

Minutes

Wednesday, May 13, 2020 19-20:11

Minutes of the meeting of Senate held on Wednesday, May 13, 2020 at 2:30 p.m. via the Zoom Conferencing Application.

PRESENT

Animesh, Animesh	Hakim, Joseph	Riches, Caroline
Arseneault, Louis	Hastings, Kenneth	Robaire, Bernard
Babinski, Bob	Hébert, Terry	Rogers, Dakota
Bajeux-Besnainou, Isabelle	Hurtubise, Jacques	Ronholm, Jennifer
Bartlett, Joan	Kamen, Amine	Rohrbach, Petra
Beauchamp, Yves	Kemeni, Chloe	Salmasi, Kamal
Bede, Jacqueline	Kemme, Bettina	Saumier, Geneviève
Belzile, Bruno	Komarova, Svetlana	Sekhon, Harmehr
Bernard, Daniel	Labeau, Fabrice	Sinacore, Ada
Buraga, Bryan	Lach, Lucyna	Snider, Laurie
Campbell, Angela	Larson, Erik	Sparks, Tabitha
Cook, Collen	Leckey, Robert	Starr, Lisa
Crago, Martha	Lennox, Bruce	Stephens, David
Cumming, Julie	Liboiron-Ladouceur, Odile	Stifani, Stefano
Dorval Courchesne, Noémie-Manuelle	Lyons, Christopher	Tessier, Adrienne
Drouin, Susan	Maioni, Antonia	Theodore, David
Duckett, Sebastien	Manfredi, Christopher	Tremblay, Michel
Dworek, Nikulas	McCulloch, Mary Jo	Vallée, Jean-Sébastien
Eidelman, David	McKenzie, Jeffrey	Vennat, Manon
Elbourne, Elizabeth	Mecabô, Henrique	Voudouris, Nellie
Elstein, Eleanor	Nalbantoglu, Josephine	Weil, Carola
Emami, Elham	Ndao, Momar	Weinstein, Marc
Engle-Warnick, Jim	Nicell, Jim	Wilson, Madeline
Eperjesi, Debbie	Nilson, Laura	Winer, Laura
Fortier, Suzanne	Nycum, Gillian	Xiang, Lucille
Frona, Michael	Nystrom, Derek	Yalovsky, Morty
Garneau, Jeremy	Quitoriano, Nathaniel	Yang, Mu Rong
Geitmann, Anja	Rassier, Dilson	Yau, Peter
Gonnerman, Laura	Raveendra, Keerth	Zabowski, Glenn
Grütter, Peter	Ravenscroft, Brenda	Zorychta, Edith
	Richard, Marc	

REGRETS: Tatiana Bedjanian, Avery Bonair-Cyrus, Gael Eakin, Julia Kafato, André Lametti, Alison Laywine, Rod Louisa, Michael Meighen, Ronald Niezen, Ram Panda, Christa Scholtz, Henri Schoucair, Eran Shor, Alvin Shrier, Robert Sladek, Tracy Webb, Eric Wilkinson.

1. Welcoming Remarks

The Chair welcomed Senators to the eighth Senate meeting of the 2019-2020 governance year. In light of the evolving situation regarding the coronavirus (COVID-19), the meeting was held virtually via the Zoom conferencing application. The Chair highlighted certain guidelines for remote participation to enhance meeting effectiveness. She then mentioned that the audio portion of the Senate meeting was being livestreamed and the recording would be accessible until the approval of the meeting minutes.

This being the final regular meeting of Senate of the academic year, the Chair thanked all Senators for their service and commitment to academic governance. She acknowledged those who were completing their term on Senate and encouraged them to consider another term in the future.

2. Report of the Steering Committee (19:20-09)

Senate received the Report of the Steering Committee (19-20:09).

Item 1. Approval of Minutes of Senate – April 15, 2020 electronic vote and April 21, 2020 meeting.

Item 2. Speaking Rights. Speaking rights were requested for Professor Christopher Buddle, Associate Provost (Teaching & Academic Programs), for the Open Discussion on COVID-19 Academic Planning, and Dr. Leigh Yetter, Interim Executive Director, Analysis, Planning & Budget, for the Presentation on the Provisional Budget 2020-21.

Item 3. Senate Open Discussion. The Steering Committee recommended holding an open discussion on COVID-19 academic planning at the May 13, 2020 Senate meeting.

Item 4. Approval of the Agenda.

Item 5. Review of Questions and Motions. Two questions and one motion were submitted to the Steering Committee for review. The questions were accepted for submission to Senate and included on the meeting agenda. The motion (submitted by Senator Nystrom) concerned holding a special meeting of Senate to consider recommendations from the Academic Planning Group. After careful consideration and a thorough discussion, the Committee decided not to submit the motion to Senate.

Item 6. Motions and Reports from organs of University government received/approved by the Steering Committee on behalf of Senate. The Steering Committee approved the Report of the Senate Nominating Committee Part I (D19-50) on behalf of Senate and received the Annual Report of the Committee on Staff Grievances and Disciplinary Procedures (D19-54) as well as the Annual Report on the Policy on Safe Disclosure (“Whistle Blowing”) (D19-55) on behalf of Senate.

Item 7. Motions and Reports from organs of University government referred to Senate. The Steering Committee recommended that:

- The following items be referred to Senate for consideration / presented for information at the May 13, 2020 virtual Senate meeting:
 - o 498th Report of the Academic Policy Committee(D19-49)
 - o Proposed Revisions to the Guidelines Regarding the Setting of the University Calendar of Academic Dates(D19-51)
 - o Presentation on Provisional Budget 2020-2021 (D19-52)
 - o Annual Report on the Policy against Sexual Violence (D19-53)
 - o Report from the Board of Governors to Senate (D19-56)

- The following item be referred to Senate for consideration by means of a confidential electronic vote to be held in May 2020:
 - o Confidential Report of the Honorary Degrees and Convocations Committee (McGill Medal Recommendations) (D19-57)

- The following item be referred to Senate for consideration at a later date when in-person meetings of Senate resume:
 - o Report of the Senate Nominating Committee Part II: Proposed Revisions to the Honorary Degrees and Convocations Committee Terms of Reference(D19-50)

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

3. Business Arising from the April 21, 2020 Minutes

Further to a question at the April 21, 2020 Senate meeting regarding research grant extensions in light of the COVID-19 pandemic, a document summarizing the announcements from the federal granting councils was prepared by the Office of the Vice-Principal (Research and Innovation) and circulated along with the meeting documents.

4. Chair's Remarks

The Chair began her remarks by providing an update on the situation at McGill in light of the COVID-19 pandemic. She stated that the Summer 2020 semester would proceed remotely but that the Quebec government was allowing the gradual return of on-campus research activities, subject to following strict public safety guidelines. She then referred Senators to the communications issued by the Deputy Provost (Student Life and Learning) earlier that month on this subject. Regarding the Fall 2020 semester, she noted that the Provost and Vice-Principal (Academic) issued a communication earlier that week indicating that the semester would begin as scheduled, with courses offered primarily through remote delivery platforms. The Chair then

mentioned that the Provost and Vice-Principal (Academic) would speak to the University's fiscal year 2021 Budget later during the meeting, noting that universities worldwide risk a decline in their Fall 2020 enrolments.

Regarding government relations, the Chair reported that McGill has been in contact with the provincial and federal governments since the onset of the pandemic, mainly through its membership in the U15 and the *Bureau de coopération interuniversitaire* (BCI). She mentioned that topics discussed included investments in research and education as well as immigration issues affecting students. She also shared that the federal government recently announced approximately \$9B in financial aid to help students facing financial difficulties as a result of the COVID-19 pandemic.

The Chair concluded her remarks by giving highlights of the kudos circulated prior to the meeting. She congratulated Mr. François Miller on his appointment as McGill's first Executive Director of Sustainability and shared that McGill won the International Sustainable Campus Network award for the Vision 2020 Action Plan. She then congratulated the recipients of the Gates Cambridge Scholarships (undergraduate student Neha Rahman and alumni David Matyas and Klara Widrig) and McGill's Equity and Community Building Awards (McGill student Elena Lin and the Graduate Engineering Equity Committee). She reported that many McGill students and alumni were volunteering in the community to help those in need, including Kansas City Chiefs guard and McGill alumnus Laurent Duvernay-Tardif who was volunteering in a long term care centre (CHSLD). Finally, she congratulated Mr. Jean-Paul Remillieux (Director of Instructor Services and Educational Technologies at McGill's School of Continuing Studies) on his appointment as the new President of *l'Association canadienne d'éducation des adultes des universités de langue française*.

SECTION II

Part "A" –Questions and Motions by Members

1. Question Regarding the Delivery of the Fall 2020 Term

Senators Tessier and Mecabô submitted the following question:

The COVID-19 pandemic and associated provincial guidelines have forced academic institutions to rethink and restructure the delivery of education. In March, the decision was made to move the remainder of the Winter 2020 semester online, and more recently, McGill University announced that the Summer 2020 semester would be conducted remotely as well.

Students, staff, and faculty are all anxiously waiting to hear how the Fall 2020 semester will be delivered. Students who do not live in Montreal are currently in the process of renewing lease contracts for August and September. Prospective students entering post-secondary education are attempting to make major decisions regarding their futures at McGill among other academic institutions. For these reasons, this question is urgent in nature.

1. Is the University currently considering cancelling the Fall 2020 semester?
2. Is the University currently considering distance education for the Fall 2020 semester?
3. If distance education were pursued for the Fall semester, how would it affect tuition costs? The current public budget proposal is premised on smaller enrollment for the 2020-2021 next academic year. Would tuition fees be lowered for a semester pursued fully through distance education?
4. By when will students, staff, and faculty be notified of the University's decision regarding the delivery of the Fall semester?
5. Who in the McGill administration currently is or will be involved in the decision as to how the Fall semester will be delivered?
6. Where can returning and prospective students direct their concerns regarding the delivery of the Fall semester?

Senator Manfredi provided the following written response prior to the Senate meeting:

Thank you for these questions. I will take them in turn.

1. McGill will continue to deliver its academic programs and courses throughout the Fall 2020 term. There is no risk that this term will be cancelled.
2. Courses in Fall 2020 will be primarily delivered through remote platforms. At the same time, we will be actively exploring opportunities for rich and robust on-campus experiences for students who will be in Montreal in this Fall, which can be replicated for students who will be abroad.
3. Tuition is not affected by the decision to offer courses in the Fall term through remote delivery.
4. I announced McGill's approach to teaching delivery for Fall 2020 in my communication of 11 May 2020 to the University community.
5. As Provost and chief academic officer of the University, I am charged with the responsibility of ensuring the delivery of high-quality academic programs and courses in a manner that accords with McGill's regulations and policies. My leadership team is principally charged with planning for the Fall term to maintain delivery of programs and courses regardless of the situation related to COVID-19 this coming September. This group has worked collaboratively with Faculties and other campus units, and has been consulting and receiving feedback from the McGill community, since the start of the COVID-19 crisis. There will be continuous and ongoing opportunities for feedback and consultation in the weeks and months ahead.

Moreover, APC will be the main vehicle by which Senate will be informed about Fall 2020 academic planning. Any academic planning decisions that have policy implications will be brought to Senate via APC.

6. Students may direct any comments, questions, feedback, or concerns to me or any member of my senior leadership team, or to their Faculty Dean who will in turn relay this back to me. I am always grateful for engagement by members of our community, especially from students.

Senator Nystrom commented that there were already many planning decisions with policy implications, such as the protocol for the Satisfactory/Unsatisfactory (S/U) option (which was suspended during the Winter 2020 semester to allow all students to exercise the option provided that doing so would not run counter to any requirements, timelines, or policies set by their respective programs of study or external accreditation bodies), and spoke in favour of scheduling special meetings of the Academic Policy Committee (APC) and Senate during the summer. He also stated that the mode of delivery could fundamentally alter the nature of a course, requiring discussion by the APC and Senate. Senator Manfredi confirmed that special meetings of the Subcommittee on Courses and Teaching Programs (SCTP) and the APC would be held in the summer months, if needed, to consider proposals impacting academic policies and any significant structural changes to course delivery. He mentioned that, as the existing policy regarding the S/U option would be followed going forward, it was unnecessary to hold a special meeting on this topic and that various options regarding course delivery would be explored over the summer months. Senator Elbourne suggested having mechanisms in place for communicating policy issues that arise through the implementation of new procedures and modes of delivery.

A few Senators expressed concern over the decision to revert to existing policies for the summer and fall semesters, stating that the University was still dealing with the public health state of emergency. In particular, Senator Dworek asked for the rationale of reverting to the standard S/U option protocol. Senator Manfredi explained that the sudden, unexpected disruption to the winter term in March justified the suspension of the usual procedures, noting that the circumstances are known for the summer and fall prior to the start of the semesters.

Some Senators raised issues of equity and accessibility. Senator Dworek noted that students may be in different time zones or not have a reliable high-speed internet connection. Senator Elbourne asked how equity issues that arise could be addressed. Senator Campbell stated that she and Professor Buddle are working closely with instructors to ensure that principles of equity and inclusion are taken into account as they design their courses. She indicated that equity issues could be submitted to the Joint Board-Senate Committee on Equity (JBSCE) for consideration, noting that the JBSCE would convene during the summer if needed.

In response to Senator Bernard's question about the mode of delivery of the Winter 2021 semester, Senator Manfredi indicated that it was too early to make any decisions at this time, noting that more information should be available in mid-September.

Senator Cumming asked if it was feasible to grant a leave of absence to all students who made such a request. Senator Manfredi stated that leaves and deferrals of acceptance of admissions are granted under specific circumstances and explained that a limited number could be accommodated each year.

The Chair informed Senators that other opportunities to discuss planning for Fall 2020 would be organized, including town halls, and encouraged Senators to attend and submit their questions.

2. Question Regarding Tuition and Fee Reimbursements in Light of COVID-19 and Broader Academic Implications

Senators Duckett and Wilson submitted the following question (the appendices referred to in the footnotes are not included in the minutes but provided in the document containing the question, which had been circulated to Senate):

In the days following the March 11th classification of the COVID-19 outbreak as a pandemic, McGill University announced the suspension of all classes and exams for what would end up being two weeks. No plans were made to make up for instruction lost during this suspension. On March 30th, many courses resumed via remote instruction, and did so until the culmination of the Winter 2020 semester.

Because of their very nature, some courses were unable to transition to remote learning. In many of these cases, students paid for and received the credits for which they were enrolled, but no further instruction was delivered after March 16th, the first day of the two-week suspension. This was the case in, for example, performance-based classes in the Schulich School of Music, where large and small ensemble courses, private lessons, and graduating student recitals were not resumed. Additionally, in the Faculty of Science, some lab sections were unable to be moved online. In these situations, students paid for and received credit for these courses and sections, while only receiving a portion of the instruction that those credits are designed to represent.

Calls for partial or total refunds for course and university fees have been issued by numerous groups on and off of our campus¹. Most notably, students have called for prorated refunds for A) instruction lost during the 2-week university closure and B) courses in which instruction was physically unable to resume. In these cases, University administrators have communicated to student leaders that these possibilities will not be entertained at this time².

In situation A outlined above, the average full-time, international, undergraduate student in the Faculty of Arts lost approximately \$610 worth of instruction in the 2-week university closure alone³.

In situation B, the very nature of the credit-based system is called into question. Asking students to pay for credits without receiving the instruction those credits are designed to represent substantiates sentiments regarding the overly transactional nature of a University-level education.

Students have also called for the partial reimbursement of other centrally-collected

¹Appendix A: Open Letter from the Music Undergraduate Students' Association (MUSA)

²Appendix B: Response from Dean Ravenscroft to Open Letter from MUSA

³Calculation based on 5 courses taken during a 13-week semester at 3 credits per course.

ancillary fees for which the associated services were rendered inaccessible due to the short and long-term University closures, namely the Student Services fee and the Athletics and Recreation fee. While the University as a whole has not indicated an intention to grant partial reimbursements for these fees, Athletics and Recreation has been in regular contact with students regarding the potential issuance of reimbursements for independently-collected fees, such as the cost of intramural participation.

At some American universities, students have [pursued legal action](#) against their schools, seeking reimbursements for tuition and fees.

1. What is McGill University's stance on issuing refunds to students for instruction lost during the University closure (March 16, 2020 - March 27, 2020)?
2. What is McGill University's stance on issuing refunds to students for courses that were physically unable to resume in an online format?
3. What is McGill University's stance on issuing refunds for fees collected for services that are unable to be accessed during the University closure?
4. When students pay tuition to McGill University, are they paying for instruction or are they paying for credits?

Senator Manfredi provided the following written response prior to the Senate meeting:

Thank you for your question, Senators Sebastien Duckett and Madeline Wilson.

The University had recognized early on that the issue of refunds would be on the minds of our community, therefore a working group was quickly convened to determine what measures could be undertaken, within the directives established by the Quebec Ministry of Education. The resulting principles - governing what refunds for interrupted activities would be given and why - were then published on the McGill website on April 24, 2020. (See *Principles Governing Refunds for Disrupted Activities*, hereinafter referred to as Principles) <https://www.mcgill.ca/coronavirus/article/mcgill-operations-student-services/principles-governing-refunds-disrupted-activities>.

QUESTION 1: The Principles outlined on the aforementioned website provides the position of the University with respect to refunds, i.e. that there is no refunding of tuition for courses that are completed and for which students receive credit. This includes the two-week suspension for classes, teaching labs and exams.

QUESTION 2: As per directives from the Quebec Ministry of Education, McGill made all efforts to offer students ways to finish their Winter 2020 term, in ways adapted to the current emergency situation. For courses that could not be resumed online, alternatives were found to provide assessments that enable students to complete the courses and met the course requirements.

QUESTION 3: As mentioned in the Principles, in cases of non-academic services paid for individually, such as parking and Fitness Centre membership, the prorated amounts

corresponding to the portion of the services not rendered or adequately substituted are eligible for reimbursement.

As for ancillary fees (e.g.; student services fee, information technology charge, athletics and recreation fees), they are a contribution to the general establishment and operation of a service, provide ongoing support for students throughout the year and are not associated with immediate or short term activities associated with individual students. The fees are paid for the general operation of the service and so no refund will be provided.

QUESTION 4: When students are paying for tuition, they are paying for an education, where faculty transfer their knowledge to their students and ensure that their students can demonstrate that they have acquired that knowledge through a rigorous assessment process, resulting in the awarding of credits contributing towards a degree.

In response to Senator Wilson's question for more information regarding the *Principles Governing Refunds for Disrupted Activities*, Senator Labeau stated that they were drafted by the Emergency Operations Centre in collaboration with the Analysis, Planning and Budget unit. Senator Wilson expressed concern that no students were involved in the process and that the Students' Society of McGill University (SSMU) and the Post-Graduate Students' Society (PGSS) were not consulted.

Senator Duckett commented that students received credit for certain courses within the Schulich School of Music in which no instruction or assessments took place. He asked if other options were explored to allow students to graduate on time without purchasing these credits.

Secretary's Note: the following comment has been provided by Senator Ravenscroft in response to Senator Duckett's question: *Undergraduate practical exams and graduate recitals in music carry their own course codes and credit weights, separate to practical lesson courses. Exams are required in undergraduate music programs and recitals are part of the thesis requirement of graduate students. Since it was not possible to hold in-person exams and recitals at the end of the winter term, the School used the following guiding principles to determine how to manage these courses: maximize flexibility for students, empower them with choices and enable them to progress in their studies. Students were offered a range of options, including the possibility of deferring their exam or recital to the Fall 2020 term. In recognition of issues of timeliness and not wishing to impede post-graduate career plans, graduating undergraduate students were offered the option of receiving an S for the final practical exam if they received a passing mark in their practical instruction courses (lessons). Graduating graduate students had the option of receiving an assessment by three faculty members who had gained first-hand knowledge of their playing/singing over the course of the academic year, in lieu of presenting their recital.*

Senator Dworek asked about the tuition for courses with labs since the lab experience would not be offered. Senator Manfredi responded that various options would be explored over the summer months to ensure students receive a high-quality education.

Senator Wilson questioned the funding model for the services funded by ancillary fees, as students were required to pay for services they could not access or to which they would have

limited access. Senator Manfredi stated that the University remained operational, resulting in ongoing costs, and noted that many services were being moved online. Senator Labeau stressed that there was no direct relationship between individual students financing the services and receiving them, as fees are paid for the general operation of the services.

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

Open Session

1. Open Discussion on COVID-19 Academic Planning (D19-48)

Senators were asked to reflect on how to prepare for and ensure a quality teaching and learning experience during the Fall 2020 semester. Senators engaged in small group discussions on key questions related to the open discussion topic using the breakout rooms on the Zoom conferencing application.

The first question focused on lessons or insights that should be drawn upon based on the current experience in remote teaching and learning. Senators identified a need for strategies to engage students and for alternative assessment methods (especially ones that involve moving away from the traditional heavily weighted final examination) and highlighted the importance of opportunities for social interactions outside the classroom to student well-being. It was noted that instructors would benefit from increased support regarding the use of technology, adapting courses to the new learning environment and managing the virtual classroom. Due to the amount of preparation required for remote delivery of courses, it was suggested that the definition of ‘contact hours’ be examined in this context and access to MyCourses and other platforms be given as early as possible. Finally, accessibility was raised as an issue. In particular, it was noted that students with disabilities and students who do not have access to the required resources would need additional support.

The second question focused on the challenges and opportunities of remote or virtual research activities. The challenges identified mainly related to the inability to access labs: undergraduate students not developing hands-on lab skills, graduate students not able to complete their program requirements and professors unable to advance their research (which could impact tenure). It was also noted that new protocols would be needed for fieldwork and working with human or animal subjects (to ensure safety, privacy, integrity of data, etc.). The opportunities identified included scalability, integrating virtual reality and augmented reality into the learning environment, and starting new collaborations with colleagues.

The last question focused on the opportunities and challenges for engagement and academic governance presented by the virtual campus. It was noted that it was more difficult for instructors to interact with students and know when they are struggling. Other challenges raised included the lack of information regarding decision-making processes and the loss of consultations, including informal consultations with colleagues. However, Senators identified opportunities for enhanced communication with the McGill community, as well as increased efficiency, connections and cross-institutional collaborations.

Professor Buddle thanked Senators for the opportunity to participate in the open discussion and welcomed further suggestions and comments as the preparations for the fall term continued over the summer months.

2. 498th Report of the Academic Policy Committee (D19-49)

Senator Manfredi presented this report for Senate’s consideration. The report contained recommendations for the approval of three new teaching programs.

On a motion duly proposed and seconded, Senate approved the creation of the proposed Ph.D. in Health Sciences Education, with the understanding that the proposal will go through the external approval process and be submitted to the Bureau de coopération interuniversitaire (BCI) and the Ministry of Education (MEES).

On a motion duly proposed and seconded, Senate approved the creation of the proposed Professional Development Certificate in Cloud Computing.

On a motion duly proposed and seconded, Senate approved the creation of the proposed Graduate Diploma in Legal Translation.

3. Proposed Revisions to the Guidelines Regarding the Setting of the University Calendar of Academic Dates (D19-51)

Senator Labeau presented this item for Senate’s consideration. He explained that the proposed revisions to the *Guidelines Regarding the Setting of the University Calendar of Academic Dates* would allow the fall term to begin before Labour Day and in the month of August, in order to make room in the calendar for a fall reading break. He stated that the duration of the break would vary between five to nine days (including weekends) depending on when Labour Day would fall each year. Senator Labeau stressed that Senate was not asked to approve the start dates at this time as that involved amendments to the Calendar of Key Academic Dates. He mentioned that a Fall Break Implementation Committee would coordinate the implementation of the Fall Reading Break for Fall 2021 at the earliest.

Senator Duckett informed Senators that the student association in the Schulich School of Music opposed the proposed revisions, particularly due to concerns that the earlier start date would affect summer employment opportunities, internships, leases and the attendance of summer programs and conferences. Senator Buraga spoke in favour of the proposed revisions, noting that SSMU was involved in the consultations. He expressed that the recommended course of action was the best way to move forward while balancing the different needs of the University community.

Senator Mecabô asked if students were consulted on whether they would prefer a shorter exam period and weekend exams instead of the earlier start date. Senator Labeau responded in the affirmative. He acknowledged that there was no easy way to introduce a fall break without some trade-offs to maintain contact hours. He noted that none of the trade-offs were deemed

acceptable in previous discussions, which is the reason that no such break had been implemented to date. However, given the strong support for a fall reading break among the undergraduate student population, numerous formal and informal consultations on trade-offs were held over the past two years, including a survey conducted by SSMU in Fall 2018.

On a motion duly proposed and seconded, Senate approved the modifications of the Guidelines Regarding the Setting of the University Calendar of Academic Dates as proposed by the report of the ESAAC Sub-Committee on Fall Reading Break.

4. Presentation on Provisional Budget 2020-21 (D19-52)

Senator Manfredi presented this report for Senate’s information. He explained that, due to the uncertainties associated with the COVID-19 pandemic, the Board of Governors approved a provisional budget for FY2021 and agreed to forego the usual five-year forecast, on the condition that a second budget plan for FY2021 be presented in Fall 2020, for confirmation or adjustment. He indicated that the largest budgetary uncertainty concerned revenues, which are heavily dependent on student enrolments.

Senator Manfredi then reviewed key elements of the provisional budget. He stated that FY2020 had been a good year for the University, highlighting that the forecast for the annual financed deficit was just under \$2M. He summarized the key assumptions and enrolment considerations for the FY2021 budget, and presented the enrolment planning scenarios, noting that the provisional budget provided for approximately \$32M in expenditure reductions and contingencies.

5. Annual Report on the Policy against Sexual Violence (2019-2020) (D19-53)

Senator Campbell presented this report for Senate’s information, in accordance with the *Policy against Sexual Violence* (the “Policy”). The report addressed activities, cases, and developments under, or in connection with, the Policy for the reference period of April 1, 2019 (date of adoption of the revised Policy) to March 31, 2020. She reported that educational efforts were mainly led by the Office for Sexual Violence Response, Support & Education (OSVRSE) and noted that delivery of the mandatory “It Takes All of Us” online program began during the reporting period. Senator Campbell highlighted that during the reporting period, 107 Disclosures were received from members of the McGill community and 19 new Reports were initiated. She noted that investigations are conducted by an independent Special Investigator (SI) who is external to the University. She informed Senators that the SI who was appointed in September 2018 had to stop working in fall 2019 and new SIs were recruited through two law firms.

Senator Wilson asked if a note could be placed in an employee file or a student record for Respondents that were no longer at the University. Senator Campbell indicated that it was possible to have such administrative measures in case the Respondents wanted to return to McGill in the future.

Senator Tessier asked for more information on the decision to go from one SI to multiple SIs in various law firms. Senator Campbell stated that more than one SI was necessary due to the

volume of Reports. She mentioned that further growth was anticipated, which was not unusual as awareness and trust in the resources increased. Senate Wilson asked whether students would be consulted when renewing contracts or hiring SIs. Senator Campbell indicated that student groups working directly with parties involved in Reports had already met with the SIs who conducted investigations and provided valuable feedback that would inform decision-making in this area.

Senator Wilson asked how the recommendations of the Policy against Sexual Violence Implementation Committee would be implemented. Senator Campbell responded that the process would be managed through the Office of the Provost and Vice-Principal (Academic).

6. Report from the Board of Governors to Senate (D19-56)

The Secretary-General presented this report for Senate's information. The report contained an overview of the April 23, 2020 Board meeting. The Secretary-General highlighted that the Board approved an implementation plan recommended by the Committee to Advise on Matters of Social Responsibility (CAMSR) to support the operationalization of the CAMSR recommendations approved by the Board on December 5, 2019.

Senator Buraga asked, on behalf of Senator Dworek who was unable to attend this portion of the meeting, how the University's commitment regarding institutional leadership would be carried out, especially with respect to universities that had decided to divest their endowments from fossil fuel companies. The Chair indicated that a lot of work has taken place in this area, particularly with the U15, noting that an announcement would be published in the near future.

7. Other Business

There being no other business, on a motion duly proposed and seconded, the meeting ended at 5:20 p.m.

END

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