



Minutes

Wednesday, March 18, 2015 14-15:07

Minutes of the meeting of Senate held on Wednesday, March 18, 2015 at 2:30 p.m. in the Robert Vogel Council Room (Room 232, Leacock Building)

PRESENT

Algieri, Stefano	Goldstein, Rose	McCullough, Mary Jo
Allison, Paul	Grant, Martin	Mucci, Alfonso
Ayukawa, Courtney	Green, Garth	Murray, Jennifer
Arezki, Amine	Greenspon, Jacob	Nicell, Jim
Bader, Darine	Grobin, Morgan	Oxhorn, Philip
Bell, Graham	Grütter, Peter	Potter, Judith
Benrimoh, David	Gyakum, John	Rassier, Dilon
Bernard, Daniel	Harman, Christopher	Ray, Saibal
Carter, Mindy	Harpp, David	Richard, Marc
Coderre, Terence	Hastings, Kenneth	Robaire, Bernard
Cooke, Rosemary	Heath, Nancy	Rourke, Chloe
Cook, Colleen	Hébert, Terence	Saroyan, Alenoush
Corkery, Christopher	Henderson, Ian	Scebba, Maximillion
Costopoulos, Andre	Hill, Reghan	Snyder, Dan
Covo, David	Hooton, Brett	Stewart-Kanigan, Claire
Damha, Masad	Hurtubise, Jacques	Stromvik, Martina
Di Grappa, Michael	Ibrahim, Kareem	Strople, Stephen
Di Paola, Antonia	Jutras, Daniel	<i>(Secretary)</i>
Dudek, Gregory	Kalil, Alex	Thordardottir, Elin
Dumont, Marie-Josée	Kamen, Amine	Ulemek, Marina
Dyens, Ollivier	Kreiswirth, Martin	Wang, Rui Hao (Leo)
Eidelman, David	Kucij, Maya	Waters, Natalie
Elstein, Eleanore	Kuzaitis, Ruth	Winer, Laura
Fortier, Suzanne	Lach, Lucyna	White, Lydia
Fuhrer, Rebecca	Lu, Catherine	Yalovsky, Morty
Galaty, John	Madramootoo, Chandra	Yang, Yuanhang
Gehring, Kalle	Marcil, Olivier	Yue, Stephen
Godil, Nabeel	Martel, Michel	Zorychta, Edith
Gold, Richard	Masi, Anthony	
	Massey, Kathleen	

REGRETS:, Gordon Crelinsten, Stuart Cobbett, Elaine Doucette, Jim Engle-Warnick, Sean Ferguson, Natalie Hiles, Ashraf Ismail, Sarah Kimmins, David Lametti, Gillian Lane-Mercier, , Christopher Manfredi, Michael A. Meighen, Timothy Moore, Alexandru Munteanu, Derek Nystrom, Ram Panda, , Juan Pinto, Trevor Ponech, Cynthia Price, Caroline Riches, Laurie Snider, Marc Weinstein, Ji, Zhang.

SECTION I

1. Welcoming Remarks

The Chair began by welcoming Senators to the seventh Senate meeting of the 2014-2015 governance year.

The Chair informed Senators that this was Mr. Shaun Cavaliere's last meeting as the Governance Officer for Senate as he was leaving the University to accept a position at the University of British Columbia. She thanked him for his exceptional service to the McGill community and for the outstanding work he has done for Senate. On behalf of Senate, she wished him well in his future endeavours. Senators applauded.

2. Memorial Tributes:

2.1 Professor Emeritus Theodore Sourkes

Senator Robaire read the following memorial tribute, and Senate subsequently unanimously approved a motion of condolence:

It is with great sadness that we inform you of the passing of an outstanding colleague and one of McGill's best, Professor Emeritus Theodore L. Sourkes, who passed away January 17, 2015 at age 96. Dr. Sourkes was an accomplished scholar, an expert scientist and a ground-breaking researcher who leaves behind an important legacy.

Before his McGill years, Dr. Sourkes developed aldomet, one of the first anti-hypertensive drugs. While at McGill, he led an internationally renowned lab focused on the biochemistry of brain catecholamines. His fundamental discoveries led him to pioneer the concept of L-DOPA replacement therapy in Parkinson's disease, which is considered to be the first effective therapy for a neurodegenerative disease. The quality of life of millions of patients throughout the world has been improved as a result. It is a therapeutic concept that remains valid today.

Ted Sourkes served as Professor in the McGill Departments of Psychiatry, Biochemistry, and Pharmacology and Therapeutics. His contributions were of major significance in each of these disciplines and he was recognized repeatedly over his career. Just two of these are that he was made an Officer of the Order of Canada and was awarded the Wilder Penfield Prix du Québec. In 2013, McGill inaugurated the Theodore L. Sourkes Lectureship Series in Neuropharmacology in his honour.

Dr. Sourkes was a man of vision and a mentor to many at McGill and to scientists worldwide. He was a constant source of wise counsel, as well as a loyal friend and moral compass for generations of family, friends, students and colleagues.

His depth of knowledge and commitment to the highest standards in research were and will continue to be an inspiration for us all.

3. Report of the Steering Committee

(14:15-07)

Senate received the Report of the Steering Committee (14-15:07).

Item 1. Approval of Minutes of Senate – February 18, 2015

Senators provided suggested revisions to Part II, Sections 1 and 3 of the minutes.

On a motion duly proposed and seconded the minutes were approved as amended.

On a motion duly proposed and seconded, Senate approved parts 2 and 3 of the Report of the Senate Steering Committee.

4. Chair's Remarks

The Chair began her remarks by discussing government relations. She noted that Mr. François Blais is Quebec's new Minister responsible for Education, Higher Education, Research, Science and Sport. She said that she and her counterparts at other Quebec universities are looking forward to working with Minister Blais, who was the former Dean of Social Sciences at the Université Laval. The Chair also reminded Senators that the Quebec government will table its budget on March 26.

Regarding new appointments in health care, the Chair explained that Quebec Health Minister Gaétan Barrette announced new leaders of the health care system, including four institutions that are part of the McGill academic health network. She mentioned that Dr. Lawrence Rosenberg was appointed president of the new *Centre intégré universitaire de santé et de services sociaux du Centre-Ouest-de-l'Île-de-Montréal*. Benoît Morin was appointed president of the *Centre intégré universitaire de santé et de services sociaux de l'Ouest-de-l'Île-de-Montréal*. Mr. Normand Rinfret, the executive director of the MUHC, was appointed president of the MUHC.

The Chair then described developments associated with the Royal Victoria Hospital site. She explained that Mr. Robert Poëti, the Minister responsible for the Montreal region, announced that the Quebec government was proceeding with a feasibility study in collaboration with McGill. The University eventually expects to launch a Task Force to consult and advise on the academic and para-academic composition of the task force, which will be needed for the second part of the feasibility study.

The Chair spoke about the February 26 Board of Governors retreat during which Governors discussed enrolment planning and student recruitment. She noted the participation of the Honourable Ken Dryden, a McGill alumnus, who delivered the key note address inspired by "Making the Future", a course Mr. Dryden is teaching to McGill undergraduate students, as well as students at four other Canadian Universities.

The Chair subsequently stated that the University has started to plan for its 200th anniversary, which will take place in 2021. She explained that Chancellor Emeritus Steinberg is chairing a Planning Committee which is responsible for developing a plan for the celebration of the anniversary events, which would begin in January 2020 and conclude in June 2021.

The Chair concluded her remarks with kudos. She acknowledged Dr. Mark Lanthrop (Genome Quebec) and Professor Antonia Maioni (Political Science, Faculty of Arts) who each received \$500,000 grants from the Canadian Queen Elizabeth II Diamond Jubilee Scholarships program. Dr. Lanthrop's research focuses on quantitative biology and medical genetics for the world, while Professor Maioni's award will support internships and provide scholarships in McGill's Institute for Health and Social Policy. The Chair also recognized BCom students in the Desautels Faculty of Management who placed first at the 14th annual Copenhagen Business School Case Competition. She congratulated Professor Richard King (Schulich School of Music) who received another two Grammy awards, for Best Contemporary Instrumental Album and Best Orchestral Performance. She also mentioned that Professor Philippe Gros had been named the Senior Fellow of the Canadian Institute for Advanced Research program in Humans and the Microbiome. The Chair concluded by noting that Stacey Lee (a student in Civil Engineering) won three gold medals as McGill captured the Geraldine Dubrule trophy in synchronized swimming.

In the subsequent discussion, Senator Robaire asked if the Quebec government intended to keep the ministries of education/higher education and research separate. The Chair indicated that since one minister is responsible for the file, the ministries will be integrated and early indications suggest that the government is prioritizing primary and secondary education.

Senator Richard asked for additional details regarding the recently awarded grant to support Green Chemistry at McGill. The Chair explained that McGill had received a Canada Excellence Research Chair in Green Chemistry and had subsequently petitioned the provincial government for additional investment, which the University will now receive through this new grant. Senator Goldstein added that the grant is intended to support infrastructure and the acquisition of new equipment.

SECTION II

Part "A" – Questions and Motions by Members

1. Question Regarding the Allocation of Government Funding for Students with Disabilities

Senators Rourke, Greenspon and Benrihmoh submitted the following question:

Whereas, \$9.283 million was allocated by the MESRS for “Soutien à l’intégration des personnes en situation de handicap” in Québec universities for the 2014-2015 academic year,

Whereas, an envelope of \$7.5 million from the aforementioned \$9.283 will be distributed to Universities' central budgeting offices, and McGill's portion exceeds \$1 million,

Whereas, this envelope is meant to be spent on improving services for students with disabilities, particularly “les étudiants ayant un trouble d'apprentissage, un trouble mental ou un trouble de déficit de l'attention”,

Whereas, addressing these needs is crucial to ensuring the learning and academic success of students with disabilities at McGill University,

Whereas, “La Charte des droits et libertés de la personne et la Loi assurant l’exercice des droits des personnes handicapées en vue de leur intégration scolaire, professionnelle et sociale (révisée en 2004) amènent désormais à considérer ces étudiantes et étudiants en situation de handicap. Par conséquent, les établissements ont des obligations légales au regard des services à leur offrir.”

Whereas, information about the timing and disbursement of this funding has not been communicated by the University to the McGill community or to the students who will be affected by the disbursement of these funds,

Whereas, as a result of this \$7.5 million envelope, the Office for Students with Disabilities (OSD) will no longer receive direct funding from the government as in past years, and expects a budget shortfall of approximately 15% for the next academic year,

Whereas, McGill recognized that “building on the work and successes” of the Office for Students with Disabilities is necessary to “achieve a sustained focus on student-centeredness by enhancing educational, research, and extracurricular life and learning experiences,” the second priority of McGill’s ASAP 2012 strategic plan,

Whereas, OSD currently faces budget restrictions that hinder its ability to provide its legally-mandated services and have resulted in reduced provision of additional learning supports that are critical to the academic success of many students,

Whereas, according to the recent Student Health Survey of graduate and undergraduate students, 4% of McGill students found that ADHD was having a significant impact on their academic activities and 3% of students said learning disabilities were affecting their academic performance ,

Whereas the OSD is the only unit in the University with an explicit mandate to serve students with disabilities and is the unit where, once allocated, these funds are ensured to be used for their designated purpose,

Whereas, concerns have been raised regarding these funds being allocated for their designated purpose at other Québec universities, notably at the Université du Québec À Montréal,

Whereas, on February 23, 2015, the SSMU and PGSS adopted a joint stance expressing “their discontent with the current lack of transparency of funding transfers from the Government of Quebec through the central administration earmarked for student services,” and call on McGill to increase the transparency of these transfers,

How is the University planning to allocate these funds to ensure they are used for their designated purposes? What is the timeline for their distribution? Which McGill units and services will these funds be distributed to?

Which units and stakeholders are being consulted in this allocation process (eg. students, Student Services, the OSD)? How will the University ensure this process is transparent?

Will any of this funding be used to hire more staff for the OSD given the aforementioned budget constraints that affect their operations?

Senator Masi (the Provost) and Senator Dyens (the Deputy-Provost, Student Life and Learning) provided the following written response:

We thank Senators Rourke, Greenspon and Benrimoh for their questions. However, we also want to rectify some misinformation presented in the preamble of their submission to Senate at the same time.

The Office for Students with Disabilities provides important services to McGill students, and the University is committed to supporting its activities. OSD does in fact already have significant resources at its disposal, including an operating budget of approximately \$800,000 for FY2015, provided largely through student fees, but also through consistent support from the University's operating and capital budgets and the work of other units across McGill.

McGill currently reports over 1300 students with disabilities – nearly 40% of all students reporting disabilities counted across the full network of universities in Quebec, yet our student body is actually under 12% of university enrolments in the Province. McGill is committed to supporting the needs of disabled students and in fact has not waited for government allocations to do so.

The Ministry allocated a total of just under \$9.3M, of which \$7.5M was allocated as a function of the number of number of students in need across the full network of Quebec universities. The remaining \$1.7M was allocated in support of specific, related projects. A joint committee has been struck to examine how best to divide the envelope in future to ensure equity among the various institutions.

The interpretation that “this envelope is mean to be spent on improving services for students...” is an imprecise translation of the original French document. The *règles budgétaires* give no specific instruction for how the majority of the funds are to be spent (the French equivalent of “spent”, “dépensé”, is not used). They indicate, rather, that « Ce réinvestissement permettra de soutenir l'organisation et l'offre de services aux étudiants en situation de handicap... »

While “information about the timing and disbursement of this funding has not been communicated by the University to the McGill community”, this is true only insofar as it is not common practice to communicate details of any such disbursement to the community at large. The implication that details have been intentionally obfuscated on this issue is misleading. The University' financial statements are a matter of public record and the annual Budget Book provides a full accounting of planned expenditures.

The assertion that “the Office of Students with Disabilities (OSD) will no longer receive direct funding from the government as in past years, and expects a budget shortfall of approximately 15% for the next academic year” is a misrepresentation of the *McGill Daily* article cited as the source for the statement and well as the overall budgetary situation. The

McGill Daily noted only that OSD's future funding was "uncertain", based on the former director's claim that no future funds had been promised to the Office from University administration. At the time of publication, 16 February, in fact no unit at McGill had a definitive budget allotment for the coming year.

While it is true that OSD will face "budget restrictions" in the coming year, this is true for every unit other on campus as well. In the wake of reductions in government support of universities, McGill finds itself in a position of budgetary constraint. All units are being asked, out of necessity and financial exigency, to work efficiently and effectively with reduced operating budgets – a situation likely to persist for the next several years. All units are also required to adhere to a restricted hiring policy.

To clarify the record, it is McGill University, and not OSD, that is "legally-mandated" to provide certain services to students in need and the University has every intention of honouring and indeed exceeding that obligation. OSD is not the only unit at McGill providing services to students with disabilities. The Faculties and University Services both, for example, commit significant time and resources to the support and accommodation of students with differing needs. Initiatives undertaken in recent years to aid students with disabilities include reviewing curricula in the Faculties in line with universal design methods; ensuring that services offered to students across campus are sensitive to the needs of students with disabilities; taking into account special needs when redesigning and upgrading classrooms and lab space; and partnering with CEGEPs to ensure a smoother transition to University for students with disabilities.

The University has already invested significant resources in these and other activities, and in fact spends several times the amount provided by the MESRS grant in question.

To be clear, the funding envelope in question was provided as part of the overall annual government grant the university receives and was intended for the support of students with a range of specific needs, including, but not limited to, students directly assisted by the OSD. The precise amount that was allotted to McGill was defined through a set of measures employed by the Ministry to determine institutional funding in accordance with reported activities at each institution.

The unrestricted envelope of approximately \$1.2M provided this year is part of the overall university budget from which much more than \$1.2M has been allocated for services to students with disabilities and other needs across the University. In essence, then, the funds have *already* been distributed. There is no pending disbursement to OSD or to any other unit. There has been NO misdirection of these or any other funds allocated to McGill.

That said, the University has made a conscientious effort to exempt from cuts those expenses related to teaching, research and services provided to students, including students with disabilities.

In the ensuing discussion, student Senators asked how the University intends to further support the Office of Students with Disabilities to help it better fulfill its mandate. Senator Masi indicated that the University supports the Office as best as it can given current budget constraints and clarified

that more than just that Office is responsible for assisting students with disabilities. He added that McGill has a disproportionately high number of students with disabilities when compared with other universities in the province, which indicates that the University's support of these students far exceeds the level of service at other universities. Senator Masi also explained that if additional resources would be allocated to the Office, this would mean a decrease in resources in another area, such as internships. Student Senators also claimed that services provided by the Office are being cut. Senator Dyens stated that he was not aware of any significant cuts, and would consult on the issue with the Director of Student Services. Senator Lu added that to determine if there is an issue in the level of service provided to students with disabilities, additional data would be needed.

2. Question Regarding Disparities in Ratios of Faculty Advisors to Students

Senator Greenspon submitted the following question:

Whereas, students in all Faculties can access advising services from their respective Faculty advising offices (eg. Arts students from OASIS, Science students from SOUSA, Engineering students from MESC, etc.)

Whereas, advising services are essential for students' academic success, and the Principal's Task Force on Student Life and Learning at McGill stated "The priority attached to providing quality advising to students should be reflected in the allocation of resources, including personnel, space, equipment and the development of systems, and in professional development... the provision of high quality advising across the University will require that additional resources be devoted to this purpose. Members of the Principal's Task Force nevertheless regard this investment as crucial. Since one goal of advising will be to support students in getting access to the resources they need, such an investment should help to ensure that all types of resources are more easily available to them, and used more effectively by them." (pg. 12)

Whereas, McGill strives to provide equal outcomes to students across all faculties,

Whereas, there are significant discrepancies between the student to advisor ratio in each Faculty (see appended table), such that there are 843 Arts students for every Faculty advisor, but the average student to advisor ratio for other Faculties is only 265:1

What are disparities in the ratio of students to advisors in each Faculty caused by?

What is McGill doing to address these disparities and ensure that all students have equal access to advising, regardless of their Faculty?

Senators Masi and Dyens provided the following written response:

We would like to thank Senator Greenspon for this question.

We recognize that there is disparity in advising among Faculties. We also recognize that NSSE survey results for McGill on advising is below that of our peers. This being said, we

have made conscious efforts in the last few years to address this area and have put in place a long series of measures and initiatives to improve advising at McGill for all students (see the list of initiatives below). The Canadian University Survey Consortium shows that satisfaction rates with advising at McGill have increased from 75% to 82% for first year students and from 61% to 72% for senior students between 2009 and 2013.

It is important to note that evaluating advising is not an easy task. Data, for example, can be difficult to translate. The table included in submission to Senate includes enrolment data from two years ago (2013). Current enrolment figures by Faculty do not vary substantially, but we point out the importance of validating data and being clear about sources. Moreover, the total number of registered students indicated in the table includes graduate students whose principal advisors are their individual faculty supervisors.

This being said, while the number of advisors is important, it is not the only resources available to students. There are many hundreds of people on campus whose professional roles include student advising, both within and beyond specific Faculty contexts. OASIS, the Office of Advising and Student Information Services, identifies dozens of departmental advisors, both faculty and staff, available to counsel students. The Faculty of Arts also supports a very active Internship Office to help students find off-campus placements and build networks among Arts Alumni. The Arts Undergraduate Society runs a peer advising program.

Beyond the bounds of individual Faculties, Service Point on the ground floor of the Redpath Library has been greatly expanded in recent years. Student Services supports Campus Life & Engagement, the Career Planning Service (CAPS), a Counselling Service, First Peoples' House, International Student Services, A Mental Health Service, the Office for Students with Disabilities, the Office of Religious and Spiritual Life, Scholarships and Student Aid, the Student Health Service, and a Tutorial Service, all designed to meet the various and particular needs of students.

McGill does indeed believe that “advising services are essential for students’ academic success” as was well articulated by the Principal’s Task Force on Student Life and Learning at McGill.

The University has put in place a series of measures to ensure that all students have access to the same quality of advising.

List of Initiatives

The Ask an Advisor resource is an important component of our overall advising strategy. This online resource enables undergraduate students in all faculties to direct their academic advising questions to a central resource when they’re not sure who or what office to contact. Students receive a response from an Advising Consultant within 48 hours with either an answer or a referral to the right person or place. While the Consultants are not experts in every program and service, they are the experts on the advising landscape itself. If necessary, they research the most appropriate way of addressing a student’s question to ensure that they contact the right resources in local units.

By more effectively triaging advising needs, we avoid students having to bounce around to multiple offices before finding the right answer or the right person to help them. This both improves the efficiency of the system, by avoiding multiple efforts from several offices addressing the same issue multiple times, and reduces the stress on the student, as they are able to more easily access the advising answers and services that they need. To date, Ask an Advisor has responded to over 3800 inquiries from students in all faculties. Beginning in Winter 2014 semester, the program expanded to include in-person drop-in hours for students at the beginning of each semester, during the course change (Add/Drop) period to increase accessibility during peak periods of need.

In collaboration with Campus Life and Engagement, The Office of the Dean of Students also produced two short videos directed at incoming students, to explain the different types of advising offered at McGill and the importance of meeting with academic advisor(s) regularly. These videos are included as part of the McGill 101 initiative, which is a “course” that all new students are enrolled in that provides academic and student services information timed to synchronize with the student life cycle throughout the year.

The Office of the Dean of Students also developed an advising checklist (available in both English and French) to help guide new students through the first year at McGill, including reminders about registration, available student services and supports, and when to contact an advisor. The checklist was included on the main Newly-admitted Students website, as well as through the Advising website, Student Affairs Offices, Campus Life and Engagement and the Enrolment Services’ registration website. This document will be updated and distributed annually.

In partnership with Enrolment Services, IT Services, and other units, we developed two new electronic tools in the past year, both of which have components to help support academic advising at McGill: AskMcGill and the McGill app.

AskMcGill is an interactive database of frequently asked questions that will make it easier for students, current and prospective, as well as parents and staff, to find information about student life and academic issues. There has been significant content included related to registration, student services, program and degree information, as well as finding and accessing academic advising services.

The new McGill app (available in both iOS and Android versions) includes a tile, or section, on Academic Advising, listing the contact information for all advising offices on campus, as well as a link to Ask an Advisor and the new Advising Checklist. The app will facilitate access for students to the advising offices that they may need to contact and will help make students aware of all the resources at their disposal.

Professional development and training opportunities for advisors are being expanded regularly. In the past year, there have been a number of workshops for advisors, including: sessions of the Mental Health First Aid course and updates from International Student Services and Career Planning Service. The Leadership Development Program (LDP) offered by Organizational Development continues to include an Advisor Stream, which is

open to Management-level staff who have an advising or frontline student service role. To date, 35 advisors and other staff members have completed or are enrolled in this program.

We are currently working with Human Resources to develop a new Principal's Award to recognize excellence in academic advising. The goal is to have this new award included in the 2015 Awards. Leading up to this, the 2014 round of Principal's Awards – the winners of which were announced in October – gave special consideration to nominations in all categories that included an academic advising component.

Early Alert

At the start of the 2014/2015 academic year, a new Early Alert tool was integrated into myCourses, McGill's course management system. This tool allows course instructors to quickly and easily contact the Office of the Dean of Students if they have a concern about a student, either due to academic performance, well-being, or behaviour.

Outdoor Advising Day

The second annual Outdoor Advising Day event was held in October 2014. This event brings advisors from undergraduate faculties, as well as representatives from the Service Point office, to a central and visible outdoor location on campus, and works on the principle that advisors should be available where students are. The initiative allows students to get to know the advisors and the advising resources available to them in a casual manner and increases the visibility of academic advising at the University. This year's event received positive feedback from students, some of whom commented that this type of outreach was effective and that they appreciate the chance to meet advisors outside of the usual office environment.

Staff-Student Mentoring Program

The Staff-Student Mentoring Program continues to expand every year. Mentees and mentors can be randomly matched or matched on criteria that mentees provide that may include language, global volunteer and work experience, or specific skills such as networking and public speaking. The past year also saw the successful inclusion of a graduate student component, which now allows for graduate-undergraduate student pairings within the program. In 2013-2014, there were 96 staff-student pairings and 31 graduate-undergraduate pairings.

Senator Dyens stated that the University is aware of the disparities in the advisor-to-student ratios amongst the Faculties, and is working to address these. He noted that McGill is also working with sister universities to develop tools and to share best practices in this area. Senator Kuzaitis, who is an advisor in the Faculty of Arts, noted that there have been improvements and positive initiatives in student advising in recent years. It was further noted that the University is closing the gap compared to its peers in the student advising area.

Senators discussed whether the University aims to centralize student advising and how the University collects information on student satisfaction with the advising process. Senator Dyens indicated that the University intends to keep its decentralized student advising structure. Senator Masi added that while the University is improving in terms of student advising, it strives to perform better than its peers.

Part "B" – Motions and Reports from Organs of University Government

Open Session

1. Report from Graduate and Postdoctoral Studies (D14-42)

Senator Kreiswirth, the Associate Provost (Graduate Education) and Dean of Graduate and Postdoctoral Studies (GPS), presented this report for information. He provided a summary of the focus and role of GPS, graduate enrolment data for 2014-2015 and the unit's strategic objectives. Senator Kreiswirth indicated that GPS is the main advocate for graduate education at McGill and beyond. Regarding enrolment, Senator Kreiswirth noted that the number of graduate students studying at McGill continues to increase. He highlighted that the University has the highest proportion of doctoral students in Canada, despite being able to offer less funding to doctoral students in comparison to sister universities. Senator Kreiswirth concluded by noting that the University continues to improve graduate student supervision and is studying graduate student outcomes to assess what graduate students do after their studies at McGill.

The ensuing discussion focused on graduate student space. Some Senators noted that graduate student space for those affected by the move to the Glen Yards is expected to be limited. Senator Murray suggested a working group be established to study the space issue at the Glen Yards once the move occurs.

Senators then discussed graduate student funding. They asked how the University intends to increase this funding and how the funding figures are generated. Regarding the latter, Senator Kreiswirth explained that the figures include funding such as grants, endowed awards and salaries for teaching and research assistantships. Regarding the former, he specified that while the University's funding for graduate students is low compared with some competitors, costs to study at McGill are also comparatively low. He also noted that funding for graduate students has increased significantly over the years.

2. 463rd Report of the Academic Policy Committee (D14-43)

Senator Masi introduced this report for Senate's approval. He explained that the APC reviewed and recommended that Senate approve the creation of two graduate certificates: Graduate Certificate in Digital Archives Management and Information and Knowledge Management. Senators were also informed of new concentrations/options within existing programs which APC approved.

On a motion duly proposed and seconded, Senate approved the creation of following proposed programs: the Graduate Certificate in Digital Archives Management and the Graduate Certificate in Information and Knowledge Management.

3. Report of the Senate Nominating Committee (D14-44)

Senator Masi presented this report for approval. He explained that it contained recommendations to fill vacancies in the Senate Pool for University Tenure Committees.

On a motion duly proposed and seconded, Senate approved the recommendations contained within D14-44 to fill vacancies on the Senate for University Tenure Committees.

Senator Masi also explained that Senate approval was required for the appointment of four representatives of Senate, and two alternate representatives, to the Advisory Committee for the Selection of the Dean of Arts.

Senate also approved the recommendations contained within D14-44 to appoint representatives of Senate to the Advisory Committee for the Selection of the Dean of Arts.

Senator Masi noted that the report contained a recommendation to fill a vacancy on the University Appeals Committee.

Senate also approved the recommendations contained in the Report of the Senate Nominating Committee (D14-44) to fill a vacancy on the University Appeals Committee.

Senator Masi then drew Senate's attention to the part of the report dealing with the APC's and Senate Steering Committee's terms of reference, as proposed by the Ad Hoc Committee on the Enhancement of Senate Meetings. He noted that the Committee agreed to procedural changes related to the APC. For example, the APC would seek Senate's input on important items, such as broad academic policy changes or student exchange agreements, before Senate approval is required. In addition, the APC reports, where possible, will be presented towards the beginning of Senate meetings. Senator White indicated that the process for approvals at the APC are already lengthy; the proposal to bring items to Senate twice would further delay the approval process. She supported the Senate Nominating Committee recommendation that the APC could include questions for Senate's consideration in its reports.

Regarding the Senate Steering Committee's terms of reference, Senator Masi explained that the revisions aim to clarify the Senate Steering Committee's role in situations where the Senate Steering Committee currently plays a role, but which are not addressed in its terms of reference. Senator Lu proposed a friendly amendment to add the word "motions" where "question(s)" appears in the revised terms of reference, since the Committee reviews both questions and motions submitted by Senators.

Senate, on the recommendation of the Senate Nominating Committee, approved the revised terms of reference of the Senate Steering Committee, as amended.

4. University Staffing Report (D14-45)

Senators Masi and Di Grappa, the Vice-Principal (Administration and Finance), presented this report for information. Senator Masi highlighted that the University's tenure track academic staff count has been rising slightly. He added that in 2014, there were approximately 1675 academic

staff members at McGill; this represented a 4% increase in the past four years. Senator Masi explained that the University's undergraduate to tenure track faculty member ratio remains below 15:1, which is amongst the lowest in Canada. Its graduate student to tenure track faculty member ratio remains at slightly over 5:1, which is also relatively low.

Senator Di Grappa underlined that administrative and support staff headcounts have fallen over 2.3 % in the past five years, primarily due to the Voluntary Retirement Program the University implemented in 2013 to help reduce expenditures. He added that the change in headcount from 2013 to 2014 revealed a 6.8% decline in administrative and support staff headcounts.

Senators discussed how the report could include additional information in the future years. For instance, Senator Cooke suggested that for administrative and support staff counts, the report could break down employees into the following categories: permanent, term and casual. Senator Di Grappa agreed with this suggestion. Senator Lu proposed that part-time instructors be included in the report as a separate category. Senator Masi explained that part-time teaching is generally limited at McGill. He added that part-time instructors are usually contractual employees whose full-time positions are located in hospitals or other institutions in Montreal. Senator Snyder asked how stringent provincial language requirements for new residents has affected the University's academic recruitment success. Senator Masi noted that the University provides French-language training and is lobbying the Quebec government for greater flexibility.

5. Annual Report on Enrolment and Strategic Enrolment Management (D14-46)

Senators Dyens and Massey, the University Registrar and Executive Director (Enrolment Services), presented this report for information. Senator Dyens highlighted that McGill continues to attract excellent students and has a strong retention rate of 92%. Nevertheless, he explained that yields remain challenging as top students have many options, and student funding in other jurisdictions is relatively high. Senator Massey added that the University launched several initiatives for students, such as the Ask McGill website. She noted that 35,000 queries have been submitted thus far through the website. She also explained that McGill offers an award in science to high schools in the province for students who excel in this area; the exceptional student from each high school is awarded a \$500 prize should they choose to enrol at McGill.

Senators discussed the reasons why figures for 2014-2015 revealed significant changes to enrolment from particular geographic areas. Senator Massey explained that economic and currency fluctuations can affect international enrolment. Senator Dyens added that Francophone enrolment challenges persist because of misperceptions of McGill in Quebec's regions; these misperceptions characterize the University as a solely Anglophone institution with higher tuition costs than other universities. To counter this, Senator Dyens noted that the University has been collaborating with high schools and the University established a program which allows prospective Francophone students to shadow current Francophone students.

6. Report from the Board of Governors to Senate (D14-47)

The Chair presented this report, which provided a summary of the February 26, 2015 Executive Committee and February 2, 2015 Board of Governors meetings, for information.

Senator Benrimoh asked for additional details on the University's plan to address its deferred maintenance. Senator Di Grappa explained that the estimated cost of McGill's deferred maintenance projects totals over \$1 billion. He clarified that to address this cost, the University intended to borrow funds to finance some of the deferred maintenance projects while interest rates are low. This plan is subject to authorization from the provincial government.

7. Report of the Honorary Degrees and Convocations Committee (D14-48)

Senator Masi presented this report for information. He informed Senators that the Committee had met and reviewed the Spring and Fall 2015 convocation ceremony schedules, and the list of honorary degree recipients.

8. Other Business

No other business items were raised.

There being no other business to deal with, on a motion duly proposed and seconded, the meeting adjourned at **4:55 p.m.**

END

The complete documents, including presentations at Senate, are kept as part of the official minutes.