

MINUTES OF THE OPEN SESSION
OF THE MEETING OF SENATE

Held on Friday, May 21, 2010, immediately
following the Closed Session
in Room GM 407-1, on the SGW Campus

PRESENT

Voting members: Mr. N. Burke; Dean G. Carr; Prof. M. Charland; Mr. E. Chevrier; Prof. R. Cross; Mr. A. Dabchy; Dr. L. Dandurand; Prof. M. Debbabi; Prof. D. Douglas; Dean R. Drew; Prof. L. Dyer; Prof. J. Garfin; Prof. J. Garrido; Mr. G. Giannis; Dr. D. Graham; Mr. R. Hafiz; Prof. M. Jamal; Mr. G. Johannson; Prof. G. Leonard; Dean B. Lewis; Prof. W. Lynch; Prof. S. McSheffrey; Prof. S. Mudur; Prof. B. Nelson; Mr. P.R. Osei; Mr. A. Oster; Prof. M. Paraschivoiu; Prof. M. Peluso; Mr. D. Perera; Ms. E. Perkins; Prof. M. Pugh; Ms. D. Roldan; Dean S. Sharma; Prof. F. Shaver; Prof. W. Sims; Ms. S. Siriwardhana; Prof. P. Stoett; Dean C. Wild; Dr. J. Woodsworth

Non-voting members: Dr. D. Boisvert (*Speaker*); Mr. M. Di Grappa; Me B. Freedman; Ms. L. Healey, Mr. P. Kelley

ABSENT

Voting members: Mr. G. Beasley; Ms. S. Dolatshahi; Prof. A. Dutkewych; Prof. A. English; Prof. M. Fritsch; Prof. J. Grant; Ms. K. Gregor; Mr. Z. Khan; Mr. Z. Ling; Prof. L. Ostiguy; Prof. H. Proppe; Prof. C. Ross; Prof. P. Thornton; Ms. S. Turnin

Non-voting members: Ms. K. Assayag

1. Call to order

The Speaker called the meeting to order at 2:09 p.m.

2. Approval of the Agenda

Dr. Boisvert noted that the GAAP presentation referred to in the Finance Committee report under item 8.1 will be done sometime in the Fall.

R-2010-5-6 *Upon motion duly moved and seconded (Peluso, Stoett), it was unanimously resolved that Senate approve the Agenda of the Open Session, and that items 3 to 9 be approved, confirmed, or received for information by consent.*

CONSENT

3. Approval of the Minutes of the Open Session meeting of April 16, 2010

R-2010-5-7 *The Minutes of the Open session meeting of April 16, 2010 were approved by consent.*

4. Committee appointments (Document US-2010-5-D4)

R-2010-5-8 *The committee appointments, set out in Document US-2010-5-D4, were approved by consent.*

5. Election of the Speaker of Senate for 2010/2011 (Document US-2010-5-D5)

R-2010-5-9 *Dr. Donald Boisvert was declared elected by acclamation as Speaker of Senate for 2010/2011.*

6. Minor modification to section 17 of the Policy on Postdoctoral Fellows (Document US-2010-5-D6)

R-2010-5-10 *The minor modification to section 17 of the Policy on Postdoctoral Fellows, outlined in Document US-2010-5-D6, was approved by consent.*

7. Correction to the membership of the Research Committee of Senate (Document US-2010-5-D7)

R-2010-5-11 *The correction to the membership of the Research Committee of Senate, outlined in Document US-2010-5-D7, was approved by consent.*

8. Reports from Senate Standing Committees

8.1 Finance (Document US-2010-5-D8)

8.2 Library (Document US-2010-5-D9)

8.3 Research (Document US-2010-5-D10)

Those reports were provided for information purposes.

9. Report and recommendations from the Academic Programs Committee (Document US-2010-5-D11)

9.1 Major undergraduate curriculum changes – Faculty of Arts and Science

9.1.1 Department of Geography, Planning and Environment (Document US-2010-5-D12)

9.1.2 Department of History (Document US-2010-5-D13)

9.1.3 Department of Journalism (Document US-2010-5-D14)

9.1.4 Department of Mathematics and Statistics (Document US-2010-5-D15)

9.1.5 Department of Political Science (Document US-2010-5-D16)

R-2010-5-12 *The major undergraduate curriculum changes in the Faculty of Arts and Science, outlined in Documents US-2010-5-D12 to D16, were approved by consent, as recommended by the Academic Programs Committee in Document US-2010-4-D11.*

9.2 Major undergraduate curriculum changes – Faculty of Fine Arts

9.2.1 Department of Music (Document US-2010-5-D17)

R-2010-5-13 *The major undergraduate curriculum changes in the Faculty of Fine Arts, outlined in Document US-2010-5-D17, were approved by consent, as recommended by the Academic Programs Committee in Document US-2010-4-D11.*

9.3 Minor graduate and/or undergraduate calendar changes

9.3.1 TOEFL Identification (Document US-2010-5-D20)

9.3.2 School of Extended Learning undergraduate course numbering system (Document US-2010-5-D21)

Minor calendar changes are presented solely for information purposes.

9.4 Major graduate curriculum changes – Faculty of Arts and Science

9.4.1 Department of English (Document US-2010-5-D22)

9.4.2 Department of Mathematics and Statistics (Document US-2010-5-D23)

9.4.3 Department of Political Science (Document US-2010-5-D24)

R-2010-5-14 *The major graduate curriculum changes in the Faculty of Arts and Science, outlined in Documents US-2010-5-D22 to D24, were approved by consent, as recommended by the Academic Programs Committee in Document US-2010-4-D11.*

9.5 Major graduate curriculum changes – Faculty of Engineering and Computer Science

9.5.1 Industrial Experience Option in the Course-based Master's Program (Document US-2010-5-D25)

9.5.2 Concordia Institute for Information Systems Engineering (Document US-2010-5-D26)

9.5.3 Department of Electrical and Computer Science (Document US-2010-5-D27)

R-2010-5-15 *The major graduate curriculum changes in the Faculty of Engineering and Computer Science, outlined in Documents US-2010-5-D25 to D27, were approved by consent, as recommended by the Academic Programs Committee in Document US-2010-4-D11.*

9.6 Major graduate curriculum changes – John Molson School of Business

9.6.1 Doctor of/Doctorate in Philosophy (Business Administration) (Document US-2010-5-D29)

9.6.2 Graduate Certificate in Management Accounting (Document US-2010-5-D30)

9.6.3 Graduate Diploma in Business Administration and Graduate Certificate in Business Administration (Document US-2010-5-D31)

9.6.4 Master of/Magisteriate in Business Administration (Document US-2010-5-D32)

9.6.5 Master of/Magisteriate in Business Administration (Executive Option) (Document US-2010-5-D33)

9.6.6 Master of/Magisteriate in Science (Administration) (Document US-2010-5-D34)

R-2010-5-16 *The major graduate curriculum changes in the John Molson School of Business, outlined in Documents US-2010-5-D29 to D34, were approved by consent, as recommended by the Academic Programs Committee in Document US-2010-4-D11.*

REGULAR

10. Business arising from the Minutes not included on the Agenda

There was no business arising from the Minutes not included on the Agenda.

11. Report and recommendations from the Academic Programs Committee (Document US-2010-5-D11)

11.1 Major undergraduate curriculum changes – School of Extended Learning

11.1.1 Complementary University Credit Business Certificates (Document US-2010-5-D18)

Dean Burke explained that Concordia was the only Montreal university not offering this type of course. Extensive consultations and discussions were held with the John Molson School of Business, the Provost and the Registrar to address academic and administrative issues. There is a strong and growing market for these courses, intended for individuals in the workplace who already have degrees and are not pursuing business degrees, the majority of whom are registered in not-for-credit business courses offered by Continuing Education.

R-2010-5-17 *Upon motion duly made and seconded (Burke, Peluso), it was unanimously resolved that the major undergraduate curriculum changes regarding the complementary University Credit Business Certificates, outlined in Document US-2010-5-D18, be approved as recommended by the Academic Programs Committee in Document US-2010-5-D11.*

11.1.2 Calendar Changes to Sections 13, 14 and 16 (Document US-2010-5-D19)

Dean Burke outlined that these calendar changes were necessary as a result of Senate's approval of the complementary university credit business certificates in item 11.1.1.

R-2010-5-18 *Upon motion duly made and seconded (Burke, Drew), it was unanimously resolved that the major undergraduate calendar changes in sections 13, 14 and 16 regarding admission regulations, mature entry and academic information, outlined in Document US-2010-5-D19, be approved as recommended by the Academic Programs Committee in Document US-2010-5-D11.*

11.2 Major graduate curriculum changes – Faculty of Fine Arts

11.2.1 Departments of Music, Theatre and Contemporary Dance (Document US-2010-5-D28)

R-2010-5-19 *Upon motion duly made and seconded (Carr, Garfin), it was unanimously resolved that the major graduate curriculum changes in the Departments of Music, Theatre and Contemporary Dance, outlined in Document US-2010-5-D28, be approved as recommended by the Academic Programs Committee in Document US-2010-5-D11.*

12. Report and recommendations from the Academic Planning and Priorities Committee (Document US-2010-5-D35)

R-2010-5-20 *Upon motion duly made and seconded (Graham, Dandurand), it was unanimously resolved that, upon the recommendation of the Academic Planning and Priorities Committee, Senate:*

- *approve an amendment to Section C (Agenda and Supporting Documents) of the "Summary of Procedures at Senate Meetings and Rules of Order" to provide for the electronic mailing of Closed Session documents to members of Senate; and*
- *recommend to the Board of Governors the approval of an amendment to article 41 of the University By-Laws to provide for the addition of the position of Chief Communications Officer as a non-voting member of Senate.*

13. Preliminary Results from the Working Groups on the Assessment of Teaching and Core Skills Requirements (Document US-2010-5-D36)

Dr. Boisvert invited Vice-Provost Dyens to summarize the preliminary results, further to which Senators would be asked for their feedback. Dr. Dyens apprised Senators that both Working Groups have met with several university stakeholders, including Faculty Councils, APPC, unions and Associate Deans, and will use the summer to disseminate the results, progress report and set of preliminary recommendations by using the new Provost website. Consultation with university stakeholders will continue in the fall.

Because teaching and learning are closely linked, a set of general principles regarding undergraduate teaching and learning was established to define and set priorities for the administration, Faculties, departments, faculty members and students.

Assessment of Teaching

Dr. Dyens explained that our current system is less than ideal, both from the perspective of the University and the instructors. We have nine instruments, some of which have not been validated or tested, and comparisons cannot be made. Our current system focuses more on the instructor's performance and classroom management rather than learning outcomes and student progress. This process is not formative and does not encourage dialogue or exchange.

Creating a new test would be very expensive and time-consuming. Thus, the Working Group recommends a new course evaluation instrument for Concordia, which has been extensively validated and tested: the IDEA course evaluation. This tool, developed by the

Kansas State University, is used by 340 colleges and universities across North America. It is based on how much progress was made by students on key learning objectives and has some flexibility in its administration because while it is short, it allows up to additional 20 questions.

With respect to the decreasing student participation rate in online course evaluations, while students will be surveyed in the fall to find out why, the Working Group surmised that students are not engaged in the process because they do not believe that their course evaluations are seriously considered. To address that issue, Dr. Dyens conveyed the reasons leading to the recommendation that a narrow set of results, under a specific set of circumstances and with certain contextualizing information, be made available to students.

Comments on the Assessment of Teaching are summarized as follows:

- Several Senators expressed concerns regarding the unintended consequences of releasing the results of course evaluations to students.
- It is unclear how the results of the course evaluations will be measured.
- Course evaluations serve many purposes and it is not clear how and by whom they will be used.
- It was suggested that the low participation rate of course evaluations is due to students' belief that they are not truly anonymous.
- Given that teaching evaluation is linked to faculty evaluation, we should ensure that the process does not contravene the collective agreements.
- Depersonalizing the process by evaluating learning outcomes rather than the professor is a step in the right direction. However, other factors which impact a student's learning are not taken into account.

Core Skills

The primary goal is to improve the academic experience of everyone involved. In general, it is agreed that the three fundamental principles of core skills consist in:

- 1) Students having at admission the minimum level of skills needed to succeed. Ensuring that they do is the University's responsibility.
- 2) Accessibility being maintained within an academic structure that allows atypical students to acquire the minimum level of skills needed to succeed.
- 3) Students having at graduation a bachelor's level disciplinary knowledge and a set of skills. Ensuring that they do is the academic unit's responsibility.

It is proving more difficult to implement those principles since various groups have diverging views on how to ensure that they are achieved and who should be vested with the ultimate responsibility of defining and assessing the core competencies. However, many feel that every entering student should be tested at least for writing and/or language skills. As for the attainment of the knowledge and skills at graduation, Dr. Dyens explained why the Working Group is impressed by the use of curriculum mapping.

Dr. Dyens concluded his summary by indicating that the various initiatives proposed by both Working Groups (course evaluations, placement tests, curriculum mapping, etc.) will be piloted by the fall 2010 with the hope to have everything in place by the fall 2011.

Comments on the Core Skills are summarized as follows:

- It seems contradictory to place emphasis on writing as a core competency when the University Writing Test has been suspended.
- University level students need to be tested at the beginning of their degree so that those who have problems can be identified and helped.
- How will we go about fulfilling the objectives defined?
- Should rhetoric be included in the core skills?
- Programs should be afforded some leeway in defining the core competencies.

14. Presentation on the 2010/2011 operating budget

Mr. Kelley prefaced his presentation by informing Senate that the University would be experiencing a state of flux over the next 18 to 24 months, due to uncertainties about tuition fees and funding levels beyond 2012/2013, pay equity, the imposition of new regulations on universities. Planning is complicated by these unresolved issues. He indicated that all the universities met with MELS this morning, and it is expected that there will be no funding increase which will result in a lower teaching grant.

With respect to the budget, a three-year projection has been prepared so that we can understand the consequences of our actions. However, dealing with government unknowns and changing the budget period from 12 months to 11 months creates many difficulties and issues regarding government funding and year to year comparability.

With respect to revenues, FTE growth is projected over three years while expenses are expected to remain more or less at the same level. Investments have been made to address strategic needs identified in the Strategic Framework, including \$500,000 to \$1,000,000 to fund special capital projects and \$600,000 in graduate student support.

Major issues include the conversion to GAAP (generally accepted accounting principles) which has an impact on the balance sheet with respect to accrued vacation, retirement allowances and post-retirement benefits and which will require the filing of two sets of financial statements. Many issues and uncertainties remain with respect to balance sheet re-adjustment required by MELS, the funding rates and caps on FTEs.

It was agreed that Ms. Tessier would forward a copy of Mr. Kelley's power point presentation to all Senators after the meeting.

15. Remarks from the President

The President congratulated Speaker Donald Boisvert and Mr. Amine Dabchy who were awarded, respectively, the Alumni Award for Excellence in Teaching and the Outstanding Student Award at the 19th Alumni Recognition Awards Banquet hosted by the Concordia University Alumni Association on May 17.

Dr. Woodsworth reported on an alumni event she attended in Ottawa. She also spoke of her recent trip to China during which she signed agreements with two prestigious institutions. These agreements will create interesting opportunities for student exchanges.

During her trip, she met with several Concordia graduates, noting that Concordia is very well regarded in China.

She encouraged faculty members to attend spring convocation which will take place on June 21, 22 and 23, to participate in the Annual Memorial Golf Tournament held on August 18, the proceeds of which go to student bursaries, and to attend the many events and conferences during Congress 2010 which will be held on campus from May 28 to June 4.

16. Question period

In reference to a comment by Prof. Dyer with respect to the lack of detail in the report on the charges of academic misconduct and their outcome which is submitted to Senate for information each September, Me Freedman noted that the report is more detailed than in past years. However, he agreed that improvements can be made and would welcome any suggestions in relation thereto.

Further to concerns raised by Prof. Garrido and Mr. Chevrier with respect to the adverse effect of the new billing structure for graduate students, Dr. Graham explained that a redistribution of the billing, which could result in some students having to pay the continuation fee earlier, was deemed necessary given that few students complete their degrees within the period during which the University receives funding for them. He also emphasized that the University will be putting an additional \$600,000 into funding for graduate students. Dean Carr noted that an exemption has been granted for students currently enrolled to allow them to adjust to the new situation and that measures will be taken to ease the transition going forward.

In response to a query from Mr. Dabchy, Vice-Provost Dyens indicated that the CSU advocates were advised that the internet-based plagiarism detector *Turnitin* would be used on a trial basis, as a non-mandatory prevention tool. Mr. Dabchy asked that the administration make an effort to inform the student population of its use.

17. Other business

There was no other business to bring before Senate.

18. Next meeting

Dr. Boisvert noted that the next meeting of Senate will be held on September 17, 2010, at 2 p.m., in Room EV 2.260.

19. Adjournment

The meeting was adjourned at 4:10 p.m.

D. Boisvert

Danielle Tessier
Secretary of Senate