MATH 488 (3 credits) and MATH 590 (4 credits) are taught together, with the same topics. The only difference is that students taking MATH 590 will be required to complete an extra project. Both course descriptions have been modernized to reflect the current topics. Also, the prerequisites have been revised to match the ones for MATH 488, and a restriction has been added for MATH 488.

Prof. Grütter **moved**, seconded by Prof. Gyakum, that the changes be approved.

The motion carried.

(3) Earth & Planetary Sciences EPSC 510	Geodynamics Changes: title, description, prerequisites, corequisites 3 credits	AC-17-31
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404.10 Associate Dean Hundemer said the proposed changes were driven by a new instructor teaching EPSC 510 with expertise in the field of geodynamics.

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

The motion carried.

(4) Chemistry CHEM 263	Intro Phys Chem 2 Lab Course retirement 1 credit	AC-17-39
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404.11 Associate Dean Hundemer said that CHEM 263 was being retired because CHEM 263 and CHEM 253 had already been consolidated into a single course (CHEM 283) several years ago.

Prof. Damha **moved**, seconded by Prof. Roulet, that the changes be approved.

The motion carried.

III. Program Revisions

- Computer Science
- B.A. & Sc. Program Changes:**

- Minor Concentration in Computer Science

AC-17-34

B.Sc. Program Changes:

- Minor in Computer Science

AC-17-36

404.12 Associate Dean Hundemer explained that MATH 222 was being removed from the B.A. & Sc. Minor Concentration and the B.Sc. Minor Program in Computer Science since MATH 222 is not needed for the courses that are normally taken in these Minors.

Prof. Gyakum **moved**, seconded by Prof. Damha, that the changes be approved.

The motion carried.

5) **DEAN'S BUSINESS**

- Announcements

405.1 **(I) Survey on Respect and Inclusion in Campus Life at McGill**

The McGill community would have received an email invitation to participate in a survey concerning the mandate of the Principal's Task Force on Respect and Inclusion in Campus Life at McGill. Dean Lennox and his Co-chair, Prof. Nandini Ramanujam, Faculty of Law, strongly encourages everyone to complete the survey by 7 December, 2017; it takes about 8-10 minutes to complete. This is a survey **and not a study**, and it will provide the Task Force with an entry point, informing the Task Force how to frame questions about the state of Respect and Inclusion in Campus Life at McGill. In an effort to capture perspectives from students, faculty and staff, the Task Force will be conducting wide-ranging consultations. Throughout January-February 2018, there will be focus groups, discussions, an open forum, town hall meetings. Following these, the Task Force will develop a set of recommendations on how to ensure that McGill University is a place where respectable debate is ensured and how we can build this into guidelines or policies or frameworks for McGill.

405.2 **(II) Royal Victoria Hospital**

The Royal Victoria projects are going well. Dean Lennox attended meetings with the architects on how to develop space on the two academic missions, Sustainability Systems and Public Policy. A document will be submitted to the Québec government.

405.3 **(III) Otto Maass Chemistry Building**

The renovation project for the new Undergraduate Organic Chemistry Laboratory has gone to tenders. Construction should begin on 1 April 2018 and should be completed by 1 September, 2018. This is the last laboratory renovation to be done in the Otto Maass Chemistry Building.

The next step will be prioritizing renovations for other undergraduate laboratories in the Faculty of Science, for funding through the Teaching and Learning Spaces Working Group (TLSWG).

405.4 **(IV) Gault Nature Reserve (GNR)**

Recently, Dean Lennox accompanied Principal Fortier and Vice-Principal (Communications and External Relations) Louis Arseneault to celebrate the inauguration of the GNR as the third campus for McGill. The event was framed by a presentation by Prof. John Gyakum, Department of Atmospheric & Oceanic Sciences, on behalf of his team. A fully-funded CFI project involving the development of an earth observatory system for the Saint Lawrence River Valley will be located mostly at the GNR in Mont-Ste Hilaire. Prof. Virginie Millien of the Redpath Museum, who is the Director of the GNR, along with her staff, gave a special presentation showcasing a laboratory without a wall.

(V) Bellairs Research Institute (BRI)

405.5 As part of a review of the BRI, Dean Lennox attended a board meeting in Barbados. The intent of the Faculty was to have an integrated network of the various field stations and field studies. The Faculty is well on its way with a great initiative and with very solid leadership at the GNR, and it is important to transfer it to the other field stations.

6) REPORTS OF DIRECTOR AND ASSOCIATE DEANS

a) Director (Advising Services) Nicole Allard

406.1 Regarding final examinations, Director Allard reminded members of the following:

(i) that instructors should be present at the final examination venue, and even arrive before the examination begins, in case of mistakes or ambiguities in exam content/cover page

(ii) that instructors be available for students who may be writing examinations with the Office for Students with Disabilities (OSD)

(iii) that instructors fill out an online form providing the OSD with contact information, i.e., cell phone number

(iv) that instructors should submit their supplemental/deferred examinations together with their final examinations since supplemental/deferred examinations will be written during the March 2018 study break

b) Associate Dean (Academic) Axel Hundemer

c) Associate Dean (Graduate Education) Laura Nilson

d) Associate Dean (Research) Doina Precup

There were no reports from the Associate Deans.

7) REPORTS ON ACTIONS OF SENATE

- Senate Meeting of 15 November, 2017 – Senator Peter Grütter

The topic for the 2017-2018 meeting is “**Building stronger communities and citizenship through mentorship.**”

Brian Rubineau (is an Associate Professor of Organizational Behavior at the Desautels Faculty) gave an excellent presentation as an introduction, followed by very lively discussions.

Some key statements from his presentation:

‘Mentoring is the magic bullet to enable more women to participate in STEM fields.’

Myths on mentoring:

1. Self-made careers (there are always mentors involved)
2. One ‘magic’ mentor (there are always several mentors involved)
3. One approach for everyone (we each need our specific collection of mentors)

Mentors provide:

1. Coaching (skills, training, candid feedback)
 2. Sponsorship (contacts, advocacy)
 3. Support (empathy& affirmation, companionship activities)
- Challenges: We tend to select mentors on factors such as
1. similarity to us (age, gender)
 2. convenience & opportunity
 3. challenge of quality control

This happens in particular if mentoring is left to happen informally. Informal mentoring often increases inequality! 'informal' = just happens, vs. 'formal' = organized.

Opportunity: formalize mentoring! This can promote equality.

Data: PNAS 23, 5964 (2017) shows how female peer mentors early in college can increase women's positive experience and retention in engineering.

BUT: demographic matching isn't always the best, depends on career trajectory.

Summary of challenges:

1. Selection (who? For what?)
2. Evaluation (quality? Effectiveness?)
3. Informality (can increase inequality)

Different members of university community need different mentor structure:

1. Students (show strong preference for demographic peers; need changes as their career progresses)
2. Staff (coaching, sponsorship, support, see above)
3. Faculty (same as staff, plus external mentors)

Mentors (not 1, many!)

Potential benefits:

1. Enhances success of community
2. Assists in achieving equity, diversity & inclusion
3. Makes you feel good

Roundtable discussions on various topics:

1. What can we do at McGill to facilitate the provision and availability of relevant and skilled mentors for our community members (students, staff, faculty & alumni)
2. Should mentorship be formalized?

What can McGill do to develop a strong culture of mentorship?

- Senate Meeting of 23 November, 2017 – Senator John Gyakum

Section I

1. Welcoming Remarks

Principal and Vice-Chancellor Fortier highlighted her opening remarks by thanking all those who participated in the Joint Board-Senate meeting, noting the very good discussions held on the topic of "Building Stronger Communities and Citizenship through Mentorship," resulted in a very dynamic and useful session.

2. Memorial tributes

There were no memorial tributes.

3. Report of the Steering Committee [Consent item]

This report includes the minutes of both open and closed sessions of the October 25 meeting, speaking rights to Francois Miller (item 4 of Part B), Ms. Martine Gauthier (item 6 of Part B), and Dr. Cameron Charlebois (item 8 of Part B), along with the agenda for the current meeting.

The motion to approve this report was approved.

4. Business arising from the October 25, 2017 meeting

There was none.

5. Chair's Remarks

Principal Fortier referred members to the many kudos noted in the documents that are not explicitly mentioned in her remarks.

There were four primary areas to cover:

To ensure inclusion on campus

It is important that basic values and principles are adhered to on campus, as this is a foundation for our university.

The allegations of antisemitism in late October signals that we as a community need to do more. Therefore, the Principal has set up a Task Force, co-chaired by our Dean Lennox, which has already begun their work.

Furthermore, a support phone line has been set up by Senator Dyens, and is intended to connect students to support for situations of disrespect.

An investigation has been launched on the very serious allegations of antisemitism. This investigation is being led by Dr. Spencer Boudreau.

Government relations

On the local level, we now have a new mayor (first woman in the 375-year history of Montreal) Ms. Valérie Plante. The Principal acknowledged the contributions of the previous mayor, Mayor Denis Coderre.

On the provincial level, Bill 157 aims to examine the regulations on cannabis and its use. Universities have provided input to ensure that we invest in research regarding its use.

Bill 151 aims to combat sexual violence in higher education institutions.

The Minister of Finance has provided a financial update. There is a significant surplus. The province is committing \$107 million over 6 years for universities and CEGEPS, which is not a large investment. We will wait for the provincial budget, in anticipation for substantially more investment in universities.

At the federal level, we have advocated for taking seriously the recommendation of the Naylor report for enhancing fundamental research.

Minister of Science Kirsty Duncan paid a recent visit to Professor Doina Precup's Reasoning and Learning lab.

External (community) relations

The philanthropic results for 2017 were the best ever with significant contributions.

Nov. 7 was a date for the launch of the Max Bell School of Public Policy in the Faculty of Arts. This school was established with a \$10 million gift from the Max Bell Foundation. Substantial additional gifts of \$1 million and \$2 million were provided to the School.

Selected kudos

The Principal indicated that the Minister of Science has announced CFI-9 awards of \$27 for six McGill-led projects.

The Principal visited the Gault Nature Reserve on Monday, November 20 for the announcement of the CFI project, entitled the Adaptable Earth Observing System (EOS), which is led by John Gyakum.

McGill has been voted the 2nd greenest university in Canada after the University of Calgary.

The Chair announced two Rhodes Scholarships have been awarded to McGill students to date. One is Clare Lyle, (Joint Honours Program in Mathematics and Computer Science), along with a student in the Faculty of Medicine.

Section II

Part "A" – Questions and Motions by Members

1. Motion regarding Bill 62

This motion was submitted by Senators Wali and Oke.

The motion states:

Be it resolved that the McGill Senate, in the context of Bill 62, reaffirm its commitment to the University's values, mission and principles, which include those of equity, inclusiveness and openness;

Be it further resolved that Senate strongly endorse the McGill University administration in seeking opportunities to preserve academic and personal freedoms on campus in response to effects that Bill 62 has or will have on McGill operations and procedures.

Steering committee asked for rewording for the motion, and that was done.
The motion passed.

Following this, Senator Oke moved to amend by inserting the following paragraph:

Be it further resolved that Senate strongly endorse the newly struck Principal's Task Force on Respect and Inclusion in Campus Life to take into consideration effects that Bill 62 has or will have on McGill's operations, procedures and the University community, and to look at ways in which equity, inclusiveness and openness can be strengthened, despite this legislation.

Concerns were expressed that the amendment would modify the mandate of the task force, and that it would become unmanageable to modify the mandate.

The proposed amendment did not pass.

The original motion passed.

Part "B" – Motions and Reports from organs of University Government Open session

1. Open discussion on experiential learning (information)

The focus is on the following questions:

A. What role does experiential learning currently play at McGill and to what extent should it change?

B. How could existing structures be further developed to enhance experiential learning at McGill?

The discussion consisted of several interesting questions, among them:

What are the statistics of existing initiatives?

What investments have already been made?

Senator Dyens addressed a few issues by indicating that the university has invested funds into important areas, such as Labs without borders, Bellairs, and Arctic field schools. Financial aid in the amount of \$1.8 million has been created to enhance the students' ability to become more involved in experiential learning opportunities, and are not linked to specific programs. Additionally, \$1.5 million has been provided for Faculties to create more opportunities. Funding has also been provided to CAPS (Career Planning Services) to provide students working on campus with a pedagogical experience. Dyens explained that tracking of experiential learning is not easy, and the University relies on the Faculties to recognize this experience on the student's transcript.

Senator Lannes offered that students with experiential learning opportunities early in their careers have been quite successful later in their careers. These have been participating successfully, and generally pose questions in a more open, free-style way. The early years of experience has seeped through the students' careers in Ph. D. and post-doctoral programs. This experience is essential for future jobs.

Senator Roulet pointed out that many creative ways in the Department of Geography have been developed. The department offers several field study courses, particularly in the spring and summer. The flexibility of timetables is an issue. The MSE has spearheaded the programs with a 15-credits for field semesters to get around the timetable obstacles. These field semesters have been highly successful, with students gaining life-changing experiences.

TLS services can help with the design of courses. There are creative ways to accomplish this, and TLS is an ally here. Senator Winer indicated that TLS can provide guidance on alternative assessments. Assessments can be more creatively implemented than with only final exams. The purpose is not just to earn a grade, but to develop a sense of learning. This issue will be addressed in the forthcoming year.

Senator Zorychta commented that the Team awards are given in the Science Faculty to upper-level students to become involved in teaching, who have done well in courses to work with professors and Teaching Assistants. A small award of money is provided, and provides a recognition on their CV.

A suggestion was made to implement a stronger presence on the web to access resources, and to encourage more experiential learning on Mycourses.

A suggestion was made to implement a means to have a more centralized means of communicating with students, so as to enhance access to resources.

2. 483rd Report of the Academic Policy Committee (information)

The report was presented by Senator Manfredi.

Senator Crago posed the question as to whether we report on retirements of courses and programs. Senator Manfredi responded that indeed there is a list of both retired courses and programs in the report.

3. Extension of Strategic Research Plan, 2013-2017 (Endorsement)

The current SRP expires now, and Senator Crago requested an extension of the existing SRP for another year, so that adequate time is allowed for the development of a new plan. The requested endorsement motion passed.

4. Climate and Sustainability Action Plan 2017-2020 (Information)

Senator Beauchamp

Senator Beauchamp introduced the Office of Sustainability Director François Miller, who presented the plan of action.

Miller introduced the action plan is the result of a broad consultation involving more than 500 McGill stakeholders, with more than 20 consultation sessions from Sept 2016 to May 2017.

There are two long-term targets:

- A. Attain carbon neutrality by 2040
- B. To achieve Platinum (currently Gold) award by 2030

There are several short-term goals that span across five categories:

- 1. Research
- 2. Education
- 3. Connectivity
- 4. Operations
- 5. Governance and Administration

Concerning the first long-term goal, carbon neutrality is challenging for McGill, particularly so for the older buildings. McGill has an energy management team with three strategies:

- 1) reducing energy use
- 2) recycling energy
- 3) transition from gas-powered to electric

Concerning the second long-term goal of achieving platinum status by 2030, we now have gold rating, as of 2016. Among the 500 universities participating, there are currently three other universities with Platinum status: Stanford, and Universities of Colorado and New Hampshire.

The three-year action plan will generate carbon reduction by 16,000 tons. This will be accomplished through engagement, communications with individual units being encouraged to develop plans. Furthermore, there are funding tools to implement these plans. We also want to reassess periodically the validity of targets to make sure that our targets are being met.

Reports will be periodically presented to the Board of Governors.
Several questions and comments followed this presentation. A few of these follow.

Question: Is there a connection to divestment from fossil fuel companies?

Answer: Climate action does involve reducing the institutional footprint. Divestment is actually a component of achieving the platinum status goal.

Comment: MAUT has now joined SMU and PGSS in the effort to encourage McGill to divest its holdings in the fossil fuel industries.

Question: Do we monitor the performance at McGill contractors who work at night?

Answer: There should be compliance with sustainability guidelines. Contractors need to be compliant. Security personnel monitor the compliance.

Question: Given that Scope 3 includes transit by staff, where do we get this info as to our commuting practices?

Answer: This information is based on surveys of staff.

Question: How were the consultations converted into recommendations?

Answer: The process is to collect the ideas among the five categories, and these are distilled, so that units can take on the initiatives from the recommendations.

5. Report on the McGill Context (Information) (Manfredi):

Taken from the document (D17-25):

The goal of the review was to help arrive at a clearer, implementable definition of the “McGill Context” and the scope of McGill’s authority and responsibility when faced with knowledge of incidents:

- _involving acts by McGill community members that may have constituted misconduct under our policies and regulations;
- _that occurred, or were alleged to have occurred, off-campus at events not organized or sponsored by McGill;
- _involving members of the University community; and
- _that may compromise the well-being or success of any member of our University community.

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From the Code of student conduct perspective, the language is designed to enhance the clarity of the context, and to address the issue of McGill’s scope of jurisdiction.

One question was posed for a situation in which two students establish a relationship on line. What is McGill’s jurisdictional authority in this case? Senator Campbell responded that this is a very relevant question. The jurisdiction depends on whether there is an on-going relationship among the students as it impacts their academic performance on campus.

6. Progress report on the McGill Wellness strategy (Verbal update on Information)

The report was presented by Senator Dyens. Mental health and wellness is a large issue on campus, and all campuses throughout North America. This strategy has been developed and submitted to the Provost for his response and implementation plan. A significant part of this progress has been due to the leadership of Martine Gauthier, who has been granted speaking rights for this session. What is to come will be a holistic approach, involving a larger picture of the student’s environment with six areas to enhance the learning environment; 1) awareness and prevention, 2) skills development and capacity building, 3) access and inclusivity, 4) healthy spaces, 5) healthy policies and practices 6) recognition of best practices in future directions ...all a vital part of the holistic approach.

As to what has been accomplished, McGill has increased the number of staff by 43% since 2014, increased the number of physicians since 2016 by 50%, increased the group

offering of counseling services by 54%, added two case workers, expanded the substance abuse program, and have launched a collaborative care program.

There will be an on-line booking system in place by end of 2018. The university has increased OSD investments by an additional \$1 million.

A question was posed as to the average waiting times now for professional services for students. Ms. Gauthier responded by indicating that the waiting times have decreased from 4-6 months to 4 weeks now. The goal is to improve the wait time for the same day to a social worker and 1-2 weeks to a counselor.

7. Annual report of the Committee on Student Discipline (Information):

Senator Buddle offered thanks to the Associate Dean of Students, Glen Zabowsky, for the preparation of the report. He reported a decrease in the number of cases during the past year, and noted this is lowest level of reports since 2005-06. It is a matter of speculation as to why this is the case. It may be a case of under-reporting. There may have been larger numbers of informal resolutions, more referrals to mental health services, or we might be doing a better job in educating the community on the code of conduct.

Senator Mansdoerfer inquired as to whether the student code being implemented equally across all the Faculties. Senator Buddle responded that this is a difficult question to address. He suggested that he reach out to Disciplinary officers in the various Faculties, considering that policies, procedures, and assessments would vary among the Faculties. These factors all impact the number of cases. A question was posed concerning the use of plagiarism software. Senator Buddle responded that instructors are required to inform the students that software is being used in a given course. Senator Winer indicated that provisions in the current policy require the instructor to offer alternate methods to private corporations that may be using the software to tap into intellectual property for profit. TLS is working on the development of tools may be used for educational purposes.

8. Annual report of the Senate Committee on Physical Development (2016-2017) (Information) presented by Dr. Cameron Charlebois (with Senator Beauchamp):

This is a new Office as of February 2017, Office of Campus Planning and development.

The report is essentially for the period since Dr. Charlebois took office in February 2017.

Major Planning initiatives include the issue of whether McGill will move forward in the development of the Royal Victoria site. There will be more information forthcoming on this issue in the spring 2018. The university has acquired 680 Sherbrooke Street West. Now Nursing has been relocated to its own building. The bookstore relocation has been completed.

Senator Zorychta indicated that the committee has met only met twice last year, and five times next year. Considering the large portfolio, there should be more meetings to provide more of an opportunity for stakeholders' input, so that the committee may be more involved with the McGill community.

A question was raised as to how this effort links with the climate-sustainability initiatives. The work should be included in the carbon-neutrality goal. Dr. Charlebois indicated that efforts are being made in this direction.

Senator Fussmann indicated that the report contains a large list of developments, but asked about the procedures for the committee to be advising the Senate. Currently, Dr. Charlebois is learning about the mechanisms for advising Senate, and he will be working on these points.

9. Annual Report of the Committee on Enrolment and Student Affairs (2016-2017) (Information)

Senator Dyens presented this report, and indicated that the committee has met several times concerning the terms of reference for existing awards made by the University and to address admission requirements and standards.

Senator Nwabufo asked whether there is a budget for the committee to provide awards. Senator Dyens responded in the negative, indicating that the committee approves the awards in terms of the terms of reference, and does not provide awards.

10. Report of the Joint Board-Senate Meeting: “Building Stronger Communities and Citizenship through Mentorship” (Information)

Principal Fortier applauded the roundtable sessions, with some excellent recommendations arising from these interactions.

The Principal also noted the excellent presentation provided by Professor Brian Rubineau, Associate Professor of Organizational Behavior at the Desautels Faculty of Management, which served as helpful guidance for the roundtable discussions.

11. Other business

There was no other business.

At this point, Senate continued its business in the confidential session, item 12.

Confidential Session

12. Report of the Honorary Degrees and Convocations Committee (Approval)

8) MEMBERS' QUESTION PERIOD

There were no members' questions.

9) OTHER BUSINESS

Dean Lennox encouraged everyone to attend the upcoming Faculty of Science Christmas Party to be held on 7 December 2017 from 4:00 p.m. to 6:30 p.m. in the Faculty Club.

There being no further business, Prof. Roulet **moved**, seconded by Prof. Gyakum, that the meeting be adjourned at 5:00 p.m.

The motion carried.