



SENATE

NOTICE OF MEETING

October 2, 2019

Please be advised that the next regular meeting of Senate will be held on Friday, October 11, 2019, at 2 p.m., in the Norman D. Hébert, LLD Meeting Room (Room EV 2.260) on the SGW Campus.

*Please note that Closed Session documents and discussions are confidential.*

A copy of the Graduation List will be available for consultation in the meeting room from 1:30 p.m. and 2:00 p.m. on the meeting day.

Kindly confirm your attendance to Evelyne Loo as soon as possible at [evelyne.loo@concordia.ca](mailto:evelyne.loo@concordia.ca) or at 514-848-2424, ext. 4814. You may also contact Evelyne if you have any problems accessing the documents.

A handwritten signature in blue ink that reads "D. Tessier".

Danielle Tessier  
Secretary of Senate



**AGENDA OF THE OPEN SESSION  
OF THE MEETING OF SENATE**

Held on Friday, October 11, 2019,  
following the meeting of the Closed Session  
in the Norman D. Hébert, LL.D. Meeting Room  
(Room EV 2.260) on the SGW Campus

<b>Item</b>	<b>Presenter/s</b>	<b>Action</b>
1. Call to order	G. Carr	
1.1 Adoption of the Agenda	G. Carr	Approval
1.2 Adoption of September 13, 2019 Minutes	G. Carr	Approval
2. Business arising from the Minutes not included on the Agenda	G. Carr	
3. President's remarks	G. Carr	Information
4. Academic update ( <i>Document US-2019-5-D2</i> )	A. Whitelaw	Information
<b><u>CONSENT</u></b>		
5. Committee appointments ( <i>Document US-2019-5-D3</i> )		Approval
<b><u>REGULAR</u></b>		
6. Annual report from the Ombuds Office ( <i>Document US-2019-5-D4</i> )	A. Fish	Information
7. Annual report from the Office of Rights and Responsibilities ( <i>Document US-2019-5-D5</i> )	L. White	Information

8. Question period (*maximum - 15 minutes*)

9. Other business

10. Adjournment

G. Carr

**MINUTES OF THE OPEN SESSION**  
**OF THE MEETING OF SENATE**

Held on Friday, September 13, 2019, immediately  
following the Closed Session meeting,  
in Room MB 2.430 on the SGW Campus

**PRESENT**

Voting members: Graham Carr (*Chair*); Ali Akgunduz; Amir Asif; Leslie Barker; Matthew Barker; Arshdeep Singh Bhatia; Pascale Biron; Elizabeth Bloodgood; Catherine Bolton; Christopher Brett; John Capobianco (*Acting for André Roy*); Sally Cooke; Mark Corwin; Frank Crooks; Anne-Marie Croteau; Ricardo Dal Farra; Rebecca Duclos; Mehdi Farashahi; Ariela Freedman; Vince Graziano; Jarrad Hass; Chris Kalafatidis; Helena Osana; Gilles Peslherbe; Colin Philip; Justin Powlowski (*Acting for Christophe Guy*); Martin Pugh; Patrick Quinn; Marguerite Rolland; Timir Baran Roy; Catherine Russell; Bayan Abu Safieh; Anmol Singh; Matt Soar; Reza Soleymani; Marlena Valenta; Victoria Videira; Anne Whitelaw; Paula Wood-Adams; Radu Zmeureanu

Non-voting members: Johanne Beaudoin; Denis Cossette; Roger Côté; Nadia Hardy; Tom Hughes; Ilze Kraulis (*Acting for Stéphanie de Celles*); Frederica Jacobs

**ABSENT**

Voting members: Shimon Amir; Guylaine Beaudry; Alex De Visscher; Robert Soroka; Ron Stern; Jean-Philippe Warren

Non-voting members: Philippe Beaugard; Paul Chessser, Isabel Dunnigan

**1. Call to order**

The meeting was called to order at 2:17 p.m.

**1.1 Approval of Agenda**

R-2019-4-4     *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 May 17, 2019

A correction will be brought to the Minutes to indicate Department of Education in lieu of Department of English in the first paragraph of item 8.3 on page 5.

R-2019-4-5 *Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of May 17, 2019, be approved as revised.*

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

Dr. Carr apprised Senators that the follow-up presentation by the Chair of the Concordia University Foundation is scheduled for the November Senate meeting.

## 3. President's remarks

During the course of his remarks, the President commented that the summer had been very active on both campuses, noting that the University had hosted an impressive number of successful academic and non-academic activities, including summer schools, camps, workshops, festivals and events aimed at engaging students, faculty, staff, alumni as well as members of the Montreal community.

Dr. Carr was pleased to underline that Concordia had made a significant leap in the Center for World University Rankings (CWUR), rising 144 spots to 575<sup>th</sup> of more than 20,000 universities ranked worldwide. He also apprised Senators of recent fundraising activities including his visit to Hong Kong to attend the 20<sup>th</sup> anniversary gala of that alumni chapter to raise funds for student scholarships and to support the comprehensive campaign.

He updated Senators on recent awards and research and funding grants as well as the following appointments:

- France Bigras, Associate Vice-President, Information Systems and Chief Information Officer
- Alex Aragona, Executive Director, Application Portfolio Management and Chief Information Security Officer
- Daniel Therrien, Executive Director, Strategic Business Units Compliance and Support
- Donna Goodleaf, Interim Senior Director, Indigenous Directions
- Eunice Bélidor, Director, FOFA Gallery

The President spoke of the status of some infrastructure projects. He also reminded Senators about the ongoing mandatory sexual violence awareness and prevention training across the University, noting that the training video, developed by the Sexual Assault Resource Centre in collaboration with KnowledgeOne, has been adopted by several other post-secondary education institutions in Quebec and in other provinces. He also noted that the deadline for completing the training is October 4, 2019.

He concluded his remarks by encouraging Senators to participate in Homecoming, held from September 17 to 24, the President's Welcome Events, held on September 17 on the SGW Campus and September 19 on the Loyola Campus, and the 30<sup>th</sup> edition of the Shuffle on September 27.

**4. Academic update** (Document US-2019-4-D2)

As complimentary information to her written report, Dr. Whitelaw congratulated Guylaine Beaudry who will be inducted into the Royal Society of Canada (RSC) and Alice Ming Wai Jim who will be inducted into the RSC's College of New Scholars, Artists and Scientists.

She also informed Senators that on October 21, 2019, federal election day, the University will remain open all day and all classes, laboratories, academic activities and services will continue as normally scheduled. All of the information is also posted on the University website.

**CONSENT**

**5. Committee appointments** (Document US-2019-4-D3 - revised)

R-2019-4-6 *That the committee appointments, outlined in Document US-2019-4-D3 revised, be approved.*

**6. Academic Programs Committee: Report and recommendations** (Document US-2019-4-D4)

**6.1 Undergraduate curriculum proposals - Faculty of Arts and Science**

**6.1.1 Department of Education** (Document US-2019-4-D5)

**6.1.2 Department of Political Science** (Document US-2019-4-D6)

**6.1.3 Department of Sociology and Anthropology** (Document US-2019-4-D7)

**6.1.4 Simone de Beauvoir Institute and Women's Studies** (Document US-2019-4-D8)

R-2019-4-7 *That the undergraduate curriculum proposals in the Faculty of Arts and Science be approved.*

**6.2 Undergraduate curriculum proposals - Faculty of Fine Arts - Department of Creative Arts Therapies** (Document US-2019-4-D9)

R-2019-4-8 *That the undergraduate curriculum proposals in the Faculty of Fine Arts be approved.*

**6.3 Undergraduate curriculum proposals - John Molson School of Business - Department of Accountancy** (Document US-2019-4-D10)

R-2019-4-9 *That the undergraduate curriculum proposals in the John Molson School of Business be approved.*

**6.4 Graduate curriculum proposals – Faculty of Arts and Science – Department of Education** (Document US-2019-4-D11)

R-2019-4-10 *That the graduate curriculum proposals in the Faculty of Arts and Science be approved.*

**6.5 Graduate curriculum proposals – Faculty of Fine Arts – Department of Creative Arts Therapies** (Documents US-2019-4-D12 and D13)

R-2019-4-11 *That the graduate curriculum proposals in the Faculty of Fine Arts be approved.*

**6.6 Graduate curriculum proposals – Gina Cody School of Engineering and Computer Science –Department of Mechanical, Industrial and Aerospace Engineering** (Document US-2019-4-D14)

R-2019-4-12 *That the graduate curriculum proposals in the Gina Cody School of Engineering and Computer Science be approved.*

**REGULAR AGENDA**

**7. Annual report of the academic hearing panel** (Document US-2019-4-D15)

Me Sullivan presented the highlights of the report, which is provided annually for information purposes in accordance with the requirements set out in Article 94 of the Academic Code of Conduct and responded to questions.

**8. Update on Fall Reading Break**

Dr. Whitelaw noted that following a presentation by the undergraduate students at the March 2019 Senate meeting, the President had asked her to put together a working group to look into the feasibility of instituting a Fall reading week. While this working group is not a committee of Senate, she assured Senate that it has full representation from students, faculty and key administrative staff from the relevant units.

She noted that three meetings had been held during the summer. Discussions were based on the premise that students can benefit from such a break, further to which two potential approaches have been identified:

1. Begin the Fall semester before Labor Day. Consideration needs to be given to the additional costs of this option, especially for international students, as well as student orientation activities, etc. The earliest possible date to start the semester in any given year would be August 28.
2. Move to a 12-week term: While there are many precedents for this, this option needs to be considered from a pedagogical standpoint as well as the accreditation requirements of certain programs, and the group is still gathering research on this issue.



Dr. Whitelaw concluded by apprising that next steps include consulting students, faculty and staff, which includes adding a question in the upcoming CSU referendum, and that the earliest possible date to implement would be for Fall 2021.

**9. Report and recommendation of the Ad Hoc Committee to Review Senate Eligibility Requirements (Document US-2019-4-D16)**

The President recapitulated the background leading to the formation of the Ad Hoc Committee to Review Senate Eligibility Requirements (the “Committee”) and invited its Chair, David Morris, together with Committee members Mikaela Clark-Gardner and Sandra Gabriele, to address Senate.

A one-page document entitled *2018-19 Ad Hoc Committee to Review Senate Eligibility Requirements* was distributed to Senators, with a line by line walkthrough of the recommended changes to article 64 b) along with brief explanations of the proposed changes. This document, complimentary to the full reasoned report included under Document US-2019-4-D16, was provided for clarity during the discussion and vote.

Prof. Morris gave a brief review of the context and mandate of the Committee. He provided a synopsis of the Committee’s reasoning and deliberations, noting that the majority recommendation is based on principled as well as pragmatic reasons, as follows.

Under the current By-Laws, students may only serve on Senate if they are registered in a program and in at least one course for each of the Fall and Winter terms and are in acceptable academic standing. Supported by the Committee’s research, he provided a detailed explanation on how the acceptable standing requirement can lead to unfair and inequitable results, which could cause one student being able to correct their standing situation and become eligible to serve, while another with a very similar situation might not.

In light of the foregoing, the Committee recommended a revision to substantially preserve the *in program* path, while adding a new path for eligibility, not based on current academic standing, but on acquired academic experience, namely the requirement to have completed 9 credits, in the case of undergraduate students, and 6 credits, in the case of graduate students in the previous academic year, and also being enrolled in 6 credits in the current academic year. The point was made that this would also assess overall academic ability, and that students in failed standing, who may not register in courses, would remain ineligible to serve on Senate.

The foregoing deliberations on this new path to eligibility led to the Committee discussion on the possibility for allowing a limited number of independent students to serve on Senate. Prof. Morris reminded Senate that independent students are enrolled in courses for credit but are not enrolled in a program. He summarized the Committee’s reasoning for proposing that a limited number of independent students (up to two) be allowed to serve on Senate, in recognition of the perspective they can bring, other than that of being in a specific program. Additionally, this would result in Senate being a governing body inclusive of a diversity and variety of student experiences and in

alignment with the University's strategic directions. Prof. Morris also made the point that allowing for the appointment of two independent students would close the door on a longstanding recurring issue.

While stating the view that students should be trusted to appoint their own representatives, Ms. Clark-Gardner said that the undergraduate students were pleased with the compromise. She added that the CSU has its own appointment process which is not solely based on academic standing. She assured Senators that the CSU would not appoint independent students to the Academic Programs Committee.

Prof. Gabriele conveyed her support for the path change with respect to academic standing. However, as the Chair of the Academic Programs Committee, she explained why she was unable to support the recommendation of allowing for the appointment of independent students to the University's highest academic body.

Following the presentation of the report, a discussion ensued, during which Prof. Morris responded to some questions of clarification regarding the current composition of Senate regarding the allocation per faculty basis of seats among the 12 undergraduate students and the reasons for proposing up to two independent undergraduate students.

The main arguments in favor of the proposal are summarized as follows:

- Independent students have opportunities to engage and learn through other students and can also offer a different perspective because of greater exposure to areas of the University.
- The importance of having a diversity of student experiences was emphasized, in keeping with some of the strategic directions, namely *Go Beyond*, *Mix it Up* and *Take Pride*.
- The CSU vets all its appointees. It is not in the CSU's best interest to send unmotivated representatives. Students can have other exceptional qualities that are not reflected by their grades.
- Concordia is the only university in the top 15 comprehensive category imposing a GPA requirement.
- Students on Senate should be representative of the entire student body, not just academically-exceptional students.

The main arguments against the proposal are summarized as follows:

- Changes were made a few years ago to avoid lifelong student Senators. Other changes to eligibility have been made throughout the years. Senate should stop considering changes to rules simply because someone asks. This institution is bigger than any individual. Instead of changing the system, Senate members should fit the system.
- Students are here to learn, not to become members of Senate. Those who are having academic difficulties should leave their place to others.
- Senate is not a purely democratic body where anyone can be appointed.

Other concerns are summarized as follows:

- The current drafting of the proposal does not limit the number of independent graduate students, which is problematic. There should be none. It was indicated that this had not been specifically addressed, since independent student representation had been solely an undergraduate student issue over the past 15 years. Further to this intervention, a graduate student Senator indicated that the GSA would like to have the option to appoint independent graduate students to Senate. It was also specified that the CSU has two seats reserved for independent students on its council - one executive and one other council member - but that the GSA has none on its council.
- Some Senators questioned the interpretation of “completed”. It was clarified that a student who fulfills a course according to the stated requirements has completed it. That said, it was agreed to tweak the wording so that it read “successfully completed”. Another point was raised that the grade of “C” is required in some GCS pre-requisite courses to be able to take another GCS course. The point was made that this is not relevant in the context of determining whether or not a student has successfully complete their course for the purpose of Senate eligibility requirements.

Based on the various interventions during the discussion, it became apparent to the Chair and the Secretary that several Senators supported the first part of the proposed change to article 64 b) with respect to the academic standing component but not the second regarding the independent students.

Consequently, it was decided to conduct a vote to seek Senate’s support on the first part of the proposed changes with respect to the new path for program students. Upon motion duly made and seconded, the majority of Senators voted in favor of supporting the first part of the proposed change regarding the academic standing component.

The vote was then conducted to seek Senator’s support that no more than two undergraduate students and no graduate student be appointed to Senate. Upon motion duly made and seconded, the majority of Senators voted in favor of supporting the aforementioned proposal.

The final wording of article 64 b) will be reworded to reflect the outcome of both votes and incorporated the resolution as follows.

*R-2019-4-13 Upon motion duly moved and seconded, it was resolved that Senate recommend to the Board of Governors that it amend article 64 b) of the By-Laws to read as follows:*

**Article 64**

- b) Students elected to Senate shall be registered in at least six (6) credits in the then-current academic year and shall meet one of the following requirements:*

- i) be in acceptable standing in their undergraduate program or in good standing in their graduate program; or*
- ii) have successfully completed, in the previous academic year, a minimum of nine (9) credits in the case of undergraduate students or six (6) credits in the case of graduate students.*

*Notwithstanding the above, no more than two (2) undergraduate students Senators and no graduate student Senator may be independent students.*

*The credits specified in this article shall be taken at Concordia University.*

*Registration, credits and standing shall be verified by the Secretary of Senate at least twice a year, normally in September and January.*

*Upon graduation, any student elected to Senate ceases to be eligible and may no longer serve on Senate.*

**10. Question period**

In response to a question from Ms. Rolland, Dr. Whitelaw said that Donna Goodleaf will continue to serve as the Indigenous Curriculum and Pedagogical Advisor in the Centre for Teaching and Learning while serving as Interim Senior Director, Indigenous Directions in the Office of the Provost. She added that the search for the latter position is underway and that it is expected to be filled by January.

**11. Other business**

There was no other business to bring before the meeting.

**12. Adjournment**

The meeting adjourned at 4:27 p.m.



Danielle Tessier  
Secretary of Senate

**Internal Memorandum**

---

**To:** Members of Senate  
**From:** Anne Whitelaw, Interim Provost and Vice-President, Academic  
**Date:** October 2, 2019  
**Re:** Academic Update

---

On September 18<sup>th</sup>, Concordia celebrated the opening of its second Art Hive, this time on Loyola Campus – the first art hive was launched on the Sir George Williams Campus in 2018. Art hives are arts-based social spaces where people gather to build real connections and a sense of community. Visitors use their hands and work with a wide variety of materials to connect, create and express through artistic practices. Both Concordia art hive locations are funded by the Rossy Foundation, a Montreal-based organization with a mission to contribute to civil society and improve the lives of Canadians. Janis Timm-Bottos (Creative Arts Therapies), who coined the term ‘art hive’, has been responsible for founding numerous art hives across North America and is the founder of the Art Hives initiative at Concordia.

The celebration of the 50<sup>th</sup> anniversary of the John Molson MBA officially ended with a homecoming cocktail reception on September 21<sup>st</sup>. Over 100 graduates of the program were on hand to share memories of their MBA days.

On September 24<sup>th</sup> we celebrated the first anniversary of the naming of the Gina Cody School of Engineering and Computer Science. *New Rules for Engineering Success* featured a presentation from the president of the *Ordre des ingénieurs du Québec*, Kathy Baig, followed by a panel discussion with Gina Cody, Kathy Baig, and Rana Ghorayeb (President and CEO, Otéra Capital) moderated by Nadia Bhuiyan (MIAE).

Concordia's jurist-in-residence Morton Minc launched a series of law-related lectures in collaboration with the Gina Cody School of Engineering and Computer Science. The first lecture was held on September 25<sup>th</sup> where guest speakers M<sup>e</sup> Nancy Cleman and M<sup>e</sup> Nicholas Bertram presented an overview of intellectual property concepts. The next lecture is on October 23<sup>rd</sup> and features Elliot Lifson, Vice-Chairman of Peerless Clothing Inc., for a talk on business strategy.

The Library celebrated the creation of the Blumer Collection of Rare Books and Manuscripts with an event on September 26<sup>th</sup>. Joseph Blumer has made a number of gifts to the Library's Special Collections, including rare books dating back to the 15<sup>th</sup> century.

On September 27<sup>th</sup>, the Interim Senior Director Indigenous Directions coordinated and implemented a land based skills workshop titled “Decolonizing Education – Lessons from the Land”, for Concordia faculty. The workshop took place in the Kanien'kehá:ka community of Kahnawake. The six-hour land based workshop deepened participants' knowledge and understanding of how Indigenous communities are engaging in decolonizing colonial education

systems by revitalizing and applying Indigenous knowledge systems and skills grounded in Haudenosaunee relationships and ethics to the land, while also promoting outdoor survival skills in diverse contextual learning environments. Participants included faculty members from Applied Human Sciences; Sociology and Anthropology; Geography, Planning and Environment; Studio Arts; First Peoples Studies/School of Community and Public Affairs; Art History, Engineering and Society, and staff from the Centre for Teaching and Learning.

Louis Vachon, CEO of the National Bank of Canada was on campus on September 30<sup>th</sup> for a discussion on how geopolitical, technological, environmental and demographic transformations in our society are impacting entrepreneurship and family businesses.

On October 1<sup>st</sup>, Concordia launched *Réussir en français*, a French-language learning hub that gives students and the Concordia community at large the tools they need to succeed in French. This one-stop-shop is an initiative of the *Département d'études françaises* in partnership with the *Office québécois de la langue française*, and provides classes, tutors, conversation groups, summer intensives and extracurricular activities to develop and strengthen French-language skills. Students, staff and faculty also have access to the *Centre d'apprentissage et de promotion du français* in the *Département d'études françaises* for language support and access to French-language books, games and films.

Concordia and UQAM are co-hosting 21<sup>st</sup> [Congress of Inuit Studies](#), the world's largest conference in the world centered on Inuit peoples and territories. This multidisciplinary and international event brings together university researchers and students, as well as professionals, directors, teachers, and decision-makers from Inuit organizations, institutions, and governments. Heather Igloliorte (Art History) and Mark K. Watson (Sociology and Anthropology) are leading the Concordia organization of this Conference, which runs from October 3<sup>rd</sup> to 6<sup>th</sup> in partnership with the Inuksiutiit Katimajit Association

On October 11<sup>th</sup> an event is being held to announce a new library platform, made possible through the BCI Partnership and the financial support from the *Ministère de l'Éducation et de l'Enseignement supérieur*. Quebec universities will be moving their library catalogues to a shared platform, OCLC WorldShare Management System, over the course of the next few months. In June 2020, the new system will be available, and members of Concordia and other universities will have increased access to collections across the system.

The 2019-20 Library Speaker Series kicks off on October 21<sup>st</sup> with John Augeri, Program Director, Paris Île-de-France Digital University and Visiting Scholar at the Sophia University (Tokyo). His talk, [Learning Spaces around the World: Trends and Challenges](#) is open to all. Suzanne Sauvage, President and CEO of the McCord Museum, will also be speaking as part of the series in January 2020.

The iconic French newspaper *Le Monde* is coming back to Montreal to hold its second annual *Le Monde* festival on October 25<sup>th</sup> and 26<sup>th</sup>. The gathering will bring together major Quebec and French personalities from the academic, economic, cultural, political, scientific and innovation worlds to debate and share ideas. This year's theme is Agir / Act, and Concordia, the Montreal Museum of Fine Arts and the TOHU circus venue are each hosting events. Several of Concordia's cities and communities experts are taking part, including Ursula Eicker (Canada Excellence

Research Chair in Smart, Sustainable and Resilient Communities and Cities) who will deliver the keynote address, *Qu'est-ce qui rend une ville intelligente?*

Last year, Concordia began the process of university-wide discussions to advance equity, diversity and inclusion (EDI). After months of consultations, on September 30<sup>th</sup> Concordia released the [Report of the Advisory Group on Equity, Diversity and Inclusion](#). The report identifies five priority areas for improvements — policy and processes, hiring, training and education, leadership and university responsibility, and campus culture. The Advisory Group will continue its consultations with the university community over the next year.

The John Molson MBA program ranked first for return on investment among Canadian business schools in the QS Global MBA Rankings 2020. The QS used five indicators to compile the ranking — employability, entrepreneurship and alumni outcomes, return on investment, thought leadership and diversity — and ranked more than 240 MBA programs from 38 countries, including 18 in Canada.

Tsz Ho Kwok (Concordia Institute of Aerospace Design and Innovation) was one of two recipients of the Petro-Canada Young Innovator award honoring standout young faculty members doing innovative research that adds to the learning environment within their departments and is likely to be of significance to society. The award, which comes through an endowment from Suncor Energy, carries a \$10,000 research grant.

Fisheries and Oceans Canada has awarded a total of over \$5 million to Chunjiang An (Building, Civil and Environmental Engineering) for his research to improve oil-spill clean-up processes. An will collaborate with fellow researchers from his department — Ashutosh Bagchi, Zhi Chen, Catherine Mulligan, Samuel Li and Biao Li — as well as academic and industrial partners from Canada, the United States and Norway.

The John Molson School of Business is among the 48 organizations to earn a 2019 Parity Certification from Women in Governance (*La Gouvernance au Féminin*). The not-for-profit organization supports women in their leadership development, career advancement and access to board seats across Canada. The certification recognizes organizations that have achieved results by articulating a commitment to gender parity in the workplace, integrating it into the ecosystem of the organization and implementing mechanisms to achieve that commitment and sustain it over time. JMSB is the first business school ever certified by Women in Governance.

Concordia advanced in the 2019 edition of the Performance Ranking of Scientific Papers for World Universities, also known as the NTU Ranking, published by the National Taiwan University on July 8<sup>th</sup>. We were among the top 10 in Canada in five areas: Chemical Engineering, Civil Engineering, Computer Science, Electrical Engineering and Mechanical Engineering.

The Digital Strategy continues to make progress. Here are some brief project descriptions and activities.

- Concordia Hub — which has as its goal, to *“Create a single-entry point for faculty, staff and students that will enable them to receive seamless, safe and secure access to personalized and essential information and services.”* Four co-creative workshops were held in July to

determine user needs and compile a report. Currently defining scope, governance, technical dependencies, and coordination with related projects.

- Ask us anything: AI – *“To foster a community conversation about Artificial Intelligence (AI) by crowdsourcing a curated series of questions from the community and producing video responses to these from our graduate and faculty researchers.”*
- Process Review - The process review project supports members of the Concordia community in their quest to improve processes for our students. It uses a student-centred design methodology to co-design processes that meet students’ needs and take full advantage of the digital.

In partnership with the *Fonds de recherche du Québec*, District 3 is recruiting for the Fall 2019 Cohort of our Quebec Scientific Entrepreneurship Program to help scientists bring their research to market. Click [here](#) for more information.





COMMITTEE APPOINTMENTS

<u>Committee</u>	<u>Appointee</u>	<u>Term</u>
Academic Planning and Priorities	Kristina Huneault (FA)	2019/2020
Finance	Charles Draimin (JMSB)	2019/2022

*October 1, 2019*





**SENATE  
OPEN SESSION  
Meeting of October 11, 2019**

**AGENDA ITEM:** Annual report from the Ombuds Office

**ACTION REQUIRED:** For information

**SUMMARY:** The *Terms of Reference of the Ombuds Office* ([BD-2](#)) provide for the filing of an annual report detailing the activities of the Ombuds Office, including statistics on the concerns and complaints received, a copy of which shall be submitted to Senate for information purposes. The highlights of the report will be presented by the Ombudsperson, Amy Fish.

**PREPARED BY:**

Name: Danielle Tessier

Date: October 1, 2019

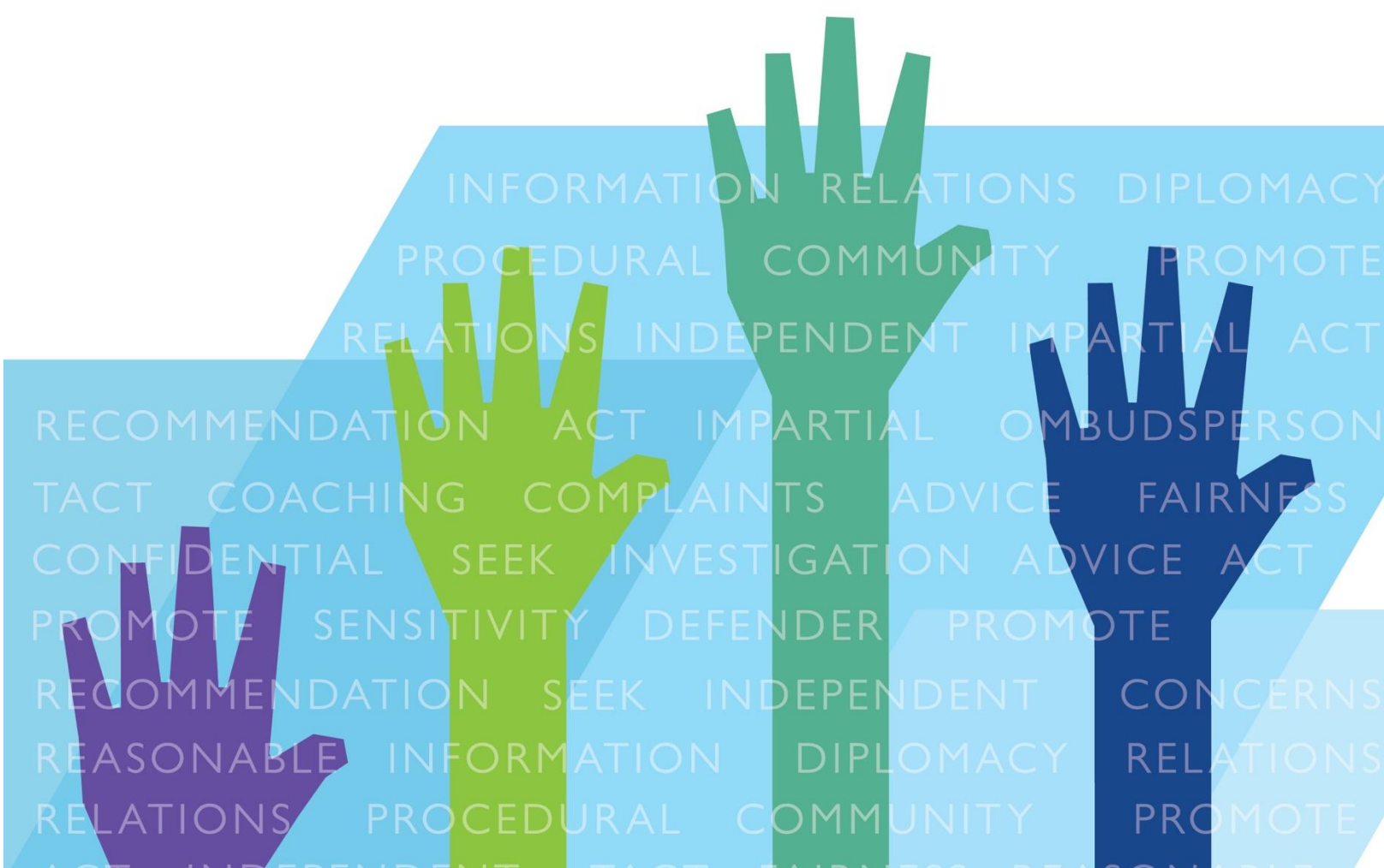




# OMBUDS OFFICE

Promoting fairness at Concordia

ANNUAL REPORT 2018–19



**OMBUDS OFFICE**

July 22, 2019

Members of the Board of Governors  
Concordia University  
1455 de Maisonneuve Blvd. West  
Montreal, QC  
H3G 1M8

To the Board of Governors;

As per article 29 of the Terms of Reference of the Ombuds Office, I am pleased to submit the **2018-2019 Annual Report of the Ombuds Office: Promoting Fairness at Concordia University**.

The purpose of this report is to provide you with:

- a description of the year's activities from May 1, 2018 to April 30, 2019;
- statistics illustrating our service to the community; and
- sample recommendations from this year.

I look forward to presenting this report to you in person.

Sincerely,

*amy fish*

**Amy Fish, MHSc.**

Ombudsperson

Concordia University / Université Concordia

## Table of Contents

Ombuds Office Overview .....	2
Ombuds Office 2018-2019 .....	2
File Volume Steady .....	2
Participation in University Committees .....	2
Client Overview.....	2
Walk-ins.....	3
Caseload per Month.....	5
Undergraduate Student Academic Concerns .....	6
Graduate Student Academic Concerns.....	7
Student Non-Academic Concerns .....	8
Resolutions of Student Cases.....	9
Faculty and Staff Concerns .....	10
Academic Concerns .....	10
Non-Academic Concerns .....	10
Review of Prior Recommendations .....	12
Examples of Assistance Provided for 2018-2019 .....	12

## Ombuds Office Overview

Concordia University was one of the first Universities in Canada to establish an Ombuds Office. The office was founded in 1978, on the principles of impartiality, confidentiality, independence and accessibility.

The Ombuds Office reports directly to the Board of Governors to maintain its independent status.

The Ombudsperson is responsible for promoting fairness in the University.

This objective is achieved through:

- evaluating concerns and determining whether enquiry or investigation is needed;
- investigating where needed;
- de-escalating conflict between and among community members;
- coaching students and faculty regarding opportunity for improved communications where appropriate; and
- developing training workshops and materials for the University community with respect to resolving conflict related issues.

## Ombuds Office 2018-2019

This year was stable in terms of staffing, budget and mandate.

### File Volume Steady

This year, the Ombuds Office treated 466 files, as compared to 469 the previous year.

Very few of these files became formal or serious complaints.

Since 2013-2014, the Ombuds Office has treated approximately 500 files a year. Generally, the volume of Ombuds files is expected to be approximately 1% of the student population. When you consider that our office also accepts files from faculty and staff, our file volume is exactly what we would expect for a university the size of Concordia.

### Participation in University Committees

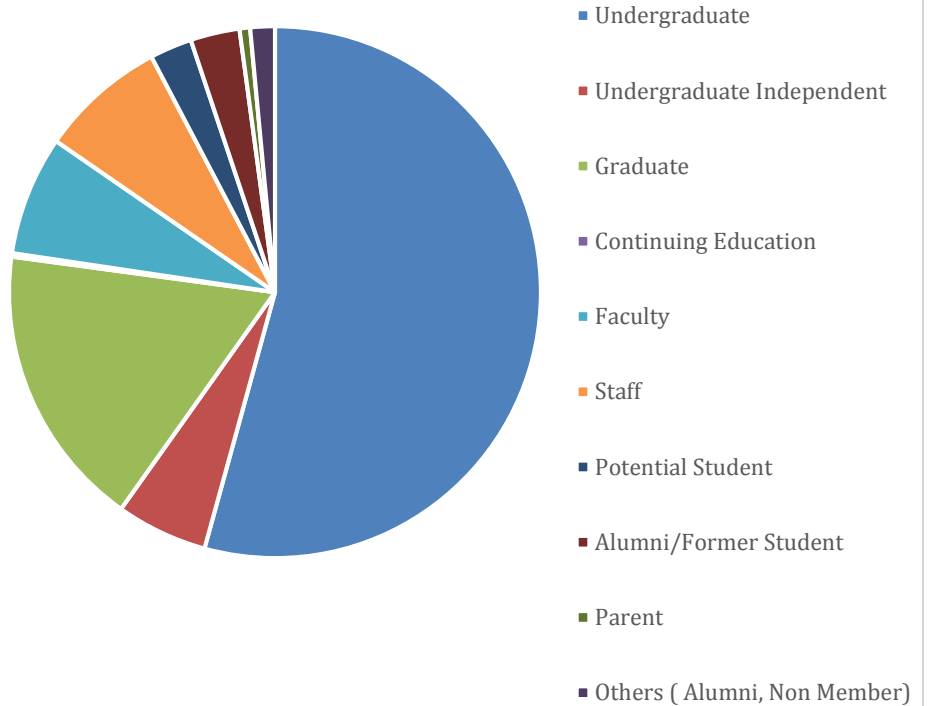
In 2018-19, the Ombudsperson was able to sit on several university committees in an advisory capacity such as the Employee Assistance Program committee and a policy review committee. This role allowed the Ombuds Office to further the community outreach of the office.

### Client Overview

466 concerns were brought to the Ombuds Office this year, 78% of which came from students. Please see Chart A, below for a breakdown.



### Chart A: Percentage of Clients by Type



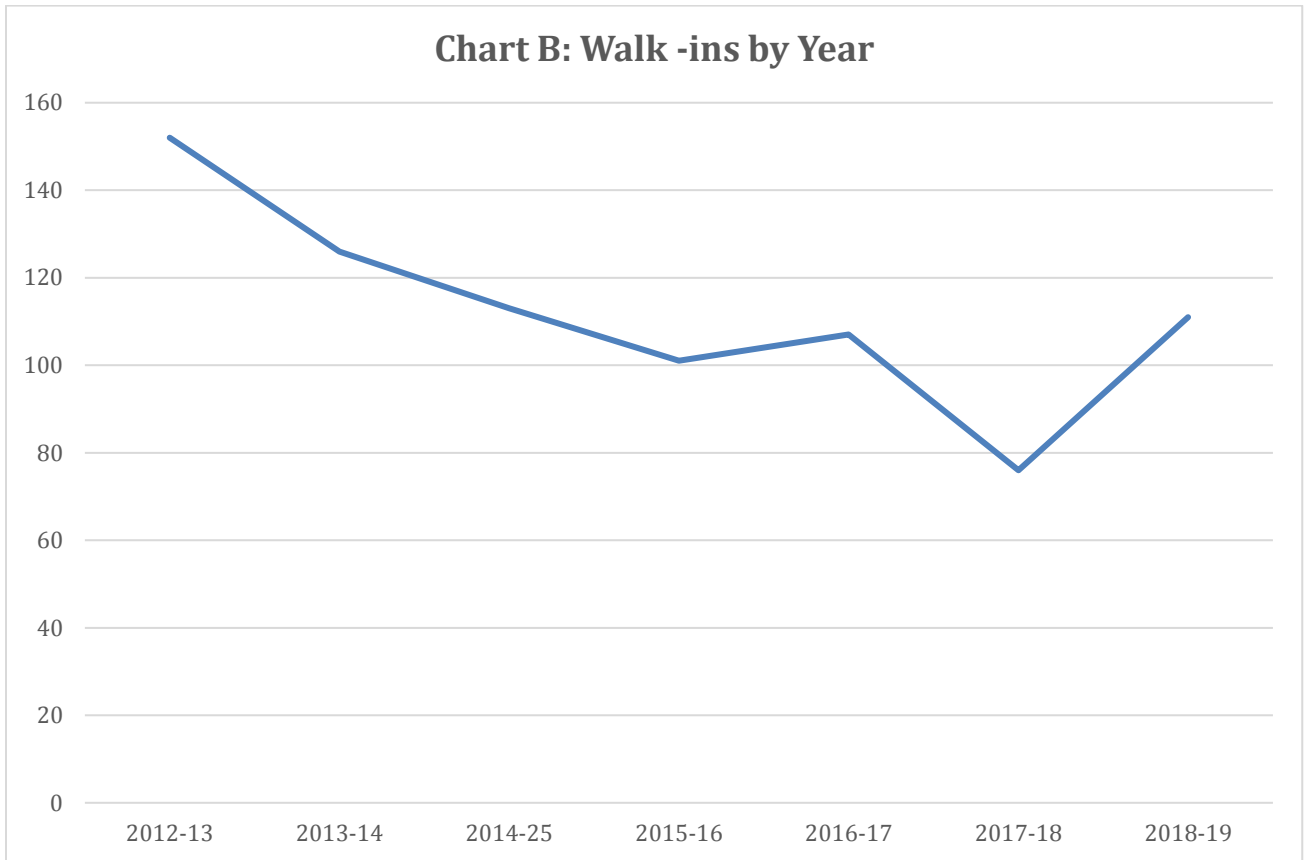
**Overall:**

- Very similar to previous years;
- 78% of the concerns were brought forward by students, an increase over 2% since last year;
- 15% came from faculty members or staff, also representing a 2% increase; and
- 6% came from other parties (e.g, alumni, potential students)

The 6% from “other” parties is 5% lower than last year, while the other categories have grown by 2% each. This is due to a change in the way files are categorized. For example, parents who come forward on behalf of students, with the student’s permission, used to be classified as “other”, but now these are classified under the student’s name.

**Walk-ins**

The Ombuds Office receives complaints and concerns through telephone calls, e-mails and walk-ins. Last year, we noticed a slight reduction in the number of walk-ins. This appears to be changing, as shown below, in Chart B:

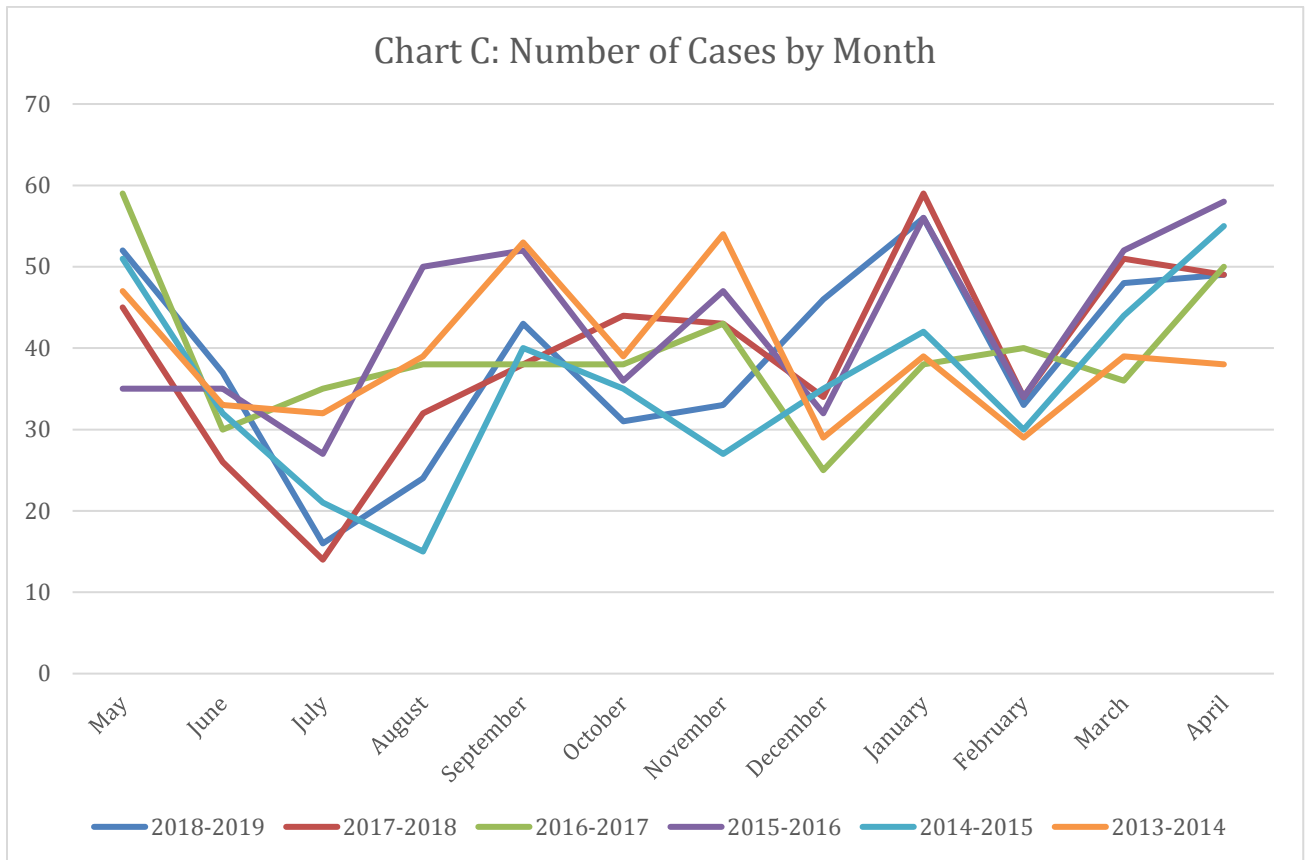


Last year, we saw fewer walk-ins than in previous years. However, this year, the number of walk-ins increased from 76 to 111 which is the highest since 2014-15. One of the objectives of the Ombuds Office is to be as accessible as possible. Increased walk in traffic is a good indication that the Ombuds Office is accessible.

Please note that we are referring to the first point of contact. Clients that walk in without an appointment are seen immediately whenever possible, or given a follow up meeting within the next few days. We regularly receive requests by phone and email and that volume has remained steady over the past six years.

### Caseload per Month

Chart C, below, shows a month by month breakdown of our caseload for the past six years. As you can see, the busiest times are January, due to registration and Fall semester exam results. April and May are next due to exams, graduation and program degree requirements. June, July, August and December are consistently lower in volume.



## Undergraduate Student Academic Concerns

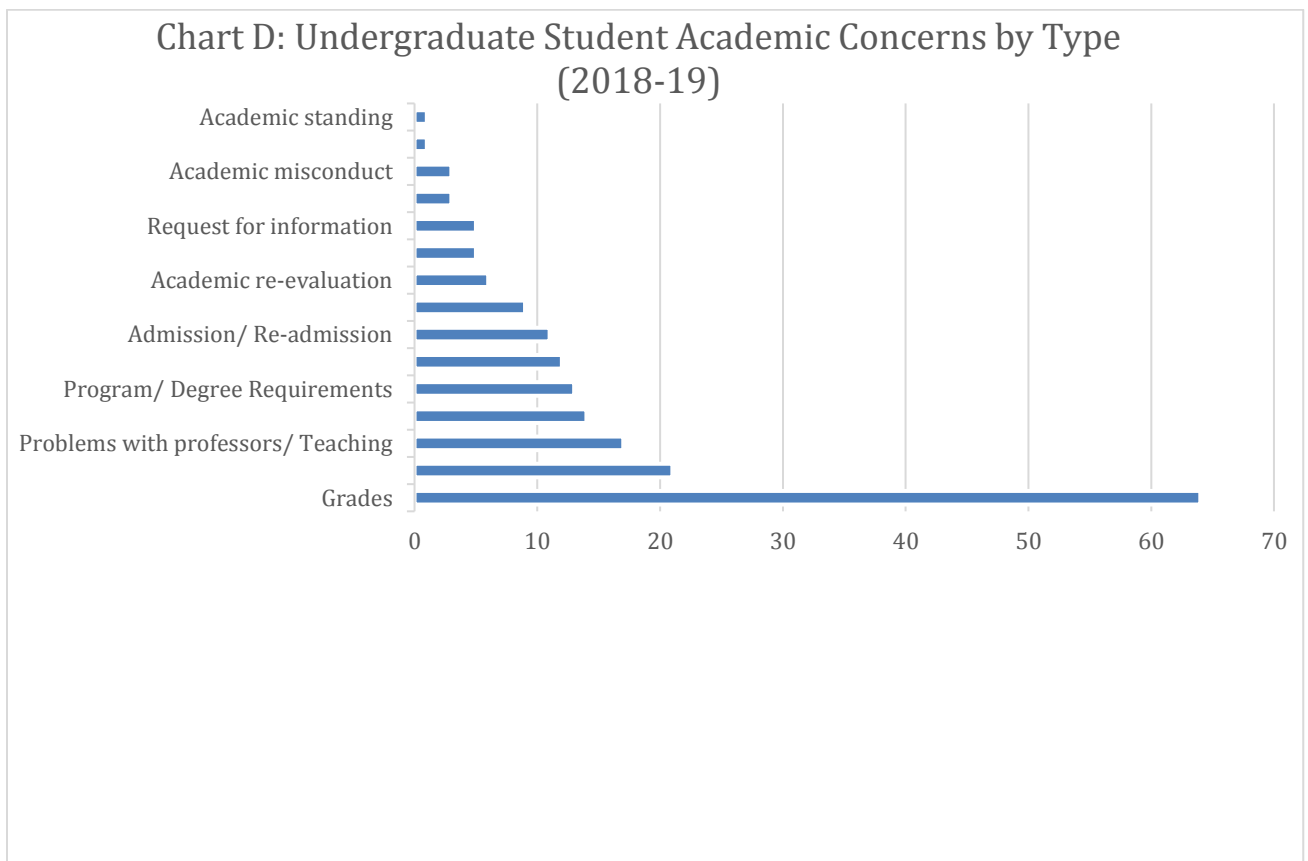
Students bring a wide variety of academic concerns to our office. There are a greater number of Undergraduate students than Graduate students at Concordia University, and it makes sense that they would represent a greater volume of files with a wider range of concerns. This is illustrated in the graphs below.

The vast majority of visits to our office relate to grades. This can include, but is not limited to:

- Students who need help getting graded exams or papers back from their Professors;
- Questions related to grade breakdowns that don't reflect the course outline;
- Conflicts regarding percentage grades and associated letters;
- Students who believe they were graded unfairly; and/or
- Requests for coaching regarding how to address grading issues with professors.

The next biggest category encompasses issues with registration and course selections such as:

- Student received conflicting advice regarding course selections;
- Required course is full;
- Required course given at a time/day that is impossible for student;
- Student registered for wrong course/incorrect section; and/or
- Student inadvertently missed deadline and needs to know options.

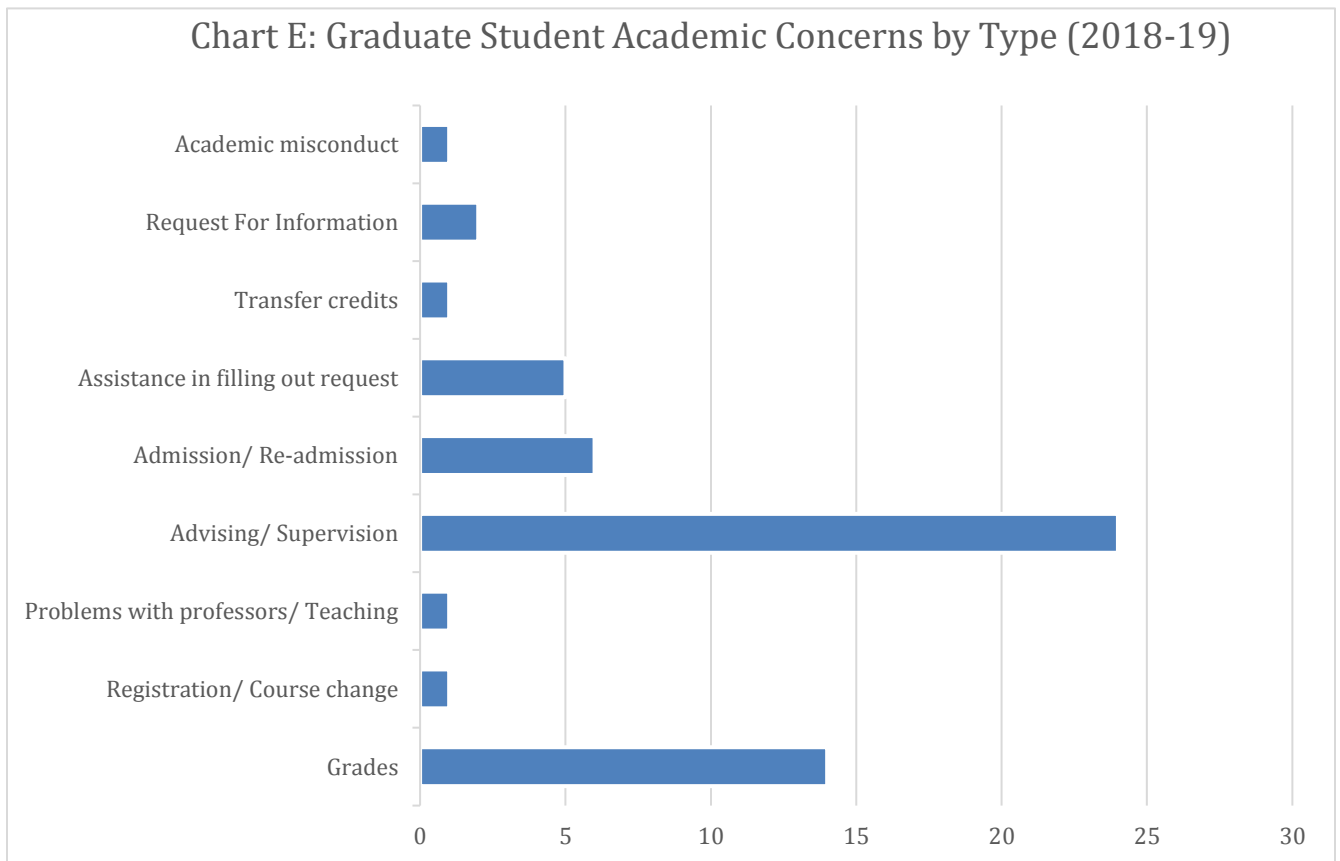


## Graduate Student Academic Concerns

For Graduate students, the biggest concerns relate to advising and/or supervision. Some examples could be:

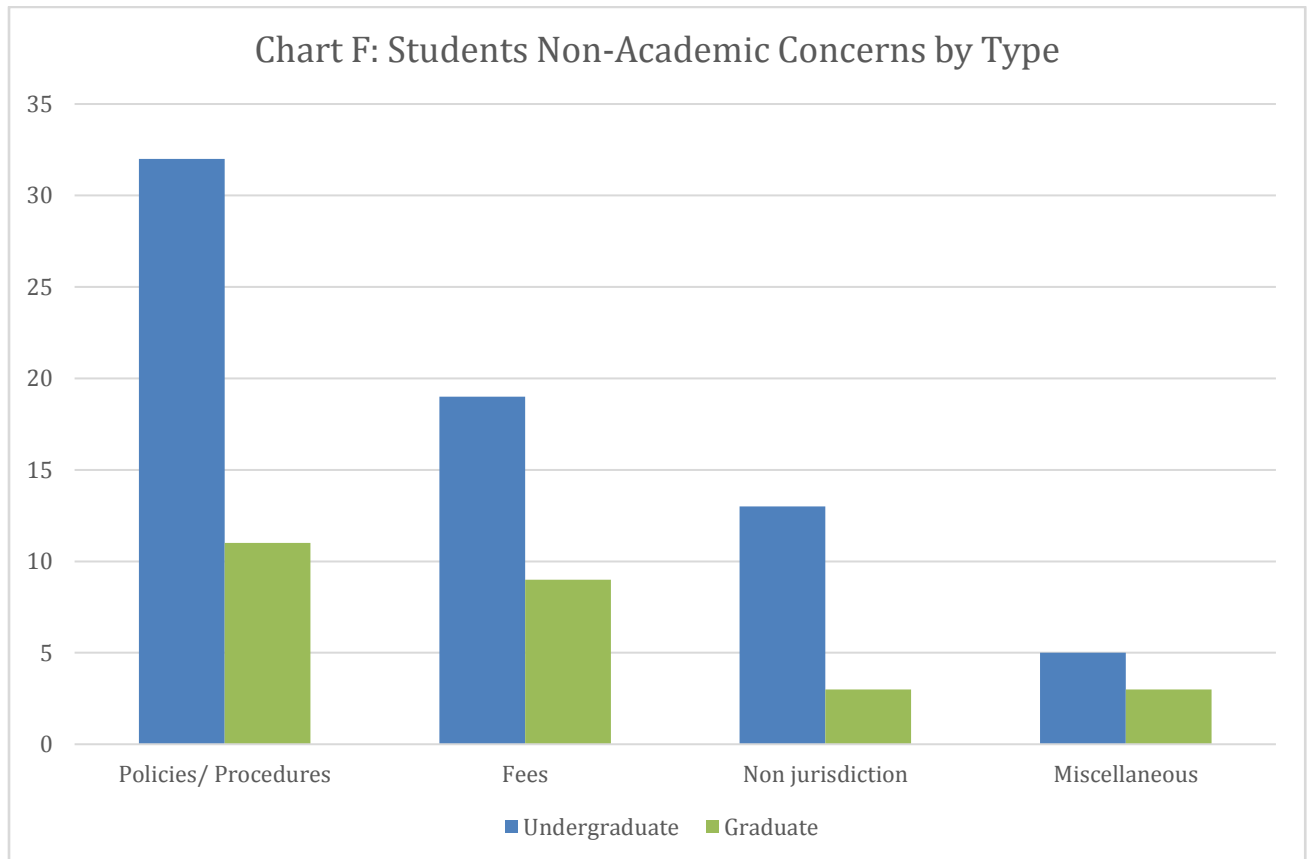
- Misunderstanding with supervisor regarding funding;
- Conflict with supervisor regarding research methodology or ethics;
- Varying expectations regarding time to completion for PhD;
- Disagreements regarding authorship or conference submissions; and/or
- General advice needed to improve communication.

Grades are second in the list, and these would be similar to the Undergraduate concerns listed previously.



## Student Non-Academic Concerns

In addition to the academic concerns outlined, the Ombuds Office assists Undergraduate and Graduate students with Non-Academic concerns, as shown in Chart F, below.



As in previous years, the majority of non-academic concerns for both Undergraduate Students and Graduate Students relate to Policies and Procedures and Fees. Policy and Procedure questions might include the Academic Re-evaluation policy and how it applies to their particular situation. Students may also ask about how they can find policies that are not readily available online. In some cases, students come to our office for help in interpreting policies that may be specific to a particular department.

Fees are the second highest category of concerns. These are usually related to communication. For example, a student may be charged fees and not know why, or a student may be expecting a particular disbursement and would like to know when to expect it.

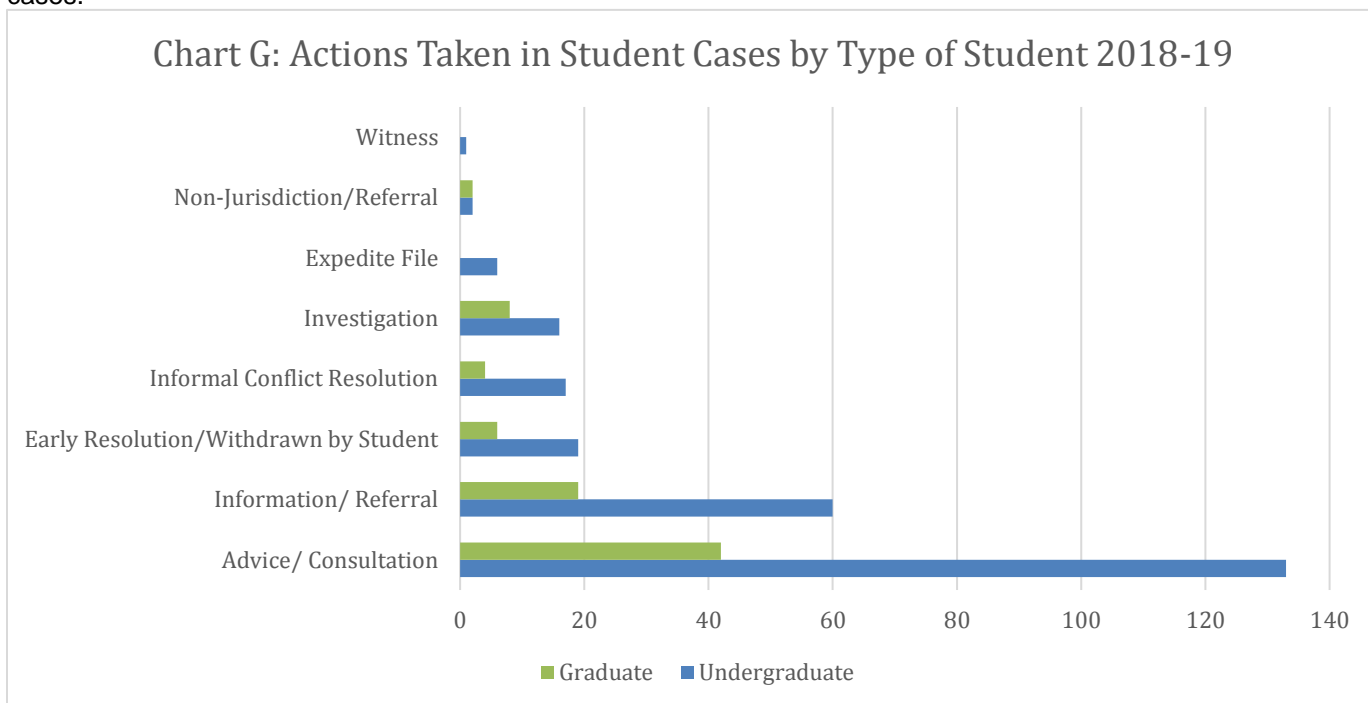
When we classify a concern as non-jurisdiction or referral, that's because we spoke with the community member, and based on our conversation, we decided the best option was to redirect the community member to the correct department. This could be issues with classroom temperature or noise level, conflicts within fee-levy groups on campus, or concerns that would be better addressed directly with the faculty or department in question.

## Resolutions of Student Cases

The Ombuds Office has several techniques to assist students in resolving their concerns. For instance, we:

- Advise student and suggest next steps;
- Refer the student to a more appropriate resource;
- Offer additional information and/or coaching;
- Assist with informal conflict resolution such as mediation; or
- Provide additional follow up where possible.

Please see Chart G, below for the breakdown of actions taken in Undergraduate and Graduate cases.

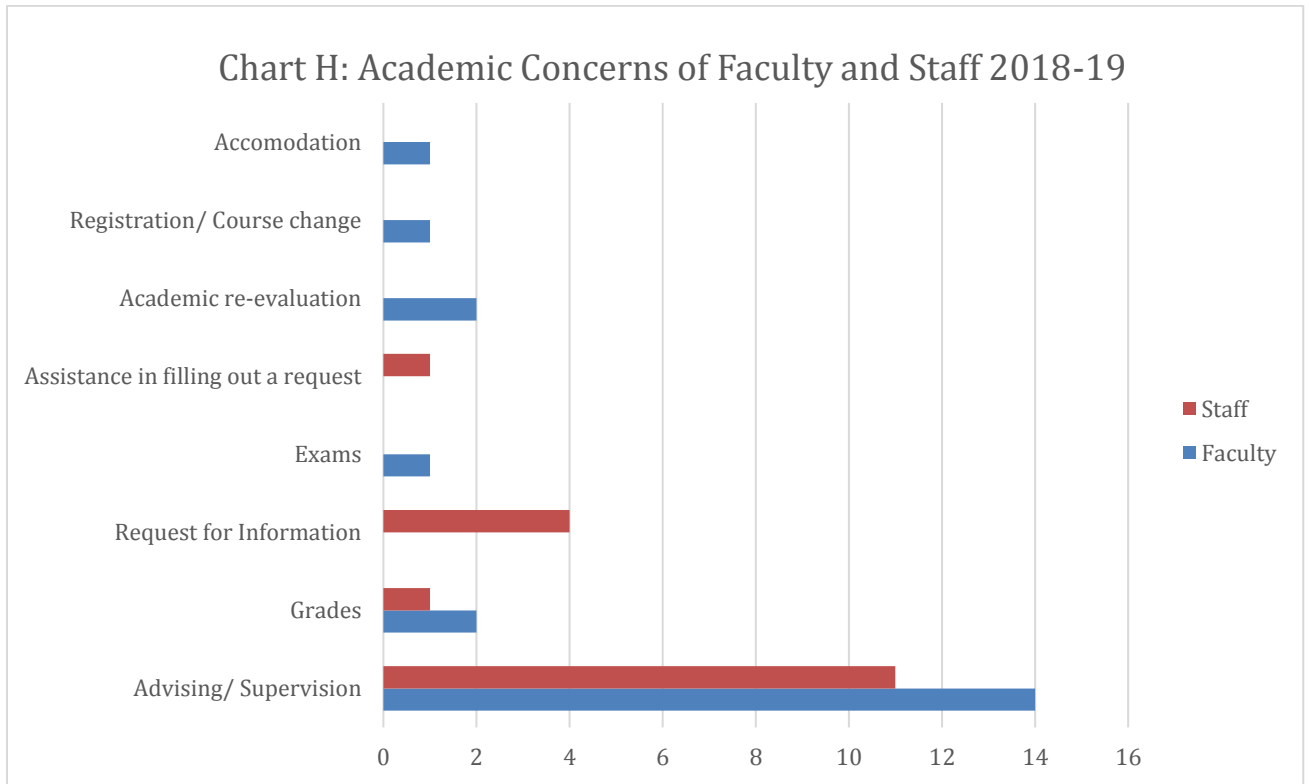


In 8% of cases, students resolve their concerns without our assistance and withdraw from the Ombuds Office before we have had a chance to offer our input. Sometimes they notify us of their decision, and in other cases, we understand from the lack of continued correspondence that the case has been withdrawn or resolved. This often occurs in situations when the student contacts many different offices at once, and another office is more appropriate for responding to this issue.

76% of the time, we respond with advice, consultation, information and/or referral. This means that we meet with the students involved and listen to their concerns and offer suggestions as to how to proceed. Sometimes, students will come back multiple times over the course of the semester and ask for advice as the issue progresses. Other times, this represents a one-time resolution.

When the Ombuds Office expedites a file, that means we follow up on a student's behalf and gently remind the person in question (faculty, department administration) that a response is required.

## Faculty and Staff Concerns



### Academic Concerns

We saw an increase in academic concerns from faculty and staff, from 31 last year to 42 this year. We believe that this is because we have been encouraging faculty members to contact the Ombuds Office for advice early in the process (i.e. before a problem arises). The Ombuds Office appreciates the opportunity to consult on issues such as advising, supervision and grades and we look forward to continuing to partner with faculty and staff in this capacity.

As you can see in Chart H, above, faculty and staff are both concerned with advising and supervision. Some examples of these concerns are: work completion, expectations regarding proposal requirements or coursework and/or challenges with communication.

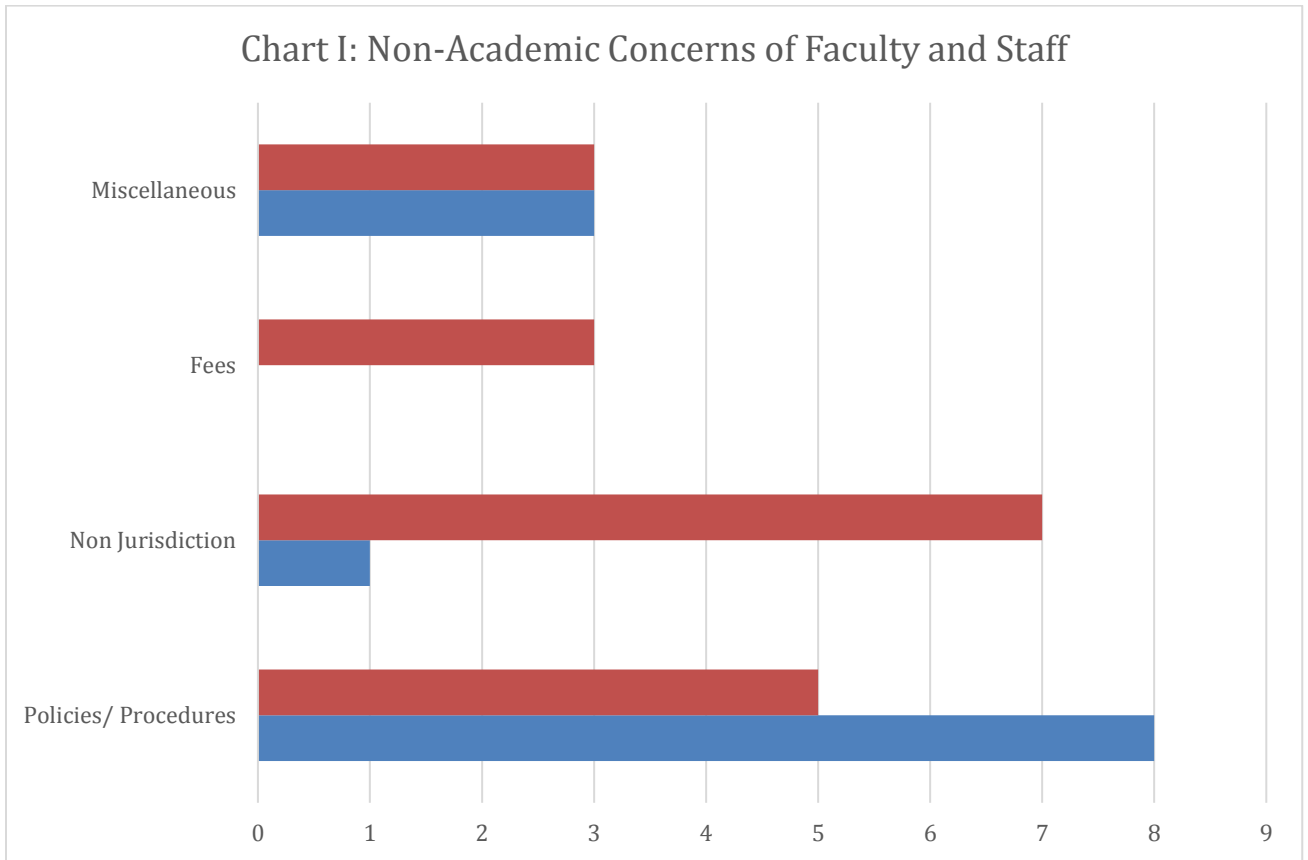
Staff sometimes contact the Ombuds Office for information regarding their rights, or where to go for specific concerns. They may also have questions regarding how to fill out a request or how to help a student. Faculty seek assistance on a wider variety of issues such as exams, academic re-evaluations and/or accommodations for students with special needs.

### Non-Academic Concerns

This year, there were 36 non-academic concerns brought to the Ombuds Office by Faculty and Staff as presented in Chart I, below.



Chart I: Non-Academic Concerns of Faculty and Staff



The majority of concerns relate to Policies and Procedures. These questions range from consulting our office regarding the fairness of a policy to requesting assistance in locating the latest version of a policy. Non-jurisdiction issues brought to our office by staff are mainly employment issues that were referred back to the department or human resources for assistance. Questions relating to fees might include advice about whether a student should be charged or whether a particular fee should be waived.

It is our goal to encourage faculty and staff to continue to consult with our office regarding concerns or challenging situations. Our intention is to continue to improve communication and to prevent the escalation of complaints at Concordia University.

## Review of Prior Recommendations

No formal recommendations were made in 2018-19.

## Examples of Assistance Provided for 2018-2019

Over the course of this year, the Ombuds Office has assisted many clients with their concerns. Some examples follow, with a few details changed to preserve confidentiality:

- In a particular department, undergraduate students are required to participate in lab work for extra credit, distributed across several courses. A student came to our office saying that she had completed the lab work, but accidentally assigned the hours to the wrong course. She said that she was not being given credit due to a computer glitch. Initially, this sounded unfair. However, an investigation showed that students are warned multiple times that they need to correctly assign credits. The faculty member involved explained that students often allocate their lab credits to the course where they will see the best possible increase in their grade. The course outline, Moodle and additional correspondence all warned against this practice. It was explained to the student that unfortunately there was nothing we could do in this case.
- A former student came to our office requesting that his name be removed from a Professor's website where he was listed as a former researcher. The professor refused to remove the name, at first, however once this was escalated to the Chair, the professor agreed.
- A staff member asked for our advice in dealing with a student who was dissatisfied with the shuttle bus service. The staff wanted to know whether we thought the student was treated fairly, and wanted to know the best way to handle the situation going forward. We referred the situation to the Office of Rights and Responsibilities.



SENATE  
OPEN SESSION  
Meeting of October 11, 2019

**AGENDA ITEM:** Annual report from the Office of Rights and Responsibilities

**ACTION REQUIRED:** For information

**SUMMARY:** The *Code of Rights and Responsibilities* ([BD-3](#)) provides for the filing of an annual report detailing the activities of the Office of Rights and Responsibilities, including statistics on the complaints received, a copy of which shall be submitted to Senate for information purposes. The highlights of the report will be presented by the Director and Senior Advisor, Lisa White.

**PREPARED BY:**

Name: Danielle Tessier

Date: October 1, 2019



## OFFICE OF RIGHTS AND RESPONSIBILITIES

Promoting Respect on Campus



**ANNUAL REPORT 2018–2019**

SEPTEMBER 2019

**TABLE OF CONTENTS**

Introduction ..... 1

Mandate of the Office and Key Policies..... 1

Education, Outreach, Promotion and Collaboration ..... 1

Recommendations ..... 2

Data Analysis and Statistical Review..... 2

    Activity Summary and Breakdown of Requests for Assistance ..... 2

Who is seeking assistance? ..... 4

Who are complaints being made against? ..... 6

Formal Complaints ..... 12

Closing Remarks ..... 13

**CHARTS AND TABLES**

CHART A: Distribution of Services (2018-2019) ..... 3

TABLE 1: Requests for Assistance (2018-2019)..... 4

TABLE 2: 3 Year Annual Comparison..... 4

TABLE 3: Breakdown by Case Type – 3 Year Annual Comparison..... 4

CHART B: Complainant Demographics 2018-2019 (Cases) ..... 5

CHART C: Complainant Demographics 2018-2019 (Consultations) ..... 5

CHART D: Respondent Demographics 2018-2019 (Cases)..... 6

CHART E: Respondent Demographics 2018-2019 (Consultations) ..... 7

TABLE 4: Breakdown of Cases (138) and Consultations (241) by Infraction (2018-2019) ..... 8

CHART F: Presenting issues 2018-2019 (Cases) ..... 9

CHART G: Monthly Distribution of New Requests for Assistance (354) ..... 10

CHART H: Student of Concern Case Distribution ..... 11

CHART I: Monthly Distribution of New Requests For Assistance (Cases and Consultations) - 3 Year Comparison ..... 12

# Office of Rights and Responsibilities - Annual Report 2018-2019

## Introduction

As provided in Article 16 of the *Code of Rights and Responsibilities* (the “**Code**”), annually, the *Office of Rights and Responsibilities* (referred interchangeably as “**ORR**” or the “**Office**”) submits a report to the Secretary-General covering the previous academic year. The report details the activities of the Office, including statistics on complaints received, and makes recommendations, as necessary, with regard to either the Code and/or the operations of the Office. The report is made available by way of the University's publications and it is submitted, for information purposes, to Senate and to the Board of Governors.

This 2018-2019 Annual Report refers to the activities of the Office from May 1, 2018 to April 30, 2019.

## Mandate of the Office and Key Policies

The Office offers impartial, confidential, non-judgmental and independent services to all University Members (students, faculty and staff). It has jurisdiction over alleged infractions involving Members that take place on University premises or on other premises in the course of any University activity or event. Among other things, the Office:

- Provides support and redress to Members who have behavioural complaints and/or concerns
- Manages a complaint resolution process that may include a range of responses such as:
  - Informal procedures (clarifying perceptions, shuttle diplomacy, mediation, settlement agreements, providing strategies, etc.)
  - Formal procedures (adjudication, hearing tribunals, investigations, sanctions, etc.)
- Coordinates procedures for managing behaviour that may pose a danger, risk and/or threat
- Directs the University's response in handling urgent cases
- Participates in committees and other University bodies mandated to address behavioural issues such as the Standing Committee on Sexual Misconduct and Sexual Violence

In this context, most of the Office's work is focused on applying and/or administering the following key Policies:

- [Code of Rights and Responsibilities, BD-3 \(the “Code”\)](#),
- [Protocol on the Coordination of Urgent Cases of Threatening or Violent Conduct, BD-3 Protocol \(the “Protocol”\)](#),
- [Policy on Student Involuntary Leave of Absence, PRVPA-15 \(“POSILA”\)](#),
- [Policy on Harassment, Sexual Harassment and Psychological Harassment, HR-38.](#)

In 2018-2019, a committee was established to conduct a review of POSILA. Notable proposed revisions include specific mention of on-campus support resources such as Wellness and Support Services, and revisions regarding case management processes such as applicable deadlines for return requests and required supporting documentation. For more information about POSILA as it is currently drafted, the Office and its services, please refer to the [ORR website](#).

## Education, Outreach, Promotion and Collaboration

ORR education, outreach programming and promotion take place throughout the year and include participation in student, faculty and employee orientations, offering workshops, training and providing information regarding harassment, dealing with disruptive Members, threatening or violent conduct, the Policy regarding Sexual

Violence, PRVPA-3, POSILA and the Code.

In this context, throughout the 2018-2019 year, ORR participated in and presented at a variety of University events, fairs and activities. Outreach activities also included providing information to other educational institutions and organizations regarding ORR policies and approaches to behavioural incidents and concerns.

## **Recommendations**

As provided in Article 15 of the Code, the Office may, when warranted, make recommendations regarding situations within a unit, department, faculty or the University as a whole, when such situations have the general effect of violating the rights that are sought to be protected by the Code. Often, these recommendations arise from specific issues or situations that are brought to the Office.

Similarly, and as provided in Article 16 of the Code, when necessary or warranted, the Office will also make certain recommendations regarding the Code and the operations of the Office. Additionally, to the extent that a member of the Concordia community is interested in bringing forward a recommendation for revision(s) to the Code, that member may submit the recommendation(s) in question to the Office for consideration.

## **Past Recommendations**

In 2017-2018, the Office made a recommendation regarding the inclusion of an assessment process for specific Student of Concern (“SOC”) cases where it appears no longer necessary or appropriate to continue treating these dossiers under POSILA. The Office is pleased to report that this recommendation has been analyzed by the POSILA review committee and that the suggested approach to address this recommendation will be included in the proposed revisions to POSILA referred to on page 1.

## **General Recommendations**

In a number of complaint dossiers, complainants expressed concern regarding the potential for reprisals. This led to the Office analyzing this particular issue in a variety of contexts. The Office observed that developing a comprehensive plan to address potential reprisals in the context of behavioural complaints can be a complex undertaking and may involve multiple University units and departments. Developing a proactive plan at the onset of a complaint process on a case by case basis will be helpful in safeguarding the interests of the parties involved. It is therefore recommended that when appropriate an ad hoc group be constituted for this purpose. The ad hoc group would be convened by the Office. The members of this group would normally include representation from the Office, the Provost’s Office, Human Resources, the relevant Dean’s Office, and where applicable, other stakeholders.

## **Data Analysis and Statistical Review**

### ***Activity Summary and Breakdown of Requests for Assistance***

Page 3 provides a snapshot of the Office’s activity for the 2018-2019 academic year, including the breakdowns by type of contact, the distribution of services by classification and month, Complainant/Respondent demographics and types of infractions reported.

The Office may assist Members with behavioural complaints/concerns in the following ways:

- **Consultations** - the Advisor provides information and/or guidance but usually does not play an active or ongoing role in the situation, complaint or concern

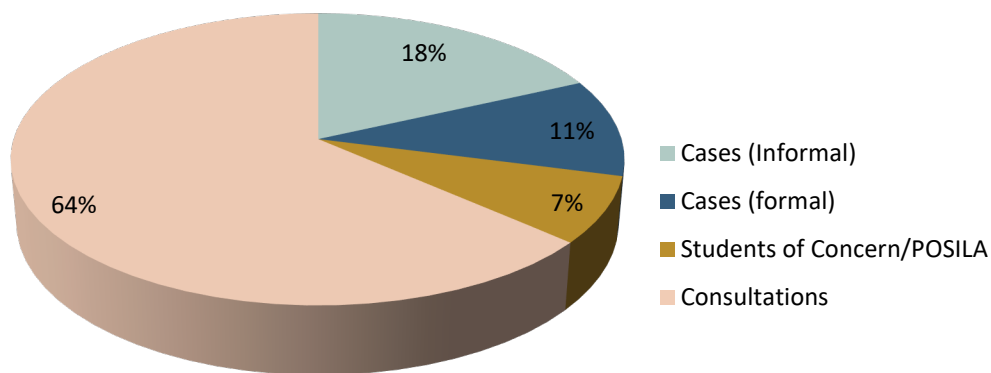


- **Cases** - the Advisor provides information and/or guidance and may also directly intervene, review evidence or play an ongoing role in the situation, complaint or concern

Depending upon the complaint, cases will be classified as “*formal*” or “*informal*.” A dossier typically begins as a consultation; however, if it ultimately evolves into a case, when reporting the data, it is only counted once. Cases (and consultations when applicable) are generally categorized as behavioural issues under the Code and/or the Protocol, or as SOC under POSILA.

Requests during 2018-2019 totaled 379. The breakdown by percentage is displayed in Chart A.

**CHART A: DISTRIBUTION OF SERVICES (2018-2019)**



Consistent with previous years, consultations accounted for a majority of services provided. With regard to cases, informal resolution was employed more often than formal resolution from the onset, also in keeping with historical patterns. Nevertheless, the Office has observed that formal complaints have increased since 2016-2017, as demonstrated in Table 3. 28 new formal complaints were processed this year in addition to 13 active formal complaints carried over from the previous reporting year. Active formal complaints represented approximately 11 percent of the Office’s activity. That being said, a portion of that 11 percent was resolved informally.

In addition, there were 28 active cases involving SOC and threat assessments, up from the 20 administered in 2017-2018. These accounted for seven percent of the Office’s activity. SOC and threat assessment cases most often involve safety concerns, medical/mental health issues and/or serious disciplinary matters, generally requiring an immediate response and intervention and, more often than not, comprehensive cross-sectorial coordination. Cases treated under POSILA are often active throughout a SOC’s academic career.

**TABLE 1: REQUESTS FOR ASSISTANCE (2018-2019)**

2018-2019 Academic Year	Cases	Consultations	Total
May 1, 2018 - April 30, 2019	138	241	379

**TABLE 2: 3 YEAR ANNUAL COMPARISON**

Year	Months	Cases	Consultations	Total
2016-2017	12	98	188	286
2017-2018	12	116	235	351
2018-2019	12	138	241	379

In 2018-2019, requests for assistance totalled 379 (138 cases and 241 consultations) as displayed in Tables 1 and 2. This represents an eight percent increase from the previous year and follows a 23 percent increase in requests from 2016-2017 to 2017-2018 (as demonstrated in Table 2). This increase is not surprising based upon the Office’s outreach to raise awareness regarding its mandate and other University resources. It may also be attributed to heightened awareness of what constitutes problematic behaviour on campus and an increased willingness to access resolution options, particularly in relation to matters involving sexual violence.

**TABLE 3: BREAKDOWN BY CASE TYPE – 3 YEAR ANNUAL COMPARISON**

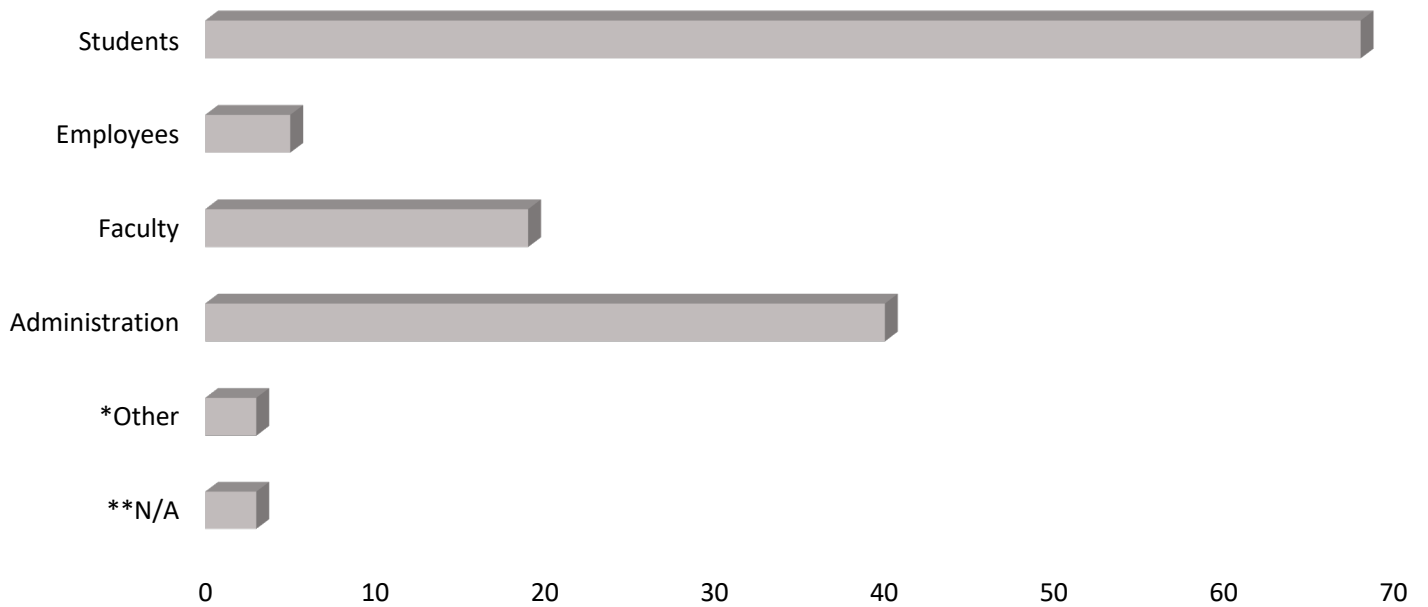
Case Type/Year	2018-2019	2017-2018	2016-2017
Informal	69	70	55
Formal	41	26	14
SOC/Threat Assessment	28	20	29
Total Cases	138	116	98

### Who is seeking assistance?

The term “Complainant” is used to refer to any member of the University community who is directly affected by someone’s behaviour and who raises a concern with the Office. The conduct in question should be within the scope of the Code. If warranted, a case file is opened regardless of whether informal resolution was sought or a formal complaint was launched. In 2018-2019, students followed by members of the administration most often requested assistance from the Office in both case and consultation categories. With regard to consultations, there were no complainants represented in the “N/A” category.

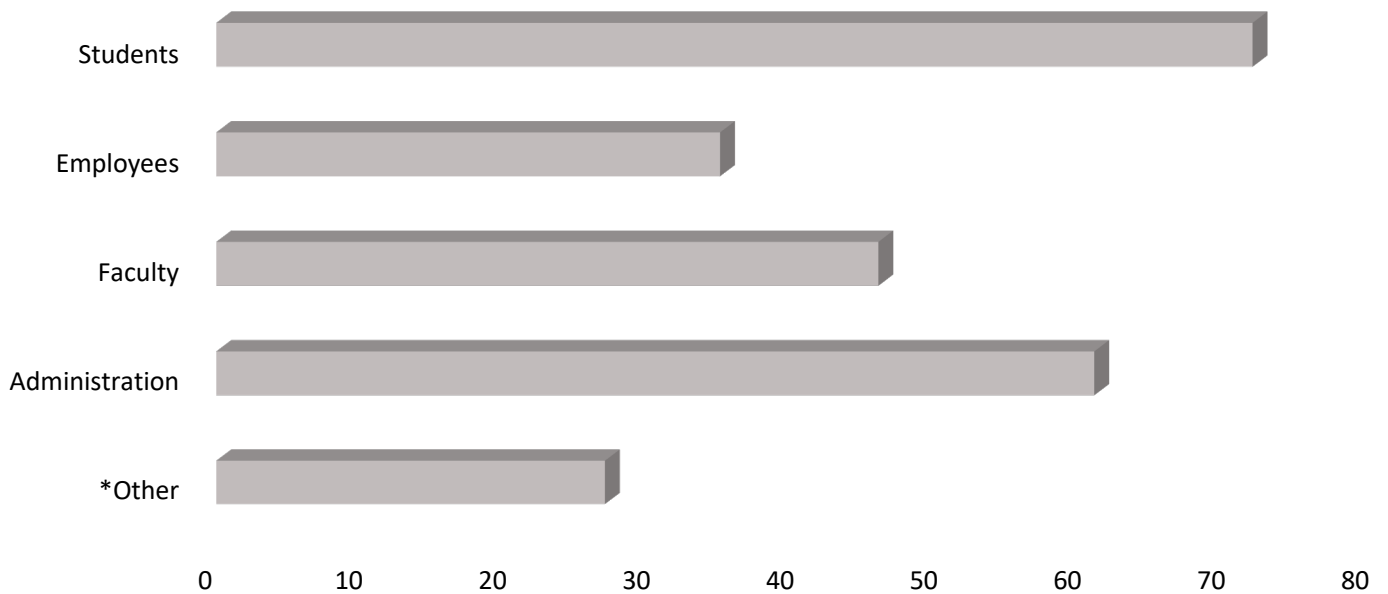
**CHART B: COMPLAINANT DEMOGRAPHICS 2018-2019 (CASES)**

Requests for assistance/complaints were generated by:



**CHART C: COMPLAINANT DEMOGRAPHICS 2018-2019 (CONSULTATIONS)**

Requests for assistance/complaints were generated by:



\* "OTHER" REFERS TO NON-MEMBERS, ALUMNI, UNSPECIFIED MEMBER CATEGORY, CONTRACTORS, ETC.

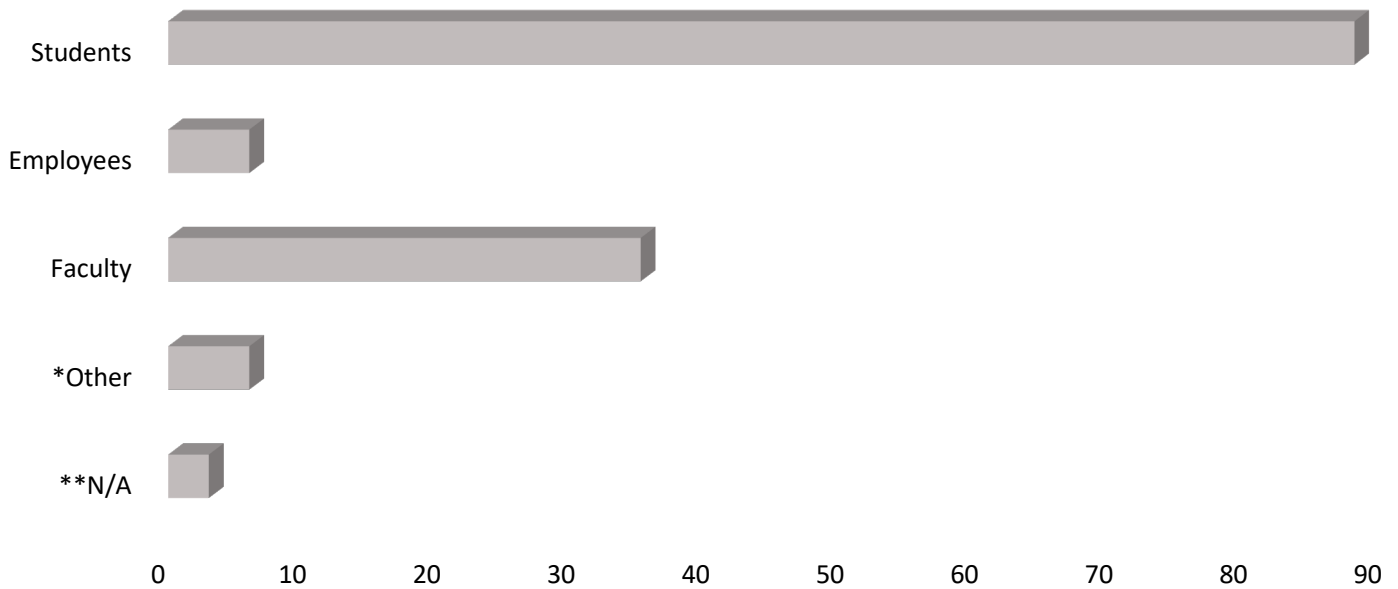
\*\* "N/A" REFERS TO COMPLAINANTS WHO ARE UNKNOWN AND/OR UNIDENTIFIED.

## Who are complaints being made against?

The term “Respondent” refers to the person against whom a complaint is made. A “Respondent” is any Member who is alleged to be responsible for undesirable behaviour described as an offense/infraction under the Code, thereby giving rise to a Complainant seeking resolution within the scope of the Code. In 2018-2019, students were predominantly the respondents in both complaints and consultations, followed by faculty. With regard to cases, and as indicated by the chart below, none of the respondents were employees in the category of administration.

### **CHART D: RESPONDENT DEMOGRAPHICS 2018-2019 (CASES)**

*Complaints were generated against:*

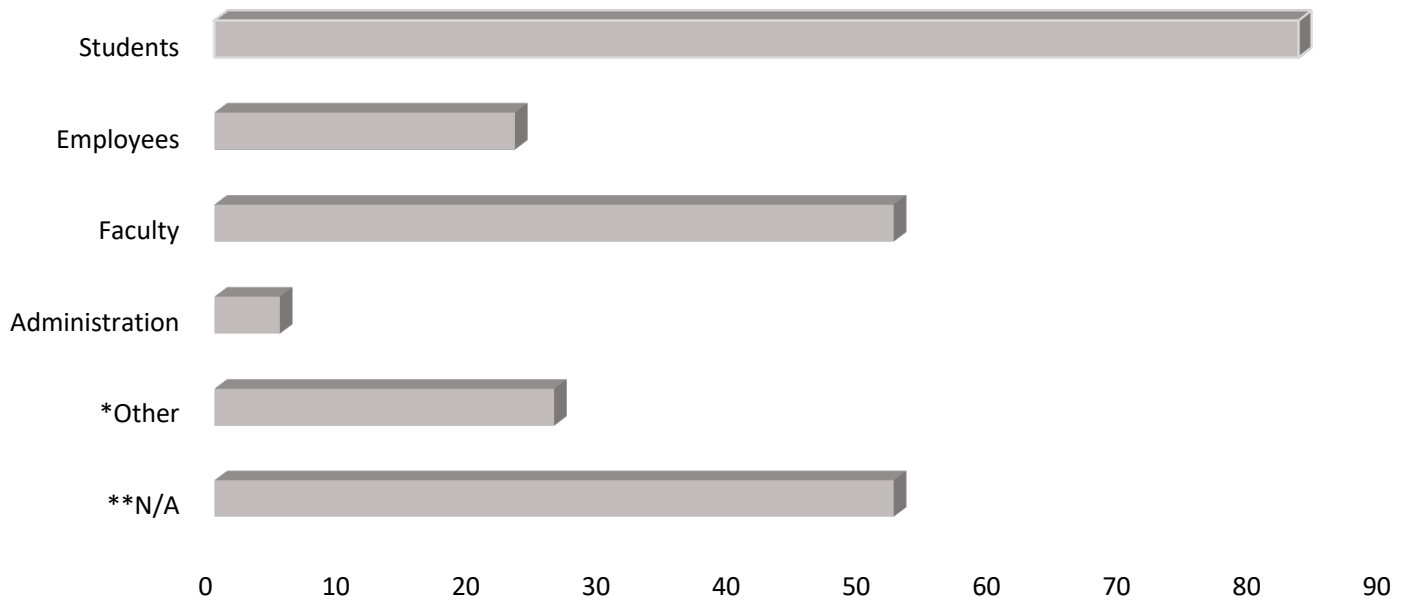


*\* “OTHER” REFERS TO NON-MEMBERS, ALUMNI, UNSPECIFIED MEMBER CATEGORY, CONTRACTORS, ETC.*

*\*\* “N/A” REFERS TO CASES OR CONSULTATIONS IN WHICH THERE WAS NO RESPONDENT SPECIFIED.*

**CHART E: RESPONDENT DEMOGRAPHICS 2018-2019 (CONSULTATIONS)**

Complaints were generated against:



\* "OTHER" REFERS TO NON-MEMBERS, ALUMNI, UNSPECIFIED MEMBER CATEGORY, CONTRACTORS, ETC.

\*\* "N/A" REFERS TO CASES OR CONSULTATIONS IN WHICH THERE WAS NO RESPONDENT SPECIFIED.

**TABLE 4: BREAKDOWN OF CASES (138) AND CONSULTATIONS (241) BY INFRACTION (2018-2019)**

<b>Offence</b>	<b>Code</b>	<b>In 138 Cases</b>	<b>In 241 Consults</b>	<b>Total Infractions</b>
Threatening or Violent Conduct	30	32	9	<b>41</b>
Sexual Violence and Sexual Assault	31	17	15	<b>32</b>
Harassment	32	65	76	<b>141</b>
Sexual Harassment	33	14	7	<b>21</b>
Psychological Harassment	34	11	5	<b>16</b>
Discrimination	35	9	8	<b>17</b>
Communication of Discriminatory Matter	36	4	3	<b>7</b>
Offences against property	37	4	1	<b>5</b>
False Information	38	1	0	<b>1</b>
Maliciously activating fire alarms	39	2	0	<b>2</b>
Bomb threats	40	0	0	<b>0</b>
Theft or abuse of computing facilities or computer time	41	0	1	<b>1</b>
Unauthorized entry into University property	42	0	0	<b>0</b>
Obstruction or disruption of work or studies	43	2	13	<b>15</b>
Camping or Lodging on University property	44	0	0	<b>0</b>
Forging or altering University documents	45	4	0	<b>4</b>
Hazing	46	0	0	<b>0</b>
Unlawful use, sale, distribution, etc. of controlled substances	47	0	2	<b>2</b>
Possession or use of explosives or destructive devices	48	0	0	<b>0</b>
Possession or use of firearms, chemicals, or other weapons	49	0	0	<b>0</b>
Unauthorized or duplication of University's name, logos, etc.	50	1	0	<b>1</b>
Unlawful offense in the University context	51	2	0	<b>2</b>
Student-of-concern/Threat Assessment/POSILA	SOC	28	16	<b>44</b>
*Miscellaneous Consultations		1	103	<b>104</b>
<b>Total</b>		<b>197</b>	<b>259</b>	<b>456</b>

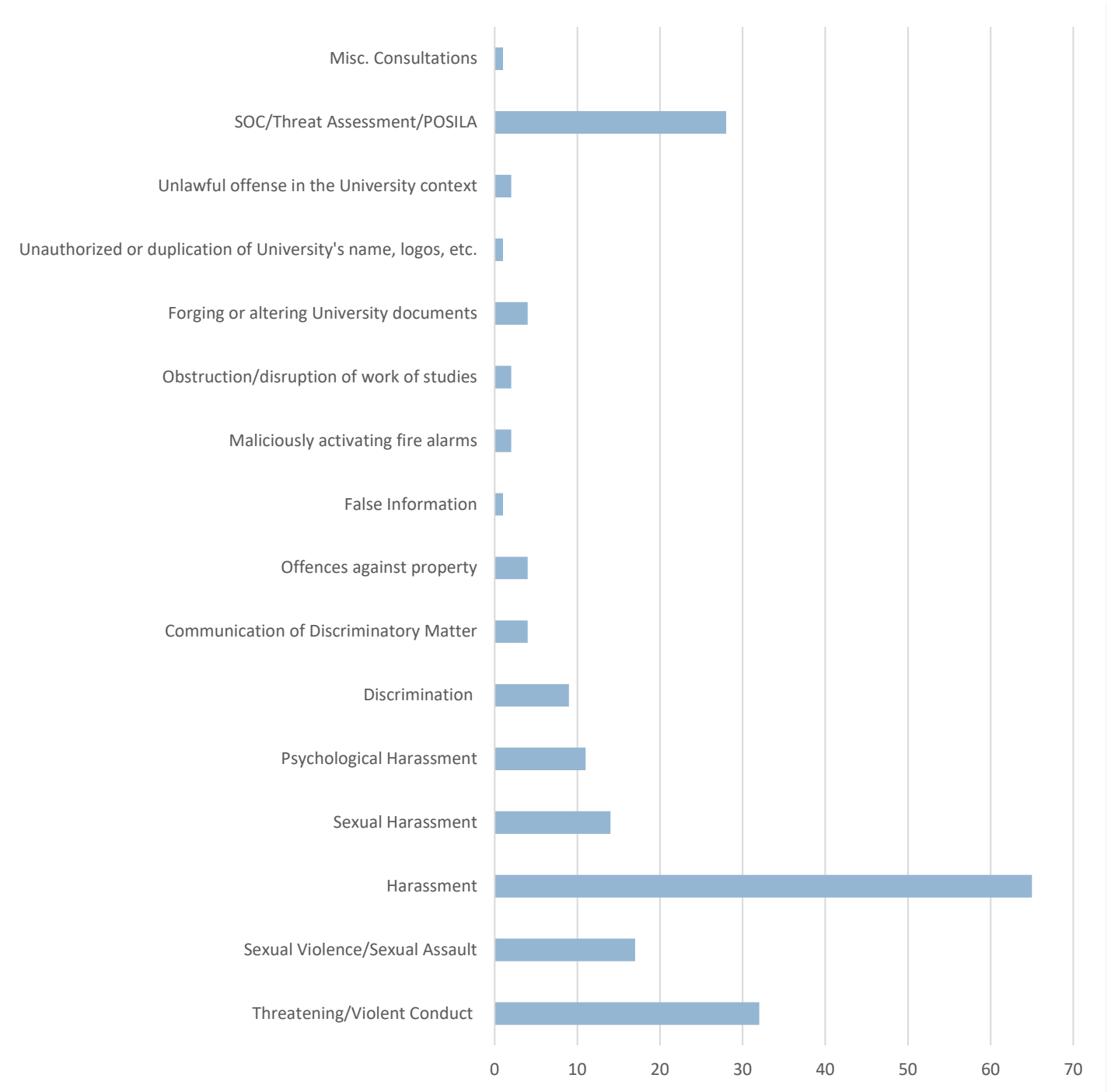
Some complaints and/or consultations allege multiple Code infractions. These complaints are nonetheless counted as a single file, regardless of the number of offences cited. Consultations more often than cases will not allege a complaint or issue that falls neatly under the Code. As such, these situations often require information, policy interpretation and advice, do not evolve into cases and also account for the high number in the “Miscellaneous Consultations” category.

In 2018-2019, the Office observed increases in the categories of threatening or violent conduct, harassment and psychological harassment. Reported incidents of offences against property and obstruction or disruption of University activity were also higher. As previously mentioned, the Office also noted an increase in new or ongoing requests for assistance involving SOCs and POSILA (up to 44 from 28 in 2017-2018).

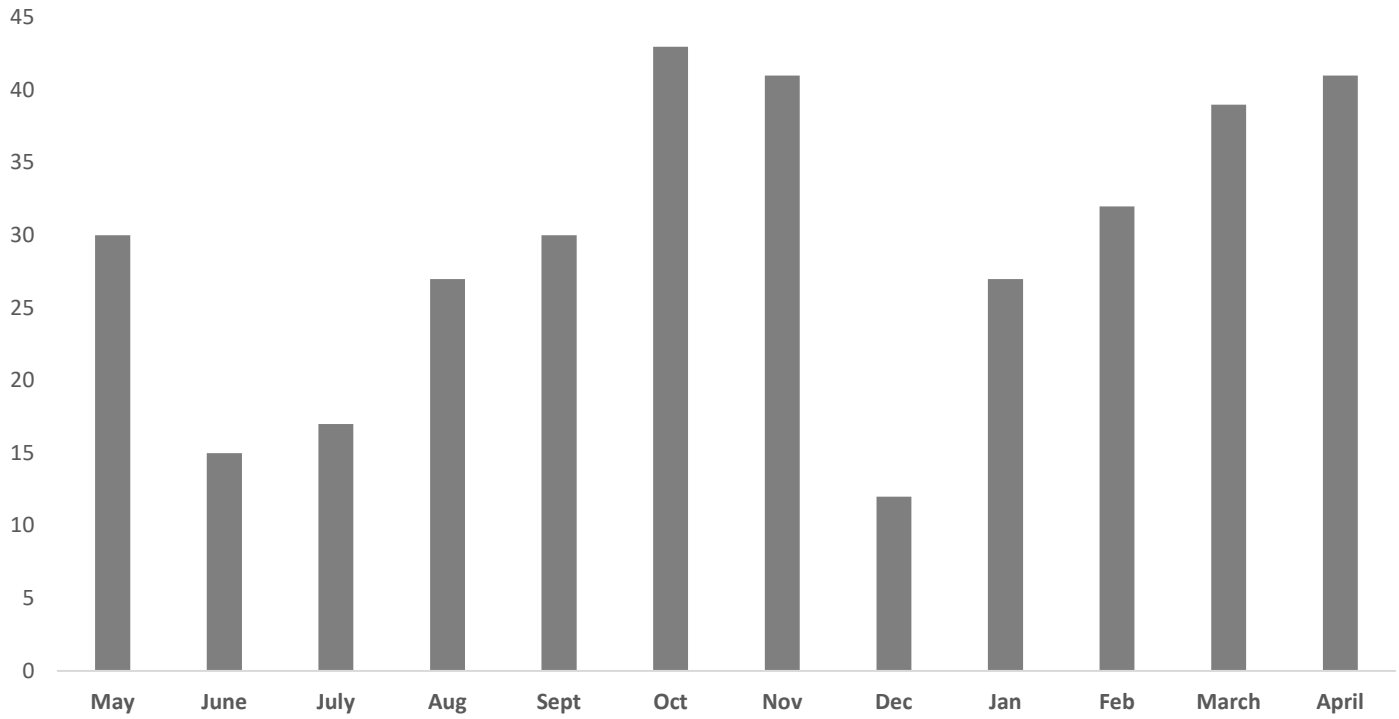
As was the case in 2017-2018, sexual violence is now included in conjunction with sexual assault as a standalone infraction category, and is distinct from sexual harassment. This continues to reflect the understanding that offences of a sexual nature occur along a spectrum and underscores the importance of policies in which complainants can see their experiences more broadly reflected. In 2018-2019, complaints related to sexual violence and sexual assault were slightly lower than the previous year (down to 32 from 35 in 2017-2018). Reports of sexual harassment were also lower (down to 21 from 41). There were no other material variations in the number of reports regarding other Code infractions.

**CHART F: PRESENTING ISSUES 2018-2019 (CASES)**

Chart F provides a visual overview of the types of case offences reported.



**CHART G: MONTHLY DISTRIBUTION OF NEW REQUESTS FOR ASSISTANCE (354)**



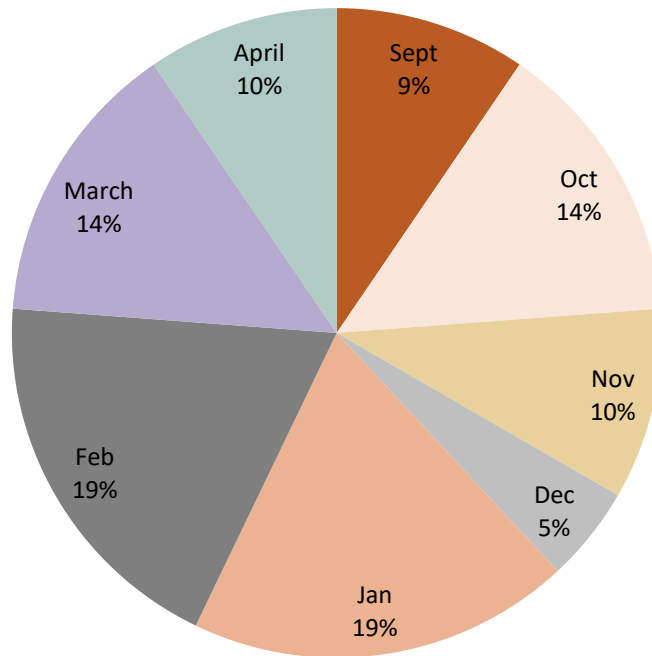
*Note: Twenty-five ongoing requests for assistance were carried over from 2017-2018 and are not reflected in this graph.*



**CHART H: STUDENT OF CONCERN CASE DISTRIBUTION**

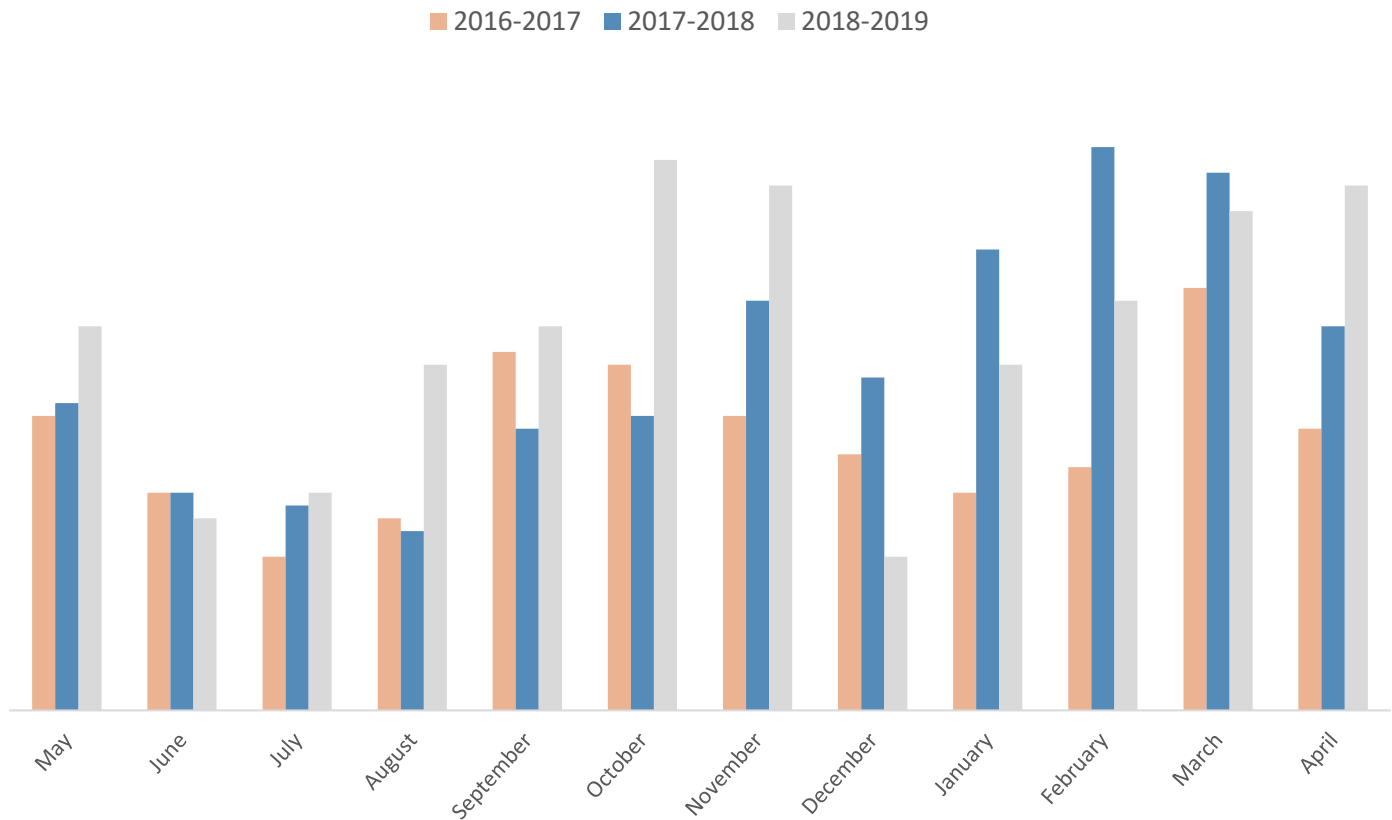
Of the 21 new SOC cases received in 2018-2019, none were reported during the months of May, June, July and August. Four students were placed on involuntary leaves of absence in 2018-2019 while other dossiers required varying levels of intervention, coordination and/or the implementation of restrictions. In addition, two students opted for voluntary leaves from their studies. In analyzing the available data, not surprisingly, the Office observed that SOC reports typically decrease throughout the summer months. In both 2017-2018 and 2018-2019, the Office identified the winter semester (January - April) as the period during which most SOC reports were brought forward. We will continue to monitor the data for any relevant patterns regarding SOC files brought forward to the Office.

**MONTHLY DISTRIBUTION OF NEW STUDENT OF CONCERN CASES 2018-2019**



*Note: Seven ongoing SOC cases were carried over from 2017-2018 and are not reflected in this chart.*

**CHART I: MONTHLY DISTRIBUTION OF NEW REQUESTS FOR ASSISTANCE (CASES AND CONSULTATIONS) - 3 YEAR COMPARISON:**



In analyzing new requests for assistance over the last three year period (excluding exceptional circumstances), we noted that the Office typically receives more requests in the months of February, March, October and November.

### **Formal Complaints**

In 2018-2019, there were 41 formal complaints in progress with the Office. Formal complaints can be resolved informally or formally and a complaint can be withdrawn at any time prior to the start of a hearing or investigation. Additionally, an informal resolution may not work for any number of reasons and may end up going through a formal resolution process. Finally, even when there is a formal resolution, there is an appeal process which can be triggered in certain circumstances.

## Closing Remarks

The number of requests for assistance received by the Office in 2018-2019 increased by approximately eight percent. This increase was mostly distributed between formal complaints and student of concern cases. Formal complaints, in particular, have increased since 2016-2017. Nevertheless, in keeping with historical patterns, consultations remain the most requested form of assistance while informal resolution continues to be the preferred approach in resolving behavioural dispute cases. The 2018-2019 year included an increase in dossiers and consultations related to threatening or violent conduct, harassment and psychological harassment, and also included 32 requests in the standalone category of sexual violence and sexual assault. These increases will continue to guide the Office in terms of developing further targeted training, outreach and educational initiatives on subjects such as identifying, addressing and counteracting these behaviours.

In closing, I would like to extend my thanks to Sraddha Bista and Daniel Giglio for their commitment and contributions to the Office. I would also like to extend our thanks to the Secretary-General, our internal partners and the Concordia community for their invaluable assistance to the Office in its work.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'L. White', with a long horizontal flourish extending to the right.

Lisa White  
Director and Senior Advisor, Rights and Responsibilities

DISRUPTIVE  
BEHAVIOUR

THREATS

EQUITY

DISCRIMINATION

CONSENT

COOPERATION

COLLEGIALITY

DIVERSITY

TRESPASSING

CIVILITY

HARASSMENT

THEFT

RESPECT

HARMONY