

**SENATE**  
McGILL UNIVERSITY

07-08:06

Minutes of a meeting of Senate held on Wednesday, February 13, 2008 at 2:30 p.m. in the Robert Vogel Council Room (Room 232), Leacock Building.

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**PRESENT:**

|                          |                                       |
|--------------------------|---------------------------------------|
| Aitken, Ellen            | Low, Bronwen                          |
| Algieri, Stefano         | Lowther, David                        |
| Angus, Adrian            | Luther, Ryan                          |
| Barralet, Jake           | Madramootoo, Chandra                  |
| Beheshti, Jamshid        | Martin, Erica                         |
| Bhatt, Vikram            | Masi, Anthony                         |
| Blachford, Gregg         | McLean, Donald                        |
| Bracewell, Robert        | Mendelson, Morton J.                  |
| Burgoyne, John Ashley    | Moore, Timothy                        |
| Butler, Ian              | Munroe-Blum, Heather ( <i>Chair</i> ) |
| Cartwright, Glenn        | Ngadi, Michael                        |
| Chadha, Roshi            | Oong, Daniel                          |
| Champoux Williams, Lynne | Oxhorn, Philip                        |
| Cooke, Rosemary          | Paré, Anthony                         |
| Dear, Judy               | Pelletier, Johanne                    |
| Etemad, Hamid            | Peterson, Kathryn                     |
| Everett, Jane            | Pierre, Christophe                    |
| Ezzy-Jorgensen, Frances  | Quaroni, Enrica                       |
| Fujinaga, Ichiro         | Richard, Marc                         |
| Gowrisankaran, Kohur     | Robaire, Bernard                      |
| Grant, Martin            | Roulet, Nigel                         |
| Harpp, David             | Roy, François R.                      |
| Henderson, Jim           | Ryan, Dominic H.                      |
| Hobbins, John            | Schmidt, Janine                       |
| Holdsworth, Phillip      | Sedgwick, Donald                      |
| Ismail, Ashraf           | Serero, Didier                        |
| Itzkowitz, Jake          | Smith, Michael                        |
| Jean-Claude, Bertrand    | Steinhauer, Karsten                   |
| Jobin, Pierre-Gabriel    | Stroud, Sarah                         |
| Jonsson, Wilbur          | Tallant, Beverlea                     |
| Jordan, Steve            | Thérien, Denis                        |
| Karmouty, Harry          | Todd, Peter                           |
| Kasirer, Nicholas        | Van der Vooren, Jessica               |
| King, Daniel             | Vennat, Manon                         |
| Kreiwirth, Martin        | Wade, Kevin                           |
| Kurien, John             | Waugh, Sean                           |
| Labban, Margaret         | Whitesides, Sue                       |
| Levin, Richard I.        | Wolfson, Christina                    |
| Lewis, Brian             | Yu, Quing Jane                        |

**REGRETS:** Antonia Arnaert, Benoit Boulet, Ronald Chase, Ronald Gehr, Michael Goldbloom, Pamela Lai, James Lund, Christopher Manfredi, Gary Pেকেles, Richard Pound, Robert Rabinovitch, Maria Zannis-Hadjopoulos.

The Principal welcomed Senators and observers to the meeting, and welcomed three new student Senators - John Ashley Burgoyne, Matthew McIntosh, and Margaret Labban.

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## SECTION I

### 1. Report of the Steering Committee

The report of the Steering Committee (07-08:06) was received.

*Item 1. Approval of Minutes of Senate.* Mr. Hobbins proposed that an addition be made to the minutes referring to his question on Statutory Selection Committees for Librarians and the Provost's response, with wording agreed to by the Secretariat. On motion duly proposed and seconded, the revised minutes of the meeting of January 23, 2008, were approved.

*Item 2. Confidential Minutes,* for information.

*Item 3. Speaking Rights, Senate,* on motion duly proposed and seconded, granted speaking rights to Professor Jim Nicell for item IIB -2 (Principles of the Master Plan).

*Item 4. Committee of the Whole,* on motion duly proposed and seconded, Senate agreed to move into Committee of the Whole for 30 minutes, for discussion following a brief presentation of item IIB-2 (Principles of the Master Plan) with the Principal in the Chair.

*Item 5. Information Items,* for information.

### 2. Adoption of the Agenda

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

### 3. Chair's Remarks

The Principal opened her remarks with a reference to the beginning of her second term as Principal (as of January 1 2008) and her continuing honour and pleasure in serving in this role. She stated that the volatility of the current context, in terms of both competition and politics, requires McGill to redouble its efforts to leverage all of its relationships with its peer institutions, governments, private sector partners and supporters, in the achievement of excellence in its mission of teaching, research and community service.

The Principal stated that notwithstanding progress, McGill needs mechanisms to advance its distinctive advantages. McGill must optimize in every way possible existing competitive advantages in established programs and must optimize the allocation of resources from operating grants, special governmental envelopes, and philanthropic fundraising in support of our highest priorities. McGill must work in parallel in support of both our primary mission and the activities that generate the resources we so badly need in order to carry out this mission. McGill must make its case for support on the basis of a foundation of rigorous assessment and benchmarking of teaching, academic programs and research against best peers, and of accountability for the achievement of our mission and the use of resources. The Principal stated that she would welcome input on how McGill can best mobilize its partners in support of its goals.

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The Principal also noted that in a competitive context, the gap in McGill's funding continues to grow. The financial challenges facing McGill include the relative under-funding of Québec universities, the deficit and accumulated debt. McGill is competing not only with other local and Canadian universities, but with universities around the world, many with much greater resources.

In this context, McGill faces a renewed expectation on the part of the public for accountability - from how it spends the public money it receives, to the way it conducts research and scholarship, to the commitment it undertakes as an institution, to the product of research and scholarship and quality of educational programs. The current intensity of public scrutiny of universities is unmatched in modern times. The Principal mentioned that governments at home and abroad are challenging autonomy of universities. She said that there is an increased earmarking of research grants, and a reduction in dollars available for general research not tied to particular policies; both in the U.S. and in Canada. For McGill, minority governments in both Québec and Ottawa present an additional challenge. There is additional effort and energy devoted to government relations, as well as the additional uncertainty of legislative outcomes because of the need for alliances between government and opposition parties.

Regarding Québec-specific issues, the Principal mentioned that Bill 32 (the proposed legislation regulating university infrastructure) was not passed at the National Assembly, but the government is looking at ways of developing regulations that need only cabinet approval to get at the same interests. Bill 44, legislation to control university investments, borrowing, and entrepreneurship activities, was passed. The law did not exclude endowments, therefore they would be subject to the same oversight by governments. The Principal extended her appreciation to members of the senior executive team for their work with representatives of the provincial finance ministry aimed at new regulations which would exclude endowments.

On the federal front, the Minister of Industry, Jim Prentice, pronounced the annual Wilder Penfield lecture at the Montreal Neurological Institute. There was also a recent meeting with the Minister of Public Works, Michel Fortier, regarding potential infrastructure funding. The minister was attending the announcement of a \$500,000 gift from Boeing Aerospace to McGill's Institute of Air & Space Law, a research institute of the Faculty of Law. The Principal thanked Dean Kasirer for developing that gift and commended the strength of the program.

The Principal added that the federal budget is expected to be announced soon and that McGill has been working to communicate to the government the importance of fully supporting the costs of research and of attracting and supporting talented graduate students.

On other McGill issues, the Principal noted that the administrative response to the report of the Principal's Task Force on Student Life and Learning will go to the April Board meeting for discussion. Last Friday, there was a launch of a new book by Chancellor Richard Pound. *Rocke Robertson: Surgeon and Shepherd of Trade*, celebrates McGill's former Principal and Chief of McGill's Department of Surgery, who navigated McGill through the Quiet Revolution. Beginning on February 13, the McGill Institute for the Study of Canada is hosting a three-day conference, "Are we American?: Canadian Culture in North America," its list of speakers being a veritable who's who of Canadian and North American cultural icons.

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## SECTION II

### PART “A” – QUESTIONS AND MOTIONS BY MEMBERS

#### 1. Question re Departure of Professors from Courses During Semester

On the invitation of the Principal, Ms. Martin asked the following question:

##### *PREAMBLE:*

*Students often select their courses based on the professor of a class. Individual professors make a huge difference to the content and experience of a class. Some recent departures of professors in the middle of the term have, understandably, upset students in the classes affected (especially when this sudden departure occurs following the ADD/DROP period). Of course, it is impossible to predict or control the departures of professors, but the adverse effect on students should be recognized.*

##### *QUESTION:*

*Does the University have a policy on the departure of professors during the semester (when they are teaching classes)?*

*Does the university keep statistics on the frequency of mid-term departures of lecturers?*

*What measures exist to maintain the continuity of a course and the quality of lectures following unforeseen departures?*

*What current measures exist to minimize the adverse effects these departures have on students?*

*Are there any plans for a comprehensive policy to address this issue?*

The Principal invited the Deputy Provost to respond. Professor Mendelson responded as follows:

*Thank you Senator Martin for raising these questions. In response to your first question, the University does not have a policy on this issue. While there are no statistics on mid-year departures, Faculty members who leave to take up another academic position typically do so at the end of term, while departures due to retirement occur on the normal retirement dates, August 31 or December 31. If retirements or planned departures were to be scheduled for another date, it is unlikely that professors would be assigned teaching for a term that they would not complete. Other departures may occur from time to time due to illness or tragedy.*

*The course outline, which must be distributed during the first week of classes, is essentially a contract for the course. Therefore, in the case of a change in instructor, the structure of the course and the established method of evaluation as described in the course outline would not normally change.*

*To our knowledge, mid-semester departures of instructors is not a widespread problem, and particular concerns of this type should be addressed to the individual responsible for assigning teaching in the unit offering the course – namely, the Chair or Director of the unit, or the Dean in*

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*faculties without departments. Assigning teaching is a management issue under the purview of the Chair, Director or Dean, and is not a policy issue.*

The Principal thanked Professor Mendelson for his answer and opened the floor to supplemental questions and comments.

Dean Kasirer stated that he would like to complete the Deputy Provost's response, with a specific reference to unfortunate circumstances where three professors in the Faculty of Law in the past twelve months were required to leave in mid-term, two for reasons of health (something which cannot be predicted), and one under obligation to resign. He commended his colleagues in the Faculty of Law who stepped forward mid-term on just a few days' notice to teach affected classes, in addition to their ordinary teaching load and responsibilities.

## **2. Question re Enrolments and Education Quality**

On the invitation of the Principal, Ms. Van der Vooren asked the following question:

### ***PREAMBLE:***

*McGill prides itself on being a research-intensive, student-centred university. McGill's Viewbook encourages prospective students to apply with the following statement: "McGill prepares you for the real world. Not only will many of your courses give you practical skills you'll need in the work environment..." (<http://www.mcgill.ca/viewbook/future/>) In accordance with the McGill Handbook on Student Rights and Responsibilities (2005): "Every student has a right to a quality education."*

*Several recurring issues have emerged in the last four years which, in my opinion, jeopardize the quality of education offered at McGill:*

- Organic chemistry labs are now conducted once every other week as opposed to weekly as previously.*
- Project group sizes in engineering have increased to a level that is detrimental to the student's learning experience. In some instances, laboratories cannot accommodate the number of students enrolled due to fire code restrictions.*
- "Simulcasts" of classes are being conducted due to a lack of lecture space available for students.*

*As the examples illustrate, this is not an issue relating to monetary resources but to university infrastructure and capacity.*

### ***QUESTION:***

*What is the university doing to ensure newly admitted students are receiving the same quality of education as in previous years?*

*What commitment can the university make to maintain this standard of education for future years?*

*What support does the university intend to give to professors charged with laboratory-intensive classes with increased enrolment?*

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*How will the proposed “targeted enrolment” scheme impact future students’ quality of education?*

The Principal invited the Deputy Provost to answer. Professor Mendelson responded as follows:

*I thank Senator Van der Vooren for raising this important issue.*

*As indicated in our Mission Statement, McGill is committed to excellence in teaching. As Senators are aware, the University has been actively renewing the professoriate and, since 2001, we have hired almost 800 new, extremely talented, tenure-track professors. The quality of teaching of tenure-track professors is an important consideration in our hiring and one of the criteria on which applications for tenure are evaluated. Moreover, faculties are making efforts to increase the number of courses taught by tenure track staff.*

*Also, faculties are taking steps to develop initiatives to ensure that research conducted by McGill professors informs the design of courses, programs, and teaching at the undergraduate level. In support of these efforts, the APC Subcommittee on Teaching and Learning has established a workgroup, headed by Teaching and Learning Services, to examine and ultimately share best practices for enhancing the nexus of teaching and research. Our goal is to enhance our students’ experience and to ensure that they derive the best possible advantage of studying at a student-centered, research intensive university.*

*In addition, Teaching and Learning Services will be leading a series of Course Redesign Projects, in which resources from administrative and teaching units are focused on addressing a particular issue. In the past year, the goal was to increase student engagement in large classes by promoting active learning; personal response system technology and professional development were used to embed inquiry-based practices into large introductory courses. Preliminary data from last semester have indicated that this ongoing project is achieving its aims.*

*With respect to physical facilities, the Teaching and Learning Space Work Group is developing a multi-year plan for improving classrooms and laboratories at McGill. Consistent with our mission to provide an excellent educational experience, we are committed to not only maintaining, but continuing, to improve the educational experience of our students. Of course, as Senators know, the University faces financial constraints, so we are not able to make progress in this area as quickly as we would like to.*

*To respond to the final issue raised, there are areas of the university with undersubscribed programs. For the educational benefit of those programs and for the financial health of the University it is important that we increase enrolment where there is capacity.*

The Principal thanked Professor Mendelson for his answer and opened the floor to supplemental questions.

Mr. Itzkowitz inquired as to whether anyone could comment on the possible effects that issues such as over-enrollment could have on students, especially when they graduate and become potential donors. Professor Mendelson responded that as a university, McGill is committed to improving the learning experiences of students, and efforts are underway to improve pedagogy and learning spaces.

Professor Butler commented that with regard to Organic Chemistry, the changes that have been made have been undertaken to improve the situation and the students' learning experience. Professor Harpp echoed those sentiments, and explained that in Organic Chemistry laboratories, there are not enough hoods for the number of students who take the courses; therefore the number of labs have been reduced, but because students now work in groups of two instead of four, they are more engaged in the experiments. Dean Grant added that one million dollars per year for the next two years would be put towards laboratory renovations in the Faculty of Science - half of this from the compact exercise, with matching funds from philanthropic donations.

## **PART "B" – MOTIONS AND REPORTS FROM ORGANS OF UNIVERSITY GOVERNMENT**

### **1. 397<sup>th</sup> Report of the Academic Policy Committee including the Course Evaluation Policy (D07-30)**

#### **I. For Approval**

##### **A. New Teaching Programs**

*Item I.A.1, Faculty of Arts, B.A.: Supplementary Minor Concentration in Computer Science (Combinable), was approved.*

*Item I.A.2, Faculty of Education, M.A. in Second Language Education, Gender and Women's Studies; M.A. in Culture and Values in Education; Gender and Women's Studies; M.A. in Culture and Values in Education; Non-Thesis - Project - Gender and Women's Studies; M.A. in Curriculum Studies; Gender and Women's Studies; M.A. in Curriculum Studies; Non-Thesis - Project - Gender and Women's Studies; M.A. in Educational Leadership; Gender and Women's Studies; M.A. in Educational Leadership; Non-Thesis - Project - Gender and Women's Studies; and Ph.D. in Educational Studies; Gender and Women's Studies, were approved.*

*Item I.A.3, Schulich School of Music, Minor in Musical Science and Technology, was approved.*

*Item I.A.4, Faculty of Science, B.Sc., Minor in Interdisciplinary Life Sciences, was approved.*

##### **B. Major Program Revision**

*Schulich School of Music, Minor in Musical Applications of Technology, was approved.*

#### **IV. For Information**

### **2. Principles of the Master Plan (D07-31)**

The report was presented for information. As agreed, Senate moved into Committee of the Whole for 30 minutes, with the Principal in the Chair, for a discussion of item IIB-2 "Principles of the Master Plan". The notes for this Committee of the Whole are attached to the minutes as Appendix A.

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### **3. Interim Report of the Task Force on Non-Tenured Academic Personnel (D07-32)**

The Provost spoke briefly to the report that was distributed. The Principal thanked the Provost and opened the floor to questions.

Professor Harpp asked if the data would be broken down. The Provost replied that Associate Provost Foster was working on this; we have the data, but are working on cleaning it up.

In response to Professor Robaire, the Provost said that there are currently no tenure-track academic appointments to research centres, and there is no intention for that to change. Professor Robaire asked if there would be a specific path provided for professors who start out in non-tenure track to move to tenure track. The Provost responded that there was an awareness of this issue, and it was being studied.

Ms. Champoux-Williams said that from the undergraduate students' perspective, it was encouraging to see what has been accomplished to support non tenure-track academics.

Professor Paré inquired whether incentives to keep up with one's field of expertise, other than tenure, were being discussed for those who do not aspire to tenure track. The Provost responded that issues of professional development and career trajectories are being considered. There are issues to be discussed beyond the sole context of the task force.

Professor Quaroni asked how the University can reconcile non-tenure track positions being supported by soft funds – typically the first funds to be targeted in times of budgetary restraints – and the notion of a career plan. The Provost responded that McGill's funding situation is good enough and the length of time that people serve is been long enough that the University should recognize some of these contributions.

Ms. Ezzy-Jorgensen asked whether a merit policy was being considered for professional associates, research assistants and research associates. The Provost responded that the question was being addressed, along with other incentives.

Professor Wolfson wanted to know why adjunct professors were included under academic staff. The Provost responded that some individuals had appointments elsewhere, and were affiliated to the University for some specific purpose. There are contradictions in the applications of how adjunct, and other, titles have been applied. Professor Robaire mentioned the new category of “instructor” in the table. The Provost responded that, while the title may have been applied before, it was not in the system as such. Dean Maclean commented that this title is used in the Faculty of Music instead of “course lecturer”. Secondly, having been on the steering committee for the first of these task forces, he commented that there has been considerable progress in whittling down the plethora of classifications and the way in which these classifications will eventually be used. It is a difficult task, and he said he is pleased to see the progress being made, and the recognition of the value these individuals bring to the University. He thanked the Provost and Professor Foster for their work on this.

### **4. Report from the Board of Governors to Senate (D07-33)**

The report was presented for information by Mrs. Chadha. There were no questions.

On a motion duly proposed and seconded, the meeting was adjourned at 4:00 p.m.



**Committee of the Whole*****University Master Plan - Planning and Design Principles***

Chair: Principal Heather Munroe-Blum

On the invitation of the Principal, Vice-Principal Roy made the following preliminary remarks:

*This process started in 2004, when the University recognised the need for a master plan for both campuses. The initial phase of work consisted of the preparation of space audits, preliminary site analyses, and 20-year growth models. In 2005, Diamond and Schmitt Architects and duToit Allsopp Hillier were commissioned to prepare a physical master plan, which proceeded in two phases - an initial planning base, and an exploration phase, with an academic strategic plan prepared in parallel. The McGill Master Plan, when completed, will consist of two components - a Planning and Design Principles Report, and a Campus Development Report. Consultations took place in discussions with the Board of Governors, the Building and Property Committee, the Senate and its Committee on Physical Development, the Deans and other McGill stakeholders - students, the Subcommittee on the Environment, and project managers.*

The Principal thanked Vice-Principal Roy, and welcomed Professor Nicell. Professor Nicell briefly presented the University Master Plan - Planning and Design Principles (D07-31). The Principal thanked Professor Nicell for his presentation and opened the floor to questions and comments.

Mr. Waugh inquired why, in Section 5.0 (Service Area Priorities) there was no specific mention made of a performing arts space, and wanted to know if this was a principle that was going to be seen in the future.

Professor Nicell responded that the fine arts constitute part of our academic programs, and the goal is to improve all of our academic facilities, and not to point to specific facilities. Should anyone feel that this was a priority deserving additional emphasis, he welcomed their input. This is not a static document, but a living document. The Board's Building and Property Committee will have oversight to ensure that this document evolves over time, with the Senate Committee on Physical Development also having a major stake in it.

Professor Robaire thanked Professor Nicell for the solid document, but expressed concern that the last two buildings in the process of being completed on campus clearly do not comply with the Master Plan principles. He asked whether there were there any plans to revisit the two buildings.

Professor Nicell responded that there are several examples of buildings which lack certain spaces (teaching, food or social spaces) but that ideally there should be common areas included in all buildings, which create opportunities for interaction. These principles should be used as a safeguard, but they are only guidelines. Regarding the question of redress, new spaces will not be added to buildings already under construction, but a master plan for food services is currently being developed to ensure that adequate food services are provided to all quarters. In the short term, however, dedicated laboratory space will not be transformed to teaching, food or social spaces.

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Mr. Burgoyne asked about the quantitative data that demonstrate that the current graduate student space situation at McGill is ineffective. He wondered whether this data was available and why, if this was such a problem, there was no reference to graduate student space in the executive summary. Professor Nicell responded that graduate student space includes all space occupied by graduate students during their time at McGill, which includes laboratory space, library space, social space, etc., and is therefore addressed in the report. Professor Kreiswirth elaborated by stating that there is an ongoing graduate space analysis. There are two committees working on this - the Teaching and Learning Space Committee covers teaching spaces and research space, the second committee covers personal office space, consultative space, and community learning space. This committee's report is currently being written, and should be available in March or April.

Professor Roulet asked who would be accountable for the application of these principles once they are approved by the Board of Governors. The Principal responded that it would be the senior administration who would ultimately be responsible, and accountable to the Building and Property Committee. The Principal also added that, regarding the two buildings mentioned as problem examples, these both preceded the development of the principles, and the senior administration is aware of the concerns mentioned.

Professor Tallant asked if there had been any thought given to purchasing an apartment block for graduate students and their families, which could include common meeting rooms, recreational space, etc. Professor Kreiswirth responded that spousal and partner relationships can affect the success of graduate students, and that, apart from a graduate student residence brochure sent to graduate students, they are looking at ways to improve cultural integration and other issues affecting graduate students. There is a study being done by the Director of Recruitment and Retention for graduate studies, to look at the needs of graduate students and their partners, and families.

Professor Ryan mentioned the Trottier Building, which did not meet the existing standards at the time of construction, and questioned the purpose of writing new standards if costs and other issues during construction mean they are not enforced. Professor Nicell responded that he is working on a system that would provide the checks and balances to allow him to consider a project, in light of perspectives of all stakeholders, throughout the process. The Principal elaborated that underfunding has an expression all over the University. We are consistently in a position of wanting to renew and develop our infrastructure with insufficient funds to do it. It is challenging to get this done, and there is a conflict between aspiration and resources that we face on a daily basis.

Professor Henderson asked about the adaptability of teaching space, and if these principles were embedded in the document. Professor Nicell responded that, in terms of enhancing teaching space, a project must meet not only the needs of the people proposing the renovations but also the needs of other groups.

Professor Tallant inquired whether, with regard to historic buildings, the McGill Alumni Association could take on a specific fundraising project and whether we could draw upon some of our distinguished alumni and friends (such as Moshe Safdie and Phyllis Lambert) to head up a campaign, as these people would know what to do and would have many contacts. The Principal responded that these were interesting ideas worth exploring.

Senate rose from Committee of the Whole.