

Minutes

Wednesday, March 21, 2012 11-12:07

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

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

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

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

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

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

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

2. Adoption of the Agenda

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

SECTION II

Part "A" – Questions and Motions by Members

1. Question Regarding the Recognition of Student Referenda

Senator Luke asked the following question:

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

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

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

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

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

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

Discussing the survey questions, Senators raised concerns over its results, due to the overarching nature of its questions. Senator Harpp asked about the dichotomy between strong results at the faculty level and weakness at the University level. Senator Roulet explained that the University had an invisible, but integral, role in teaching and learning excellence, providing infrastructure and technological support to the dedicated work that professors and students put into the

Senator Galaty asked about the University's decision to increase admissions of graduate students, who are funded at the departmental level. Professor Mendelson agreed that graduate are -C 43-6(im)-6l S w -30eprre Gmimed G of1.77edso v-2(o 0.13 (l)]TJd-1.1.01 03Td [(ar)30.

problems. He said that these

7. Matters carried over from February 15, 2012

7.1 Questions and Comments on Budget Planning 20~~12~~13: Report II (D11-39)

There were no further questions or comments on this item.

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

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

Confidential Session

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

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

Other Business

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

END

The complete

Appendix A: Excellence in Teaching and Learning

Several themes emerged:

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

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

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

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

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

Senate