MINUTES OF THE OPEN SESSION
OF THE MEETING OF SENATE

Held on Friday, November 1, 2013,
immediately following the Closed Session
in the Norman D. Hébert, LLD Meeting Room
(Room EV 2.260) on the SGW Campus

PRESENT

Voting members: Dr. A. Shepard *(Chair)*; Prof. M. Omair Ahmad; Prof. A. Akgunduz; Dr. B.-A. Bacon; Dr. G. Beaudry; Me P. Blais; Prof. S. Carliner; Dr. G. Carr; Prof. J. Chaikelson; Prof. S. Chlopan; Prof. R. Courtemanche; Prof. J. Didur; Prof. I. Dostaler; Prof. D. Douglas; Prof. L. Dyer; Mr. J. Fiset; Prof. M. Frank; Prof. M. Kin Gagnon; Prof. J. Garrido; Ms. J. Glavina; Prof. J. Grant; Dean S. Harvey; Prof. C. Jackson; Ms. K. Korola; Ms. W. Kraus-Heitmann; Ms. M. Lemieux; Prof. G. Leonard; Dean B. Lewis; Prof. J. Lewis; Dean J. Locke; Prof. D. Morris; Ms. H. Nazar; Prof. C. Nikolenyi; Prof. H. Proppe; Prof. R. Reilly; Mr. L. Sanscartier; Prof. J. Segovia; Prof. Y. Shayan; Mr. C. Tisshaw; Dean C. Trueman; Mr. J. T. Vaccaro; Ms. M. Wheeler; Dean C. Wild; Mr. T. Wilkings; Dean P. Wood-Adams

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

Permanent observers: Mr. G. Morrow; Dr. L. Ostiguy

ABSENT

Voting members: Ms. E. Couto; Prof. N. Ingram; Mr. M. Kumar; Prof. B. Layne; Prof. M. R. Soleymani; Prof. T. Stathopoulos; Prof. M. L. Wholey

1.   Call to order

The meeting was called to order by Dr. Shepard at 2:27 p.m.

1.1   Approval of Agenda

R-2013-7-5   *Upon motion duly moved and seconded, 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 October 4, 2013

R-2013-7-6   *Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of October 4, 2013 be approved.*

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

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

3.   President's remarks

The President reported on several successful events which took place on campus since the last Senate meeting, including the visit of Minister Duchesne for the innovation network launch. Dr. Shepard also apprised Senators of his visits to alumni chapters.

He briefly commented on the Maclean's rankings which were published on October 31, noting that Concordia had moved up in a number of important categories, such as innovation and student experience and the importance of paying attention to these surveys since public perception does matter.

It was agreed that Dr. Shepard send a letter on Senate's behalf commending Prof. Marguerite Mendell who will receive the Prix du Québec, the highest distinction awarded by the Government of Quebec which recognizes individuals whose innovative spirit and work has contributed to the development of Quebec society.

4.   Standing Committee reports

4.1   Academic Planning and Priorities Committee

The report for the October 22 meeting will be included in the next Senate meeting.

4.2   Finance Committee (Document US-2013-7-D3)

Mr. Kelley responded to questions regarding the timeline and process in connection with the development of a new budget model referred in the Committee's report.

4.3   Library Committee

The report for the October 28 meeting will be included in the next Senate meeting.

4.4   Research Committee (Document US-2013-7-D4)

Dr. Carr summarized the content of the written report.

5. <u>Update on Academic Plan</u>

The Provost updated Senate on some of the work that has been done over the last few months with respect to the five top-level objectives in the Academic Plan, summarized as follows:

Expand our research strength
Dr. Bacon spoke of the searches under way to fill 4 of the 10 strategic hires which are over and above regular Faculty hires. He updated Senators on the actions and efforts to support graduate students, additional research-related funds for the libraries, the preliminary work to establish a Concordia University Press, steps to nominate more faculty for external awards or memberships in prestigious societies.

Build support for student success
Further to the move of the student services area under the Office of the Provost, the position of Deputy Provost was created specifically to address the issue of better integrating student learning on the one hand, and student life on the other, in order to optimize the Concordia total student experience. The Provost conveyed some of the projects under Deputy Provost Ostiguy's purview, including the establishment of a Student Success Center and her work with CEGEPs.

Additionally, Dr. Bacon noted that continuing to offer flexible course or program offerings contributes to student success, including increasing online offerings based on the e-learning principles adopted by Senate last May.

Increase experiential learning and community engagement
The Provost noted the ongoing support to develop more Co-op programs, the investment and expansion of GradPro Skills, the expansion of the *Oui can help!* francisation program and the development of the Innovation Ecosystem District 3 headed by Xavier Hervé.

Improve academic leadership and administrative support
Dr. Bacon noted that the University is striving to make all processes as efficient and transparent as possible and is working towards making increasingly evidence-based or data-driven decisions. This includes a comprehensive review of the approval process of all programs and courses, a review of the current budget allocation model and improving the University's admissions processes. He confirmed that the move of student services has indeed allowed better coordination of the central processes with those of the Faculties, thereby providing a more joyful experience for admitted students.

Promote program quality and innovation
Upon his arrival at Concordia, the Provost was pleased to discover the wide array of quality programs. He said that appraisals are ongoing, have been completed in the sciences and are now moving to engineering.

At the Provost's invitation, Vice-Provost, Teaching and Learning, Dr. Cathy Bolton, apprised Senate about the soft-launch of the curriculum innovation project which provides opportunities for funding for both course and program transformation, in

keeping with the Academic Plan's commitment to innovative academic programs and engaging student learning experiences.

Further to a request that Senators be provided with a written report in advance of the meeting, Dr. Bacon responded that he would provide a written summary of today's update but that submitting written reports with the documentation is not always feasible.

CONSENT

6. Committee appointments (Document US-2013-7-D5)

R-2013-7-7   *The committee appointments outlined in Document US-2013-7-D5 were approved by consent.*

7. Summary of Graduate Calendar Changes (Document US-2013-7-D6)

These changes were provided for information.

8. Academic Programs Committee: Report and recommendations (Document US-2013-7-D7)

8.1 Major undergraduate curriculum changes – Faculty of Arts and Science
8.1.1 GPA requirement clarification (Document US-2013-7-D8)
8.1.2 General Education requirement (Document US-2013-7-D9)
8.1.3 Department of Biology (Document US-2013-7-D10)
8.1.4 Department of Classics, Modern Languages and Linguistics – Classics (Document US-2013-7-D11)
8.1.5 Department of Classics, Modern Languages and Linguistics – Linguistics (Document US-2013-7-D12)
8.1.6 Department of Classics, Modern Languages and Linguistics – Modern Arabic (Document US-2013-7-D13)
8.1.7 Department of Classics, Modern Languages and Linguistics – Italian (Document US-2013-7-D14)
8.1.8 Department of Classics, Modern Languages and Linguistics – Modern Chinese (Document US-2013-7-D15)
8.1.9 Department of Exercise Science (Document US-2013-7-D16)
8.1.10 Department of Journalism (Document US-2013-7-D17)
8.1.11 Department of Philosophy (Document US-2013-7-D18)
8.1.12 Department of Physics (Document US-2013-7-D19)
8.1.13 Department of Political Science (Document US-2013-7-D20)
8.1.14 Department of Sociology and Anthropology (Documents US-2013-7-D21 and D22)
8.1.15 Interdisciplinary Studies (Document US-2013-7-D23)
8.1.16 School of Canadian Irish Studies (Document US-2013-7-D24)

R-2013-7-8   *The major undergraduate curriculum changes in the Faculty of Arts and Science outlined in Documents US-2013-7-D8 to D24 were approved by consent, as recommended by the Academic Programs Committee in Document US-2013-7-D7.*

8.2   <u>Major undergraduate curriculum changes – Faculty of Engineering and Computer Science</u>
8.2.1 <u>Centre for Engineering in Society</u> (Document US-2013-7-D25)
8.2.2 <u>Curriculum changes to undergraduate programs</u> (Document US-2013-7-D26)
8.2.3 <u>Department of Mechanical and Industrial Engineering</u> (Document US-2013-7-D27)

R-2013-7-9   *The major undergraduate curriculum changes in the Faculty Engineering and Computer Science outlined in Documents US-2013-7-D25 to D27 were approved by consent, as recommended by the Academic Programs Committee in Document US-2013-7-D7.*

8.3   <u>Major undergraduate curriculum changes – Faculty of Fine Arts</u>
8.3.1 <u>Course offerings</u> (Document US-2013-7-D28)
8.3.2 <u>Department of Design</u> and Computation Arts (Document US-2013-7-D29)
8.3.3 <u>Department of Music</u> (Documents US-2013-7-D30 to D33)

R-2013-7-10   *The major undergraduate curriculum changes in the Faculty of Fine Arts outlined in Documents US-2013-7-D28 to D33 were approved by consent, as recommended by the Academic Programs Committee in Document US-2013-7-D7.*

8.4   <u>Major undergraduate curriculum changes – Institute for Co-operative Education</u> (Document US-2013-7-D34)

R-2013-7-11   *The major undergraduate curriculum changes in the Institute for Co-operative Education outlined in Document US-2013-7-D34 were approved by consent, as recommended by the Academic Programs Committee in Document US-2013-7-D7.*

8.5   <u>Major graduate curriculum changes – Faculty of Arts and Science</u>
8.5.1 <u>Department of Communication Studies</u> (Document US-2013-7-D35)
8.5.2 <u>Department of Education</u> (Document US-2013-7-D36)
8.5.3 <u>Département d'études françaises</u> (Document US-2013-7-D37)

R-2013-7-12   *The major graduate curriculum changes in the Faculty of Arts and Science outlined in Documents US-2013-7-D35 to D37 were approved by consent, as recommended by the Academic Programs Committee in Document US-2013-7-D7.*

8.6   <u>Major graduate curriculum changes – John Molson School of Business</u>
8.6.1 <u>Doctor of/Doctorat in Philosophy (Administration)</u> (Document US-2013-7-D38)
8.6.2 <u>Master of/Magisteriate in Science (Administration)</u> (Document US-2013-7-D39)

R-2013-7-13   *The major graduate curriculum changes in the John Molson School of Business outlined in Documents US-2013-7-D38 and D39 were approved by consent, as recommended by the Academic Programs Committee in Document US-2013-7-D7.*

<u>REGULAR</u>

9. <u>Input from Senate on future discussion items</u>

While University currently operates under two plans, the Academic Plan approved in 2012 and the Strategic Framework which expires next year, Dr. Shepard conveyed the sense that operating under a single renewed plan would be more beneficial in helping the University define itself and establish its direction.

As part of the planning exercise, he is consulting the Board and Senate for their input, noting that the University will also be staging a series of open forums on major topics to also engage the University community. He invited Senators to provide their expectations in relation to the content of Concordia's strategic planning document, summarized as follows:

- While student participation is sought, it should be clear on how student input will be used.
- The content of many strategic plans is derived from external sources, such as governments which set out metrics and priorities. It would be more productive to know what we are obliged to do and we want to do that make us unique.
- Information about self-appraisals of academic units offers insight and should be part of the University's overall planning process.
- The meta-content of the plan should clearly define our values.
- Be pragmatic about the implementation of the plan and how to involve students who are the object of the plan but typically not provided the space to meaningfully participate in the process.
- We need to find out who we are and not be too ambitious. Need to have a plan that is actionable. It should be a living document which is bigger than all of us.
- No one can really be opposed to a strategic plan, but it can be problematic when it becomes political. Should be a one page summary of our vocation, defining our objective and how to pursue it, based on our competitive strengths and competitive weaknesses.
- The open forums should allow for debates to get some different dynamics and spark conversations.
- The plan should communicate a shared vision in the form of an objective. Wants to be inspired. The plan should be a guide to establish our vision.
- We have an identity issue since most people do not think of the University as a whole. Every department should define their goals.
- Units should draft their own mission statement to allow them to define their fundamental values and competitive advantage.

10. <u>Question period</u>

Questions regarding the standing of Co-op students during work terms were directed to Gerry Hughes, Director of the Institute of Co-operative Education, who confirmed that Co-op students maintain their status as full-time students while completing their work term.

11. Other business

Me Freedman updated Senators on the ongoing Centraide campaign and urged them to make a donation.

12. Next meeting

The next meeting is scheduled to be held on Friday, December 6, 2013, at 2 p.m.

13. Adjournment

The meeting adjourned at 3:43 p.m.

Danielle Tessier
Secretary of Senate