



Minutes

Wednesday, November 21, 2018 18-19:03

Minutes of the meeting of Senate held on Wednesday, November 21, 2018 at 2:30 p.m. in the Robert Vogel Council Room (Room 232, Leacock Building)

PRESENT

Amon, Danny	Gyakum, John	Nycum, Gillian
Animesh, Animesh	Harpp, David	Oxhorn, Philip
Arseneault, Louis	Hastings, Kenneth	Quitoriano, Nathaniel
Bayen, Stephane	Hébert, Terence	Rassier, Dilon
Beauchamp, Yves	Hickman, Miranda	Richard, Marc
Bede, Jacqueline	Huang, Zi Jun	Robaire, Bernard
Bedjanian, Tatiana	Kamen, Amine	Roulet, Nigel
Belzile, Bruno	Komarova, Svetlana	Salmasi, Kamal
Buddle, Christopher	Labeau, Fabrice	Saroyan, Alenoush
Buraga, Bryan	Labonté, Réginal	Scholtz, Christa
Campbell, Angela	Larson, Erik	Shrier, Alvin
Cook, Colleen	Larsson, Hans	Sinacore, Ada
Damha, Masad	Leckey, Robert	Snider, Laurie
Dhir, Sabine	Lennox Bruce	Stephens, David
Donahoe, Colin	Madokoro, Laura	Theodore, David
Dorval Courchesne,	Maioni, Antonia	van den Berg, Axel
Noémie-Manuelle	Malik, Sarim	Voudouris, Nellie
Dunn, Nicholas	Manfredi, Christopher	Waters, Natalie
Elham Emami,	Mansdoerfer, Richard	Weil, Carola
Fortier, Suzanne	McCulloch, Mary Jo	Weinstein, Marc
Fussmann, Gregor	McKenzie, Jeffrey	Wilson, Madeline
Gadbois, Sofia	Mikkelsen, Gregory	Winer, Laura
Geitmann, Anja	Morin, Monique	Yalovsky, Morty
Gonnerman, Laura	Nalbantoglu, Josephine	Zakrzewski, Helena
Goodridge, Lawrence	Ndao, Momar	Zorychta, Edith
Grütter, Peter	Nicell, Jim	Zuberi, Sameer

REGRETS:

Ommu-Kulsoom Abdul-Rahman, Isabelle Bajeux-Besnainou, Daniel Bernard, Martha Crago, Julie Cumming, Susan Drouin, Gael Eakin, David Eidelman, Eleanor Elstein, Jim Engle-Warnick, Richard Gold, Tina Hobday, Alex Kalil, André Lametti, Odile Liboiron-Ladouceur, Rod Louisa, Eva Maciasz, Michael Meighen, Jarrod Nichol, Ronald Niezen, Ram Panda, Annalise Patzer, Brenda Ravenscroft, Jacob Shapiro, Eran Shor, Robert Sladek, Lisa Starr, Stefano Stifani, Maria Tippler, Michel Tremblay, Jean-Sébastien Vallée.

SECTION I

1. Welcoming Remarks

The Chair welcomed Senators to the third Senate meeting of the 2018-2019 governance year. She thanked Senator Nicell for serving as Chair of the October 24, 2018 Senate meeting while she was away on University business. She also thanked everyone who participated at the joint meeting of the Board of Governors and Senate on November 14, 2018 and thanked the working group that helped organize and plan the event.

The Chair reminded Senators, guests and spectators that the use of electronic devices is permitted for viewing meeting documents, but that the *Senate Rules of Procedure* prohibit the recording of sound or images, and the communication or posting of Senate deliberations. She also mentioned that the Senate meeting was being livestreamed and that the recording would be accessible until the approval of the meeting minutes at the subsequent meeting.

2. Memorial Tributes for Professor Emeritus Peter Roughley and Professor Emerita Margaret Becklake McGregor

Senator Snider read the following memorial tribute for Professor Emeritus Peter Roughley, which Senate subsequently unanimously approved:

It is with great sadness that we share the news of the sudden passing of Dr. Peter Roughley, Emeritus Professor in the Departments of Surgery and Human Genetics at McGill University.

A native of the United Kingdom, Dr. Roughley received his BSc and PhD, both in Chemistry, from Nottingham University. He completed his postdoctoral training, studying Proteoglycans and Proteinases, at Charing Cross Hospital Medical School and Cambridge respectively.

In 1977, Dr. Roughley came to Canada, joining McGill, where he would become full Professor in 1990, and establishing his lab at the Shriners Hospital for Children. This marked the beginning of a long and productive research career focused primarily on cartilage and intervertebral disc composition and genetics. He dedicated a large portion of his career to "the life of aggrecan" and made major contributions to the understanding of connective tissue turnover and homeostasis in health and disease. In collaboration with his colleagues, Dr. Mort and Dr. Caterson, Dr. Roughley developed the methodology to produce specific anti-neoepitope antibodies for protease generated protein fragments.

Dr. Roughley was very active in the spine community around the globe. Through his diligence and creativity, he developed a well-earned reputation as a world leader in his field, while bringing recognition and renown to the institutions he called home. His international collaborations spanned many continents. He held key advisory and leadership positions within international research bodies including the AO Foundation in Switzerland and the Orthopaedic Research Society. In 1999, he served as President of the

Canadian Orthopaedic Research Society. In 2015, he received a lifetime achievement award from the Philadelphia Spine Research Society, recognizing the significant international contributions he made over the course of his exemplary career.

An inspiring scientist, an influential voice and a technical master, Dr. Roughley is described by those that knew him well as a wonderful mentor, colleague, and friend. An excellent communicator, he had a knack for making complicated material easy to understand in little time and in a manner that seemed effortless. He helped many new professors, and trained a large number of masters and doctoral students over the course of his career. His tremendous patience, dedication and support made a significant contribution to the development of his trainees as independent researchers.

Our condolences go out to Dr. Roughley's wife Sheila, his children Fiona and Simon, his grandchild Aidan and to his many friends, colleagues and others he touched during his life. He leaves behind an impressive legacy. He will be greatly missed.

Senator Snider then read the following memorial tribute for Professor Emerita Margaret Becklake McGregor, which Senate subsequently unanimously approved:

It is with great sadness that we share the news of the passing of Dr. Margaret Becklake McGregor, Emerita Professor in the Department of Epidemiology, Biostatistics and Occupational Health at McGill University.

A world-renowned expert in respiratory medicine and epidemiology, Dr. Becklake was born in London, England, and raised in South Africa, where her father served as director of the country's mint. She earned undergraduate and medical degrees from the University of the Witwatersrand in Johannesburg prior to completing postdoctoral training back in London, specializing in what was then the emerging field of respiratory physiology.

Dr. Becklake returned to her alma mater in Johannesburg after her postdoctoral work, conducting groundbreaking research examining the effects of dust inhalation on workers in gold mines. This would lead to her most important contribution, becoming the first to demonstrate that work-related dust exposure could lead to the development of what we now know as chronic obstructive pulmonary disease, or COPD, which was at the time thought to be exclusively cigarette-related. In addition to providing affected miners with the possibility of compensation they were previously denied, this observation was critical to our understanding the pathophysiology of this common disorder.

In 1957, Dr. Becklake moved with her family to Montreal. Her arrival at the start of McGill's program in clinical pulmonary physiology would be crucial in establishing pulmonary research at the University. Over the course of more than six decades of exceptional contributions to research and education, she continued to advance our knowledge in fighting lung disease. A Medical Research Council of Canada Career Investigator from 1968 to 1993, Dr. Becklake was a role model to numerous young researchers, in particular women in medicine. Many of her students would go on to become leaders in their fields both at McGill and internationally.

An honorary member of the International Union Against Tuberculosis and Lung Disease, Dr. Becklake's many prestigious awards highlight the esteem in which she was held by her peers. In 2001, she received the World Lung Health Award from the American Thoracic Society. In 2007, she was named to the Order of Canada and in 2011 to the *Ordre national du Québec*. Most recently, the Montreal Chest Institute Foundation announced the launch of the Dr. Margaret Becklake Fellowship, which will pay the salary of at least one trainee in respiratory research each year from low- and middle-income countries and from Canadian indigenous communities.

Recognized as a preeminent expert in the field of lung disease from exposure to dusts and minerals, Dr. Becklake will be remembered for the way she brilliantly balanced the roles of researcher, clinician, educator and mentor. She leaves behind a legacy that spans the globe.

We extend our condolences to her husband, former Dean of Medicine at McGill Dr. Maurice McGregor, to her children James and Margaret and their spouses, her grandchildren, great-granddaughter, and to the rest of her family, friends, colleagues and to all those she touched over the course of her extraordinary life. She will be greatly missed.

3. Report of the Steering Committee [Consent item] (18-19:03)

Senate received the Report of the Steering Committee (18-19:03).

Item 1. Approval of Minutes of Senate – October 24, 2018.

Item 2. Approval of Confidential Minutes of Senate – October 24, 2018.

Item 3. Approval of Confidential Session – item IIB11, Report of the Honorary Degrees and Convocations Committee (D18-22).

Item 4. Speaking Rights. Upon approval of the report, speaking rights were granted to Professor Nancy Ross, Associate Vice-Principal (Research and Innovation), for item IIB4 (Strategic Research Plan 2019) and Dr. Cameron Charlebois, Executive Director, Campus Planning and Development, for item IIB6 (Annual Report of the Committee on Physical Development).

Item 5. Approval of the Agenda.

Item 6. Breach of Confidentiality. Further to the approval of the report, the Committee on the Rights of Senate will be convened to investigate a recent breach of Senate confidentiality relating to a recommendation of the Honorary Degrees and Convocations Committee.

Item 7. Review of Questions and Motions. The Senate Steering Committee received a question from Senators Labonté and Wilson regarding Indigenous curriculum content and equitable recruitment, which was approved for submission to Senate. A response to the question was

provided by Senator Manfredi. The Steering Committee also received a motion from Senator Dunn regarding the creation of a conference committee on divestment. The motion was deemed to be out of order and was not accepted for submission to Senate. It was noted that the establishment of a conference committee cannot be supported by the cited provision of the Statutes (6.3.9) as the statutory conditions requiring a conference committee have not been met in this case. However, the Steering Committee acknowledged interest in Senate playing a more active role in the consultation process that the Committee to Advise on Matters of Social Responsibility (CAMSR) will be undertaking. As such, the Steering Committee asked the Senate Nominating Committee to recommend to Senate the appointment of Senate representatives who would take part in CAMSR's consultation process. This approach is supported by CAMSR. The recommendations of the Senate Nominating Committee will be presented to Senate as part of the Committee's report (item IIB3).

Item 8. Approval of Degrees, Certificates and Diplomas for Fall 2018 Convocation.

Regarding the motion, Senator Dunn expressed the view that Senate was not given an opportunity to discuss the Board's process for addressing the divestment issue. He commented that CAMSR's handling of this issue in the past was a factor in Senate's decision to vote in favour of the September 12, 2018 motion on divestment and suggested that Senate should be able to express its opinions to the Board on the decision to refer this matter to CAMSR.

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

4. Business Arising from the October 24, 2018 Minutes

The Secretary-General presented an update on CAMSR's activities. She noted that CAMSR met on October 22, 2018 and determined to review the issue of divestment in the context of its review of recent developments in climate change and socially responsible investments as related to the University's endowment fund. She stated that CAMSR was working on developing a process to address this matter that will include consideration of best practices in the area of socially responsible investments as well as consultations with members of the McGill community and others, culminating in the presentation of a report to the Board during the next academic year (2019-20). She mentioned that a communication was issued earlier in the month through the whatsnew@mcgill bulletin providing an overview of the Committee's plans and inviting written comments. She stated that Senate will be kept apprised of CAMSR's work and the CAMSR webpage will be updated regularly to keep members of the community informed of the Committee's activities in this area. An update will also be included in the report from the Board of Governors that will be presented to Senate in January. The Secretary-General noted that, in the context of CAMSR's consultation process, Senate will be asked to consider recommendations from the Senate Nominating Committee concerning the appointment of Senate members who would meet with CAMSR to speak to the motion concerning divestment approved by Senate on September 12, 2018.

Senator Mikkelsen commended Senator Dunn on his motion to convene a conference committee. He expressed the view that a conference committee would have been a superior alternative to the current CAMSR process. He proposed that a conference committee would have had a clear

mandate to advise the Board on the matter, as opposed to CAMSR's approach, which focused on examining the current context and recent developments regarding climate change and socially responsible investments. He mentioned that a committee advising the Board should do so in a timely manner (spring 2019 at the latest). He suggested that a conference committee would have been composed of an equal number of Senate and Board representatives. He also spoke in favour of a nomination and election process of the said conference committee. Finally, he commented on the position of the committee's chair, suggesting that role for the Principal as opposed to the current Chair of CAMSR.

5. Chair's Remarks

The Chair began her remarks by reporting on government relations. She indicated that she would be meeting with Finance Minister Éric Girard and with Education Minister Jean-François Roberge to discuss priority issues for the University. She noted that Minister Roberge has also scheduled a meeting with the *Bureau de coopération interuniversitaire* (BCI). She then mentioned that McGill submitted a brief in the context of the public consultations by the City of Montreal for the design of the future development of McGill College Avenue.

Regarding community relations, the Chair reported that the Bensadoun School of Retail Management was officially launched on November 16, 2018. She recalled that the School was created thanks to the transformative gift of \$25 million from the Bensadoun Family Foundation. The Chair also spoke about the Ludmer Center Symposium held last week in recognition of the recent \$10M gift by the Irving Ludmer Family Foundation in support of the Ludmer Centre for Neuroinformatics & Mental Health, noting that the symposium included presentations by Drs. Alan Evans, Celia Greenwood, Kieran O'Donnell, Rose Bagot and Sherif Karama.

The Chair then shared that McGill's Dobson Centre for Entrepreneurship received a \$4 million gift from the *Banque Nationale du Canada*, a long-time supporter of the Dobson Cup. She also reminded Senators that Fall Convocation is taking place on November 26, at Place des Arts and encouraged all Senators to participate. The Chair then spoke of her participation at the Trottier Public Science Symposium, organized by the Office for Science and Society. She noted that the theme of the symposium was "Minding the Future: Living in a High-Tech World" and involved four keynote speakers, including Professor Doina Precup (McGill School of Computer Science) who spoke about Artificial Intelligence. Finally, the Chair shared that the Cundill History Prize announced its grand prize winner at a gala event in Montreal, noting that the winning book was *The Dawn Watch - Joseph Conrad in a Global World*, written by Harvard professor Maya Jasanoff.

The Chair concluded her remarks by giving highlights of the kudos circulated prior to the meeting. She congratulated the five McGillians awarded the *Prix du Québec*: Professor Nahum Sonenberg (*Prix Wilder-Penfield, Recherche biomédicale*); Emeritus Professor François Ricard (*Prix Athanase-David, littérature*); McGill graduates Manon Asselin (*Prix Ernest-Cormier, Architecture et design*), Anne Bruneau (*Prix Armand-Frappier, Création ou développement d'institutions de recherche ou administration et promotion de la recherche*) and Gilbert Laporte (*Prix Marie-Victorin, Sciences naturelles et génie*). The Chair then shared that 23 Canada Research Chairs were awarded to McGill researchers (six new and 17 renewals).

and that the McGill's Faculty of Dentistry won the Award for Outstanding Vision by the American Dental Education Association-Gies (ADEAGies) Foundation for its Service to the Community Program. Finally, she congratulated McGill student Elie Boissinot (Department of Performance, Schulich School of Music) on winning the 2018-19 Golden Violin Competition and doctoral student Jayne Malenfant (Department of Integrated Studies in Education, Faculty of Education) on being named *Personnalité de la semaine* by La Presse.

SECTION II

Part "A" – Questions and Motions by Members

1. Question Regarding Indigenous Curriculum Content and Equitable Recruitment

Senators Labonté and Wilson submitted the following question:

The Provost's Task Force on Indigenous Studies and Indigenous Education was first proposed by Provost and Vice-Principal (Academic) Manfredi in 2015, following the publication of the Final Report of the Truth and Reconciliation Commission of Canada (TRC) and a statement from Universities Canada which identifies Indigenous education as a priority for postsecondary institutions. Through the Office of the Provost, McGill University sought to pursue a "renewed commitment to equity and inclusion within the Office of the PVPA"¹, and to explore the opportunities of partnerships between the University and Indigenous communities aiming towards reconciliation².

In September 2016, the Task Force and its five working groups were officially created, "animated by recognition of Indigenous history, contemporary presence, and ways of knowing and learning; and by reconciliation, in heeding the TRC's calls to action, specifically through educational and institutional efforts aimed at redressing historical legacies of injustice and restoring relationships with Indigenous peoples."³

Two years later, in 2017, the Task Force published its Final Report where 52 "Calls to Actions" are presented, each of them identified as being feasible in the immediate, medium or long term. The "Calls to Actions" are divided into 5 categories: Student Recruitment and Retention, Physical Representation and Symbolic Recognition, Academic Programs and Curriculum, Research and the Academic Complement and Building Capacity and Human Resources.

Following the Task Force, the Office of the Provost committed to "put in place a plan to implement recommended actions, and to ensure that we deliver on our commitment to Indigenous success."⁴

Call to Action 39 calls on McGill University to integrate Indigenous Content into all its

¹ Provost's Task Force on Indigenous Studies and Indigenous Education. *Final Report*. 2017. [URL](#)

² Ibid

³ "Indigenous Success". Office of the Provost and Vice Principal (Academic) Website. [URL](#)

⁴ Ibid

Faculties and Schools Curriculum. These Faculties and Schools were expected by the Task Force to present a plan to the Provost in the academic year 2017-2018 in order to determine how to implement that recommendation⁵.

Call to Action 45 calls on McGill University to “establish and support active, innovative and equitable recruitment strategies that respect and support Indigenous peoples” through multiple ways, including mandatory trainings, community reaching and recruiting tenure-track candidates from the University’s pool of Indigenous graduate students⁶.

1. What progress has McGill University made in realizing Calls to Action 39 and 45 of the Provost’s Task Force on Indigenous Studies and Indigenous Education?
2. Are there any Calls to Action detailed in the report that McGill University does not plan to pursue or has decided to postpone?

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

Thank you for your questions, Senators Labonté and Wilson.

With respect to Call to Action 39 of the final report of the Task Force on Indigenous Studies and Indigenous Education, which entreates McGill’s Faculties and Schools to incorporate Indigenous content into curriculum and programs, a number of our Faculties and Schools have indeed identified opportunities to integrate Indigenous epistemologies and pedagogies into their academic programs.

As the text of Call to Action 39 indicates, “there are mandatory courses or course modules with Indigenous content in the Faculty of Law, the Faculty of Education, the School of Social Work in the Faculty of Arts, and the Schools of Nursing and School of Medicine in the Faculty of Medicine”. In addition to those more formal requirements, the need for Indigenous content is addressed in other ways, such as, for example, through the Faculty of Medicine’s longstanding Indigenous Health Curriculum Committee. A resource and course-material planning initiative led by Teaching and Learning Services and McGill’s Indigenous Education Advisor will offer support to University teachers across disciplines and we are also developing a network of local Indigenous facilitators who are able to further support Faculties and departments in this regard.

In addition to the inclusion of Indigenous content in more broadly defined programs, the Faculty of Arts offers a minor in Indigenous Studies, the Faculty of Education offers ground-breaking BEd programs designed for and delivered in Indigenous communities, and the School of Continuing Studies offers a range of certificate programs specifically for Indigenous learners.

Moreover, it is evident in discussions with Faculty leaders, in recent efforts to recruit specialists in Indigenous studies across a wide range of disciplines, the Faculties’ annual

⁵ Provost’s Task Force on Indigenous Studies and Indigenous Education. *Final Report*. 2017. [URL](#)

⁶ Ibid

budget planning exercises, and in fundraising priorities identified by the Deans, that there is genuine commitment to responding to this and other Calls to Action.

It should be noted, of course, that our capacity to address this particular Call is dependent in part on the expertise of our teaching Faculty. In order to incorporate Indigenous content into curriculum and programs, we must have Faculty members with the capacity to do so. This capacity is emerging and the University is working toward ongoing growth to establish and maintain a robust curriculum tied to Indigenous histories, languages, knowledges, and approaches to health, justice, discovery, teaching and learning.

Earlier this term, the Provost and Vice-Principal (Academic) granted six exceptional licenses to recruit new faculty members in the areas of Indigenous Health and Indigenous Languages, Education, and Governance. In addition to these six licenses, which should bring new professors to McGill over the next two years, Faculties have recently successfully recruited new professors in Law, Science, Arts, Agricultural and Environmental Science, and Education. These new professors were welcomed to the University earlier this fall in a ceremony led by Bear Clan Matron, Tewakierahkwa, and attended by Indigenous and non-Indigenous faculty, staff and students.

The recommendations of Call to Action 45 have informed the processes by which new faculty members have been and will be recruited. Specifically, search committees are provided with support and training to ensure inclusive and equitable hiring processes that attract excellent candidates and welcome them to McGill as the site and home of their academic careers.

Indigenous faculty members may have particular needs and goals tied to land- and community-based research and education. The Office of the Provost and Vice-Principal (Academic) is therefore working with Faculties to recognize and anticipate these goals and needs in recruitment and retention efforts. We are examining closely the teaching, research, and service supports and expectations for Indigenous academic colleagues, so that these can be established in an equitable manner that encourages their full flourishing and success.

There are no Calls to Action identified in the final report of the Task Force that McGill will not address.

Senator Wilson asked how Call to Action 21 regarding the renaming of the McGill male varsity teams would be addressed. Senator Manfredi clarified that the Call to Action was for the University to begin a process of consultation with stakeholders. He explained that the process will be guided by the final report of the Working Group on Principles of Commemoration and Renaming (co-chaired by Senators Geitmann and Leckey), which he will receive in December.

Part “B” – Motions and Reports from Organs of University Government

1. Open Discussion on the Recommendations of the Report of the Principal’s Task Force on Respect and Inclusion in Campus Life (Mission, Trust and Governance) (D18-12)

The first theme identified by the Principal’s Task Force on Respect and Inclusion in Campus Life (the “Task Force”) was Mission. The Task Force recommended that the breadth and depth of services made available to the McGill community be assessed to verify how well they map on to the University’s Mission. Senators were asked to reflect on the University’s role, in the context of its mission and principles, in providing health and social services and programs and whether the University should encourage and support the creation of fora to promote and facilitate conversations around contentious issues.

Senators agreed that the University has a role in providing health and social services and programs. Senator Buddle stressed the importance of clearly communicating what services are provided by the University and managing expectations.

Senators spoke about the increased demand for these services. Senator Mansdoerfer shared that SSMU runs a peer support center and a nightline for students in need of counselling and reported that the usage numbers for these services has increased over the past couple of years. He noted that the theme of the 2013 joint Board-Senate meeting was Mental Health and suggested revisiting this topic after the launch of the Rossy Student Wellness Hub. Senator Zorychta commented that there is an increased demand for services from the Office for Students with Disabilities (OSD) and suggested providing the OSD with more space and resources. Senator Labeau responded that investments have already been made in OSD in recent years and further attempts will be made to keep up with the growing demand for services.

Senator Labeau explained that McGill is moving away from a deeply clinical model of providing services to a more frontline model where students could be referred to services either at McGill or off campus. Senator Wilson cautioned against increasing the referral service, especially for mental health issues. She stated that many students cannot afford a separate counsellor and may feel overwhelmed by a quick, diagnostic initial session and avoid seeking further help. Senator Buraga noted the importance of defining the focus of the services, whether it is quality of quantity (i.e. seeing many low-priority cases or focusing on students who need care the most). He echoed Senator Wilson’s concern over the financial constraints to students accessing off-campus services, especially for international students as they are charged extra upfront fees. He stated that McGill must ensure students are able to get the help they need if they are given referrals, by providing microloans for example. Senator Labeau stated that a mix of prevention, referral service and clinical service is needed to properly help students, noting that is the philosophy behind the Rossy Student Wellness Hub that is being developed.

Senator Zakrzewski asked how McGill compares to other universities in terms of accessibility of services and quality of care. Senator Labeau responded that it is difficult to compare due to the clinical approach taken at McGill. He explained that McGill has always had more clinicians on staff than other universities in Canada and even increased their numbers in the past few years in

an attempt to address the increase in demand for services. In terms of accessibility, he stated that improvements have been made and wait times to access services were reduced. However, he noted that this model was not optimal and McGill is moving towards a model that is similar to that of other universities in Canada.

Senator Labeau also noted that much work is being done with respect to prevention. Senator Snider shared that the Faculty of Medicine has a WELL Office (Wellness Enhanced Lifelong Learning) that provides counselling and opportunities for students to develop skills and strategies for stress management, conflict management and resilience, allowing students to self-regulate and deal with stressors. Senator Winer suggested looking at ways to reduce stressors. She shared that the Faculty of Arts has made efforts to develop a feeling of community in the classroom, to reduce isolation and provide points of connection.

Senator Weil encouraged linking this conversation with the one on lifelong learning as it may have a direct impact on the necessary services and their delivery. She also supported having “Courageous Conversations” (at the faculty level and University-wide) to avoid escalating points of contention. Senator Malik spoke in favor of open conversation and encouraged McGill to build a reputation of tackling pressing issues on campus. He suggested using the Oxford Union as a model and inviting a panel of experts to join discussions. Senator Manfredi spoke in favour of the suggestion, noting that Senator Leckey had made a similar one involving organizing conversations around the McGill Debating Union, where people could advocate positions without any personal stake in a particular outcome.

Regarding administrative and support staff, Senator McCulloch suggested that Human Resources raise awareness and increase training for staff and supervisors around mental health issues and invisible disabilities as this is a growing issue.

Senator Winer highlighted that the implications for classrooms and teaching should also be included in the conversation. She recommended that the University provide additional support to instructors on dealing with contentious issues.

Following a summary of the discussion’s key points presented by Senator Manfredi, the Chair introduced the second theme for discussion, which focused on Trust. The Task Force recognized that the operationalization of McGill’s Mission and adherence to its Principles is impossible in the absence of trust and good faith. It noted that an atmosphere of mutual trust is a necessary precondition for respectful debate and inclusive participation. The Task Force recommended that individuals in leadership positions across all sectors and in all spheres of the University (students, staff, and faculty) strive to lead by example in promoting a culture of openness. Senators were asked to reflect on how this recommendation could be implemented.

Senators recommended a number of ways to build trust at McGill: Senator Saroyan suggested reinforcing the idea of community, creating an environment where everyone’s contributions are equal and resolution of issues are not seen as a zero-sum exercise where one party loses while another gains; Senator Wilson suggested including consultations with stakeholders who are the most impacted by a decision; and Senator Buraga suggested striving to find consensus solutions

and improving communications released to the community, as they tend to be reactive instead of proactive.

Senators stressed the importance of having space where individuals in leadership positions could converse with students. Senator Hickman highlighted that the idea of having open fora with stylized debates brought up earlier would also allow for greater trust and more candid discussions. Senator Leckey commented that it is rare for members of the administration to acknowledge they are struggling with issues. He expressed that sharing their thought process with respect to difficult issues would help promote a culture of openness. Senator Lennox spoke about identifying and understanding the origin or mistrust. He stated that the community has a role in communicating its concerns and mistrust during a given process so it can be addressed instead of raising it at the end. Finally, Senator Robaire commented that there is a generalized lack of communication in the University, not just with students but also between professors and chairs, faculties and departments. He stated that no concrete measures are taken to overcome communication barriers. He spoke in favour of having open fora, noting it would be helpful for the Provost to encourage Deans, and for Deans to encourage Department Chairs to have conversations.

Following a summary of the discussion's key points presented by the Chair, Senators moved to consider the third theme for discussion, which focused on Governance. The Task Force highlighted a need to rearticulate the value that participation in collegial and collective decision-making has and recommended that the origins of accessibility and attitudinal barriers to University engagement be identified and governance structures reformed accordingly. Senators were asked to reflect on what more could be done to recognize the value of service-oriented contributions and encourage students, staff and faculty to participate in University decision-making activities in all sectors and at all levels.

Senator Richard commented that getting individuals involved in governance requires convincing them that governance is relevant to them as part of the group they belong to and individually. On a similar note, Senator Malik stated that information on available opportunities be made more easily accessible to students with a clear explanation on how their participation would be beneficial. Senator Labonté noted that there is a need to better advertise and promote available opportunities.

Senators discussed the idea of rearticulating governance and service in the context of recognizing belonging to a community. Senator Maioni even suggested changing the terminology used to reflect a culture of citizenship and contribution as this might change how the notion of service is perceived.

Senator Saroyan highlighted that oftentimes, individuals are overwhelmed by their regular duties and must make strategic decisions on how to manage their time. As such, she stated that they might not participate on committees if they feel their presence is not meaningful. Senator Quitoriano questioned the necessity of certain committees and suggested reviewing governance processes with a view of increasing efficiency. Senator van den Berg encouraged the Provost and Deans to stress the importance of service, as many believe research and service are not equally rewarded in merit exercises.

Senator Mansdoerfer spoke in favour of establishing formal training for student Senators, which is one of the action items identified by the Task Force. He suggested expanding the training to representatives on committees as well. He noted that informal training is provided through the student societies but expressed that participation in governance would increase if the University helped students better prepare for these roles.

At the end of the discussion, the Secretary-General summarized the key discussion points. The Chair then thanked Senators for their input and suggestions.

2. Reports of the Academic Policy Committee

2.1 488th Report of the Academic Policy Committee (D18-13)

Senator Manfredi presented this report, which contained two items for Senate's consideration.

On a motion duly proposed and seconded, Senate approved the proposed Guidelines for Developing a Service Portfolio for Librarians.

On a motion duly proposed and seconded, Senate approved and recommended to the Board of Governors for approval the renaming of the Department of Ophthalmology to the Department of Ophthalmology and Visual Sciences.

2.2 Annual Report of the Academic Policy Committee (2017-18) (D18-14)

Senator Manfredi presented this report for information. The report outlined the Committee's activities of the past year, and its plans and priorities for the upcoming year.

3. Reports of the Senate Nominating Committee (D18-15)

Senator Manfredi presented this report for Senate's consideration. He explained that it contained recommendations to fill vacancies on Senate standing committees and committees arising from University regulations as well as recommendations for the appointment of Senate representatives to participate in CAMSR's consultation process, as requested by the Senate Steering Committee.

Senators asked for clarification regarding the mandate of the representatives appointed by Senate to participate in CAMSR's consultation process. Senator Manfredi specified that the representatives will not be members of CAMSR. It was indicated that their primary role is to ensure that the diverse views of Senate on the matter of divestment are communicated to CAMSR. The representatives could consult with their fellow Senators prior to the CAMSR meeting to determine what those views are, and will be asked to take into account the discussion that took place at the September Senate meeting, the Senate minutes and the debate that took place. Senator Dunn asked for clarification on how this role was different from that of the Senate representative to the Board who is also a member of CAMSR. Senator Manfredi explained that the Steering Committee wanted to ensure that the broadest possible range of views are communicated to CAMSR and agreed that would be best achieved by having additional

representatives formally deliver a presentation at the CAMSR meeting. The Secretary-General added that the representatives appointed by Senate would be representing the views of Senate on the matter as discussed at the September meeting.

Senator Wilson asked about the process used to formulate the recommendations. Senator Manfredi explained that members of the Senate Nominating Committee nominated eight Senators, who were then contacted by the Secretariat to determine their willingness to serve in this capacity. He noted that an electronic vote was then conducted to determine which of the nominees to recommend to Senate.

On a motion duly proposed and seconded, Senate approved the recommendations contained in the Report of the Senate Nominating Committee (D18-15).

4. Strategic Research Plan 2019 (D18-16)

Professor Ross presented this item for Senate's information. She explained that a Strategic Research Plan (SRP) is required by funding agencies for nominations of Canada Research Chairs and Canada Excellence Research Chairs as well as applications to the Canada Foundation for Innovation. She noted that the SRP 2019 is the result of extensive consultations with the McGill community. She provided an overview of the seven Research Excellence Themes and highlighted key changes of the SRP 2019 compared to the SRP 2013-2017, including more integrative Theme descriptions illustrated with examples of the work of McGill researchers written by McGill researchers (Section 3); the addition of "Design and create sustainable materials, technologies, landscapes, and communities" as a new Research Excellence Theme (Section 3); the reflection of a broader technologically-driven paradigm shift in many Themes (Section 3); the addition of "equity and inclusion" as a new Core Commitment (Section 2); and strategic objectives/goals that respond to the changing research landscape (Section 4).

The Chair reminded Senators that the final version of the SRP 2019 will be presented to Senate in January for endorsement. She noted that in the meantime, Senators may provide input to the Office of the Vice-Principal (Research and Innovation).

In response to Senator Hastings's question on how to foster creativity, which is one of the SRP's core commitments towards research, Professor Ross stated that it could be as simple as allowing researchers to pursue their individual research goals.

5. Proposed Revisions to the Code of Student Conduct and Disciplinary Procedures (D18-17)

Senator Buddle presented this item for Senate's information. He highlighted that key changes to the *Code of Student Conduct and Disciplinary Procedures* (the "Code") include the addition of a definition of the university context, harmonization of the Code with other policies and processes at the University, and specifically identifying sexual violence in the list of offences under article 10 of the Code. He noted that Senators may contact the Office of the Dean of Students directly for minor points and invited input from Senators on the substantive changes.

Senator Wilson relayed that some students expressed a desire for a process within the Code to allow appeals from complainants and for complaints against Disciplinary Officers (DOs). Senator Buddle stated that there is no need for such additional processes in the Code. He explained that DOs act as proxies for complainants and have the right to appeal decisions. He also mentioned that there are other policies and procedures in place at the University that adequately provide for a process for individuals to file grievances if they believe they have been treated unfairly.

Senator Morin asked for further details with respect to the training sessions for DOs described in subsection 20(c) of the revised Code. Senator Buddle responded that the training involves familiarizing DOs with the Code, ensuring they understand due process and other important legal principles, and the use of case studies. He mentioned that the final version of the Code will include some additional information but he is hesitant to include too many details as the training varies depending on the issues being dealt with in a given year. He noted that the Office of the Dean of Students invites individuals with the necessary expertise to provide training. For example, he mentioned that staff from the Office for Sexual Violence Response, Support and Education would be consulted for cases involving sexual violence.

Senator Richard noted that article 28 of the revised Code states that “[a]n admonishment follows from an *official* [emphasis added] finding of responsibility” while article 29 of the revised Code states that “[a] reprimand follows from a finding of responsibility” and asked if this difference was intentional. Senator Buddle responded in the negative and noted that this typo would be corrected in the final version presented to Senate for approval in December.

**6. Annual Report from the Senate Committee on Physical Development (D18-18)
(2017-18)**

Dr. Charlebois presented this report for Senate’s information, in accordance with the terms of reference of the Senate Committee on Physical Development. He highlighted that the Committee discussed several major planning initiatives, including the redevelopment of the Royal Victoria Hospital site, the University Master Plan, the Fiat Lux (Library) Project and the Bensadoun School of Retail Management Project. He noted that the Committee also discussed major infrastructure and deferred maintenance projects (such as the Leacock Terrace Project) and received reports from the Committee’s subcommittees.

Senator Wilson asked if all the Heating, Ventilation, and Cooling (HVAC) projects require a complete closure of the building involved, as was the case for the University Centre (SSMU) Building. Dr. Charlebois replied in the negative, noting that such closures are dependent on the scope of the project.

Senator Robaire asked if regular updates could be sent to the McGill community on the progress of the construction on Peel Street. Dr. Charlebois agreed to bring this to the attention of Mr. Robert Couvrette, Associate Vice-Principal (Facilities Management and Ancillary Services).

7. Annual Report from the Committee on Student Discipline (2017-18) (D18-19)

Senator Buddle presented this report for Senate's information, in accordance with the *Code of Student Conduct and Disciplinary Procedures*. He highlighted that the number of discipline cases in 2016-17 were unusually low and are now back to more typical levels, similar to prior years. He mentioned that exonerations (in which it is deemed there is a lack of clear, convincing and reliable evidence) accounted for one third of academic offence decisions and 15.6% of non-academic decisions, which is similar to past years.

Senator Mansdoerfer requested that a statistical overview of the last five years be provided in future reports instead of the last three as this would allow to better identify trends. He mentioned that he reviewed reports of the Committee on Student Discipline from previous years and commented on the dramatic increase in cases in 2011 and 2012. Senator Buddle noted that 2012 was a challenging year at the University and the number of cases reflect that.

Senator Robaire asked what proportion of cases involved graduate students. Senator Buddle indicated that the cases mainly involved undergraduate students as most graduate student cases are handled through research ethics committees. He agreed to look into providing a breakdown in future reports if the numbers are large enough not to identify individuals. Senator Gyakum asked if a breakdown of cases by Faculty was available. Senator Buddle responded in the affirmative, noting that it is not published for confidentiality reasons.

8. Annual Report of the Committee on Enrolment and Student Affairs (2017-18) (D18-20)

Senator Labeau presented this report for Senate's information, in accordance with the terms of reference of the Committee on Enrolment and Student Affairs. He highlighted that in 2017-18, the Committee approved admission standards for various programs and approved new awards and revisions to existing awards made by the University to its students.

9. Report of the Joint Board-Senate Meeting: "How could McGill transform itself for a world of lifelong learning?" (D18-21)

The Principal presented this report for Senate's information. She highlighted that Senator Saroyan, Senator Weil and Mr. Eric Saine, Executive Director of the McGill Executive Institute, delivered presentations related to lifelong learning that informed the roundtable discussions. She noted that the main ideas that emerged from the discussions were included in the report.

10. Other Business

There being no other business to deal with, Senate moved into confidential session to receive the Report of the Honorary Degrees and Convocations Committee.

Confidential Session

11. Report of the Honorary Degrees and Convocations Committee (D18-22)

Senate moved into confidential session to review the 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 A).

There being no other business to deal with, on a motion duly proposed and seconded, the meeting adjourned at 5:15 p.m.

END

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