

# Joint Coordinators' Committee

*Minutes, Nov. 16, 2011*

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## **Joint Coordinators' Meeting** Wednesday, November 16, 2011 10:30 a.m. – 12:30 p.m.

### **Attendance**

Brian Aboud	Gilda Gangai	Diane Nyisztor
Rhys Adams	Louise Gauthier	Zsafia Orszagh
Chris Amos	Martine Gauthier	James Pan
Peter Arella	Stéphane Giroux	Janice Paquette
Edward Awad	Catherine Greffard	Loris Paternelli
Anita Barbagallo	Marlene Grossman	Shirley Pettifer
Barrie Benton	Caroline Hanrahan	Lili Petrovic
Martha Bernstein	Steven Hemingway	Spiridoula Photopoulos
Mike Besner	Sherry Hergott	Mark Prentice
Patrick Bouwman	Ginny Iaboni	Carmine Rossignoli
Loïc Boyer	Thomas Ingerman	Claire Salzberg
Wilma Brown	Wanda Kalina	Michael Sendbuehler
Maria Chiras	Bachar Karkoukli	Martin Siberok
Mark Cohen	Estelle Lamothe	Mechelina Thissen
Odette Côté	Gerry LaRocca	Xavier Trevino
Ron Curtis	Kevin Lenton	John Tromp
Maria da Palma	Eric Lozowy	Nadia Turbide
Frédérique Denis	Judy Macdonald	Quentin Van Ginhoven
Miles DeNora	Monique Magnan	Sara Varano
Mario DiRenzo	Marlene Major	Caroline Woolrich
Joanne Douranou	Patricia McClurg	Arlene Yamamoto
Joanne Ellis	David Moscovitz	Humberto Zamora
Joan Fee Taylor	Stephen Newbigging	

### **1. Approval of Agenda**

The agenda was approved by a consensus with a few items added under Members' Concerns.

### **2. Approval of Minutes from Oct. 26, 2011**

The minutes of October 26, 2011 were not yet reviewed by Martine Gauthier. They will be tabled until the next Joint Coordinators' Committee meeting.

### **3. Business Arising from the Minutes**

#### **a) Update on Members' Concerns**

As a result of the student demonstration that took place on Thursday, November 10, 2011, the academic calendar must be extended. Thomas Ingerman announced that the makeup date is tentatively set for December 8, 2011.

### **b) CEEC Preliminary Report on the Evaluation of the Implementation of the Institutional Policy on the Evaluation of Student Achievement (IPESA)**

Caroline Hanrahan stressed that it was important to read the report to highlight any inaccuracies and clear them up should they be spotted. It will be important to inform the CEEC of what corrective measures will be put in place. A draft of the response will be compiled and given to Martine for review. The CEEC will then follow-up with a final report and an opportunity will be given to address additional concerns.

Ron Curtis asked if the report will be connected to the Strategic Plan, and proposed that it should be circulated throughout the College's departments for further feedback.

### **c) Fall Validated Numbers**

Thomas Ingerman presented his report on course validations for Autumn 2011. He stated that there were 200 less course registrations compared to Autumn 2010; Career programs increased by 2%, while there was a small drop in Pre-University programs to compensate. Martine Gauthier asked if this was a pattern and if it was likely to be ongoing. Thomas responded by saying that it is a small number with which we should not be too concerned, as it is difficult to pin-point the reason for the discrepancy.

## **4. New Business**

Subjects under New Business were re-organized and presented in the following order: **4b) Omnivox Tâche Presentation; 4a) Including Sustainability in Every Course; 4c) Student Misconduct in the Classroom; 4d) Student Advocate Role; 4e) Trip Protocol for Montreal Trips.**

### **b) Omnivox Tâche Presentation**

Steven Hemingway did a presentation on the new system that will replace the current system. He started by going through the main features of the system and then followed with questions at the end of the presentation. Topics included in his presentation were the following:

- Tâche Login
- Tâche workload Scenarios
  - Submit scenarios that you favor and give to your Dean for approval.
- Distribution of Courses
  - Discipline-based system; purely for course distribution
  - Distribution comes from statuses of the teachers. The goal is to match allocation
- Release Codes
  - Taken from Collective Agreement
- Leave Codes
  - Titles will be assigned
- Hiring Statuses
- Comments

The focal point of the new system is the way FTE is calculated. Now, FTE is based upon the notion of one (1) full FTE per semester.

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Joanne Douranou commented on the title of "Recyclage" under Leave Codes. Steven Hemingway stated that it is a valid title and that it exists in the Collective Agreement.

The presentation proceeded with examples on how Course Distribution can be done by weeks, split into hours, or by number of students (stage sections, only). A hybrid could also be used, for example, combining a theory and stage component. The idea is that different combinations may be used.

Under Tâche Workload Scenarios, Steven stressed that the chosen scenario must be **validated** before submitting it to the Dean for approval. He also noted it that is extremely important to save all material regularly in case of power failure. Information is numbered sequentially so it is easy to go back to scenarios for editing purposes. The last step is to transmit final scenario for approval. Notifications are received by e-mail – the transmission is then confirmed and complete. If the scenario is approved by the Dean, a gold star is given. CI reports can be easily generated and printed for future reference. Steven encouraged the committee to bring up any questions or concerns they may have with the new system as they begin experimenting with it.

Nadia Turbide asked whether music would be applied to the program. Steven replied that it would. Lili Petrovic then questioned the calculation process of FTE – whether it would be distributed over the course of a year. Steven replied that it is calculated by discipline and semester. Catherine Greffard asked whether the Omnivox system is available in French. Steven answered that it is available in French, and added that all information is kept strictly confidential.

Quentin Van Ginhoven further inquired how the system could be accessed as well as when the validation statuses would be updated. Steven stated that all information is accessed through the internet and that once registration takes place, the information goes in tâche, then to Omnivox, and then finally to Clara. As a result, the reports can be generated through Clara.

Furthermore, concerns arose with the question of timing and scheduling. The system has to figure out when a faculty becomes full-time. With leaves coming in later, there is a waiting period for the final report. Louise Gauthier asked about split labs. Steven highlighted the importance of understanding class size. Diane Nyisztor continued Louise's comment on scheduling and Steven reiterated that the sequence of events is definitely important, and a valid concern. He continued by saying that the system is still in an experimental phase and that patience is key. It will, however, be available for play by next week.

Estelle Lamothe asked if past scenarios could be copied and also if the system would alert calculations above FTE. Steven replied that scenarios could not be copied, and the system would create balance. Moreover, Steven confirmed that calculations are forecasted for the whole academic year.

David Moscovitz expressed the notion that operationally speaking, the new system would be easier, but not as flexible, as one would have to wait for the Dean's approval. He then invited the committee to ponder whether Lotus was a bad system, or just not a means of getting the right information at the right time. His main concern was the flexibility issue and stressed that testing and planning ahead would be a good preventative measure. Eric Lozowy inquired if the approval of the scenarios would be semester by semester, or the entire year. Steven concluded the discussion by saying that approvals are done semester by semester.

### **a) Including Sustainability in Every Course At Vanier**

Richard Dugas began his presentation on sustainability by showing the Committee a picture of poor sustainability – garbage accumulation, half-eaten food containers, and waste paper were some of the disturbing images shown. But his initial message was not one of despair, but rather one of hope, saying that there is a solution to improve the state of sustainability within the college.

“Sustainability is thinking that our gestures and decisions have an impact on the capacity of future generations to have a similar quality of life as ours. This is fundamental in our role as educators and this approach is applicable to nearly everything that is taught here.”<sup>1</sup>

The formula for good sustainability is based on three combined factors: Academic Environment, Economy, and Society. The main focus in all three is to come up with positive solutions and encourage student dialogue. Academic Environment is perhaps the most important factor, as ideas of good sustainability begin in the classroom, and thus communication ensues. Through a series of community and outreach programs, performance research and implementation programs, students are truly at the core in each of these action plans. Work is accomplished through courses, volunteering, or community action at Vanier. Richard stressed again how encouragement is key, in order to get the message across.

Richard's presentation continued with examples of some of the best cases of sustainability in educational institutions such as Concordia and Dawson, where the use of student research was successful in assessing performance. Good examples at Vanier included a greenhouse gas emissions audit, which was done through Research Methods, (RM) French and Humanities courses where students asked what the total consumption of greenhouse gas was, involving students and members of the surrounding community. Richard concluded by proudly stating that Vanier is at a Level 3, which is just one step away from reaching excellence. This is true for other Cégeps like Dawson and John Abbott.

Catherine Greffard opened up discussion by expressing her concerns regarding Vanier's level of sustainability. She was surprised that Vanier's level was at 3, making it just one level short of excellence. In her opinion, Vanier is not a green Cégep. Recycling bins throughout the college are scarce or not easily accessible. There is also the question of compost, and if it even exists on campus. Furthermore, she asked whether plastic bags and soap are biodegradable and requested further confirmation on this. She concluded by stating that she does not feel that the Vanier community is living in a green environment and requested that a structure be given for proper sustainability.

Richard responded by saying that many actions have been put forth; a composting program did exist but soon ended when the person in charge went on maternity leave. A recurring issue is always the need for money to keep programs running, and also the fact that many of these programs are long-term processes.

Mark Cohen continued the discussion by first commending Richard on his presentation and acknowledging that sustainability is indeed an important issue. He then referred to the VCACE website and asked if the action plan would be coming soon. He did not recall the Committee ever looking at this action plan and further asked if it was an official college document available for review. Martine Gauthier answered that sustainability is under the Director General, and that the document was agreed

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<sup>1</sup> Richard Dugas, Vanier Intercom, November 21, 2011

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upon by the sustainability group, and that consultation would be available to the teachers. Richard replied that sustainability is an issue that cannot be forced upon people. Martine Gauthier interjected that this issue stems from the Academic Policy brought in 2008. An understanding of sustainability would be brought in from the courses; it is something that is feasible.

Peter Arella added that sometimes students would ask him where the recycling bins are located – a simple question that should require a simple answer. These kinds of requests should be easy to communicate, but that is not often the case.

Following Mark Cohen's comments, Ron Curtis further expressed the idea that the faculty needs the opportunity to provide feedback on the action plan because they are directly affected. This should be part of the Strategic Plan. A common structure should be established whereby one follows the appropriate processes and anyone involved needs time to report concerns and feedback. Shirley Pettifer supported Ron's statement saying that consultation should take place as a way of generating ideas on how the college can integrate sustainability. The subject must blossom and properly develop as a result.

Moreover, Monique Magnan also commended Richard on his presentation and added that she has been approached by students who requested doing interviews on sustainability. By doing this, it made her more aware of the issue and proposed that this could be a good forum for suggestions and ideas, not to mention a good way for students to get involved.

Sara Varano noted that the action plan is not a guideline, or rather, not a policy.

Quentin Van Ginhoven asked how the college was doing the environmental audit and Richard replied that it was done online in the spring of 2010 and the documents are now available for review. Ron Curtis requested that the Academic Council assesses what documents are to be approved and by whom. He stressed that it is important to form partnerships with colleagues and these partnerships should be maintained. Richard reiterated that success takes time and closed the discussion by quoting an African proverb: "If you go fast, go alone; if you go slowly, go with a group."

### **c) Student Misconduct in the Classroom Policy**

Eric Lozowy highlighted the key features of the policy. In the case of student misconduct, the following procedure should be followed:

- Teacher deals with the issue directly
- A solution is made
- If not resolved, teacher must fill out a misconduct form indicating what measures need to be put in place to solve issue. Once completed, it must be presented to the Faculty Dean.

Having the correct paperwork for the Student Services department is vital. Ginny Iaboni plays a key role in dealing with discipline issues: she deals with the situation directly, when not rectified. Whether it is an issue relating to violence, drug using and/or selling on campus, alcohol, and so forth, the consequence could be suspension, and it is important to have that paper trail. In cases such as those, the student would sign a discipline contract and must adhere by the rules of that contract.

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### **d) Student Advocate Role**

Monique Magnan reported that the two main features of the Student Life Advisor role are

- **Student Advocacy**
- **Discipline**

The role was first introduced in 1990 and was revised in 1995. It has not been revised since. Monique encouraged all coordinators to read the supporting documentation supplied at the Nov. 16 meeting for further details.

### **e) Trip Protocol for Montreal Trips**

Judy Macdonald noted that there are small problems with the trip protocol: with new teachers and coordinators coming in, the protocol should be reviewed. Judy began by sharing her work history in International Education; in 2005 she worked with teachers to establish a protocol for student trips in order to ensure their safety and welfare. The protocol came to the Joint Coordinators' Committee in 2006.

In reviewing the policy, Judy referred to the International Education website and stated that points 8, 9, and 10 were most crucial and should be noted:

- Trips should be scheduled so as not to conflict with other classes.
- Students who will be missing class because of a class trip should inform the teacher in writing, take responsibility for any material missed, as with other absences, and understand that the teacher is not obliged to make up course material or tests due to the fact that the student was on a trip.
- Alternative activities must be provided by the trip organizer for those students who feel they cannot miss a class because of a class trip.

## **5. Members' Concerns**

- a.** Diane Nyisztor requested an update on the academic calendar. Due to the student demonstration on November 10, 2011, the makeup date for the semester was still in question. Thomas Ingerman reported that it is tentatively set for December 8, 2011 with exam schedules being moved; there would be some exceptions in departments such as Nursing. He went on to say that an unofficial message was set to be on the website later that day. Martine Gauthier said that the changes are scheduled to be approved by the Academic Council and at the next Board of Directors meeting scheduled for November 22, 2011. She does not foresee any problems.
- b.** All webmail issues should be reported to Chris Amos.
- c.** Mark Cohen expressed his concerns regarding the cheating and plagiarism policy. If the student is found not guilty in the case of plagiarism, would the teacher need to re-grade, or should the student go forth to the Grades Review Committee. Martine Gauthier replied that the policy is being reviewed and the results will go back to the coordinators. The teacher may re-grade if the Committee has found that the student has not committed plagiarism. If the teacher refuses to do so, then a Grades Review will be put into action.
- d.** Nadia Turbide brought up the issue of scheduling conflicts between the Open House date and performance auditions and proposed that it be discussed.

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### **6. Reports, Announcements, Correspondence**

Shirley Pettifer will report back from Academic Council on issues relating to the impact of pedagogy and student success. She requested that it be discussed at the next Joint Coordinators' meeting as concerns were raised. It was said that it is important to use the structures that are in place. Martine Gauthier informed the coordinators that workload needs to go to CRT. Moreover, there have been requests from various departments to discuss CI; when teachers are faced with this issue they must see the union.

### **8. Adjournment**

Mark Prentice adjourned the meeting at 12:30 p.m.

Respectfully submitted by  
Christina Gudzio