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

*Item 1. Approval of Minutes of Senate.* On motion duly proposed and seconded, the minutes of the meeting of February 13, 2008, were approved.

*Item 2. Degrees and Diplomas,* for information.



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to \$430 million per year by 2013. Provinces that have opted out of the Canada Student Loan Program can opt out of this program under the same terms and conditions. We will monitor how Quebec implements its own program if it chooses to opt out.

The Principal stated that there has been progress in federal government commitment to reducing bureaucracy with respect to immigration processes for international students, both for getting them into the country and allowing them to find work. Also, the creation of the Vanier Canada Graduate Scholarship Award will provide 500 internationally competitive doctoral scholarships to talented Canadian and international students. These awards will each be worth \$50,000 per year for up to three years.

The Principal mentioned that we were pleased to see a \$20 million endowment to enhance the Gairdner International Awards





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*The work we have undertaken and are continuing to undertake to modernize governance functions and structures seeks to ensure the effective, transparent and accountable functioning of the University by, among other things, clarifying the respective roles of our governance bodies, Senate and Board, and clarifying the roles and responsibilities of the administration of the University. This means positioning responsibility and accountability for setting strategic directions and managing the University within the administration. This includes the allocation of monies once the budget has been approved in overarching terms by the Board of Governors. This also means restoring an invigorated governance role to Board and Senate, including, in accordance with the functions of each of these bodies, oversight of accountability in relation to financial and human resources matters, and the setting of academic policy to guide the administration.*

*Our work on the modernization of governance structures began with the Board of Governors review that was completed in 2005, and continues with the review of Senate Committees and their roles in fulfilling Senate's mandate to provide general oversight in relation to the academic activities of the University.*

*As you know through your own experience, Senate serves as a critical source of engagement on the range of matters that shape our academic community and academic life at McGill. The*





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2. *Some faculties have courses related to entering the professional world, such as Engineering and Music.*
  3. *Many faculties provide academic credit and/or transcript recognition for optional internships and help students find appropriate internships, for example, through the Internships Office of the Faculty of Arts. Internships help students gain the skills needed to make career decisions and provide networking opportunities that help them get jobs upon graduation.*
  4. *In cooperation with student associations, several faculties have set up their own Career Centres, such as the faculties of Law, Management, and Engineering.*
  5. *We have also set up a McGill Internship Offices Network and a McGill Careers Network to ensure coordination across the University, a common face to outside employers, and non-duplication of services across the various offices that are doing similar work.*
  6. *McGill now offers students a new job-search and career- which was made available to students on February 24<sup>th</sup> and which had over 3,000 students sign in during its first week. This successful initiative is the result of close collaboration between the Project Management Office in Information Technology Services and Career and Placement Services (CAPS), the Engineering Career Centre, and other administrative units.*
  7. *Dean Martin Kreiswirth is advocating a role for Graduate and Postdoctoral Studies (GPS) in providing graduate students a range of services to help them become more employable, whether in the academic or non-academic fields. As an example, GPS is in that unit.*
  8. *Many departments take the initiative to work directly with CAPS and/or their own faculty career centre to organize events such as Career & Graduate School Panel Discussions which bring alumni to McGill to talk about the academic and professional options available to students upon graduation.*

*That's a suite of things that are going on at McGill, and there are others that could be included. Unfortunately, McGill does not currently have a university-wide mechanism in place to track the career progress of graduating students and alumni over time. However, representatives from Enrolment Services, GPS, the Planning and Institutional Analysis Office, CAPS and Development and Alumni Relations will be meeting later this month to begin discussions on how such data can be gathered.*

*In answer to the final question, the McGill Alumni Association (MAA) has recently enhanced its programs to strengthen and expand the ties between students, graduates and the University and now offers a number of programs to help prepare students for the workplace:*

*The McGill Mentor Program is a partnership of MAA and CAPS. Matches between "mentees"*



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*therefore must be both implemented fairly and be seen to be fair. Several groups have raised questions on the policy, and we were hoping to allow the Administration an opportunity to clarify these issues.*

*These issues include Section 5.5.3, "Where the Provost agrees with the recommendation of the Assessor that disciplinary measures are justified, the Provost shall:*

*ii) institute disciplinary proceedings", specifically how the Administration defines "institute".*

*Another issue is McGill's definition of sexual harassment in Section 2.9, which states that for Conduct of a Sexual Nature to be met as described in Section 2.5, the section requires "intent in whole or in part". Therefore the policy requires the presence of intent, in whole or in part to be necessary for sexual harassment to have occurred. This differs from the Université de Montréal,*

**QUESTION:**

*What are the prerogatives of the Provost in instituting disciplinary procedures? Does this require starting formal disciplinary hearings?*

*What opportunities for appeal exist in this process, including external appeals?*

*Does this differ from other processes of the University which contain several levels of appeal?*

*When there is a question as to interpretation of this policy, with whom does the power of interpretation lie?*

*Why does McGill's definition of Sexual harassment require "intent, in whole or in part" which is*



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*QUESTION 4: The Policy on Harassment, Sexual Harassment and Discrimination Prohibited by  
in a manner that is consistent with the goals given in the  
provisions of the Civil Code of Quebec, the Quebec  
Charter of Human Rights and Freedoms, and the Labour*

*As with any policy, the persons charged with responsibility for their implementation will seek*

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**QUESTION:**

1. *How much of the research published by McGill researchers is submitted to our own eScholarship@McGill repository and how does the Library encourage faculty and students to disseminate their work using this repository?*
2. *Does the University maintain a list of journals that allow authors to distribute their articles freely online after publication (or reasonable time lag following publication)?*
3. *How, if at all, does the University promote publication in such journals and other open-access channels?*

The Principal invited Janine Schmidt, Trenholme Director of Libraries, to answer. Mrs. Schmidt responded as follows:

*Thank you, Senator Burgoyne, for raising such an important question.*

*QUESTION 1: The eScholarship@McGill <http://www.mcgill.ca/library-findinfo.escholarship/> was launched by the Library on October 1, 2007. Since that time, work has been undertaken on the development of the search interface and the addition of e-theses to the portal. As of today, the search interface is complete and the database contains 420 e-prints, which undoubtedly*

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*Various organizations are also seeking to work together to change the entire process of scholarly communication and in particular to develop alternative copyright arrangements made by individual authors in the first place. The eScholarship Coordinator can provide information to faculty and students on the use of author addenda instead of standard publisher agreements to retain important rights for future use of their own publications. The Library is a member of CARL (Canadian Association of Research Libraries) and ARL (Association of Research Libraries) which sponsor organizations taking action to ensure that open access goals are put in place in scholarly communication and publishing. The two major groups are Create Change Canada <http://www.createchangecanada.ca> and SPARC (Scholarly Publishing and Academic Resources Coalition) [www.arl.org/sparc/](http://www.arl.org/sparc/). Addenda for use by faculty are available.*

*QUESTION 3: The topic of Open Access has been addressed in seminars sponsored by the Library in 2004 and in 2007, and the topic has been discussed on many occasions by the Senate Committee on Libraries. The Director of Libraries in addressing the Deans, Faculties and graduate students has also raised the issue. The Library hopes to sponsor another seminar this year on the topic. It would be fair to say that until now there has not been a great deal of enthusiasm for open access initiatives expressed by academic authors at McGill, although there has been a growing groundswell of support for various open access initiatives worldwide since the Budapest Open Access initiative, and similar activities <http://www.soros.org/openaccess/>; requirements by several research funding authorities that authors deposit the results of their research in some form of open access, including institutional repositories; and the recent resolution by the Faculty of Arts and Science at Harvard announcing an open access policy.*

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*Item I.D.2, Proposed approval paths for new and revised courses and teaching programs.*

The Provost explained that the effect of the proposal would be that minor to moderate changes to either courses or teaching programs would not come to APC for routine approval or discussion, only as an information document, and therefore would not come to Senate, except once a year as a report about such changes in a statistical way. Responsibility for changes to courses, and up to moderate changes in programs, would reside at the Faculty curriculum committee level. There would have to be at least some review by the Chair of SCTP to ensure that a moderate change had not become a major change, but this review would not have to go to the full committee. This proposal would eliminate three levels of approval.

Mr. Angus said that while he understood the motivation behind the proposal, he was concerned that SCTP had not been redefined given its new authorities in this document. In his understanding, SCTP is not a committee with representative members of faculty and students. He also voiced concern about the role of the SCTP Chair, and stressed that approval of programs should remain part of the central role of Senate. In a motion proposed and seconded, it was suggested that this proposal should be referred back to APC to reconsider and further define the role of SCTP.

The Provost responded that SCTP exists as a subcommittee of APC, and the terms of reference of APC define the subcommittee; therefore it was clear that APC had delegated a lot of work that was coming forward in a routine fashion. While APC and Senate must play a crucial role in anyg (en-496C)5(T)-8(Pn 0 Tc(s)-362(cl)9)3(t)-4sb h.9 440.71 Tr



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Mr. Angus said that there needs to be some level of representation from the entire





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Mr. Richard asked whether the additional  
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