

ACADEMIC COUNCIL MEETING MINUTES

Friday, November 18, 2022, 1:00 p.m.

Board Room F-216 and on Teams

Present: Rose Bloom, Elana Cooperberg, Natalia Delgado Avila, Aurora Flewwelling-Skup, Brock Hanly, Maggie Kathwaroon, Haritos Kavallos, George Khouri, Peter Labrinos, Carmelina Macri, Sandi Mak, Toby Moneit, Zsafia Orszagh, Kelly Purdy, Krista Riley

Regrets: Annie-Claude Banville, Neerusha Baurhoo, Estelle Lamothe, Ilinca Magdalinoiu

Quorum: Yes

Invited: Christina Cichon, Lilian Liganor, John McMahon, Sarah Mughal

Others: Angie Alberico, Gregory De Luca, Lisa Fiorentino, Caroline Fodor, William Guillemette, David Hoida, Patti Kingsmill, Anne L'Allier, Hakim Loudyi, Erin MacLeod, Isabelle Moncion, Alena Perout, Sylvie Tardif, Lihua Tang

1. Welcome and Introductions

All members introduced themselves.

The Vice-Chair, B. Hanly, reminded members that the minutes are the official record of the meeting and it does not include the chat box on TEAMS.

2. Approval of the Agenda

Prior to the approval of the Agenda, two modifications were made:

- Item 6 c) Validated Figures was removed
- Item 5 b) Program Revision: Social Sciences Profiles was moved to the end of the agenda.

With the changes above, the agenda was approved by consensus.

3. Approval of the Minutes of October 19 and October 21, 2022

The Minutes for the Special Academic Council meeting of October 19th were approved by consensus.

The Minutes for the Academic Council meeting of October 21st were approved by consensus with one correction to be made on p.7.

4. Business Arising from the Minutes

N/A

5. Main Business

i. Items for Consultation

N/A

ii. Items for Recommendation

a) New Complementary Courses Recommendation (Kelly Purdy, 15 minutes)

This item was presented by K. Purdy, Faculty Dean of General Education and Learning Commons and a document was shared with the members electronically.

The complementary course committee met to review new complementary course proposals. There was a total of 14 proposals submitted to the Complementary Course Committee and 7 were accepted by the Committee. The 7 proposals that were not approved have been given feedback in the hopes of seeing a revision.

The 7 approved complementary courses are:

- Architectural Technology (221): What Makes a Building? Introduction to Architecture
- Sociology (387): Popular Culture and Everyday Life
- Psychology (350): The Psychology of Happiness and Well-Being
- Psychology (350): The Psychology of Everyday Life
- History (330): World War II: Learning from the Past
- Anthropology (381): Who are you? Cultural Identity in a Changing World
- Universal (365): Chinese Culture and Contemporary China

Members asked questions on double-numbered courses and their removal as well as the committee's selection criteria. K. Purdy explained that the double-numbered courses would be removed transitionally and she went over the selection criteria for complementary course proposals. Moreover, S. Tardif reminded members that they still have to phase out current students in order for them to graduate on time.

A motion was presented during the meeting:

Academic Council recommends the addition of the seven presented courses to the College catalogue of complementary courses.

Moved by K. Purdy

Seconded by K. Reily

The motion passed unanimously.

b) Program revisions: social sciences profiles (Lilian Liganor & Nirmala Bains, 30 minutes)

The Social Science Profiles revision was presented by L. Liganor. Documents were shared with members electronically. She took the time to thank the work of her collaborators; G. Valiente and L. Fiorentino, the PSI team: P. Kingsmill, D. Hoida and M. Salonine, Academic Advising, General Education, Deans, Math and Biology departments, Program committee, all 10 social science disciplines and the Revision Team: M. Denora, A. Goldberg and D. Ayala.

Graduates of the Social Science program will be doing research, analyses and interpretations in various human realities. The aim of the profiles is to guide students towards university programs, provide motivation and to promote student success.

The four grids are Commerce, Social Science with Math, Mental Health and Happiness (Bio and Stats) and Mental Health and Happiness (Bio or Stats) and the fifth grid is General Social Science, which was revised separately. 10 profiles will be generated from the 5 social science grids.

For Commerce and Social Science with Math, 15 hours were removed from Calculus 2 and 15 hours were removed from Linear Algebra.

L. Liganor showed the various program grids and course selections for each profile and went over the changes in detail.

C. Cichon stated that she was surprised and excited for a Mental Health and Happiness stream as Student Services is currently developing an implementation plan following the Student Mental Health audit.

A motion was presented during the meeting:

Academic Council recommends the grids for the Social Science Profiles to the Board of Directors for approval.

Moved by T. Moneit

Seconded by S. Mak

The motion passed unanimously.

10 profiles (currently called majors) generated by the 5 Social science grids.

- General Social Science grid:
 - 1) Family, Children and Youth Studies
 - 2) Law, Society and Government
 - 3) Power & Resistance: A Global Perspective
 - 4) Studies of Sports, Games, & Leisure
 - 5) Mental Health and Happiness (Bio and Stats)
 - 6) Mental Health and Happiness (Bio or Stats)
- Commerce grid:
 - 1) Commerce
 - 2) International Commerce

- 3) Entrepreneurial Studies
- 4) Accounting and Finance

Subsequently, some members raised concerns over the absence of specific Law courses in the Law, Society and Government profile and the potential confusion in distinguishing Social Science with Math from Commerce. In response to the absence of law-specific courses, K. Purdy stated that as a DEC level program, the idea is that students are exposed to legal topics but are not being trained to become lawyers. Law components are covered in political science courses, the forensic psychology course and some economic courses as well. L. Fiorentino added that there is an opportunity to have a law course through the thematic or enrichment course, feedback that can be brought to the committee without any guarantee of implementation. S. Tardif, Dean of Academic Systems and Registrars responded that the Academic Advising team is prepared and ready to inform students on the profile details and how it impacts them.

Given the concerns being expressed, the vice-chair, B. Hanly, mentioned, as a point of information to members, that the original motion could be reconsidered. A discussion ensued on the legitimacy of that process and the vice-chair reiterated that it was within acceptable procedures and would be considered if members followed the proper process to do so. Ultimately, there was no motion to reconsider. R. Bloom reminded members that it is the right of Council members to be informed on their procedural rights during meetings.

K. Purdy spoke briefly to thank all the teachers, coordinators and pedagogical counsellors who helped and contributed to the program revision process.

6. Reports, Announcements and Correspondence

a) Bill 96, information (John McMahon, 30 minutes)

This item was presented by the Director General, J. McMahon.

Mainly, there are two important categories of students: *ayant droit* and *non-ayant droit*. There are two important implementation dates: Fall 2023 and Fall 2024. Concerning Fall 2023, there won't be a large impact on *ayant droit* students; they will need to upload the certificate of eligibility and will continue to write the English Exit Exam. For *non-ayant droit* students, they will be required to write the Épreuve uniforme de français.

An answer is expected from the Ministry of Education in the new year concerning the three-course requirement. There will most likely be an expedited period of consultation similar to the one for the EUF with the hope it will be longer.

The Director General informed members that a language policy will need to be adopted by the boards of English colleges by June 2023. Colleges are waiting for a guide from the Ministry on how to draft this policy but it will include areas such as how meetings should be conducted, how information should be shared as well as an admissions priority clause for *ayant-droit* students.

The current timeline will lead to some logistical challenges, as the language policy will be approved in June 2023 but students would already have been admitted in March 2023 for the Fall 2023 semester. In light

of this timing issue, the English colleges are collaborating closely to determine how to apply the priority clause perhaps as a pilot project for Fall 2023. Academic council will have the opportunity to look at the language policy and provide recommendation prior to its approval in June 2023. The Registrars of all English colleges will get together to collaborate on admissions and registration matters.

There are also important concerns related to Indigenous students to consider, such as the case where an Indigenous student is treated as *non-ayant droit* but is not francophone.

Council members discussed at length the impacts of Bill 96 on various sectors and processes. Concerns were raised on the potential impacts of the three French program courses on various programs, including more specifically general education courses. Furthermore, concerns over equity and fairness as well as the lack of adequate preparation for anglophone elementary/high school students to study in French were brought forward.

The Director General addressed members' concerns stating that at the moment the information is still unknown but will be a part of the discussions that will take place during the consultation period. Concerning the issue of equity and fairness, it will be the responsibility of the college to mitigate and ensure student success as much as possible.

B. Hanly asked about the consideration given to international students in DEC and AEC programs.

The Director General answered that they are anticipating that few will be admitted to DEC programs given our domestic enrolment and they will be considered *non-ayant droit*. For Continuing Education, all AEC students as of Fall 2023 will be required to demonstrate a proficiency in French. Students will be provided with tools and assistance to learn French with the goal of adequately preparing them to join the Quebec workforce and to work in a French-language setting.

T. Moneit raised concerns over the situation of students with disabilities.

The Director General answered that there are numerous initiatives to deal with all the different cases. One of the objectives is to continue the accommodations that those students received in high school.

b) Academic Dean position (John McMahon, 5 minutes)

This item was presented by the Director General, J. McMahon. By-law 2 was also shared with the members electronically. The Academic Dean has resigned effective in early December. When there is a vacancy in the positions of Academic Dean or Director General, By-law 2 comes into play. Article 2 of the By-law outlines the steps to take in the event of a vacancy. There are currently two options to consider: either interim (Article 2-2.02) or looking for someone immediately (Article 3).

The Chair and Vice Chair of the Board and Director General shall comprise the Appointment Committee for the Academic Dean. When the Appointment Committee has a candidate to recommend, the Director General will consult the Academic Council for its recommendation. The Academic Council provides a recommendation to the Board which then makes the decision.

One of these two articles will be applied in the coming weeks and there may be a need for a special Academic Council meeting to deal with this specific matter. The Director General invited council members to review By-law 2 particularly articles 2 and 3.

Members asked questions related to the selection process, the criteria that warrants the appointment of an interim Academic Dean and the impacts on future Bill 96 discussions. The Director General replied that timing is to be considered and one of the factors in the decision to look for a candidate prior to the holidays. Moreover, there could be internal applicants which may limit options for an interim. In the past, interim roles were often assumed by recently retired Academic Deans. Concerning Bill 96, there is the option of delegating some meetings to other Deans, but the Director General will continue to play a significant role in this dossier.

P. Labrinos asked when is the last day of the current Academic Dean. The Director General replied that it is December 4th 2022.

c) Academic Integrity policy – update on consultation period (Kelly Purdy, 5 minutes)

This item was presented by K. Purdy, Faculty Dean of General Education and Learning Commons. She provided an overall update on the academic integrity policy, a timeline of the process and the next steps to look out for.

Furthermore, she added that there was a lot of feedback such as the number of tiers which will be considered in future committee working sessions.

d) Block B French Course Pilot Project (Kelly Purdy, 5 minutes)

K. Purdy presented this item. A French teacher, Phillippe Gagne, will pilot test this project. This course is separated into three parts starting on campus in class for 2 weeks. Following that, there is an 11-week community engagement portion which will take place at local CIUSSS locations. Students will then come back on campus for 2 weeks where they will organise and host French immersion activities for members of the community.

Recruitment has started and students are showing a lot of interest. The course will aim to get students engaged and practice their French.

K. Reily asked if this is for students who have a proficiency in French already and how will the teacher ensure that students continue to learn French.

K. Purdy replied that it is to be determined but the course can easily be adapted to have many levels. The course will have class time and asynchronous elements where the teacher can check in with students and see their progress.

H. Kavallos added that this initiative is great especially for career students as they are expected to have the ability to speak French to enter the Quebec workforce.

e) Supporting Student Mental Health on Campus (Elizabeth Cawley& Christina Cichon, 20 minutes)

This item was presented by C. Cichon, Director of Students Services and S. Mughal from the Cawley Mughal group. A PowerPoint document was shared with members.

The presentation touched on some of the mental health initiatives being developed at Vanier. The audit emphasized the need to recognize the importance of determining what kind of environment the College wishes to build as a collective community.

This project is in partnership with the Cawley Mughal Group. They helped provide the structure needed to produce recommendations aimed at improving mental health support and services for students at Vanier College.

C. Cichon and S. Mughal provided council members with a timeline of the progress of the entire audit process to date. Moreover, they offered an overview of the National Standard & the Québec Action Plan. In addition, they summarized the Student Mental Health Audit providing the successes as well as the gaps that were found. They also presented the Student Mental Health Strategy outline which is still being developed and drafted by a working group. They concluded by showing anticipated future steps of this project.

Concerns were raised on the lack of teacher perspectives in the audit stressing that the teacher/student relationship is the key component. Additionally, there was a recommendation to bridge Academic and Student Services mental health strategies to effectively help students in their overall success while also being more sensitive to the intersectionality of the College's student body. There was a proposal to hold as many engagement sessions, surveys or opportunities for feedback to gather as much information as possible in all of the different sectors of the college to ensure an all-encompassing viewpoint.

C. Cichon noted the concern and responded that there are faculty representatives on the working groups and committees and many teachers participated in either surveys or group consultations; nevertheless, ensuring maximum participation will be crucial going forward. The engagement is foundational and the goal is to create a supportive environment and a universal strategy for both students and teachers and hopefully the Vanier community as a whole. During the audit, several gaps were found such as how to address students more effectively based on their own experiences. This is a challenge that will hopefully be addressed as the working groups continue to draft and collaborate on the strategy.

G. Khouri added that the Vanier College Students' Association can also provide tools to contribute to student voices.

B. Hanly asked if there is anybody providing mental health service in the front-line and if an advisor for indigenous students was hired.

C. Cichon answered that there are presently two social workers. In addition, in the capacity of a counsellor, there are three professionals and 2 support staff and the office is working hard to add more resources and staff.

7. Varia

B. Hanly extended an offer to discuss any questions about the meeting's procedures after adjournment.

8. Adjournment

T. Moneit moved to adjourn

M. Kathwaroon seconded

Meeting adjourned at 4:01pm

Respectfully submitted,
Ghita Elazizi