

MINUTES OF THE OPEN SESSION  
OF THE MEETING OF SENATE

Held on Friday, March 15, 2013, at 2 p.m.  
in the Norman D. Hébert, LLD Meeting Room  
(Room EV 2.260) on the SGW Campus

PRESENT

Voting members: Dr. A. Shepard (*Chair*); Prof. A. Akgunduz; Mr. G. Beasley; Mr. N. Burke; Prof. P. Caignon; Prof. L. Caminati; Prof. S. Carliner; Dr. G. Carr; Prof. J. Chaikelson; Prof. S. Chlopan; Prof. I. Dostaler; Prof. D. Douglas; Dean R. Drew; Prof. L. Dyer; Prof. M. Frank; Prof. J. Garrido; Prof. J. Grant; Dean S. Harvey; Ms. M. Hotchkiss; Prof. N. Ingram; Prof. F. Khendek; Ms. W. Kraus-Heitmman; Prof. B. Layne; Ms. M. Lemieux; Prof. G. Leonard; Dean B. Lewis; Prof. J. Lewis; ; Mr. D. McSharry; Mr. G. Morrow; Prof. C. Nikolenyi; Dr. L. Ostiguy; Prof. M. Peluso; Prof. H. Proppe; Prof. R. Reilly; Ms. D. Saryan; Prof. J. Segovia; Mr. T. Shahwan; Prof. Y. Shayan; ; Prof. M. R. Soleymani; Mr. R. Sonin; Prof. R. Staseson; Prof. T. Stathopoulos; Prof. J. Turnbull; Mr. J. Vaccaro; Mr. C. Walcott; Prof. M. L. Wholey; Dean C. Wild; Mr. C. Wilson; Dean P. Wood-Adams

Non-voting members: Ms. J. Beaudoin; Mr. P. Beaugard; Mr. R. Côté; Me B. Freedman; Mr. P. Kelley; Ms. R. Marion; Ms. S. Sarik

ABSENT

Voting members: Mr. H. Abdullahi; Ms. A. Dahl; Ms. H. El Jahidi; Ms. I. Giancotta; Prof. G. Rail; Mr. S. Swaine-Simon

Non-voting members: Ms. M. C. Morin

1. Call to order

The meeting was called to order by Dr. Shepard at 2:03 p.m.

1.1 Approval of Agenda

R-2013-3-1 *Upon motion duly moved and seconded (Lemieux, Peluso), it was unanimously resolved that the Agenda of the Open Session be approved.*

## 1.2 Approval of the Minutes of the Open Session meeting of February 15, 2013

R-2013-3-2     *Upon motion duly moved and seconded (Stathopoulos, Dyer), it was unanimously resolved that the Minutes of the Open Session meeting of February 15, 2013 be approved.*

## 2. Business arising from the Minutes

### 2.1 Student eligibility requirement

Dr. Shepard informed Senators that at its last meeting Steering Committee discussed this issue and came to the conclusion that it saw no reason at this point in time to review the student eligibility requirement that has been in place for over a decade.

## 3. President's Remarks

Dr. Shepard reported that the summit on higher education, held on February 25 and 26, included a series of conversations which resulted in the establishment of five working groups ("chantiers") on matters such as the funding formula, accessibility, governance, etc. Concordia has expressed interest to be represented on those working groups. With respect to finances, the development of the 2013/2014 budget is still in progress and the University is trying to minimize the impact of the government's second \$13.2 million cut which will now be spread over several years. Even with the spreading, serious financial pressure remain for the university going forward. He noted that the University has not yet received any formal instructions from the government but hoped that there will be some clarity further to a meeting scheduled on April 18.

The President also highlighted several awards, accomplishments and endeavors of Concordia faculty, students, staff and alumni, including the ongoing *5 days for the Homeless* campaign which raises money and awareness to help homeless youth under the age of 25.

## 4. Update on the Academic Plan (<http://www.concordia.ca/about/who-we-are/strategic-framework/academic-plan/progress-dashboard/>)

Dr. Ostiguy noted that the Academic Plan website has been updated and provided some highlights of recent initiatives regarding academic integrity and funding for sustainability activities governed by students.

At her invitation, Vice-Provost Dyens updated Senators on curriculum and program innovation, Vice-President Carr on the undergraduate student research awards pilot project and Dean Wood-Adams on the new initiatives supporting graduate student recruitment.

5. Standing Committee reports5.1 Academic Planning and Priorities Committee

Dr. Ostiguy conveyed that the discussion at the March 14 meeting was focused on the draft e-learning principles which, once finalized, will be presented to Senate.

5.2 Finance Committee (Document US-2013-3-D1)

As a follow-up from a query raised at Steering Committee, Prof. Chaikelson provided the numbers in support of the statement in the Committee's report that there is little difference in cost between LTA and part-time faculty contracts for the same number of courses, which led to the conclusion that such decisions should be based primarily on department needs. Nonetheless, some Senators still questioned those numbers.

5.3 Library Committee

The Library Committee has not met since the last Senate meeting.

5.4 Research Committee (Document US-2013-3-D2)

Dr. Carr noted that a review of the *Policy on Research Units* is ongoing and will be circulated to Faculty Councils for comments and presented to Senate for approval in due course.

CONSENT6. Committee appointment (Document US-2013-3-D3)

R-2013-3-3     *The committee appointment outlined in Document US-2013-3-D3 was approved by consent.*

7. Academic Programs Committee: Report and recommendations (Document US-2013-3-D4)7.1 Major undergraduate curriculum changes – Faculty of Engineering and Computer Science – Department of Mechanical and Industrial Engineering (Document US-2013-3-D5)

R-2013-3-4     *The major undergraduate curriculum changes in the Faculty of Engineering and Computer Science outlined in Document US-2013-3-D5 were approved by consent, as recommended by the Academic Programs Committee in Document US-2013-3-D4.*

7.2 Minor undergraduate curriculum changes – Faculty of Engineering and Computer Science (Document US-2013-3-D6)

Minor curriculum changes are presented for information purposes.

7.3 Major graduate curriculum changes – Faculty of Arts and Science – Department of Economics (Document US-2013-3-D7)

R-2013-3-5 *The major graduate curriculum changes in the Faculty of Arts and Science outlined in Document US-2013-3-D7 were approved by consent, as recommended by the Academic Programs Committee in Document US-2013-3-D4.*

7.4 Major graduate curriculum changes – Faculty of Engineering and Computer Science - Department of Electrical and Computer Engineering (Documents US-2013-2-D8 and D9)

R-2013-3-6 *The major graduate curriculum changes in the Faculty of Engineering and Computer Science outlined in Documents US-2013-2-D8 and D9 were approved by consent, as recommended by the Academic Programs Committee in Document US-2013-3-D4.*

8. Spectrum Advisory Committee 2013 Annual Report (Document US-2013-3-D10)

This document was provided for information purposes.

REGULAR

9. Presentation on e-learning (Document US-2013-3-D11)

Dr. Shepard prefaced the presentation by acknowledging the historical circumstances surrounding e-learning at Concordia while emphasizing that measures are being taken so that Concordia can move forward in an innovative way. Those measures include a series of conversations and dialogues on the future of e-learning, including today's presentation entitled *Technology-Integrated Teaching at Concordia* by Prof. Saul Carliner, a member of Senate and e-learning fellow. He reminded Senators that there are over 30,000 registrations in eConcordia courses this year, a number which is growing every year.

Using a power point presentation, Prof. Carliner defined technology-integrated teaching as a continuum of uses of technology to enhance teaching and related student support, ranging from no technology support to a course taught and supported exclusively online. In between are several options such as blended or hybrid courses, which include a classroom experience supported by technology-based resources to instruct and support students. He showed an example of a synchronous online class, where instructors and students are online at the same time.

With respect to the effectiveness of technology-integrated teaching, Prof. Carliner noted that several meta-analysis exploring every educational context concluded that there was no significant difference between classroom and online instruction. Moreover, satisfaction regarding the learning experience and overall course of Concordia students taking online courses is similar to the satisfaction of those taking classroom courses.

Technology-integrated is intended to expand instructors' pedagogical tools. While the classroom and technology complement each other, it is up to the individual instructors and their departments to determine the extent to which they choose to use the technology.

Prof. Carliner reviewed the steps included in the development of online courses, from the initial request of the instructor, the various approvals and the development of a plan for the course and its monitoring to ensure clarity of the content and that the course meets expectations.

Prof. Carliner spoke about the factors which impact the effectiveness of technology-integrated teaching, such as course design, support to students and faculty, and interest. The benefits of offering this type of teaching are to provide access to students who have challenges coming to campus, improved pedagogy through the re-thinking and re-sequencing of content that results from the process, consistent instruction across students, personalization of instruction and accommodation of persons with disabilities, as well as innovation in teaching, curriculum, and supporting students.

Prof. Carliner provided some examples of increased enrolments at other universities which currently offer online courses. He indicated that the next steps for Concordia include the e-scape conference which will be held in early April, adopting e-learning principles, expanding services by CTLS, ramping up of IITS systems, drafting policies and procedures to clarify roles, and looking at increased opportunities, such as the appropriateness of MOOCs (massive open online courses), online certificates or degrees, expanded tutoring (math, writing skill, etc.).

Further to his presentation, Prof. Carliner responded to comments or concerns summarized as follows:

- The drop-out rate for MOOCs is high but those are free courses which are not credit-based. The drop-out rate for online credit courses is only slightly higher than for regular courses.
- Online courses allow real-time remediation.
- The level of participation in online courses is sometimes higher than for the regular course.
- Hyper clear communication, opening up a class one week early and tutorials are elements which help identify someone's readiness to take online courses.
- Some online classes are seen as recycled classes. Every student has different needs, some will prefer traditional classrooms, others online courses.
- Students need the appropriate tools to access the technology which many of them cannot afford. While the University Library and public libraries do loan equipment, the lack of appropriate equipment is a known issue.
- While some students may complain about the quality of an online course they took, a representative sample is needed to make that assertion. That said, teaching in all forms is a work in progress, and students who have bad experiences need to speak up. More feedback is needed for online courses.
- The class size of synchronous courses is usually smaller.
- The reasons why instructors want to teach online courses are personal to each individual instructor.
- Instructors are mainly trained to teach in front of a classroom. There are plans to train instructors to teach online.
- Flipped courses can offer enormous benefits for traditional lectures.

- Online courses allow for more interaction with the TAs, not necessarily with the instructors, and interaction is forced due to grades. Both are known issues which are being looked into. There is a need to address the pedagogy of discussion boards.
- Some eConcordia courses have very large course sections which is problematic. Should they be capped?

Prof. Carliner urged Senators to attend the e-scope conference from April 3 to 6, which will showcase some amazing keynote speakers and include an open session dedicated to responding to questions.

Dr. Shepard noted that the discussion will continue at upcoming Senate meetings and that, in due course, Senate will approve a framework on e-learning based courses.

#### 10. Question period

Ms. Lemieux thanked Dr. Ostiguy for inviting students to another breakfast and wondered if there were student vacancies on any of the Senate committees. Dr. Ostiguy indicated that as far as she knew all standing committees have student representation but that there are several opportunities for student participation on working groups.

Prof. Peluso requested that Mr. Kelley provide Senate with an updated table of litigation and settlement costs by bargaining unit. Dr. Shepard asked whether these figures would be a matter for Senate's mandate, further to which Prof. Peluso provided her rationale. It was suggested that this request be referred to the Finance Committee.

#### 10.1 Summer admissions (Document US-2012-3-D12)

Prof. Chlopan thanked Dr. Dyens for his response but made the point that this decision was detrimental to some students. Dr. Dyens reiterated the reasons outlined in his response, emphasizing that the decision was made against the financial interest of the University but was the most pedagogically sound. Dean Wood-Adams specified that this policy does not apply to graduate students.

#### 11. Other business

Mr. Walcott encouraged Senators to drop by and make a donation to the *5 days for the Homeless* campaign.

#### 12. Next meeting

Dr. Shepard noted that the next meeting is scheduled to be held on Friday, April 19, 2013, at 2 p.m., in Room EV 2.2.60.

13. Adjournment

The meeting adjourned at 4:05 p.m.



Danielle Tessier  
Secretary of Senate