



## Minutes

Wednesday, February 18, 2015 14-15:06

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

### PRESENT

Algieri, Stefano  
 Allison, Paul  
 Ayukawa, Courtney  
 Arezki, Amine  
 Bell, Graham  
 Benrimoh, David  
 Bernard, Daniel  
 Carter, Mindy  
 Crelinsten, Gordon  
 Coderre, Terence  
 Cooke, Rosemary  
 Costopoulos, Andre  
 Covo, David  
 Damha, Masad  
 Di Paola, Antonia  
 Doucette, Elaine  
 Dudek, Gregory  
 Elstein, Eleanore  
 Fortier, Suzanne  
 Fuhrer, Rebecca  
 Galaty, John  
 Gehring, Kalle  
 Gold, Richard  
 Goldstein, Rose  
 Grant, Martin  
 Green, Garth

Greenspon, Jacob  
 Gyakum, John  
 Harman, Christopher  
 Harpp, David  
 Hastings, Kenneth  
 Heath, Nancy  
 Hébert, Terence  
 Henderson, Ian  
 Hooton, Brett  
 Hurtubise, Jacques  
 Ibrahim, Kareem  
 Ismail, Ashraf  
 Jutras, Daniel  
 Kalil, Alex  
 Kamen, Amine  
 Kreiswirth, Martin  
 Kucij, Maya  
 Kuzaitis, Ruth  
 Lach, Lucyna  
 Lane-Mercier, Gillian  
 Lu, Catherine  
 Masi, Anthony  
 Massey, Kathleen  
 McCullough, Mary Jo  
 Murray, Jennifer  
 Moore, Timothy  
 Munteanu, Alexandru

Nicell, Jim  
 Oxhorn, Philip  
 Panda, Ram  
 Potter, Judith  
 Rassier, Dilson  
 Richard, Marc  
 Riches, Caroline  
 Robaire, Bernard  
 Rourke, Chloe  
 Saroyan, Alenoush  
 Scebba, Maximillion  
 Snider, Laurie  
 Snyder, Dan  
 Stewart-Kanigan, Claire  
 Strople, Stephen  
*(Secretary)*  
 Ulemek, Marina  
 Wang, Rui Hao (Leo)  
 Waters, Natalie  
 Weinstein, Marc  
 Winer, Laura  
 White, Lydia  
 Yalovsky, Morty  
 Yang, Yuanhang  
 Zhang, Ji  
 Zorychta, Edith

**REGRETS:** Darine Bader, Stuart Cobbett, Colleen Cook, Christopher Corkery, Michael Di Grappa, Marie-Josée Dumont, Ollivier Dyens, David Eidelman, Jim Engle-Warnick, Sean Ferguson, Nabeel Godil, Morgan Grobin, Peter Grütter, Natalie Hiles, Reghan Hill, Sarah Kimmins, David Lametti, Chandra Madramootoo, Christopher Manfredi, Olivier Marcil, Michael A. Meighen, Alfonso Mucci, Derek Nystrom, Juan Pinto, Trevor Ponech, Cynthia Price, Saibal Ray, Martina Stromvik, Elin Thordardottir, Stephen Yue,

## **SECTION I**

### **1. Welcoming Remarks**

The Chair began by welcoming Senators to the sixth Senate meeting of the 2014-2015 governance year. She then informed Senators that revisions to the *University Statutes* relating to the composition of Senate were in the process of being implemented given that the period of time for the University Visitor (the Governor General of Canada) to disallow the revisions had elapsed.

In this context, she welcomed Ms. Kathleen Massey, University Registrar and Executive Director of Enrolment Services, and Professor Laura Winer, Director of Teaching and Learning Services. She also shared that an election is in the process of being organized to fill an administrative and support staff vacancy from Group 3. Regarding representatives from academic units and the three new positions from the “faculty-at-large,” these positions would be filled by September 1, 2015.

### **2. Memorial Tributes:**

#### **2.1 Professor Samuel Noumoff**

Senator Manfredi read the following memorial tribute, which Senate subsequently unanimously approved:

The Department of Political Science notes with sadness the death of our colleague, Sam Noumoff. Sam died in Montreal on November 26<sup>th</sup> at age 79.

Sam came to McGill in 1967 and taught for four decades in the Department of Political Science before retiring in 2006. In those 40-odd years, Sam was an inspiring teacher, a dedicated colleague, a committed campus activist and, above all, a compassionate and deeply-principled human being.

He is remembered in the classroom for both his passion and insight in the wide range of courses he taught, from political philosophy to comparative revolutions to East Asian politics, notably the politics of China, a country he visited numerous times over his career.

Sam was an institution-builder. He helped to organize East Asian studies at McGill and was instrumental in the creation of the Center for East Asian Studies and served as its Director. He served also as Director, in the late eighties and early nineties, of the Center for Developing Area Studies, which was the nucleus for the current McGill Institute for the Study of International Development (MISID). Sam was a strong supporter of the internship program in the Faculty of Arts and was involved in the writing of the first grant proposal to the Québec government which got the internship office off the ground. The Arts Internship Office is a great success. All of these initiatives have yielded enduring benefits for the University.

Sam kept several generations of university administrators on their toes. He was a

longstanding member of University Senate, where he represented the Faculty of Arts, and he served as well on the Board of Governors. Sam used these venues to protect due process across the university, to encourage transparency in university governance, and to defend and promote the importance of a progressive liberal arts education at McGill.

Sam will also be remembered for the numerous times he acted as an advocate and counsel for colleagues, whether academics or support staff, in tenure, grievance or appeal hearings. He was the best store front lawyer on the block.

Above all, Sam was devoted to fairness, justice and equity. These were his convictions and he lived by them.

## **2.2 Professor Emeritus F. Clarke Fraser**

Senator Fuhrer read the following memorial tribute, which Senate subsequently unanimously approved:

It is with great sadness that we inform you of the passing of a McGill legend, Dr. F. Clarke Fraser, at the age of 94.

Born in Norwich, Connecticut, and raised in Nova Scotia, Dr. Fraser was a visionary in human genetics, teratology and genetic counseling, who made history in the 1950s as the country's premier medical geneticist. He was an iconic figure in Canadian medicine, as well as a biomedical pioneer, a fine teacher and an outstanding scientist.

A three-time graduate of McGill (Master's of Science, PhD and MDCM), Dr. Fraser founded the first medical genetics department in a Canadian pediatrics hospital at the Montreal Children's Hospital, which was renamed in his honour in 1995. He brought critical genetic insight to the study of development and the effects of prenatal maternal exposure to environmental agents. The Melnick-Fraser syndrome, a rare genetic disorder on which he authored numerous articles, bears his name.

Dr. Fraser's contributions reached beyond the lab to the lives of patients everywhere. His warm and compassionate approach was conveyed to a succession of graduate students, physicians and genetic counsellors in Canada and the United States. His classroom techniques were renowned among students, and he coauthored several textbooks, many still used today.

Dr. Fraser was appointed Officer of the Order of Canada in 1985 and awarded the Government of Quebec's Prix Wilder-Penfield in the biomedical sciences in 1999. He received an Honorary Doctorate from McGill in 2010 and was inducted into the Canadian Medical Hall of Fame two years later.

As once described by his long-time friend and colleague, Dr. Charles Scriver, he was the “most senior and respected human and medical geneticist in our nation.” He will be missed. He will be remembered.

### **2.3 Professor Emeritus Lloyd MacLean**

Senator Fuhrer read the following memorial tribute, which Senate subsequently unanimously approved:

It is with great sadness that we inform you of the passing of Dr. Lloyd Douglas MacLean on January 14, 2015 at the age of 90.

“LD,” as he was known to colleagues and friends, was born on June 15, 1924 in Calgary, Alberta. After graduating from medical school at the University of Alberta in 1949, he went on to complete his surgical training at the University of Minnesota.

In 1962, Dr. MacLean was appointed Surgeon-in Chief at the Royal Victoria Hospital in Montreal, a position he held until 1988. He was credited with Canada’s first lung transplant, along with Dr. D.D. Munroe. He was also Chair of McGill’s Department of Surgery from 1968-1973, 1977-1982 and 1987-1988, and was McGill’s first Edward W. Archibald Professor.

Dr. MacLean made significant contributions to the study of shock, peritonitis, host resistance, transplantation and the development of surgery for obesity. Throughout his career, he remained a passionate advocate for the advancement of patient care and the promotion of excellence in academic surgery.

He received many honours, including The Gairdner Wightman Award in 1989 for his outstanding work as a surgeon, scientist, teacher and administrator. He was appointed an Officer of the Order of Canada in 1985.

Dr. MacLean was a wonderful ambassador for McGill and Canadian surgery. His contributions are recognized each year with an annual LD MacLean Visiting Professorship in General Surgery. Through the generosity of Dr. MacLean, his family, friends and his patients, an annual traveling award was established to foster educational collaborations between McGill’s Department of Surgery and leading surgeons around the world.

A man appreciated for his boundless sense of humour, Dr. MacLean will be missed by many.

**3. Report of the Steering Committee**

(14:15-06)

Senate received the Report of the Steering Committee (14-15:06).

*Item 1. Approval of Minutes of Senate – January 21, 2015*

*Item 2. Senate Open Discussion (February 2015)*

*Item 3. Speaking Rights*

Upon approval of the report, speaking rights were granted to Professor Ghyslaine McClure, Associate Provost (Budget and Resources) for item: IIB4 “Budget Planning 2015-2016: Report II”; Mr. Real Del Degan, Interim Director (Office of the Budget) for item IIB4, “Budget Planning 2015-2016: Report II”; and Professor Dimitrios Berk (Ombudsperson for Students) for item IIB6, “Annual Report of the Ombudsperson for Students (2013-2014)”

*Item 4. Approval of the Agenda*

*On a motion duly proposed and seconded, Senate approved the Steering Report.*

**4. Chair’s Remarks**

The Chair began her remarks by discussing government relations. She explained that she had been unable to attend the January Senate meeting as she, and her counterparts from other Quebec universities, met with Deputy Minister Lise Verreault to discuss the final report of the *Chantier* dealing with the province’s university funding policy. The Chair noted that the Quebec government is aiming for general agreement amongst the province’s universities on a revised funding formula. She added that the *Chantier*’s report is seen as a starting point in the process to revising the funding formula, and that several working groups would be established to develop an implemental model by Fall 2015 (for implementation in 2016).

On a related note, the Chair highlighted that, as of Fall 2015, international students from France will be paying the same tuition rate as Canadian students from other provinces; those French students already enrolled will not be affected by the increase. She reiterated that, as McGill has done in the past when there is a tuition increase, a portion of the funds received through the higher fees would be allocated to the University’s scholarship program.

The Chair subsequently noted that the province’s financial situation remains difficult. Therefore, the Quebec government has indicated that universities would face further cuts in FY2016.

At the federal level, the Chair explained that the Government of Canada had launched the Canada First Research Excellence Fund (CFREF) in which McGill intends to participate, and for which the University is developing a proposal.

The Chair also discussed her recent trip to France where she participated on an international jury that is making recommendations to the French government for the distribution of 3.1 billion euros to French universities. She explained that the program, known as *les Initiatives d'excellence (IDEX)*, forms part of the French government's strategy to support a select group of universities in France in their aspirations to feature prominently amongst international universities.

Moving on to kudos, the Chair highlighted that the Natural Sciences and Engineering Research Council of Canada (NSERC) announced 78 Strategic Project Grants today, including 10 for McGill researchers totaling nearly \$4.7 million. She also congratulated Professor Hans Beck (History & Classical Studies) for having been awarded the Anneliese Maier Research Award in the amount of 250,000 euros from the Humboldt Foundation in Germany for excellence in research and leadership in international collaboration in the humanities and social sciences. She also acknowledged Professor Alcides Lanza (Music Research) who won the XIII Prize Tomás Luis de Victoria 2014 for his substantial contribution to the enrichment of the musical life of the Ibero-American people as well as his distinguished career as a composer and pedagogue. To conclude, she congratulated the following students from the Desautels Faculty of Management: Hasan Nizami, Ishani Majumdar, Fiona Xu and Sunaina Roy Chaudhuri. Coached by Professor Sebastien Betermier, the students won the Montreal regional Risk Management Challenge on January 22 and will compete at the International PRMIA Risk Management Challenge later this year.

## SECTION II

### Part "A" – Questions and Motions by Members

1. Question Regarding the Incorporation of Research into Undergraduate Teaching

Senators Hébert submitted the following question:

At the November 19th, 2014 meeting of Senate, there was a lengthy discussion of how to integrate a research experience into the education of undergraduates at McGill. Students, staff and faculty all more or less agreed that this is a good thing despite the obvious impossibility of giving every student access to research labs. Thus, other modalities must be explored in order to do this. For several years, Teaching and Learning Services ran a program called the Inquiry Network, a collaborative group of academics that looked into doing just that. They created a series of university-wide resources and made recommendations to the Board of Governors and the Senate at the joint meeting in 2011. Please see the attached links for more details and in particular their report presented to Senate.

<http://www.mcgill.ca/tls/projects/nexus/network>

Using Coursework to Enhance Students' Understanding of Research/Scholarship

It seems to me that is precisely in line with expectations and desires of a research-focused, student-centered university.

What is McGill doing to build on the work of Inquiry Network, to engage undergraduates in research as part of coursework?

The Provost, Professor Anthony C. Masi, and the Deputy-Provost (Student Life and Learning), Senator Dyens, provided the following written response:

We would like to thank Senator Hébert for his question.

McGill's two most recent strategic academic plans, "Strengths and Aspirations" and "ASAP" have highlighted the importance of professorial research for undergraduate education at a research-intensive university like McGill that also wants to emphasize student centeredness. Established by APC's Subcommittee on Teaching and Learning in 2009 and under the guidance of the Teaching Services, the Inquiry Network is a cross-disciplinary group of faculty exploring the teaching-research nexus at McGill in terms of undergraduate education.

The Inquiry Network is a cross-disciplinary group whose members work together tackling serious general pedagogical issues and at the same time developing solutions that take into account unique McGill-specific constraints experienced across our Faculties. The resources the Inquiry Network creates and the events they host are consistently received with enthusiasm.

One of the most interesting aspects of the group's efforts to date is working with instructors to help students think like researchers as part of coursework. Many, but not yet all, McGill undergraduate students have an opportunity to engage in hands-on research experiences. Several Faculties have already designed explicit programs to facilitate such experiences, e.g., Office for Undergraduate Research in Science (OURS), Summer Undergraduate Research in Engineering (SURE), Undergraduate Arts Research Internships Awards (ARIA).

Naturally, one of the best ways to reach all students is to encourage professors to draw on their own research experiences in designing coursework that will help students to think like researchers. A well-designed course as part of a well-structured program of study is an ideal forum for teaching the core skills used by academics: asking questions, evaluating evidence, drawing conclusions based on evidence, communicating results, and, where appropriate, deciding on an action plan.

The Inquiry Network supports instructors to enhance students' ability to think and to act like researchers in their chosen field of study, in classes of all sizes, subject areas, and levels. Members of the Network work toward this goal by: collecting examples of McGill instructors who already integrate research into their classes in this way; developing pedagogical resources; and holding events to engage instructors and administrators in the discussion of these ideas.

For the last five years, the Inquiry Network has been meeting monthly during the academic year. Some of the outcomes of their work include:

- a university-wide workshop series for faculty on pedagogical strategies for improving students' ability to think like researchers
- print and online resources available on the TLS website or as workshop materials
- two symposia with internationally renowned guest speakers held in March 2009 and November 2012
- recommendations to the 2011 Joint Board Senate Meeting on how to scale up efforts to enhance undergraduate research at McGill
- a set of learning outcomes that can be integrated into courses and programs to enhance students' ability to think like researchers
- a survey of undergraduates to uncover their perspectives on research.

Helping undergraduates to think like researchers is a complex task. Instructors must have the support necessary to develop strategies suited to diverse contexts, from discipline to class size, from level of instruction to level of student motivation). Based on their experiences, members of the Network recommend that this work continue in cross-disciplinary learning communities led by the pedagogical specialists in Teaching and Learning Services, however, placing even greater emphasis on the emergence and diffusion of creative approaches.

The key question at this time is not “What is the University doing...” but “What must the university do to build on the work of the Inquiry Network?”

We believe that McGill must take a fourfold approach:

1. The broad university community has to engage in a broad general discussion on the ways in which each instructor can build on existing inventory of tools that help students learn how to think like researchers based on the work of the Inquiry Network and Faculty initiatives.
2. More specifically, we can already build on the recommendations that the Inquiry Network made to the 2011 Joint Board Senate Meeting. Teaching and Learning Services will be mandated to submit a five-year plan incorporating these recommendations.
3. In light of the McGill Commitment as part of Principal's Five Priorities, local level initiatives, specific to disciplines, Departments, and Faculties, that focus on undergraduate research initiatives must be supported in order to overcome the constraints faced by faculty and students.
4. University policies and guidelines regarding expectations and evaluations of faculty members need to be clearer that the “teaching-research nexus” is an integral part of a professor's academic duties, not an add-on to them.

For more information on the Inquiry Network, please consult the website:

[www.mcgill.ca/tls/projects/nexus](http://www.mcgill.ca/tls/projects/nexus)



The subsequent discussion focused on whether resources would be committed to helping the University achieve what it “must do” to build on the work of the Inquiry Network, as identified in the response, and what proportion of undergraduate students learn about their professors’ research. The Provost noted that given current fiscal constraints, financial support cannot be allocated unless the University begins to no longer undertake (and require resources for) other activities. Regarding the latter point, Senator Winer indicated that the majority of students report having heard about their professors’ research, but additional analysis would be required in future questionnaires.

2. Question Regarding Question Regarding a Pan-University Approach to Student Mental Health

Senators Rourke, Benrimoh and Stewart-Kanigan submitted the following question:

Whereas, mental health is priority for students, as evidenced by recent data on student mental health at McGill and the many student-led initiatives including SSMU's new Mental Health Policy and Mental Health Awareness Week, the Students in Mind conference, and the creation of the Peer Support Network, and for staff and faculty, as evidenced by the 2013-14 Joint Board-Senate Meeting’s theme of Mental Health,

Whereas, the Mental Health Working Group (MHWG) was struck under Student Services in response to the 2013 Joint-Board Senate Meeting on Mental Health, and the implementation of the recommendations from the MHWG has currently been tasked to Student Services,

Whereas, the Deputy Provost (Student Life and Learning) stated in response to a Senate Question in September 2014 “the terms of reference for such an endeavour [implementing the recommendation of the MHWG through a University-wide strategy for mental health promotion] are currently being drafted, and we anticipate awarding a two-year contract to a consultant commencing in January 2015 to work with stakeholders across the University” and to report to Student Services,

Whereas, student mental health and wellness is a complex issue influenced by factors not limited to access to support services, but also including the stigma of support and accommodation-seeking, and the level of accommodation and support for student mental health offered by academic policies and practices,

Whereas, addressing student mental health is therefore beyond the scope of Student Services alone and requires the coordination and commitment of multiple units within the University, including Faculties,

Whereas, this complexity is addressed by nationally recognized pan-university mental health strategies, such as the Post-Secondary Student Mental Health: Guide to a Systemic Approach (PSSMH) developed by the Canadian Mental Health Association, the Canadian Association of College and University Student Services (CACUSS), and over 70 participating Canadian post-secondary institutions,

Whereas, recommendations of the PSSMH include the development of “campus policies and practices that address the role of faculty and mental health services in academic accommodation with regards to mental health difficulties and documentation required,” “established processes for program evaluation and continuous improvement of offices, departments, services and resources that include criteria related to fostering student well-being,” and “built in accountabilities for staff and faculty to support student mental health,”

What commitments will the University make to ensure that the recommendations of the Mental Health Working Group are implemented beyond Student Services?

Will the university commit to a review and possible restructuring of academic policies at the University and Faculty levels to better support student mental health?

Would McGill consider adopting a nationally recognized pan-university strategy for mental health such as the Post-Secondary Student Mental Health: Guide to a Systemic Approach developed by the Canadian Mental Health Association and the Canadian Association of College and University Student Services (CACUSS)?

The Provost and Senator Dyens provided the following written response:

We would like to thank Senators Rourke, Benrimoh, and Stewart-Kanigan for their questions.

The mental health of every member of our community is as important to us as their physical well-being. McGill is committed to providing a sound and supportive environment for our students, faculty members, and staff.

The mental health working group recommendations are being implemented in the following categories:

- a) graduate student and post doc wellness
- b) wellness support from first year through to graduation
- c) competitive academic environment
- d) inclusive and safe spaces
- e) stigma of treatment
- f) lack of information about services
- g) access to Services
- h) regular and equitable external reviews
- i) professional service training for members of the McGill community

One of the objectives of good governance is to ensure that McGill has policies that are appropriate to our mission, principles, and values. There is always room for improvement, but in general we submit that McGill is on the right track in this regard. Whether by the University Administration, including Student Life and Learning, or within the Faculties and Administrative Units we expect that all of us, to the best of our abilities, will work to ensure that our rules and regulations are fair, that they provide an appropriate framework for

ensuring success in a healthy and supportive campus environment, and that we are open and ready for change when and where appropriate.

With regard to student matters, some successful achievements include: the recently adopted semester withdrawal policy, ongoing work on the assessment policy, recent changes to course evaluations, ongoing discussions with partner universities to create an advisor's network, and the implementation of an 'early alert' option in MyCourses. These initiatives show our commitment to develop a healthy and fruitful experience for all students. Our numerous governance bodies (the APC, its Subcommittee on Teaching and Learning, the Enrolment and Student Affairs Advisory Committee (ESAAC), the Committee on Enrolment and Student Affairs (CESA), and Senate itself) are all part of this ongoing discussion. Furthermore, continuous evaluations of student outcomes are an integral part of policy adjustments and changes. Academic rigour, a commitment to excellence, and a sense of competitiveness must all be tempered by an active engagement with mental and physical health issues.

As noted above, McGill is continually ready to adapt. With regard to the Post-Secondary Student Mental Health: Guide to a Systemic Approach, we must first undertake a careful and complete evaluation and assessment of this guide, in light of McGill's special circumstances and constraints.

In addition to support provided to students, the University provides an Employee Assistance Program (EAP) for faculty and staff through Human Resources. The EAP offers confidential, short-term counselling on a range of issues (from workplace stress to relationship and parenting strategies) through affiliation with Longpré. The same service can also facilitate referrals to private counsellors where necessary.

EAP services are free to eligible employees and their families; longer-term counselling may incur a fee but is often subsidized by the employee benefits plan. Any request for counselling as well as the nature of counselling sessions is kept in strict confidence. Full details are on the HR website: <http://www.mcgill.ca/hr/bp/benefits/eap>.

The University offers a Health and Wellbeing Program for faculty and staff. The objective of the program is to establish a culture of health and wellness at the University by creating awareness of the benefits of healthy living. The program offers a variety of lunchtime events and presentations on physical and mental health related topics; for example, some of our recent sessions have included such topics as managing stress, mindfulness, depression and burnout.

The website also provides online health and wellness resources, which includes a section on Managing Your Mental Health. All of this information is available on the HR website at the following link: <http://www.mcgill.ca/hr/bp/health-and-wellbeing>.

We must also realize that it is important to show respect for, and be supportive of, colleagues dealing with mental health issues. Mental health concerns must be treated with the same dignity as concerns for physical health. Our policies support this approach, but in

implementation it might not always be clear. Once again, there is always room for improvement.

The subject of supplemental questions focused on what mental health services are available to faculty members and what relationship the University's governance bodies would have in the implementation of mental health policies moving forward. Regarding the former, Senator Masi indicated that faculty members have access to the Employee Assistance Program. Regarding the latter, Senator Dyens noted that the development and implementation of mental health policies are executed in collaboration with members and bodies across the University community, such as students, the Dean of Students, the Academic Policy Committee and the Committee on Student Services.

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

### **Open Session**

#### **1. Open Discussion: "McGill's Mission Statement and Principles" (D14-36)**

The Chair introduced the topic to Senators, noting that the University's Mission Statement had not been revised in a long time and that it had never included a statement on its principles. The Provost added that the draft revised Mission Statement and Principles purposely included general language which would be open to interpretation, rather than using specific language.

There was general support at Senate for the revised draft Mission Statement, and considerable debate on the Principles section. The open discussion focused on the principles, and in particular, the inclusion of "responsibility" in the following sentence: "...McGill University embraces the principles of academic freedom and responsibility, integrity, accountability..." Some Senators contended that pairing "academic freedom and responsibility" would be controversial, while the meaning of "responsibility" would be ambiguous in light of the AUCC statement on academic freedom in 2011. One suggestion was to replace the word "and" by a comma, as in "...academic freedom, responsibility, integrity, accountability..."

To reduce redundancy and to avoid ambiguity, some Senators suggested that "responsibility" be removed from the Statement of Principles. The Statement lists accountability as a principle embraced by McGill; if the University's members are accountable, then they are inherently responsible. Alternatively, it was suggested that the sentence be modified to read "academic freedom and academic responsibility."

Student Senators suggested that "accessibility" be added to the list of principles. Senators representing the administrative and support staff suggested that the revised Mission Statement make reference to Montreal and Quebec, and that "available" be added after "...possible education" to read as follows: "...by offering the best possible education available..."

Some Senators asked why the Statement of Principles refers to "cultural and individual diversity," rather than simply "diversity." The Chair clarified that this had been added in response to last year's debate of the Quebec government's proposed Charter of Values.

To conclude the discussion, the Chair indicated that Senate's feedback would be considered by the Academic Policy Committee, and a revised Mission Statement and Principles would be presented to Senate at a future meeting. She added that, to draft a coherent Statement, not all comments could be incorporated into the final draft.

**2. 462<sup>nd</sup> Report of the Academic Policy Committee (APC)** (D14-37)

Senator Masi introduced this report for Senate's approval. He explained that the APC reviewed and recommended that Senate approve the creation of three professional development certificates in English for Healthcare, Social Services, and Healthcare Administration.

*On a motion duly proposed and seconded, Senate approved the following proposed programs: the Professional Development Certificate in English for Healthcare, the Professional Development Certificate in English for Social Services, and the Professional Development Certificate in English for Healthcare Administration.*

The Provost then explained that the APC reviewed and recommended that Senate approve the creation of a Diploma in Entrepreneurship. This diploma would replace the existing Diploma in Management, which lacks focus with regard to a unique skillset.

*On a motion duly proposed and seconded, Senate approved the Diploma in Entrepreneurship.*

The Provost also noted that Senate approval was required for the creation of the Trottier Institute for Science and Public Policy, which would be committed to developing and promoting policies that expand the contribution of science to human welfare. He explained that the Institute is being founded as result of a donation from Lorne Trottier. The Secretary-General clarified that it is within Senate's authority to recommend to the Board of Governors the approval of the Institute's creation, noting that , the honorific name assigned to it would be considered by the Board of Governors in accordance with McGill's *Policy on the Naming of University Assets*.

*On a motion duly proposed and seconded, Senate approved to recommend to the Board of Governors the creation of the Trottier Institute for Science and Public Policy/Trottier Institut pour la science et les politiques publiques.*

**3. Proposed Revisions to the Regulations Relating to the Employment of Academic Staff Dealing with Appeals of Tenure and Reappointment Decisions** (D14-38)

Senator White, the Associate Provost (Policies, Procedures and Equity), presented this item for approval. She explained that, currently, the procedure for appeals of negative tenure decisions appear in two sets of regulations – one for professors and one for librarians. The intention of this request was to consolidate the procedure into one set of regulations, entitled the *Regulations on Appeals of Tenure Decisions*. Minor revisions to the *Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff* and the *Regulations Relating to the Employment of*

*Librarian Staff* were also required. Senator White added that a significant revision to the appeal process included in the new regulations was the fact that the Hearing Subcommittee of the University Appeals Committee would refer cases back to a newly constituted Ad Hoc University Tenure Committee (UTC) (with a different membership than the original UTC), in the event that the Hearing Subcommittee concludes that the grounds for appeal have been met.

Senator White indicated that slight modifications had been proposed to the text circulated before the meeting, which she accepted as friendly amendments. The modified text appears under sections 11.11.4, 11.11.19, 11.11.21 and 9.2, and has been incorporated into the official record.

In the subsequent discussion, Senator Richard noted that the *Regulations on Appeals of Tenure Decisions* only concerns tenure appeals, whereas reappointment appeals would continue under the current *Regulations Relating to the Employment of Academic Staff*. Furthermore, Senator Saroyan asked whether retired professors could serve as advisors under the definition included in the *Regulations on Appeals of Tenure Decisions*. Senator White indicated that this definition of “advisor” is used in other University regulations and have been permitted to serve as advisors, and she did not anticipate this would change.

Senators also discussed whether the Chair of the proposed Ad Hoc UTC should be the tenure candidate’s Dean/Associate Dean. Senator Robaire posited that the Chair should be a Dean from another Faculty, contending that this arrangement would ensure a fair process. Senator Robaire proposed an amendment to this effect, but the majority of Senators, believed that it would be important for the Ad Hoc UTC to include, and be chaired by, faculty members with expertise in the candidate’s research areas. Therefore, Senators agreed that the Ad Hoc UTC should be chaired by the tenure candidate’s Dean/Associate Dean.

*On a motion duly proposed and seconded, Senate approved and recommended to the Board of Governors for approval:*

- i. The Regulations on Appeals of Tenure Decisions, as presented in Appendix A.*
- ii. Changes to the Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff (sections 7.29.2 – 7.29.4) and the Regulations Relating to the Employment of Librarian Staff (sections 3.50.2 – 3.50.6), as presented in Appendices B and C, respectively.*

**4. Budget Planning 2015-2016: Report II** (D14-39)

The Provost presented this report for Senate’s information. Senator Masi explained that the University’s strategic priorities continue to guide the budget’s development. In particular, in FY2016, the University would remain committed to supporting academic renewal and compensation for professors to continue attracting talented academic staff members. Moreover, the University would prioritize resource allocations to support services directly responsive to McGill’s academic mission.

Regarding revenues, the Provost informed Senators that the Quebec government intends to reduce its budget allocations to the province's universities in FY2016. In addition, the provincial government is considering possible further deregulation of international student tuition.

The Provost noted that the administration is pursuing multiple avenues to help reduce expenditures. For example, he explained that since October 2014, there has been a freeze on searches for external administrative and support staff positions, travel and hospitality spending has been reduced to the minimum essential, and the purchases of non-essential equipment and furniture have been postponed. Moving forward, the University also intends to implement other measures such as suspending overtime payments, further reduce expenditures for units that do not directly support the University's mission, and placing limits on spend-down of carry forward-funds.

The Provost informed Senators that the University also intends to take advantage of low interest rates to borrow funds to address McGill's deferred maintenance backlog. The financing of this initiative would require an allocation of funds from the University's operating budget. Given this need and the provincial government's funding reductions, the FY2016 budget forecasts a deficit of up to \$14 million.

Supplementary questions primarily concerned whether the University's expenditure reductions would affect student services. The Provost noted that many student services are funded by student fees, and therefore, would not be affected by budget cuts. Similarly, provincial government funds earmarked for specific services must be allocated for the services for which they were intended.

**5. Report of the Senate Nominating Committee** (D14-40)

The Provost presented this report for approval. He explained that it contained recommendations to fill vacancies on the Senate Pool for Statutory Selection Committees.

*On a motion duly proposed and seconded, Senate approved the recommendations contained within D14-40 to fill vacancies on the Senate for Statutory Selection Committees.*

**6. Annual Report of the Ombudsperson for Students (2013-2014)** (D14-41)

The Ombudsperson for Students, Professor Dimitrios Berk, presented this report for information. He explained that the report outlined the Office's activities undertaken in the 2013-2014 academic year.

Senators enquired as to why nearly half of the cases dealt with by the Ombudsperson involve graduate students, when graduate students account for approximately one-quarter of the total student population. The Provost explained that graduate students have a longer and much closer relationship with the University as compared to undergraduate students. Over this extended period, expectations are more likely to change, leading to potentially greater tension.

Senators also asked if data had been collected to assess whether the Ombudsperson's interventions had been successful. Professor Berk clarified that students are encouraged to report how their

issues were resolved, but this is not required and confidentiality requirements render it difficult for the Ombudsperson to follow-up.

**7. Progress Report on the Development of a *Sexual Assault Policy*** Verbal Update

Senator Costopoulos, the Dean of Students, provided a verbal update noting that McGill is developing a *Sexual Assault Policy* in collaboration with members from across the University community. He added that he anticipated an additional update to Senate later in the academic year.

**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 5:20 p.m.

END

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