



Minutes

Wednesday, March 21, 2012 11-12:07

Minutes of the meeting of Senate held on March 21, 2012 at 2:30 p.m. in the Robert Vogel Council Room (Room 232, Leacock Building.)

PRESENT	Goldstein, Rose	Madramootoo, Chandra
Acker, Tom	Gonnerman, Laura	Marcil, Olivier
Almasri, Mahmoud	Grant, Martin	Masi, Anthony
Barney, Darin	Gyakum, John	McCullogh, Mary Jo
Beheshti, Jamshid	Han, Lily	McDonough, Kevin
Bin Shahid, Usman	Harpp, David	Mendelson, Morton
Bouchard, Adam	Hashimoto, Kyoko	Michaud, Mark
Boyer, Daniel	Hepburn, Allan	Misra, Arun
Briones, Emil	Hobbins, Joan	Nassim, Roland
Brophy, James	Hurtubise, Jacques	Paterson, Kady
Carrier, Serge	Hynes, Andrew	Pekeles, Gary
Clare, Emily Yee	Johnson, Juliet	Perrault, Hélène
Clarke, Ian	Jonsson, Wilbur	Peterson, Kathryn
Cook, Colleen	Jutras, Daniel	Richard, Marc
Covo, David	Kalil, Alex	Riches, Caroline
Crawford, Matthew	Kirby, Torrance	Roulet, Nigel
Dinel, Haley	Kirk, Andrew	Schloss, Melvin
Doucette, Elaine	Knight, Maggie	Shaughnessy, Honora
El-Khatib, Ziad	Kreiswirth, Martin	Todd, Peter (<i>Chair</i>)
Etemad, Hamid	Kurien, John	Vivas, Isabel
Everett, Jane	Kuzaitis, Ruth	Wapnick, Joel
Ferguson, Sean	Laverdiere, Eric	Weinstein, Marc
Gale, Charles	Lefsrud, Mark	White, Lydia
Galaty, John	Lennox, Bruce	Wolfson, Christina
Gale, Charles	Leung, Jason	Zhang, Ji
Gehring, Kalle	Lowther, David	Zorychta, Edith
Gillon, Brendan	Luke, Max	Strople, Stephen
Gold, Richard	Ma, Annie	(<i>Secretary</i>)

REGRETS: Ellen Aitken, Paul Allison, Daniel Bernard, Gregg Blachford, Leslie Breitner, Renzo Cecere, Roshi Chadha, Stuart Cobbett, Brian Cowan, Claudio Cuello, Michael Di Grappa, Brian Driscoll, Gregory Dudek, David Eidelman, Peter Grütter, Terence Hebert, Ashraf Ismail, Richard Janda, Torrance Kirby, Richard Leask, Christopher Manfredi, Heather Munroe-Blum, Michael Ngadi, Judith Potter, Alex Pritz, Amir Raz, Ada Sinacore, Arnold Steinberg.

SECTION I

1. Report of the Steering Committee

The Report of the Steering Committee (11-12:07) was received.

Item 1. Approval of Senator Todd as Chair for the March 21 Meeting. On motion duly proposed and seconded, Senate approved Senator Todd as Chair for this meeting.

Item 2. Accommodation of Spectators to Senate Meetings.

Senate discussed the Steering Committee's recommendation that the Senate proceedings be transmitted via a dedicated feed to a designated room for the current meeting as well as the April and May meetings.

Senator McDonough questioned the Steering Report's reference to an environment "without undue sense of restraint or inhibition," noting that he felt that disruptions at Senate had been mild.

Senator Barney proposed amending the motion to ask Senate's approval on two separate matters: first, to ask Senate to approve restricting the Senate Chambers to Senators, Senators-elect, campus media and members of the support staff integral to the proper functioning of Senate; second, to ask Senate to authorize the transmission of the proceedings to spectators in the Cybertheque classroom. After lengthy discussion, Senator Barney withdrew his amendment.

Secretary's Note: The recommendation from the Steering Committee addressed the matter of Senate's approval of the recording and transmission of the open session of Senate. This was necessary because Part III of the *Senate Standing Rules of Procedure* prohibits the use of devices at Senate meetings for the purpose of recording sound or images. The *Rules* do not state that the Senate chambers must provide access to non-Senators, simply that an "open" meeting is one that is open to observation by any member of the University community and accredited press subject to limitations of space, good conduct, and special consideration of confidentiality. Part III states, "Meetings of Senate should be set up to provide room for about 60 spectators. Seating arrangements should be such as to allow senators to conduct their deliberations in comfort and without any undue sense of restraint."

On motion duly proposed and seconded, Senate approved the Steering Committee's recommendation that Senate proceedings be transmitted to spectators via a dedicated feed to a designated room for the current meeting, as well as the April and May meetings.

Item 3. Approval of Minutes of Senate. On motion duly proposed and seconded, Senate approved the minutes of the February 15, 2012 meeting.

Item 4. Approval of Confidential Minutes of Senate. The Chair informed Senate that the Steering Committee had reviewed the confidential minutes of the meeting of February 15, 2012 and had approved them on behalf of Senate.

Item 5. Approval of Degrees, Certificates and Diplomas. The Chair informed Senate that the Steering Committee approved the winter Convocation degrees, certificates and diplomas on behalf of Senate and empowered the Secretary of Senate to make changes to the lists as necessary.

Item 6. Speaking Rights. On motion duly proposed and seconded, speaking rights were granted for Professor Cynthia Weston, Director, Teaching and Learning Services, and Dr. Laura Winer, Associate Director, Teaching and Learning Services, for item IIB1 (Excellence in Teaching and Learning at McGill) and for Ms Kathleen Massey, University Registrar and Executive Director of Enrolment Services, for item IIB2 (Annual Report on Strategic Enrolment Management).

Item 7. Confidential Session. On motion duly proposed and seconded, Senate approved moving into confidential session for item IIB8, the Confidential Report of the Honorary Degrees and Convocations Committee.

Item 8. Business Arising from the Minutes. Senator Goldstein informed Senate that Senator Eidelman had recently received Dr. Fuhrer's report on her preliminary review of the work of Professor McDonald, but Senator Eidelman had not yet completed his review of the document.

2. Adoption of the Agenda

On motion duly proposed and seconded, the agenda was adopted.

SECTION II

Part "A" – Questions and Motions by Members

1. Question Regarding the Recognition of Student Referenda

Senator Luke asked the following question:

Whereas in 2010 McGill Senate and Board of Governors adopted the McGill University Sustainability Policy, stating that “McGill University aspires to achieve the highest possible standards of sustainability on its campuses and in its day-to-day activities through its academic practices, in its facilities and operations, and by its outreach to the broader community”;

Whereas the McGill University Sustainability Policy states that McGill University will foster inquiry into sustainability through teaching, learning, research and the university experience;

Whereas this same policy states that McGill will pursue its Mission of “providing service to society in those ways for which we are well-suited by virtue of our academic strengths” in a

way that achieves a balance between the social, economic and environmental dimensions of sustainability;

Whereas understanding sustainability concepts is becoming increasingly important in a rapidly-changing human and global environment;

Whereas sustainability is an inherently interdisciplinary subject that can be pursued intellectually through teaching and research, but that requires academic structures that bridge multiple disciplines;

How is the University facilitating and supporting the design and implementation of academic structures which are conducive to sustainability-focused interdisciplinary teaching and research?

The Provost answered as follows:

Let me begin by thanking Senator Luke for his question.

The 2010 Sustainability Policy encourages McGill to foster “inquiry into sustainability through teaching, research and the university experience” as well as promoting sustainability in the University’s own operations including seeking “economic efficiencies in the University’s operations that are consistent with social equity and respect for the environment.” “Strengths and Aspirations,” the 2006 strategic academic white paper, explicitly expressed a desire for McGill to be among the leaders in Canada in emphasizing the principle and value of sustainability in the day-to-day activities on our campuses and to project this commitment to society at large.

By its very nature, sustainability demands interdisciplinary research and teaching efforts that span Faculties, departments and programs. Professors across our campuses already incorporate aspects of sustainability into their teaching and research. Indeed, “sustainability” has been identified as one of the interdisciplinary research theme that will inform the priorities of McGill’s “Strategic Research Plan” or SRP, an effort being led by Vice-Principal Goldstein.

In teaching, some Faculties (like the Desautels) already track how courses/programs address sustainability issues. Other units wishing to see sustainability issues integrated in curricula, courses and programs, are welcome to present requests via the proper channels to the Academic Policy Committee and eventually Senate.

Teaching and Learning Services has had a longstanding interest in sustainability, and has been actively involved in working with specific programs where sustainability is a core principle (i.e., Sustainability, Science and Society; Earth System Science; and the MSE applied field semester). TLS has worked with still other programs on developing program outcomes, instructional and assessment strategies that include sustainability issues. TLS also serves on the Sustainability Project Fund, and on the Sustainability Coordinating Group. Further, a draft of Undergraduate outcomes for McGill is undergoing consultation at this time. One of the outcomes being considered relates to importance of sustainability.

Using a key word search, PIA (Planning and Institutional Analysis) has been working on an inventory of McGill courses that have a sustainability for the “Sustainability Tracking, Assessment & Rating System” (STARS) of the Association for the Advancement of Sustainability in Higher Education (AASHE). Another effort is currently underway: two interns at the Office of Sustainability are also developing an inventory, with help from professors and students, to create a website on courses and programs that have a sustainability component. A number of academic courses and programs dealing with environmental sustainability already exist at McGill. For example, a Graduate Environment Option is offered to master’s and Ph.D. students in 16 different disciplines.

Teaching sustainability extends beyond the classroom. By promoting sustainability on campus and in the University’s own operations, including seeking “economic efficiencies in the University’s operations that are consistent with social equity and respect for the environment”, and by fostering an intensive exchange of ideas on steps that the University should take to become a “model of sustainability”, McGill contributes to raising environmental awareness and promoting responsible behavior.

In research, as noted above, environmental issues figure prominently in the University’s current Strategic Research Plan, including climate variability and change, alternative energy, sustainable crops, water, green chemistry, biodiversity, and conservation biology. Units involved in environmental research include Agricultural and Environmental Sciences, Law, Science, and Engineering, Arts, Management, as well as the McGill School of Environment.

The McGill School of the Environment was founded in 1998, three years before the University adopted its Environmental Policy. The School’s teaching staff includes professors who have joint appointments in the following academic units: the School of Urban Planning, the Faculty of Law, the Departments of Biology, Geography, Natural Resources Sciences, Economics, Anthropology, Plant Science, Atmospheric & Oceanic Sciences, Philosophy, and the Institute for Health and Social Policy. As well as the Brace Centre for Water Resources Management and Centre for Global Environmental and Climate Change Centre (CGC3).

In the past three years, the University has approved the creation of the following academic units dealing with sustainability issues: McGill Biodiversity Research Centre (2009), Institute for Sustainability in Engineering and Design (2010), McGill Institute of Global Food Security (2010). The University is also facilitating and supporting the design and implementation of academic structures which are conducive to sustainability-focused interdisciplinary teaching and research by the following means:

- The Office of Sustainability supports McGill's mission to be a leader in on-campus sustainability initiatives and research
- The University has proposed exchange and consultation mechanisms whose aim is to generate ideas as to how the University can promote and support sustainability-focused activities on campus, in teaching, research and responsible management of its operations. The annual Rethink Conferences sponsored by the Senate Committee on the Environment focuses on providing the McGill community with information on environmental initiatives on campus by students and the administration, as well as an opportunity to provide suggestions on priority environmental projects to be addressed.

- Members of the McGill community have been invited to participate in a consultation process called “Vision 2020: Creating a Sustainable McGill” whose objective is to propose a McGill sustainability strategy for the next decade on all fronts: in its operation, teaching, research, in order to be the model for a sustainable society that it aims to be.

Sustainability has a prominent presence in the iteration of the University’s academic strategic plan, ASAP 2012: Achieving Strategic Academic Priorities, which is currently being developed. It will build upon the successes of the last five years in order to ensure that McGill remains well-positioned as a global leader in higher education. It will include “sustainability” as a priority. When it is finalized, McGill’s ASAP 2012 strategic plan is expected to further contribute to developing and improving academic structures which are conducive to sustainability-focused interdisciplinary teaching and research. McGill’s sustainability policy and the practices in which we engage will continue to have relevance for ASAP 2012’s major strategic objectives. A focus on sustainability will play a role in:

- contributing to faculty renewal as many new professors will undoubtedly engage in interdisciplinary and/or participatory research and teaching;
- enhancing the undergraduate and graduate student experiences through pioneering delivery of courses, programs, and co- and extra-curricular activities;
- encouraging and supporting students and all categories of staff to execute their responsibilities in more sustainable, rewarding, and productive ways.

Senator Bin Shahid asked about the University’s lack of follow-up on a sustainability project from two students in the Department of Chemical Engineering. That project had won a TD Go Green Challenge Award that included a \$100,000 grant to support their initiative. He added that the two students had been told that the project was not feasible, which the student body found disappointing. The Provost answered that he could not speak to specific projects, but all proposals went through the Office of Sustainability and should be taken up at the grass-roots level.

Senator Clarke asked about the 2006 White Paper and its stated goal of becoming a leader in promoting sustainability. The Provost answered that he could not at that time comment on other universities, but he explained that McGill had undertaken extensive program reviews and academic unit reviews since 2006, and that it had also created benchmarks for its operations, including the LEED Gold certification for the Life Sciences Building.

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

1. Excellence in Teaching and Learning at McGill (D11-48)

The Chair thanked Senators Han, Clare and Galaty for their work preparing this item, along with Professor Cynthia Weston, Director of Teaching and Learning Services (TLS), and Dr. Laura Winer, Associate Director of TLS.

Professor Weston delivered a presentation describing teaching and learning as a partnership, with responsibility for excellence shared among students, professors, faculties/departments and the University as a whole. She outlined those elements for which each of these partners was

responsible and gave examples of excellence from various levels at McGill. Senate was surveyed on how well each of the partners was presently performing at McGill; the survey results tended to show greater satisfaction at the level of individual professors and slightly lower satisfaction at each higher level.

Discussing the notion of the partnership, Senators commented that support staff and teaching assistants were also integral players in teaching and learning excellence at McGill. Senator Han added that teaching assistants needed proper space in which to meet with students. Senator Ma suggested that the relationship between students and senior administrators was another important part of the partnership, and expressed hope that this relationship would get stronger. Senator Bin Shahid highlighted the importance of technology, and asked that McGill professors utilize more resources available to them.

Senator Roulet said that Development and Alumni Relations should be viewed as another integral partner, since additional resources would be necessary to create flexible learning spaces that maximize learning excellence. Senator Zorychta said that classroom availability was a teaching and learning problem, as it forced classes to turn students away and inhibited professors from giving midterm exams to large classes. The Provost responded that space was a priority for McGill, but also an ongoing struggle with the government and that various creative solutions were being applied. Senator Lennox felt that assessment excellence should be the priority in assuring the teaching and learning excellence.

Discussing the survey questions, Senators raised concerns over its results, due to the overarching nature of its questions. Senator Harpp asked about the dichotomy between strong results at the faculty level and weakness at the University level. Senator Roulet explained that the University had an invisible, but integral, role in teaching and learning excellence, providing infrastructure and technological support to the dedicated work that professors and students put into the relationship. The Provost added that the University was best when it provided invisible help that allowed excellent professors to stand out.

Senators also spoke about attributes and examples of excellent teaching. Senator Knight felt that individual professors more often made the difference between better and worse learning, while Senator Clare suggested more mentorship and collaboration between professors and Senator Ma emphasized the importance of receiving feedback. Senator Han suggested that “excellence” in teaching was a good aspiration, but that basic standards needed to be established for all University teachers in the tenure process and elsewhere. Dr. Winer explained that there was no single best way to teach or learn and doubted that bad teachers were being granted tenure. The Provost responded that the University had held discussions about raising the profile of teaching in the tenure process. He also explained that the University scheduled all new professors’ first meetings at TLS to make it a service they utilized from the outset of their careers.

Senator Galaty referred to the various forms of innovation arising from different faculties and disciplines, explaining that the partnership depended on the subject being taught. He highlighted strategies arising in the cross-disciplinary African Field Study, including the linking of materials across disciplines, the chance to meet with local people and the opportunity to connect these encounters with the literature. Senators Clarke and Jutras spoke of the success of the Law Teaching Network as a low-cost model for other faculties. Senator Jutras explained that its effectiveness depended on a faculty and administration committed to teaching and trust in

students to initiate solutions. Senator Jutras also suggested that the University should not necessarily take for granted those pedagogical parameters around which we operate, saying that thirteen-week semesters and long summer breaks were no longer necessitated by outside factors, only by internal resistance. He applauded efforts in other faculties to offer modular teaching. Senator Harpp spoke of the enthusiasm and superb work done by undergraduate students serving as “course coordinators” in the Department of Chemistry.

Senator El-Khatib expressed his regret that post-docs were expected to solely conduct research, which deprived the University of teaching resources. Senator Wolfson told Senate that all grad students should benefit from supervised teaching experience in addition to the services of Teaching and Learning Services. Dr. Winer pointed out that TLS held a “Learning to Teach Day” for all grad students and post-docs and encouraged them to find mentors to fill the supervisory role Senator Wolfson proposed. As similar initiatives were happening across Canada, Dr. Winer felt that the level of teaching should be high among new hires.

Professor Weston agreed to provide Senate with a summary of the presentation and discussion (Attached to these minutes as Appendix A).

2. Report on Strategic Enrolment Management

(D11-49)

Professor Morton Mendelson, Deputy Provost (Student Life & Learning), presented the Report on the Strategic Enrolment Management (SEM) Plan. He highlighted the SEM Plan’s six strategic imperatives and enumerated certain key initiatives. These included the pan-McGill recruitment retreat, which aimed to share knowledge from the faculty and departmental levels; a focus on serving students from the time they first considered McGill through their alumni years; and a focus on retention and graduation rates, which would be the topic at the upcoming SEM conference. Professor Mendelson ended by asking Senators what help they felt would be needed at the local level.

Senator Briones asked how the University would address financial barriers and retention issues following tuition increases. Professor Mendelson responded that the University had been increasing student aid over the last 4-5 years and that 30% of all new net revenue would go to aid. He also explained that this aid was for all students, not just Quebec students, which set McGill apart in the province.

Senator Ma asked whether McGill could emphasize elements other than GPA in its undergraduate admissions process. Professor Mendelson explained that some faculties were already engaged in full-profile reviews and that some pilot projects had been implemented including the Aboriginal Admissions Procedures. He also noted McGill’s interest in UBC’s new policy of looking beyond grades, but pointed out that full-profile reviews required a lot of time and resources.

Senator Bin Shahid asked about the enrolment of international students. Professor Mendelson responded that the University’s priority was to raise its yield among international students by targeting its efforts towards those most likely to come to McGill.

Senator Galaty asked about the University's decision to increase admissions of graduate students, who are funded at the departmental level. Professor Mendelson agreed that graduate admissions were a challenge because their responsibility is distributed among faculties, departments and individual professors. He explained that the SEM Plan and Conference related to both undergraduate and graduate students. The Provost added that the University had increased its direct funding for graduate students, with an emphasis on grants rather than employment opportunities, in order to improve retention and completion.

Senator Knight asked about efforts to help students find the right faculty and efforts to facilitate transferring from one faculty to another. Ms Massey said that information on programs and faculties was provided at the Open House for incoming students, but she added that academic discovery and exploration was part of the University experience and that McGill should be flexible to allow transfers.

3. Proposed Revisions to the Code of Student Conduct and Disciplinary Procedures(D11-50)

Professor Jane Everett, Dean of Students, began by outlining features of the current Code of Student Conduct and Disciplinary Procedures. She said that it was a robust document, but needed to be reviewed to make it more accessible and to ensure that it continued to honour the values of the University. She told Senate that various constituencies were being consulted and that a draft of revisions would be available at the end of that process.

Professor Everett told Senate that she had two recommendations going forward. First, she recommended that the Code adopt gender-neutral language. Second, she recommended focusing substantive changes to sections of the Code other than those on disruptions and disturbances, which should await the outcome of Dean Manfredi's report. Professor Everett suggested that Senators read the current Code, focusing on articles 4, 5, 15, 20, 21, 30, 35, 49, 84 and 91(d), then looking at the proposed changes.

Senator Wolfson suggested that the revised Code should contain hypothetical cases to navigate students and staff members through the process in a practical manner. Professor Everett appreciated the suggestion, informing Senate that students had proposed the same thing. Senator Clare asked whether the revisions would impact the number of cases. Professor Everett responded that she did not know.

Senator Zorychta suggested changes to sections on plagiarism, giving the example of students now being able to transcribe recorded lectures and sell these transcriptions as "notes." Senator Briones asked about the University's Equity Policy and Senator White answered that she was working on making the policies easier to find on the McGill website.

4. Revisions to Regulations Relating to the Employment of Academic Staff (D11-51)

Professor Lydia White, Associate Provost (Policies, Procedure & Equity) presented this item for Senate's information and feedback. She explained that the Regulations needed to be restricted to tenure-track academics and needed clearer focus on certain issues related to tenure-track staff. She explained that the majority of changes were organizational or for clarification and she also highlighted proposed substantive changes to the process for granting tenure and for University Tenure Committees for Recruitment. The revised Regulations would require a "Superior" in the categories of research and teaching, and a "Reasonable" for the category of other contributions, whereas the current Regulations require a "Superior" in any two of these three categories. She explained that other contributions included participation on committees, reviews for journals and advising.

Discussion focused on the proposed changes to tenure requirements. Senator Richard expressed concern that requiring Superior in teaching and research would make it difficult to attract people from research institutes. Senator Roulet shared his experience as chair of the Work Group on Academic Renewal, Hiring, Retention, and Leadership Development, where many young professors expressed a desire to take major leadership roles in research, but would not have this recognized in their research portfolio. He added that the proposed changes would further discourage young professors from taking on such roles. Senator Harpp considered the changes regressive and questioned whether there was a problem that needed fixing.

Senator Zorychta reported that the overwhelming feeling at MAUT was that these proposed changes would have ramifications beyond tenure and would devalue McGill's collegial atmosphere. Senator Lefsrud agreed, telling Senate that for assistant professors like himself, a message that one aspect was less important than the others would lead to a devaluation of service. The Provost asked that Senate not use a confrontational framework, but consider whether or not the proposed changes fit or did not with McGill being a research-intensive and student-centred university and.

Senator Hashimoto told Senate that in the Department of Music Performance, research was equated with performance. She explained that physical injuries and voice strains were common among musicians and prevented them from performing, thereby harming their ability to become Superior researchers. She wondered if the proposed change to the Regulations might not be considered discriminatory against older or disabled faculty members.

Senator Han felt that the changes sent a mixed message to graduate students insofar as there had been an initiative to recognize service on students' transcripts, but a de-emphasis of service on the faculty side.

Speaking in favour of the changes, Senator Grant said that the changes reflected what Science and some other faculties were already doing. He added that teaching and research were the most highly valued aspects of the University and that other service was informed by them. He also suggested that people committed to service because of good role models or in order to solve

problems. He said that these changes reflected McGill's status as a great and international university.

Senator Ferguson asked Senate whether McGill could accept granting tenure to people who were not excellent at teaching and research, adding that the changes would still require some service. Senator Gyakum agreed, responding that he would not be comfortable with tenure being granted to someone who was only reasonable in teaching, as this would demonstrate a shortcoming at a student-centred University. Senator Perrault added that it was very hard for junior faculty to excel in all three and that teaching and research were essential aspects, while there would be time for service throughout a tenured professor's career.

Senators Wolfson and Galaty asked whether there were statistics on professors being granted tenure with a Superior in service and only one other category. Professor White answered that the vast majority of tenured professors received a Superior in all three categories.

Senator Gillon expressed concern that the proposed changes would fundamentally alter the character of McGill and suggested extending the consultation period beyond one month.

5. 436th Report of the Academic Policy Committee (D11-52)

The Provost delivered this report for Senate's approval. Senator Wolfson asked about possible confusion between the McGill University Research Centre for Physical Activity and Health and the McGill University Health Centre. Senator Perrault reported that such confusion had never been voiced in all the consultations.

On motion duly proposed and seconded, Senate approved the creation of the McGill University Research Centre for Physical Activity and Health / Centre universitaire de recherche en activité physique et santé McGill, and so recommend to the Board of Governors.

6. Report of the Nominating Committee (D11-53)

The Provost delivered this report for Senate's approval. He described the Nominating Committee's discussion on the procedure for appointing Senate representatives to the Advisory Committee on the Selection of a Principal and Vice-Chancellor. The Provost informed Senate that the Nominating Committee's recommendation to hold an election for the representatives this year was with respect only to the current Advisory and that the Nominating Committee would look at establishing procedures for Senate representatives on future Advisory Committees.

On motions duly proposed and seconded, Senate approved the recommendations contained in the Report of the Senate Nominating Committee.

7. Matters carried over from February 15, 2012

7.1 Questions and Comments on Budget Planning 2012-2013: Report II (D11-39)

There were no further questions or comments on this item.

7.2 Report of the Policy on Safe Disclosure (D11-47)

The Secretary-General delivered this report for the information of Senate, explaining that no reports had been filed under the Policy in the reporting year, nor any since it came into effect.

Confidential Session

8. Report of the Honorary Degrees and Convocations Committee (D11-54)

Senate moved into confidential session to discuss the Confidential Report of the Honorary Degrees and Convocations Committee (this minute is approved by the Senate Steering Committee and is not published or circulated, but is attached to the permanent minutes of Senate as Appendix “B”).

Other Business

There being no other business to deal with, on motion duly proposed and seconded, the meeting adjourned at 6:05 pm.

END

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

Appendix A: Excellence in Teaching and Learning

Several themes emerged:

- Partnerships
 - The notion of teaching and learning as a partnership at multiple levels was expanded to include support staff, teaching assistants, the Library (although this was embedded in the Teaching Support team), and DAR.

- Student engagement
 - We must expect and allow more from our students:
 - student-initiated and faculty supported seminars
 - study-groups will help with deep learning
 - peer reviewed work

- Assessment
 - Excellence in teaching and learning must focus on assessment since the assessment plan defines the curriculum from the students' point of view (NB this comment is supported by research).
 - There must be a larger discussion about assessment practices at the university to ensure the quality and integrity of the assessment process.
 - Students will rise to the format of the assessment presented.

- TAs and graduate students and post docs
 - TAs are extremely important in bridging the gap between the students and the instructors. They are able to continue and foster discussions and answer questions.
 - Face-to-face connection is important to engage the student in their learning experience; however, there is a serious lack of space for TAs which curtails office hours.
 - Important to teach graduate students how to teach and to give them supervised training.
 - Post docs are not being using to teach as much as they could be

- Teaching support at various levels:
 - Professor Support:
 - Promote and provide mentorship opportunities for profs. Create a place where teachers can learn from each other.
 - Offer discipline-based supervised teaching.
 - Diversity of strategies being used may require different types of support (TA, technology...)

- Recognize that a significant commitment from the professor will be needed to engage in a culture change to elevate the standard of teaching
- Individual profs often take the initiative without support from Faculty/University
- Faculty:
 - Must make teaching excellence a topic of discussion and realize that good teaching takes time
 - Reflect on how we structure the basic elements of our pedagogical endeavor - 13 weeks/3 hrs per week should no longer be the only way to deliver. Think in modular terms.
 - Culture change is needed to raise the level of teaching. As a community we are confronted by our own resistance.
 - Recognize that learning is not static but multi-level. Use different pedagogical tools to engage the students
 - There should be basic standards for teaching and supports or interventions when teaching is not satisfactory.
- University:
 - If done well, the University's role should be invisible.
 - Need to build better relationships between students and admin so that students know who the Principal is, who their Dean is...
 - Needs to create appropriate incentives to promote excellent teaching. Incentives and support may be different in different disciplines.
 - Additional partners are DAR (for the financial resources necessary for initiatives such as flexible teaching spaces) and support staff to get buy-in and recognition for their role in supporting teaching and learning.
- Space and technology:
 - Active learning classrooms are needed as they enable an engaged teaching and learning approach.
 - Large classrooms are needed.
 - Spaces are needed that provide places to teach others how to teach
 - Mid-term opportunities (which provide some formative feedback) are limited because of space constraints.
 - IT should be used more effectively as an integral part of the learning experience. Students expect more use of lecture recordings, MyCourses, etc.