

SENATE
MCGILL UNIVERSITY

07-08:08

Minutes of a meeting of Senate held on Wednesday, March 26, 2008 at 2:30 p.m. in the Robert Vogel Council Room (Room 232), Leacock Building.

PRESENT:

Aitken, Ellen	Lewis, Brian
Algieri, Stefano	Low, Bronwen
Angus, Adrian	Lowther, David
Beheshti, Jamshid	Luther, Ryan
Borkotoky, Aneerudha	Madramootoo, Chandra
Burgoyne, John Ashley	Manfredi, Christopher
Burns, David	Martin, Erica
Butler, Ian	McIntosh, Matthew
Chadha, Roshi	McSweeney, Kerry
Champoux Williams, Lynne	Mendelson, Morton J.
Chapdelaine, Annick	Munroe-Blum, Heather (<i>Chair</i>)
Chase, Ronald	Oong, Daniel
Cooke, Rosemary	Pekeles, Gary
Etemad, Hamid	Pelletier, Johanne (<i>Secretary</i>)
Everett, Jane	Peterson, Kathryn
Ezzy-Jorgensen, Frances	Pierre, Christophe
Fujinaga, Ichiro	Quaroni, Enrica
Gehr, Ronald	Richard, Marc
Goldbloom, Michael	Robaire, Bernard
Gowrisankaran, Kohur	Ryan, Dominic H.
Grant, Martin	Schmidt, Janine
Harpp, David	Sedgwick, Donald
Henderson, Ian	Smith, Michael
Henderson, Jim	Steinhauer, Karsten
Hobbins, John	Stroud, Sarah
Holdsworth, Phillip	Tallant, Beverlea
Ismail, Ashraf	Thérien, Denis
Itzkowitz, Jake	Todd, Peter
Jonsson, Wilbur	Van der Vooren, Jessica
Jordan, Steve	Wade, Kevin
Karmouty, Harry	Waugh, Sean
Kasirer, Nicholas	Whitesides, Sue
King, Daniel	Wild, Gary
Kingdom, Frederick	Yu, Qing Jane
Kreiswirth, Martin	Zannis-Hadjopoulos, Maria
Kurien, John	
Labban, Margaret	

REGRETS: Greg Blachford, Adelle Blackett, Benoit Boulet, Robert Bracewell, Franco Carli, Glenn Cartwright, Richard I. Levin, James Lund, Anthony C. Masi, Donald McLean, Timothy Moore, Anthony Paré, Richard Pound, Robert Rabinovitch, Nigel Roulet, François R. Roy, Manon Vennat, Christina Wolfson.

The Principal welcomed Senators and observers to the meeting, and congratulated John Ashley Burgoyne on being elected president of PGSS.

SECTION I

1. Report of the Steering Committee

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

Item 1. Approval of Minutes of Senate. On motion duly proposed and seconded, the minutes of the meeting of March 5, 2008, were approved.

Item 2. Speaking Rights, Senate, on motion duly proposed and seconded, granted speaking rights to Professor Jim Nicell for item A2 (Question re Accessibility at McGill), to Ms. Jana Luker for item A3 (Question re Mental Health Services), and to Mr. Vaughan Dowie for item B6 (Presentation on Communications). It was noted that speaking rights were not ultimately required for Professor William Foster.

Item 3. Information Items, for information.

Item 4. Confidential Session, for Report of Honorary Degrees and Convocation Committee. It was agreed that Senate would move into confidential session for this item.

2. Adoption of the Agenda

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

3. Chair's Remarks

The Principal opened her remarks by congratulating the Deputy Provost, Morton Mendelson, and his team, for the "Cut the Red Tape" contest. Many recommendations came forward, and ten winners were announced at the awards ceremony held the previous day. Each winner received a \$100 prize. The Principal thanked all who submitted recommendations, and congratulated those who won. The contest marked the launch of a new website to allow continuous recommendations on how to cut red tape. <http://www.mcgill.ca/redtape/>

The Principal congratulated Professor Martin Kreiswirth, Associate Provost of Graduate Education and Dean of Graduate and Postdoctoral Studies, who has been elected President of the Canadian Association for Graduate Studies. The Association brings together 60 Canadian universities with graduate programs, two national graduate student associations, the three federal research-granting agencies and organizations having an interest in graduate studies. The association's mandate is the promotion of graduate education and research in Canada.

The Principal noted that Dr. Alain Beaudet has been appointed the head of Canadian Institutes of Health Research, and will take up his post on July 1st, 2008. Dr. Beaudet has been president of FRSQ, and is a former McGill colleague, who has taught in McGill University's Neurology-Neurosurgery and Anatomy-Cell Biology departments, and has been assistant director of research at the Montreal Neurological Institute.

The Principal stated that when the Québec government tabled its budget earlier this month, two sources of funds for universities were announced. Of the federal transfer to Quebec for post-secondary education, which will increase by \$187 million as of 2008-9, 60%, or \$112 million will go to universities, and 40%, or \$75 million will go to the CEGEPS. This was augmented by an

additional \$50 million per year to universities for the next five years. As for the impact of this funding on the McGill budget, the Principal explained that the Provost had anticipated the federal transfer monies in planning McGill's budget. McGill will receive \$10 million, which has already been built into our budget. As for the additional \$50 million per year, it is still unclear how this money will be allocated, but the budget states it has been earmarked for investment in four priority areas: improving teaching and research capacity; facilitating faculty renewal and awarding teaching fellowships; increasing the international visibility and mobility of students; and providing financial assistance to cover the indirect costs of research. On balance, we have made progress with this budget. While the 60-40% split of the federal transfers is less than what the universities sought, the additional \$50 million per year is a good first step in addressing underfunding.

The Principal congratulated Professor Graham Bell on receiving the NSERC Award of Excellence as a first-time finalist for the Natural Sciences and Engineering Research Council's Gerhard Herzberg Canada Gold Medal. In addition to the award, Professor Bell will receive a research grant worth \$50,000.

The Principal announced that the McGill Martlets have won their first-ever CIS women's ice hockey national championship title.

The Principal also noted that Professor Rob Sladek, of McGill's Department of Human Genetics, has had his paper in *Nature* named the 5th Red-Hot Research Paper of 2007. The paper is entitled, "A genome-wide association study identifies novel risk loci for type 2 diabetes." Red-hot papers were determined by Thomson Scientific, and ranked according to the number of citations the paper received.

The Principal mentioned that readers of the magazine *Québec Science* have selected a discovery by Dr. Michel Tremblay and Dr. Sofi Julien of the McGill Cancer Centre, about a gene related to breast cancer, as the most important discovery of 2007 in Quebec. A recognition event will be held at the McGill Cancer Centre in May.

Professor Anthony Ricciardi, from McGill's Redpath Museum, has co-authored a review in *Nature* of Charles Elton's 50-year-old text "The Ecology of Invasions by Animals and Plants." Elton's pivotal work is now cited more than ever. Also in *Nature*, Professors Roger Prichard and Timothy Geary, from McGill's Institute of Parasitology, discuss how parasitic worms kill many livestock, and how the drugs used against them are becoming less effective, concluding that the discovery of a class of compounds that kills worms resistant to existing drugs is thus a welcome development.

On other McGill issues, the Principal congratulated the McGill researchers who will be receiving \$1.5 million dollars in new funding from the Canada Foundation for Innovation's Leaders Opportunity Fund. The McGill researchers who have been awarded funding are: Adelle Blackett, Faculty of Law; Raynald Gauvin, Department of Mining and Materials Engineering; P Michael Jemtrud, School of Architecture, In-Ho Jung, Department of Mining and Materials Engineering; Zetian Mi, Department of Electrical and Computer Engineering; Monzur Murshed, Faculty of Dentistry; Valerie Orsat, Department of Bioresource Engineering; Michael Rabbat, Department of Electrical and Computer Engineering; Robert Sladek, Department of Human Genetics and Department of Medicine; and Viviane Yargeau, Department of Chemical Engineering.

The Principal concluded her remarks by welcoming any questions or comments. Professor Gehr asked if the recommendations of the "Cut The Red Tape" contest winners would be available to see. The Principal answered that these would be available on the web, and would be published in an upcoming issue of the Reporter.

Mr. Hobbins questioned whether any of the new money coming into the University would be used to mitigate against the effect of the anticipated budget cuts. The Principal responded that, due to the targeted nature of the new money, it would go to build quality, but not necessarily towards eliminating the budget cuts.

Mr. Borkotoky announced that, on the weekend of March 15, the Student Society had held its first Interfaculty Cross-Functional Case Competition, and that it would not have been possible without the support of McGill, and specifically Deans Todd, Kasirer and Everett.

Ms. Champoux-Williams thanked the Principal for her letter to the Gazette on tuition fees, mentioning that although the undergraduate students disagree with certain of her views, they appreciate the initiative to reach out to the wider McGill community.

SECTION II

PART "A" – QUESTIONS AND MOTIONS BY MEMBERS

1. Question re Applied Learning

On the invitation of the Principal, Mr. Borkotoky asked the following question:

PREAMBLE:

In the prospective students section of the McGill website, the university asserts that: "McGill prepares you for the real world...many of your courses give you practical skills you'll need in the work environment..." (<http://www.mcgill.ca/viewbook/future/>)

McGill prides itself on being a research intensive university that provides its students with the opportunity to succeed in the world outside and inside academia. It does this by giving them a variety of academic experiences during their time here. The university has also made it clear that it does not provide applied training to its students.

Assuming that there is some student demand for applied training, it has been proposed that this training be facilitated by career services at the University. Such a model was implemented by Management Career Services this year when they brought in a company (Wall Street Prep) to prepare students on the ways in which their academic training in Finance is applied in the industry.

Nonetheless, it would appear that McGill's website contradicts other statements made by its administrators.

QUESTION:

How does the university differentiate between applied learning, applied training and non-applied learning and training?

What policies and procedures are in place to ensure that students gain practical skills at a research intensive university that 'does not provide applied training'?

While providing students with world-class academic programs, how does the University deliver the practical skills mentioned on its website to all programs across the university?

Does the university believe that career services are an appropriate forum to facilitate applied training? If not, where?

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

I appreciate the opportunity to address this issue in Senate and thank Senator Borkotoky for raising the issue. The University does not have official definitions, but the following seem to adequately describe this domain:

Applied learning refers to specific course outcomes that involve the development of skills and competencies expected in the world of work (e.g. time management, use of technology, problem solving, professional communication, learning skills, creative thinking, collaborative skills etc.). The development of these skills takes place in an academic context.

Applied training refers to a formally supervised experience of practice in a field setting, emphasizing the hands-on integration of theoretical and practical knowledge and skill. Such learning occurs, for example, in formal internships, or stages, as well as in informal internships.

Non-applied (i.e., theoretical) learning and training refer to opportunities that learners have for identifying, grouping and dealing with specific classes of problems and knowledge structures.

I would like to quote the Viewbook's full text from which Senator Borkotoky has lifted a phrase:

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, but we have the resources to help you design your career path before you leave. There is an impressive range of career help available at McGill's Career and Placement Service, and many faculties offer their own career advising services.

The University does not have policies and procedures in place to ensure that all students gain practical skills. We do, however, have curricula and courses to achieve that goal, as appropriate. As I responded in Senate to a previous question from Senator Borkotoky regarding Career and Placement Services, many professional programs have compulsory practica or "stages" that are essential for entering the profession and some faculties have courses related to entering the professional world. Of course, the degree to which this is the case depends on the degree to which the mission of the faculty or program focuses on training for a profession. Thus, opportunities to gain practical skills are more central to programs in, for example, Engineering than to some programs in, for example, the Humanities.

Regardless, students have to make personal choices about the degree to which they concentrate on attaining practical skills, both within the context of their courses and in extracurricular or work activities during their years at McGill.

Career services are one of the appropriate places in which applied training can be facilitated. But such training is also facilitated by internships, student exchanges, work-study opportunities, summer jobs, volunteer positions, field courses, and a variety of other experiences at McGill and beyond – all open to students who wish to avail themselves of these opportunities.

2. Question re Accessibility at McGill

On the invitation of the Principal, Mr. Waugh asked the following question on behalf of himself and Professor Algieri:

PREAMBLE:

Currently, McGill claims to be approximately 90% accessible and has committed itself to being a fully accessible “Barrier-Free” campus. In the Master Plan Task Force Planning and Design Principles Executive Summary the University has set a high priority for development and accommodation of such commitments, along with the “providing of special services to people with disabilities in locations where universal access has not yet been achieved”.

Although new developments and renovations are currently committed to accomplishing this task, there remains a concern to the commitment of guaranteed accessibility within our currently occupied campus space. In several cases, providing accessibility assistance is only possible with prior arrangement and notice, rendering the facility inaccessible without careful planning and/or arrangement.

QUESTION:

- 1. How does the university define “Barrier-Free”?*
- 2. How does the University make known to the community any restrictions to ensured “Barrier-Free” access?*
- 3. With the commitment to make all new developments fully accessible, what progress has been made on making currently occupied space fully accessible?*
- 4. What procedures lie in place at the University to ensure that unforeseen issues of accessibility are dealt with promptly and effectively?*
- 5. What statistics, if any, does the University have on incidents and/or complaints made by members of the community (both within and outside McGill) about matters of accessibility?*
- 6. Finally, what procedures and/or resources exist for members of the community to report such issues and/or concerns?*

The Principal invited Professor Nicell to answer. Professor Nicell responded as follows:

- 1. How does the university define “Barrier-Free”?*

In the context of the Physical Master Plan for McGill, a barrier is simply a physical impediment that prevents or limits access to a building, facility, program or resource at the University.

- 2. How does the University make known to the community any restrictions to ensured “Barrier-Free” access?*

Through our Office for Students with Disabilities and Human Resources, we work with individual students and staff members to ensure that their accessibility needs are met.

3. *With the commitment to make all new developments fully accessible, what progress has been made on making currently occupied space fully accessible?*

The Planning and Design Principles of the Master Plan are not prescriptive and do not commit the University to making all facilities fully accessible within a particular time-frame. Given the number and age of our buildings, the difficult topography of our campus, and the seasonal complications due to weather, this cannot be achieved with the very limited resources that we now have available.

However, the Principles are a strong statement of our intent to move towards improved accessibility across our campuses and to provide accommodations for persons with disabilities wherever needed. Even without the Principles in place, we have made significant progress in this area. To cite just a few examples,

- We have put in place barrier-free standards, which are provided to every architect employed by the University;*
- We have incorporated accessibility initiatives in many renovation projects and new buildings;*
- We have been operating a shuttle bus on the downtown campus that serves disabled individuals all year round;*
- We have installed over 250 automatic door openers in the last 15 years, where before there were none;*
- We have implemented a stair visibility project.*

More recently, we have a complete inventory of accessibility needs across the downtown and Macdonald campuses. This information is being used by an accessibility workgroup that has been struck to prioritize our efforts to enhance accessibility. This summer we are undertaking a half-million dollar project to make the Centennial Centre on the Macdonald Campus accessible with the installation of ramps and an elevator. Furthermore, this year we have quadrupled the budget that is available for accessibility projects. The \$400 000 in funding available for the present year will be used to enhance the accessibility of numerous sites across the campuses. Similar budgets are anticipated for the next several years.

4. *What procedures lie in place at the University to ensure that unforeseen issues of accessibility are dealt with promptly and effectively?*

Fortunately, not many issues are unforeseen. However, we are fully prepared to quickly respond in cases where our infrastructure prevents a student or staff member from properly accessing our facilities. Issues have come to our attention via a variety of routes: i.e., directly from individuals affected, via the Benefits Office of Human Resources and the Academic Personnel Office, deans and department chairs, building directors, the Facilities Call Centre, the Sub-Committee on Persons with Disabilities, etc. Once informed, we will act quickly to remedy a situation. For example, we have often responded by changing the scheduled venue for a class, adapting laboratories to the special needs of particular students, and putting in place adaptive equipment. We have even put in accessible washrooms in areas based on a sudden demand. We will do all we can to work with staff members to provide the support they need to do their jobs and to provide students with access to the resources they need for their studies.

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5. *What statistics, if any, does the University have on incidents and/or complaints made by members of the community (both within and outside McGill) about matters of accessibility?*

At present, we don't collect any statistics on incidents or complaints. Neither the Office for Students with Disabilities nor University Services has any record of complaints received from members of the public. But, as described previously, we do act on any comments, suggestions, requests, and incident reports received to help us prioritize our efforts.

6. *Finally, what procedures and/or resources exist for members of the community to report such issues and/or concerns?*

The best approach for a member of the community to report a concern about accessibility is to contact the Office for Students with Disabilities in person, by phone, or by email at disabilities.students@mcgill.ca. Staff members can also report their concerns to their unit leader or directly to Human Resources. In closing, I invite any Senators who have any questions, concerns, suggestions, or ideas, to communicate with me directly, or through the Office for Students with Disabilities. I'd be very happy to discuss this or any other master planning issue with you at your convenience.

The Principal thanked Professor Nicell for his response, and opened the floor to supplemental questions.

Professor Algieri commented that a student in a wheelchair who had come to audition at Schulich School of Music's Pollock Hall did not have access to the stage. He said that there should be a system in place where someone should be able to have immediate access to the stage.

Ms. Martin stated that many of McGill's commitments to accessibility arise in the context of the Master Plan, which refers to physical accessibility and focuses on physical disabilities. However, those with non-physical disabilities should be kept in mind when discussing barrier-free accessibility on campus. Professor Nicell mentioned that he had confined his focus to the Physical Master Plan, but that there were many other issues dealt with by the Office for Students with Disabilities.

Professor Tallant mentioned that this winter, a major unforeseen issue has been snow, and that a shovel-width for a path was not sufficient width for a wheelchair, specifically referring to access to the Brown Building from Dr. Penfield.

Mr. Hobbins asked what percentage of McGill's space could never be made barrier-free, because of the nature of the buildings. Professor Nicell responded that while, technically, everything was possible, desirability would be a question. The Master Plan Planning Objective 8.9.4 states that "*Assessments will be undertaken of each historic building to establish an appropriate balance between potential building use, feasibility of adaptation for barrier-free access, and architectural and heritage integrity.*" This is clearly a balance that we have to strike. Through appropriate reallocation of space, we can make the majority of our *activities* fully accessible while protecting the heritage value of our properties.

3. Question re Mental Health Services

On the invitation of the Principal, Mr. King asked the following question:

PREAMBLE:

McGill's Mental Health service is one of the strongest of any university in North America. We are one of two universities in Canada to provide students with this vital service. But, there is much more that can be done. The 2005 Mental Health task force found that: "The Mental Health service has seen dramatic increase in the number of students treated over the past ten years, rising from 1000 students in 2000 to 1920 students in 2005."

Students with mental health problems at McGill may have nowhere else to turn: "An effective Mental Health service is essential to the operation of a university like McGill, which has a large number of students who are far away from their home social support and their families' health support networks. Coupled with the relative inaccessibility of mental health care in Quebec (waiting lists at CLSCs are often six to seven months), university mental health care is the only option for most McGill students, especially for the 50% of McGill students who are out-of-province or international students."

The McGill and Montreal communities are home to a vast array of resources and expertise related to mental health problems. Clinical psychologists, social workers, nurses, researchers and student groups have collaborated to discuss and solve mental health problems. Ad hoc meetings between the head of Mental Health and interested groups have yielded results. For example, meetings between the Deans and the head of Mental Health made both aware of the unique needs of each faculty's students. Yet, there is no institutional framework to ensure regular meetings.

QUESTION:

How does the quality of Mental Health services affect students' academic performance?

Given McGill's focus on interdisciplinary collaboration, and the task force's recommendation, can the university facilitate regular meetings between Mental Health and interested parties?

What else can be done to foster interdisciplinarity with respect to mental health?

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

Senator King has raised a very important issue, and I welcome the opportunity to address Senate about it.

The quality of the McGill Student Mental Health Service is undoubtedly important for students who need support with various mental health issues in order for them to function at their full academic potential. There are already measures in place to facilitate regular meetings between Mental Health and interested parties. The Mental Health Advisory Board functions as do the Advisory Boards to other Student Services. Currently, a small working group of the Committee on the Coordination of Student Services has been mandated to streamline all Student Services Advisory Boards to facilitate communication among various University units. The group has begun to identify interested parties who can contribute to the collaborative functioning of

Student Mental Health. We anticipate that they group will complete their task by the end of this semester. Headspace is a student group that wishes to increase dialogue about mental health issues on McGill's campuses. Groups that raise awareness among students have an important role to play.

It should also be noted that the continued and improved functioning of Student Mental Health Services has been raised as a priority at CCSS. Within the Student Mental Health, psychiatrists work with psychologists, dieticians, social workers and other psychotherapists to respond to each student according to the students' individual needs. Collaborations also occur frequently between Student Mental Health and other Student Services – specifically among the Counseling Service, the Office for Students with Disabilities, and Student Health Services.

Further collaboration within Student Services and indeed throughout the University is a continuing priority. Collaborative academic research opportunities are currently being identified in conjunction with external funding prospects. For example, provincial funding is available for "prevention of obesity" through Student Health, which will also involve Mental Health perspectives. I would like to thank Jana Luker for supplying much of the information in this response, and she or I can answer any follow-up questions.

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

Mr. Oong asked if the University had any strategies to address the mental health needs of the students who would not normally be eligible clients of the McGill Student Mental Health Services. In addition, would the interdisciplinary approach foster any initiatives that would benefit our student population regardless of their status. Professor Mendelson responded that there are currently some students who do not automatically pay student services fees, such as students in Continuing Education. While some students in Continuing Education can have access to student services, there has been very little uptake. Student services cannot be made, at the cost to the general student body, to specific students who need particular services, because student services are run on an insurance model. The Executive Director of Services for Students has met with Continuing Education students, and is willing to discuss plans to make student services available to them. In terms of the interdisciplinary approach, notions of students helping students, of outreach and of education, can benefit all students.

Mr. King thanked the Deputy Provost and the Executive Director of Student Services for the response. He said he was happy to see that this is a priority area for the University, but he added that during a conversation with the Mental Health Director, it was mentioned that more collaboration between the deans and Mental Health Services could increase awareness of the specific concerns of different groups of students.

Mr. Itzkowitz questioned whether there were any specific steps that could be shared with Senate regarding the prioritization of this process to ensure that the service remained "*one of the strongest of any university in North America.*" Professor Mendelson responded that the Executive Director was undertaking a review of Student Health Services, the Mental Health Service and the Counselling Service, and will be working with her colleagues to develop the best possible framework for moving forward.

4. Question re Safe Space Program

On the invitation of the Principal, Mr. Itzkowitz asked the following question:

PREAMBLE:

The Joint Senate-Board Committee on Equity Sub-Committee on Queer People has been working on a program for Safe Space promotion efforts at McGill for the past several months.

According to the website, www.mcgill.ca/queerequity/safespace/, “the Safe Space program was developed by two graduate student members of the Queer Equity Subcommittee, during the 2004-2005 school year with a start up grant from the Mary H. Brown fund for student life, [which] was renewed for a second year in 2005. [The program] began offering workshops in September 2005 and established a working group with two more staff volunteers from the committee. In 2006, [The program] secured on-going funding from Queer McGill” a student group, “and a one-time donation from the Faculty of Education” in addition to in-kind support from the Social Equity and Diversity Education Office, the McGill Centre for Research and Teaching on Women, and the McGill University Career and Placement Service.” Moreover, “the Safe Space Program is run by student and staff volunteers with the assistance of one work-study student.”

The Safe Space program promotes an environment that is inclusive of gay, lesbians, bisexuals and transgender associates whether they choose to disclose or not. However, the Committee does not have the appropriate resources or administrative structures to continue to oversee the program, which seems to have no “home” in the administrative organs of the University. Further, the Social Equity and Diversity Education office (SEDE) does not have a relationship with the program.

As the Safe Space program is an important part of making McGill an equitable and accessible environment for students, faculty, and staff, it would seem necessary to find appropriate administrative support for continuing the program.

QUESTION:

- 1. Does the Administration have a commitment to making McGill a “Safe Space?”*
- 2. What constraints currently exist on the SEDE office to prevent it from taking on the Safe Space program?*
- 3. What can the Administration do to ensure that this program can continue to exist at McGill University?*
- 4. Finally, where does the Administration see the appropriate “home” of the Safe Space program, if not in the above mentioned committee and/or office?*

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

Senator Itzkowitz has raised an important question for a community such as ours, which is open to diversity and intent on being inclusive.

The Administration is indeed committed to making McGill a safe place for all members of its community and for visitors to the campus.

Information about the Safe Space Program is available on the web site of the McGill Equity Subcommittee on Queer People. The purpose of the Program is to help create a campus that is free of discrimination on the basis of sexual orientation or gender expression. It aims to bring about a safe, welcoming, respectful and inclusive place for individuals who are lesbian, gay, bisexual, transgendered, two-spirited, intersexed, queer or questioning.

The Safe Space Program has run with excellent success during the past few years, providing students, staff and faculty with sensitive information surrounding LGBTQ issues, but the program faces a serious challenge: It was initiated, developed and facilitated by volunteers who are committed to queer equity issues. Although, the Program has received endorsements from the Joint Senate Board Committees on Equity, the Post Graduate Students' Society, and the Faculty of Education Faculty Council, it does not have sustainable staffing. Indeed, it has been managed primarily by three individuals, two of whom have now left or on the verge of leaving McGill.

The Social Equity and Diversity Education (SEDE) Office, which is committed to fostering a fair and inclusive environment that respects the dignity of each member of the McGill Community, has offered in-kind support to the Safe Space Program. However, SEDE lacks the resources, either financial or human, to run this or any other such program.

Suggestions have been raised regarding a Queer Advisor at McGill, modeled on best practices across Canada. Such an Advisor would be available for students, staff and faculty wishing more information on coordinated programs and collaborative efforts pertaining to queer issues across the University. The advisor might act as a program coordinator for the Safe Space Program as well as an initial contact and a referral service for those wishing to connect with queer initiatives. However, the University does not have the resources to create such a position now.

Unfortunately, the future of the Safe Space Program is uncertain, and what the administration can do is limited. Given current budgetary constraints, there are not resources to expand the Program. The possibility of incorporating the "Safe Space Program" into an existing position description is being considered. However, the current model, based on volunteers, will likely have to be invigorated for the Program to be sustainable. One possibility is closer collaboration between Queer McGill and Student Services, with publicity and support provided by current partners.

A Senate Subcommittee is not an appropriate home for the Safe Space Program. Neither is the SEDE Office, with its current mandate and resource base. However, I cannot say at this point what the appropriate home is for the Program. That will depend, in part, on the model we can fashion with good will in this period of limited resources.

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

1. Confidential Report of the Honorary Degrees and Convocations Committee (D07-38)

Senate moved into confidential session to discuss the Confidential Report of the Honorary Degrees and Convocations Committee (D07-38) (This minute is not published or circulated but is attached to the permanent minutes of Senate as Appendix "A").

2. 399th Report of the Academic Policy Committee (D07-39)

Professor Stroud presented the new teaching programs in the Report of the Academic Policy Committee (D07-39).

I. For Approval

A. New Teaching Programs

Item I.A., Faculty of Medicine and Faculty of Science: B.Sc.; Major in Pharmacology, and B.Sc.; Honours in Pharmacology, were approved.

IV. For Information

Presented for information.

3. Notice of motion to amend the University Statutes (D07-40)

Professor Mendelson presented, for information, the notice of motion to amend the *Statutes*.

4. Report of the Nominating Committee (D07-41)

Dean Grant presented the Report of the Nominating Committee (D07-41).

I. For Approval by Senate

Item 1. Statutory Selection Committees were approved.

b) For a professor in the Department of Mathematics and Statistics

Professor Robert Brandenberger (Department of Physics)
Professor Nigel Roulet (School of Environment) [alternate]

Professor Alan Evans (Department of Neurology and Neurosurgery)
Professor Frank Ferrie (Department of Electrical and Computer Engineering) [alternate]

With regard to item 1a) Statutory Selection Committee for a professor in the Department of Psychology, Dean Grant noted that because of the possibility that approval of the proposed names would result in two people from the same department sitting on the Committee, new names would be brought to Senate.

Item 2. Annual Review of University Tenure Committees, addition of new members, was approved.

In response to points raised by Professors GowriSankaran and Robaire, the Secretary-General and the Principal affirmed the principles of having a balanced representation of faculties within the membership of each UTC and of drawing from the widest eligible pool of individual

nominees so that, normally, an individual faculty member would not sit on more than one UTC at the same time.

II. For Information of Senate

Item 1. Appointment of Senate Representatives to Statutory Selection Committees, was presented for information.

5. Report to Senate and Board of Governors on Annual Tenure Meeting (D07-42)

Presented for information.

6. Presentation on Communications by Office of Vice-Principal (Public Affairs (D07-43)

Michael Goldbloom, Vice-Principal (Public Affairs) and Vaughan Dowie, Assistant Vice-Principal (Public Affairs), presented a report on Communications by the Office of Public Affairs. They presented Susan Murley (Director, Strategic Communications) and Doug Sweet (Director, Media Relations), who were in attendance for the meeting. The Principal then opened the floor to questions.

Mr. Waugh asked if there has been any progress regarding the initiative to create communications officer positions in faculties. Mr. Goldbloom responded that, as far as he knew, there were communications officers in most of the faculties. These individuals work with both the faculty and with Development and Alumni Relations (DAR); however, their work comes under the mandate of DAR and not that of Public Affairs. Mr. Waugh also asked if there was a way for students to submit small-scale student accomplishments to the Office of Public Affairs for consideration. Mr. Goldbloom responded that this would be part of the responsibilities of Doug Sweet and his team and he said students should feel free to contact Mr. Sweet with any of this information.

Ms. Martin asked whether the CORMEX measure differentiates between positive and negative media coverage. Mr. Dowie replied that it did differentiate, giving two metrics - one metric for the amount of coverage, and one metric for positive over negative.

Ms. Champoux-Williams congratulated Mr. Sweet for the last edition of the Reporter. She asked who receives *Voilà McGill*, and what is the relationship between the Public Affairs Office, the numerous information technology units, and the CIO? She also asked where on the McGill website would this presentation be available. Mr. Dowie answered that he believes that *Voilà McGill* goes to McGill employees but would confirm this. As for the relationship between units, he explained that Public Affairs helps shape the content within the McGill web page. The technical people, who report to the CIO, handle how the web page behaves and operates. There is convergence in terms of how the material is organized. He confirmed that this presentation will appear on the Senate website.

Professor Gehr questioned why the McGill calendar and telephone book have discontinued in print form. The Secretary-General responded that the CIO's office was responsible for the decision to discontinue the telephone book, and the Director of Enrolment Services and the CIO made the decision to discontinue the calendar. Professor Mendelson further clarified that the decision to go to a web-based calendar was made in order to serve the community better. It is a decision that has been made by many universities in North America. This move saves 25,000 books of 685 pages each and approximately \$175,000 from a very limited budget.

Ms. Yu asked Mr. Goldbloom to elaborate on this year's promotional activities on the international scale. Mr. Goldbloom responded that *McGill News* was one of the principal means used to communicate internationally. Further, as Campaign McGill is rolled out, the Principal is making appearances across the country, across North America, and internationally. This will provide McGill representatives with an opportunity to communicate with people from different communities around the world. We have just run four advertisements in the *China Daily*. He noted that we are trying to determine where we should be spending our marketing dollars.

Ms. Yu asked whether students or alumni were being sent out to promote McGill. The Principal responded that we are indeed sending students, alumni, and faculty, and we try to piggyback McGill promotion when they are travelling for other reasons. Our alumni have been uniform in asking for intellectual content to come from McGill. With 50 alumni chapters, on every continent and in many countries, there is a tremendous cultural difference in the way alumni want to see their alma mater represented locally, so we have a very customised program of how we communicate with alumni around the world. In addition, recruitment efforts, which also serve to promote the University, are constant, ongoing, and worldwide. The Principal noted that wherever we promote our talented people and programs, we tend to get tremendous uptake and impact. She also noted that we have not recently increased the communications budget but have been more strategic about how we use the budget.

Mr. Hobbins asked if there was any mechanism for people to provide information to the communications office, specifically regarding unexpected situations that arise. Mr. Goldbloom responded that their predecessors, particular in the University Relations Office, were seen to be a significant resource. Members of the community were inclined to inform them and seek their advice and support, and this is continuing.

Mr. Borkotoky inquired as to what the major constraint was regarding putting McGill's name out there. Mr. Goldbloom responded that we are trying to be as strategic as we can be with our limited resources, and try to take advantage, as much as possible, of the free media opportunities, as opposed to paid advertising, by meeting with newspaper editorial boards. Fortunately, McGill has a great story to tell and Mr. Sweet's office is inundated with media requests for interviews.

Professor Butler commented that many professors link with local alumni chapters when they go on sabbatical.

Professor Robaire congratulated Public Affairs for the service it has been rendering, resulting in high visibility of McGill in the press. He wondered if the office had a direct link to Security, so that it receives an automatic notice of potential problems. Mr. Dowie answered that there are emergency protocols in the University, whereby Security informs both Associate Vice-Principal Nicell and the Office of Public Affairs, who then work through whatever problems there may be and determine what communications are necessary. Mr. Oong asked what the anticipated reaction time for this protocol was. Mr. Dowie mentioned that this had been applied twice since July, and everyone had been in face-to-face contact within 15 minutes. Mr. Oong then clarified his question by asking what the time frame was between something happening, and the public being informed about it. Mr. Dowie responded that the discussion was often to what extent the public had to be alerted. There is first an evaluation of whether or not there is a threat, but if there is, they are able to start informing the public very quickly, working with the emergency responders regarding the message they wish to send out.

Ms. Yu asked if any of McGill's star athletes would be promoting McGill in Beijing at the Olympics this summer. Mr. Goldbloom stated that some McGill athletes would be competing, and the Office would be focusing on this as the date grows closer.

On a motion duly proposed and seconded, the meeting was adjourned at 4:30 p.m.