AGENDA OF THE OPEN SESSION
OF THE MEETING OF SENATE

Held on Friday, September 18, 2020
following the meeting of the Closed Session
via Zoom Video Conferencing

Item		**Presenter/s**	**Action**
1.	Call to order	G. Carr	
1.1	Adoption of the Agenda	G. Carr	Approval
1.2	Adoption of May 22, 2020 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 (Document US-2020-4-D2)	A. Whitelaw	Information
CONSENT AGENDA		G. Carr	
5.	Committee appointments (Document US-2020-4-D3)		Approval
REGULAR AGENDA			
6.	Annual report from the Ombuds Office (Document US-2020-4-D4)	A. Fish	Information
7.	Annual report from the Office of Rights and Responsibilities (Document US-2020-4-D5)	L. White	Information

8.   Annual report of the academic hearing panel (Document   M. Sullivan   Information
       US-2020-4-D6)

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

10.   Other business

11.   Adjournment   G. Carr

MINUTES OF THE OPEN SESSION
OF THE MEETING OF SENATE

Held on Friday, May 22, 2020
immediately following the Closed Session
via Zoom Video Conferencing

PRESENT

Voting members: Graham Carr *(Chair)*; Ali Akgunduz; Bakry Alsaieq; Shimon Amir; Leslie Barker; Matthew Barker; Guylaine Beaudry; Pascale Biron; Elizabeth Bloodgood; Catherine Bolton; Christopher Brett; Sue Callender; Sally Cooke; Frank Crooks; Anne-Marie Croteau; Ricardo Dal Farra; Alex De Visscher; Mourad Debbabi; Effrosyni Diamantoudi; Rebecca Duclos; Linda Dyer; Medhi Farashahi; Ariela Freedman; Vince Graziano; Esther Morand; Helena Osana; Karan Pande; Gilles Peslherbe; Colin Philip; John Potvin; Martin Pugh; Patrick Quinn; Marguerite Rolland; André Roy; Timir Baran Roy; Bayan Abu Safieh; Maha Siddiqui; Matt Soar; Reza Soleymani; Robert Soroka; Mark Steinberg; Ron Stern; Alex Stojda; Marlena Valenta; Victoria Videira; Jean-Philippe Warren; Anne Whitelaw; Paula Wood-Adams; Radu Zmeureanu

Non-voting members: Joanne Beaudoin; Philippe Beauregard; Roger Côté; Denis Cossette; Stéphanie de Celles; Isabel Dunnigan; Nadia Hardy; Shelina Houssenaly; Tom Hughes; Candace Jacobs; Frederica Jacobs

ABSENT

Voting members: Maryam Bagherzadeh, Jarrad Hass; Chris Kalafatidis

Non-voting members: Paul Chesser

1.   **Call to order**

The meeting was called to order at 2:23 p.m.

1.1   Adoption of the Agenda

R-2020-3-6   *Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.*

1.2   Adoption of April 24, 2020 Minutes

R-2020-3-7   *Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of April 24, 2020, be approved.*

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

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

3.   President's remarks

The highlights of the President's remarks are summarized as follows:

➢   Dr. Carr thanked all Senators whose terms are ending. He mentioned that Dean Duclos and Dean Roy's respective terms as Deans are ending and thanked them for their contributions and dedication to Concordia.

➢   Although it was a difficult academic term, Dr. Carr shared some great research achievements, noting that several grants were secured in various fields.

➢   Concordia Alumni Karen Hogan was nominated Canada's new Auditor General.

➢   Concordia has appointed Andrea Clarke as Senior Director of Community Engagement and Social Impact.

➢   The COVID-19 Emergency Student Relief Fund has reached over $1 million so far, with 500 donations.

➢   With over 5,900 students projected to graduate following the winter semester, the number of graduates is comparable to last year's despite the pandemic. Dr. Carr thanked faculty and staff who ensured that students could finish their semester and had the opportunity to graduate.

➢   Unfortunately, there will not be an in-person convocation ceremony, but details on a virtual celebration of graduates in June are to come.

➢   Summer semester is underway and completely delivered remotely. Summer registrations are substantially ahead of previous years, but the drop period is yet to come.

➢   The University has announced that the fall semester will be delivered mostly remotely. Given health directives and uncertainties regarding travel as well as the expectation of a second and third wave of COVID, the University determined that the responsible decision is to deliver a remote semester in the fall. The announcement was made early to allow faculty and students to prepare for September. Limited lab and studio activities will be offered, and support will be provided to faculty on how to deliver the online equivalent. Fall registrations are currently strong. The University is reaching out to the students to persuade them that Concordia will offer a quality experience. It will continue to provide strong online advising and counselling services and is looking at collaborating with cultural organizations to try to provide to students some experience of Montreal, at a distance.

➢   Construction resumed on campus.

- ➢ As of May 25, a gradual reopening of 11 labs will take place.
- ➢ VPRGS will soon announce a support fund for reactivation of research projects.
- ➢ A working group is looking into the logistics for a gradual reintegration to campus.
- ➢ Dr. Carr provided an update on the budget impact of COVID:
  - o The Board of Governors normally approves the annual budget in May, but given the uncertainties regarding student enrolment and government funding and support as well as losses in revenue from ancillary activities, it approved a 6-month Authorization of Expenditure to cover basic operating costs and a contingency to help cover unanticipated costs related to COVID-19.
  - o To date, the University allocated $12 million in one-time expenditures (net of savings realized since the beginning of the pandemic) to provide additional student support, increased IT capability, enhanced health and safety measures, and cover lost revenues. This amount does not include costs associated with suspending research activities.
  - o Before the health emergency hit, Concordia was on track to record a balanced budget for 2019/2020.
  - o Concordia will honor collective agreements, including salary increases.
  - o Members of the executive team elected to donate any salary increases they will be receiving June 1 toward student support.
  - o As during past budget-constrained periods, the University will continue to prioritize its academic and research mission.

4. Academic update (Document US-2020-3-D5)

As complementary information to her written report, Dr. Whitelaw reminded Senators that the approval of the spring 2020 graduation list was delegated to the Provost and that a full report prepared by the Registrar will be submitted to Senate in September. She thanked faculty and students for their work and perseverance during the process of moving the teaching online.

Dr. Whitelaw thanked Dean Duclos and Dean Roy for their leadership and welcomed Interim Dean Debbabi in his new position.

CONSENT

5. Committee reports

5.1 Academic Planning and Priorities (Document US-2020-3-D6)
5.2 Library (Document US-2020-3-D7)

These reports were submitted for information.

6.   **Committee appointments** (Document US-2020-3-D8)

R-2020-3-8   *That the committee appointments, outlined in Document US-2020-3-D8, be approved.*

7.   **Academic Programs Committee – Report and recommendations** (Document US-2020-3-D9)

7.1   **Undergraduate curriculum proposals – Faculty of Arts and Science**
7.1.1 **Department of Applied Human Sciences** (Document US-2020-3-D10)
7.1.2 **Department of Chemistry** (Document US-2020-3-D11)
7.1.3 **Department of Education** (Document US-2020-3-D12)
7.1.4 **Department of Political Science** (Document US-2020-3-D13)
7.1.5 **Department of Sociology and Anthropology** (Document US-2020-3-D14)

R-2020-3-9   *That the undergraduate curriculum proposals in the Faculty of Arts and Science be approved.*

7.2   **Undergraduate curriculum proposal – Faculty of Fine Arts**
7.2.1 **Department of Design and Computation Arts** (Document US-2020-3-D15)
7.2.2 **Department of Music** (Document US-2020-3-D16)

R-2020-3-10   *That the undergraduate curriculum proposals in the Faculty of Fine Arts be approved.*

7.3   **Undergraduate curriculum proposal – John Molson School of Business – Department of Management** (Document US-2020-3-D17)

R-2020-3-11   *That the undergraduate curriculum proposals in the John Molson School of Business be approved.*

7.4   **Graduate curriculum proposal – Faculty of Arts and Science – Department of Chemistry** (Document US-2020-3-D18)

R-2020-3-12   *That the graduate curriculum proposals in the Faculty of Arts and Science be approved.*

7.5   **Graduate curriculum proposal – Faculty of Fine Arts – Department of Creative Arts Therapies** (Document US-2020-3-D19)

R-2020-3-13   *That the graduate curriculum proposals in the Faculty of Fine Arts be approved.*

7.6   **Graduate curriculum proposals – Gina Cody School of Engineering and Computer Science**
7.6.1 **Graduate Co-op option** (Document US-2020-3-D20)
7.6.2. **Concordia Institute for Information Systems Engineering** (Document US-2020-3-D21)

7.6.3 Department of Electrical and Computer Engineering
(Document US-2020-3-D22 and D23)
7.6.4 Department of Mechanical, Industrial and Aerospace Engineering
(Document US-2020-3-D24)

*R-2020-3-14   That the graduate curriculum proposals in the Gina Cody School of Engineering
and Computer Science be approved.*

REGULAR

8.   Update on COVID-19

Dr. Carr delivered the update on COVID-19 under his remarks hereinabove.

9.   Question period

Further to queries, Dr. Carr and Dr. Whitelaw confirmed the following:

➢   Any petition for lower fees received will be discussed with the Board of
Governors.
➢   Although the University understands that the nature of the experience is
different with online teaching as opposed to face-to-face classes, it made the
announcement of a mostly online fall semester to remove ambiguity and
enable faculty and students to plan accordingly.
➢   The Teaching and Learning working group is looking into solutions to
maintain academic integrity and to ensure accessibility, engagement and
privacy during the remote delivery of examinations.
➢   During these challenging financial times, prioritization of the academic and
research mission are the key principles. The University wants to remain
flexible and rigorous in its management and will continue to support its
academic and research mission.

10.   Other business

Dr. Carr reiterated its appreciation for the community's capacity to adapt and be
resourceful and thanked all for their work and efforts during the last 10 weeks.

11.   Adjournment

The meeting adjourned at 3:25 p.m.

Danielle Tessier
Secretary of Senate

Internal Memorandum

To:	Members of Senate
From:	Anne Whitelaw, Interim Provost and Vice-President, Academic
Date:	September 10, 2020
Re:	Academic Update

I hope everyone has found some time to rest this summer, in the midst of preparing for a fall term like no other. While it feels as though every aspect of our lives has been affected by the pandemic, our community members have been active on so many fronts over the last four months. Below are some of the amazing activities that have been taking place at Concordia; thank you to all who have contributed and continue to contribute to the success of the university.

First of all, I want to give a warm welcome to Annie Gérin, Dean of the Faculty of Fine Arts and Pascale Sicotte, Dean of the Faculty of Arts and Science, who are joining Senate in their new roles.

This year we welcomed 101 new full-time faculty members (tenure-track, ETAs, LTAs), including six members to the Library. Around 30 people attended the first three sessions of New Faculty Orientation (NFO) for full-time faculty members hosted by the Faculty Development and Inclusion team. Most of the presentations were recorded for ease of reference, and information is available on a Sharepoint created especially for new faculty members, which they can access as they wish. The NFO gave a comprehensive overview of the different resources offered to faculty members and introduced key administrators over a two-week period. Different units and departments were represented such as the Centre for Teaching and Learning, the Office of Research, Concordia International, Human Resources and Security.

In May, the MILIEUX Institute partnered with the Goethe-Institut Montréal to launch a program of international exchange over the course of 2020 called New Nature. The series of encounters engaged 25 leading climate scientists, artists and technologists from Canada, Germany, Mexico and the U.S. in conversation about immersive media and climate science. Two students and two faculty who are members of the Milieux Institute participated in the event.

Over the summer, TEMPO (Teaching, Making and Performing Online), a team of FOFA-based creative researchers, worked in tandem with the Centre for Teaching and Learning (CTL) to offer creative pedagogical support to faculty members in Fine Arts transitioning to remote teaching. Drawing upon their backgrounds in the fine arts and led by artist Kate Jarboe, TEMPO recommends tools and techniques for remote fine arts pedagogy, and provide connections to internal and external resources.

Since May, 4TH SPACE has spearheaded the #CUatHome research engagement stream by producing activities to support faculty and student research projects as well as developing community and industry collaborations. To that end, faculty members were brought together for live interdisciplinary conversations on questions as divergent as conspiracy, transportation, and economic futures; staff at 4TH SPACE collaborated with external experts on in-depth investigations of pertinent social issues; celebrated

our new Deans, Public Scholars, and CURC recipients via live lab demos, conversations, and social media campaigns; and produced student-led workshops, ranging from 3D beading tutorials to Advocacy & Community how-to's.

With 49 distinct events, bringing together upwards of 50-300 audience members each, 4TH SPACE has been actively supporting Concordia community members in finding creative solutions to virtual engagement and knowledge mobilization strategies and contributing to Concordia's reputation as an innovative, next-gen University.

On October 15, there will be an online event where people can purchase graduating student and recent alumni artworks and/or watch a live streaming of performance and video works by recent alumni of the Faculty of Fine arts. As part of homecoming, on September 9, people can tune in for a conversation with Dean Annie Gérin and Cheryl Sim, the Managing Director and Curator at Fondation Phi pour l'art contemporain.

Art Volt Collection (AVC), a non-for-profit artwork loan and sales service at Concordia University's Faculty of Fine Arts, has set up a series of fall events to promote this new service, which will launch in Spring 2021.

Asking her gallery visitors to "Isolate in Style" FOFA Gallery director Eunice Bélidor moved her programming online with a thought-provoking series of creative newsletters over the spring and summer. Bélidor invited currently exhibiting artists whose exhibitions were cut short – Véronique Chagnon Côté, Ludovic Cléroux, Steven Smith Simard, Lauren Chipeur – as well as the artists from the next scheduled exhibitions – Frédérique Laliberté, Eugene Park, Mylène Raiche – to write creative texts. Artists wrote about how they are feeling during this time, their feelings about art, and what kind of changes they wish to see for the art world during and after the virus. Bélidor published these texts in a weekly newsletter. For the Fall 2020 term, the FOFA Gallery will offer short takeovers of its Instagram. The gallery will coordinate takeovers for two weeks a month between September and December. Eight students will be selected to post images on the grid and post stories for a duration of one week.

The John Molson Executive Centre is hosting the new Sustainable Ecosystem. The Ecosystem officially launched in May of 2020, and has since hosted two learning lab series, delivered by experts and practitioners which allow participants to work in groups on case studies. The Learning Lab series, which was initially planned as one full-day, in-person event, has been adapted to bring participants from Level 1 to Level 3 awareness over three, two-hour sessions. The Learning Labs are designed to deepen understanding on quickly-evolving environmental, social and governance (ESG) topics, and help catalyze the adoption of sustainable practices for businesses, asset owners and investors. The Ecosystem also hosts the Educational Exchange Forum, a monthly meetup of educators and students from around the world who share ideas, information, and create collaboration opportunities.

During the summer, the Library continued to work to support teaching, learning and research. Most of the 120 members of the Library team are working remotely, however, since June, a team of staff and librarians has been working on campus to fulfill thousands of requests to retrieve items from the physical collection for contactless pickup and to digitize items for course reserves or to deliver by email. Librarians and staff continue to offer reference support via email and live chat.

Barbara Layne, co-director of the Textiles and Materiality cluster, organized 34 volunteers to produce 2,611 cloth face masks (surpassing the goal of 2500), by sewing in their homes and private studio for donation in response to the Covid-19 crisis.

As a result of the Indigenous Student Librarian Program, a collaboration between Concordia Library, McGill's School of Information Studies, and *Université de Montréal's École de bibliothéconomie*, the Library welcomes two Indigenous Student Librarians this fall, Chloe Belair-Morin and Sarah Monnier. The Student Librarians will be pursuing their Master's in Information Studies at McGill over the next two years while working at Concordia Library.

On July 15th, Concordia launched the Sofia Discovery tool. Sofia is a shared bilingual discovery tool for all academic libraries in Quebec. Although each library has a customized interface with its own logo and collections, Sofia is a window on library collections throughout Quebec and around the world. Sofia is part of a project by the *Bureau de coopération interuniversitaire*. The Sofia Discovery tool replaces CLUES, the Concordia Library catalogue.

The Beat the Odds Internship Program is an internship program by and for students who are historically underserved in post-secondary education, including international students, students with disabilities, indigenous students, visible minorities, LGBTQ+, and students in low academic standing. A pilot program was launched this summer with 5 students who had their internships either within a Concordia unit or with a local community organization. One student was hired by the Experiential Learning (EL) Office as a co-designer to experience the program first-hand while also providing feedback on how best to support students during the pilot and in the future. The feedback from participants has been overwhelmingly positive. They valued adding a practical component to their academic experience, expressed an increase in their level of confidence, and felt a more profound connection to their school and studies.

The EL Office, with the help of the Office of Community Engagement, placed 36 students in community groups on summer internships. A minimum of 10 more student placements are planned for the fall 2020. In addition, 21 students were awarded MITACS scholarships for research internships. The EL Office communicated with units across the university to help place coop students who lost their internships, while yet another group of coop students were placed in a face mask challenge.

The ongoing support that the EL Office has been providing to internship coordinators has evolved during COVID. With students losing internship opportunities, the office has helped to find and fund their placements, while also providing internship coordinators with advice around alternative activities and how to navigate the virtual landscape. A community of practice has emerged where resources, best practices and encouragement are shared.

Also in partnership with MITACS, Concordia University is launching the Business Strategy Internship (BSI) program for all John Molson School of Business students, both undergraduate and graduate. Selected students will be awarded $10,000 to undertake a four-month strategic project with a for-profit or not-for-profit organization in Canada. Projects will be structured to undertake a strategic analysis of an organization to help them restore or modify their business operations in a new business environment disrupted by the COVID-19 pandemic. Throughout the project, MITACS provides online professional development opportunities to students.

John Molson School of Business students are studying a live case on crisis management under COVID-19. As part of their two-year program, EMBA students can take part in an international trip. The Global Experience (EMBA 625) course ordinarily grants them the experience of doing business abroad, while learning the broader economic, political, social and cultural factors that influence business opportunities and practices. Given the current travel restrictions, the international trip had to be cancelled this year.

Janis Riven, JMSB lecturer and the trip coordinator, saw this as a rare opportunity to take an event that has had global ramifications, and turn it into a unique and memorable learning opportunity by creating a business case for surviving and developing opportunities through a pandemic (EMBA 625). The course offers an expert-driven curriculum, which includes material from epidemiologists, news editors and business representatives from the retail, service and manufacturing sectors. Topics range from learning to analyze the opportunities and threats that arise from a global pandemic to examining the need for businesses to be resilient by understanding their inherent dependencies on both external and internal factors. Keeping within the theme of a global experience, the module also looks at the growing dependencies arising from the globalization of business in every industry, and it looks at the ways to accommodate different cultures.

In September, the Library appointed Dr. Katherine McLeod as the 2020-2021 Researcher-in-Residence. In this role, Dr. McLeod will undertake her research project "Listening to the Library," a sensory-based investigation into the audio-visual collections of Concordia's Library. The objective of the residency is to make audible the sounds held within the Concordia Library collections and, simultaneously, to 'read' or rather hear the library as somatic. In tandem with pursuing these concept-based research objectives, Dr. McLeod will develop a set of practical teaching modules designed for specific analogue recordings. Dr. McLeod plans to develop workshops and research-creation performances using recordings, in person or online, which will bring students, researchers, and the public into spaces of the library.

The Library's researcher-in-residence program has as one of its goals to foster a culture of research. The program was created as part of the Library's strategic plan, in order to promote research in the library and the use of research by librarians. The program offers the opportunity for scholars or doctoral students to focus on an area of inquiry in a supportive and enriching environment, and to interact with Concordia Library staff and resources.

The Indigenous Directions Office is currently developing a series of Indigenous awareness training and professional development workshops aimed at fostering a better understanding of the histories, cultures and socio-political realities of First Nations, Métis and Inuit. The Indigenous Directions Learning Series is intended for Concordia staff who want to build cultural competency and gain the necessary skills and knowledge to work effectively with members of the Indigenous community and provide culturally safe services to Indigenous students. The ultimate goal is for the Indigenous Directions Learning Series to be offered year-round. The first workshops are expected to be offered later in the Fall. This initiative responds to recommended action 3.2 of the Indigenous Directions Action Plan.

With the uncertainty surrounding the Fall 2020 term, the School of Graduate Studies (SGS) piloted new communication lines by allowing prospective students, applicants and new registrants to schedule appointments, using Calendly, a web-based appointment-booking software, in order to communicate directly through Zoom with graduate recruiter, Lorena Marzitelli. These individual meetings are one example of how recruitment moved very quickly from fairs and visits to virtual meetings. Other avenues being developed over the Fall are increased use of webinars, drop-in info sessions, targeted social media messaging, and participation in virtual fairs to name a few.

In keeping with current communication practices throughout the University, the SGS hosted two Town Hall Meetings in late August, one for Graduate Program Directors and Assistants, and one for supervisors. Interim Dean Faye Diamantoudi updated each audience on recent changes related to Fall enrolment regulations, fellowships and international fee waivers, TAs/RAs and awards, along with a closing Q&A.

Attendance at each Town Hall was roughly 100 participants, demonstrating the need to keep communication channels open for different audiences who have common or shared concerns.

Concordia's first half-day Office 365 unconference event took place on Friday August 21st and featured a mix of interactive and learn-on-your-own sessions open to all faculty and staff. Recordings for most of the sessions are available from our Office 365 unconference page in CSpace. The second half-day will take place on September 25 from 9 am to 1 pm and will include some new sessions.

CityStudio Montreal: Year 2. This year again, Concordia courses from any discipline will be matched with the city's agenda for a customized lineup of projects promoting better living. This second phase is made possible in part by a contribution of $94,000 from the *Fonds d'initiative et de rayonnement de la métropole* (FIRM). CityStudio is currently developing a list of urban projects to match with Concordia courses in Fall 2020 and Winter 2020. The overarching themes this year are transformation and resilience in times of crisis.

- The impact of COVID-19 on urban public spaces
- Equipment design
- New transportation modes
- Consumer behaviour
- Evolving equity/diversity/inclusion issues
- Equitable access to city services during a pandemic

The SHIFT Centre continued to work with the projects from the first call for proposals for the SHIFT Funding and Support Program. While varying in scope, each of these initiatives had two things in common: they involved multi-stakeholder teams working on socially transformative projects, and they had a connection to the Concordia community, whether through teaching and learning, research, or student life. In lieu of a second round of the Funding and Support Program, the SHIFT Centre ran a COVID-19 specific Transformative Responses program (TR). TR provided $70K in support of 15 community-led projects that responded to crisis-related needs and/or assisted in post-COVID recovery. Each TR project had to focus on the creation of more a just, equitable and sustainable future. In the Fall, the SHIFT team will be reaching out across the university to build connections in support of these projects, and of future initiatives with faculty, staff and students that will be impactful for Concordia and for Montreal.

The acquisition of a campus wide license for Udemy for Business that can be enjoyed by all active students, faculty and staff has been completed. The Digital Strategy team is working on implementing the service with the hope of providing early access to staff managers by mid-September and general access the following week.

The *Fonds de recherche du Québec* regularly announce monthly prizes for their "*Relève étoile*" competition in each of their three funding agencies. Over this past summer, two Concordia doctoral students won awards in their categories. The awards come with a cash prize of $1000. Soroosh Shahtalebi, Information and Systems Engineering, and Felicity Hamer, Communication, received honours in July and August, respectively, for their published research.

One of the School of Graduate Studies' main goals during the summer was to attract Concordia undergraduate students to pursue graduate studies at Concordia as well. The School's recruitment and awards teams heavily promoted the *Top Concordian Undergraduate Graduate Entrance Scholarships*,

valued at $10,000 and available exclusively for thesis programs. The uptake was significant, with Faculties succeeding in distributing all 31 awards to our own top students.

Public Scholar Marc-André Argentino, PhD candidate in the Individualized Program (INDI) has received extraordinary international media attention for his research into the QAnon movement. In July alone, Argentino was featured in *The Conversation, VICE, The Insider, The Daily Beast, Rolling Stone, The Observer* and numerous international, foreign languages presses. With his focus on how extremist groups leverage technology to create propaganda, recruit and inspire acts of violence and impact democratic institutions, Argentino is a great example of the innovative and relevant research produced by our Next Gen university. Argentino is supervised by André Gagné, Ketra Schmitt and Jia Yuan Yu in Theological Studies, Engineering and Computer Science, respectively.

Irene Rozsa, who recently earned a PhD from Concordia's Film and Moving Image Studies program, won the Governor General's Academic Gold Medal this June for her dissertation titled "On the Edge of the Screen: Film Culture and Practices of Noncommercial Cinema in Cuba (1948-1966).". Rozsa (MA 11, PhD 20) received the prize for achieving the highest academic standing at the graduate level among students at the university completing a dissertation. Rozsa is the second PhD in Film and Moving Image Studies alum in two years to receive the prize for scholarly excellence.

Jason Edward Lewis, professor in the Department of Design and Computation Arts, has led a multidisciplinary group of scholars from Canada, the United States, Australia, New Zealand and the United Kingdom to complete a major research document considering Artificial Intelligence from an Indigenous perspective: the Indigenous Protocol and Artificial Intelligence Position Paper. The document, which took two years to complete, also features work by Concordia graduate students Scott Benesiinaabandan (MFA Studio Arts) and Suzanne Kite (PhD INDI) as well as Concordia research associate Skawennati.

Concordia graduate student Quentin VerCetty has won a City of Toronto public art competition to create a sculpture to commemorate abolitionist and former slave Joshua Glover. VerCetty is currently pursuing his master's degree in art education. VerCetty's Afrofuturistic approach helped him develop the winning sculpture design and provided a lens through which he could relate to Glover. He says including Black stories and Afro-Indigenous stories in the public space — such as Glover's monument — encourages accessible education and uses art as a teaching tool.

The virtual reality work of Post Image PhD student Olivia McGilchrist was featured in an online exhibit by Montreal's Studio XX; Technoculture, Art and Games PhD student Enric Llagostera won an award from A MAZE. for his game "Cook your way"; and Ageing + Communication + Technologies associate director Constance Lafontaine received the Engaged Scholar Award for community-engaged scholarship from Concordia.

Debbie Folaron (*Études françaises*) was awarded the European Union Jean Monet Chair for the project "Multiple Roles of Translation in Minority Multilingual Romani Context". The award, valued at $230,000 over 3 years, will help Concordia reaffirm its leadership in research and teaching in the area of translation practices and policies of mineralized translational groups within the EU.

Rafik Naccache (Chemistry and Biochemistry) obtained the Francophone University Agency's Interuniversity Solidarity Projects in the Americas (AUF-PRISA award) for the project : "*Développement d'une nanoplatforme radiosensibilisante à base des points de carbone dopés aux lanthanides pour la radiothérapie*" valued at $20,000. Prof. Naccache will work with colleagues from University of Côte d'Azur,

France and Université de Rosario, Colombia to advance research in the field of radiation therapy for cancer.

Six interns/students obtained the MITACS Globalink Graduate Fellowship to pursue graduate programs at Concordia University. This award will allow the interns (top of their class) to continue their research collaboration with Concordia faculty members. The value of these awards is estimated at $90,000.

Concordia International (CI) supported Gilles H. Peslherbe, Director, Centre for Research in Molecular Modeling (CERMM) in his research collaboration with Henan University of Technology, China and Queen Elizabeth Hospital, Hong Kong to develop a vaccine for Covid-19 with help of computer modeling and simulations. With MITACS support, CI facilitated the mobility of two postdoctoral fellows from Henan University of Technology, China and enabled communications with the press office of MITACS to write a about the research initiative. Dr. Peslherbe's research was highly publicized by local and national media.

COMMITTEE APPOINTMENTS

Committee	**Appointee**	**Term**
Academic Planning and Priorities	Luigi Allemano (FA)	2020/2023
	Fiona Harrison-Roberts (CSU)	2020/2021
	Hannah Jamet-Lange (CSU)	2020/2021
	Mazdak Nik-Bakht (GCS)	2020/2023
Academic Programs	Nicholas Bailey (CSU)	2020/2021
	Alex Stojda (CSU)	2020/2021
Library	Adewunmi Ajike (CSU)	2020/2021
	Mazdak Nik-Bakht (GCS)	2020/2023
Research	Colin Long (CSU)	2020/2021
Steering	Isaiah Joyner (CSU)	2020/2021
	Sarah Mazhero (CSU)	2020/2021

Appointments requiring Senate ratification	**Appointee**	**Term**
Faculty Tribunal Pool	Mark Corwin (FA)	2020/2022
	Martha Langford (FA)	2020/2022
	Benoit Léger (A&S)	2020/2022
Student Tribunal Pool	Reethu Navale (GSA)	2020/2022
	Rajrupa Saha (GSA)	2020/2022
	Rebecca Waldie (GSA)	2020/2022
	Ahmad Zaribi (GSA)	2020/2011

September 10, 2020

SENATE
OPEN SESSION
Meeting of September 18, 2020

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: September 9, 2020

OMBUDS OFFICE

Promoting fairness at Concordia

ANNUAL REPORT 2019–20

OMBUDS OFFICE

August 14, 2020

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
2019-2020 Annual Report of the Ombuds Office: Promoting Fairness at Concordia University.

The purpose of this report is to provide you with:
- an understanding of the year's activities from May 1, 2019 to April 30, 2020;
- statistics that describe our operations and our service to the community;
- sample recommendations from this year; and
- exceptionally, this year, an understanding of the impact of COVID-19 on the types of files we received.

I look forward to presenting this report to you at a future Board meeting.

Sincerely,

amy fish

Amy Fish, MHSc.
Ombudsperson
Concordia University / Université Concordia

Table of Contents

Ombuds Office Overview

Concordia University established the Ombuds Office in 1978 in response to concerns about fair practices at the university.

The idea was to establish an office that would report directly to the Board of Governors and would uphold the principles of impartiality, accessibility, confidentiality and independence. These principles continue to be the cornerstones of the Ombuds Office.

The Ombudsperson is responsible for promoting fairness in the University, through:
- evaluating concerns brought to their attention, and determining best next steps;
- investigating where appropriate;
- coaching students, faculty members and staff regarding opportunity for better communications;
- de-escalating academic related conflicts between and among community members; and
- developing conflict resolution presentations and training materials for the University community when appropriate.

Ombuds Office 2019-2020

COVID-19 Impact

Fortunately, the Ombuds Office is well set up to work remotely and was able to continue operations with almost no disruption.

The office also saw no change in the number of files received or treated.

File Volume Steady

In general, we would expect the volume of files treated by the Ombuds Office to represent approximately 1% of the student population. At Concordia, the Ombuds Office also accepts files from faculty and staff. Therefore, we anticipate about 500 files per year.
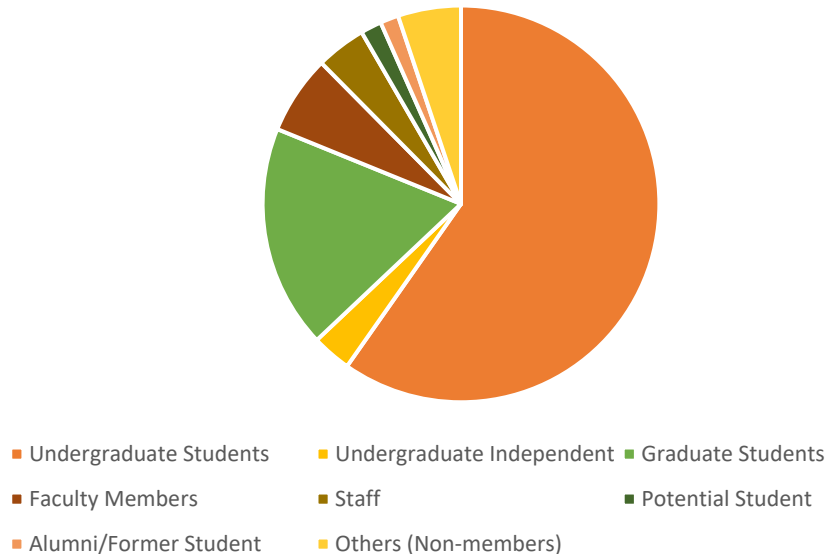
Since 2013-14, we have fallen where expected. The volume of files treated by the Ombuds Office has been remarkably steady for the past three years. In 2017-18, the office treated 469 files, followed by 466 in 2018-19 and 467 this year.

Community Overview

467 concerns were brought to the Ombuds Office this year, and as in previous years, the majority of files were brought forward by students.

Chart A: Percentage of Clients by Type

- Undergraduate Students
- Undergraduate Independent
- Graduate Students
- Faculty Members
- Staff
- Potential Student
- Alumni/Former Student
- Others (Non-members)

Worth noting:
- The majority of files come from Undergrad students (66%), followed by Graduate students (18%);
- Faculty and staff files are down from last year, from 15% to 10% of overall volume;
- Other parties (such as non-community members) showed a very small increase at 7% compared to 6% last year; and
- There were no requests from Continuing Education, for the first time in seven years.

Type of Contact

In previous reports, the Ombuds Office has presented a chart showing the various ways in which community members contacted our office (by e-mail, phone or walk-in). We have taken pride in our growing walk-in volume because we believed it spoke to our accessibility and approachability.

Unfortunately, because of the speed with which the pandemic hit, we were not in a position to collect data regarding the change in how community members were able to access our office.

However, because our volume was not impacted by the new reality, we can state with confidence, that community members have seamlessly transitioned to finding us via e-mail and phone, in our new virtual workspace.

We have updated our web site with an interactive intake form to continue to build upon our accessibility. We are continuing to meet with students and faculty via a range of platforms, including simple telephone calls, e-mail, Zoom, and meetings depending upon the situation and preference of the community member.

Student Concerns

This year's concerns are similar in number and in scope to what we have seen in previous years. As in the past, Undergraduate and Graduate students' files will be presented separately.

Undergraduate Student Academic Concerns

When reviewing Undergraduate students' concerns, it is important to note that there are a wide range of concerns brought to the Ombuds Office every year, reflected in the variety of categories shown in Chart B, below.

Chart B: Undergraduate Student Academic Concerns by Type
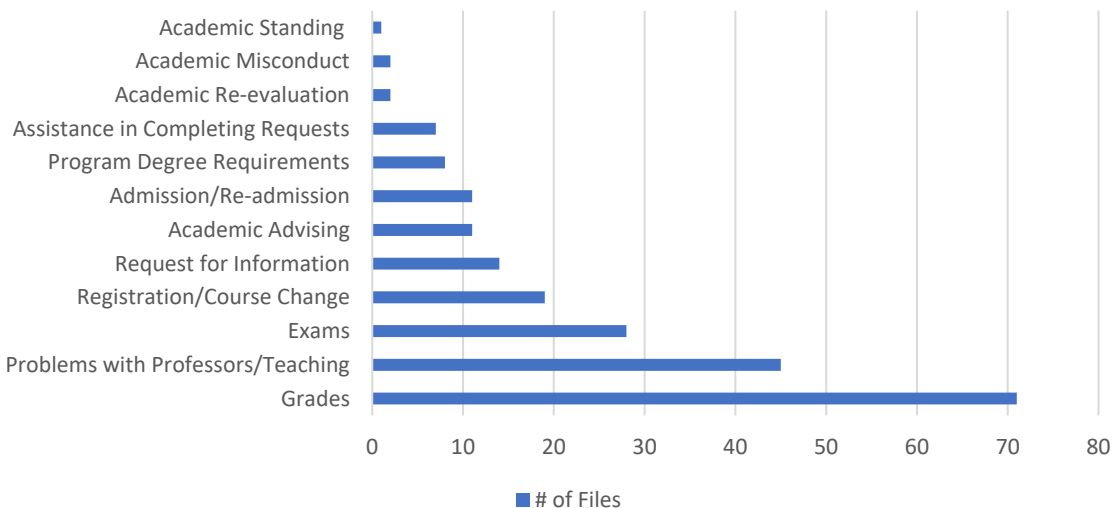
As would be expected, the largest category of concerns relate to grading.

Some examples that we traditionally see in this category are:
- Concerns about grade allocation;
- Lack of satisfaction with participation and/or group project grades that cannot be contested through the University re-evaluation process;

- Variation in grading between sections or Professors; and
- Students who are waiting for grades to be returned or posted who ask the Ombuds Office to expedite that process.

This year, because of the pandemic, the category also included:
- Changes in grade allocation due to transition to online learning;
- Unexpected reduction in assignments causing weighting of assignments to shift; and
- Inability to see assignments prior to studying for final exams.

The next largest category of files was Problems with Professors/Teaching, which includes communication issues such as:
- Students who needed assistance contacting their professors;
- Students who disagreed with aspects of a course and were not sure how to communicate this; and
- Specific issues relating to particular courses such as slides not being clear.

The largest change since last year was in the category of Exams, which doubled since 2018-19. This may be because the Winter 2020 exam period fell shortly after the University transitioned to online learning and there were several changes to how the Exams would be conducted.
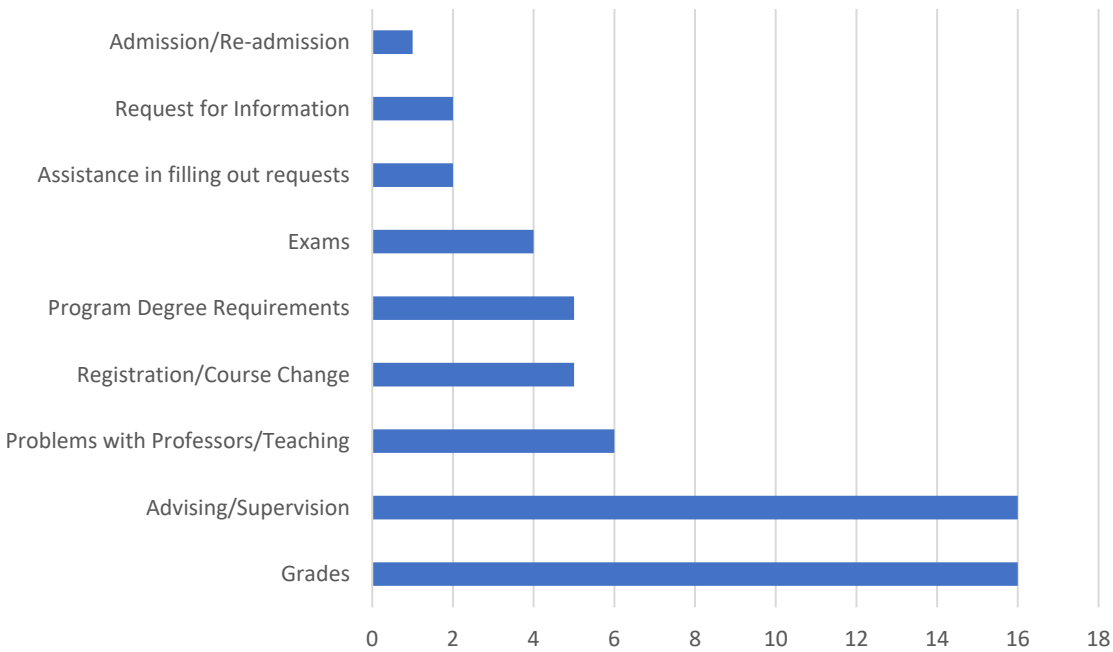
Examples of concerns included:
- Students wondering how exams would be conducted online and expressing frustration with the unexpected environment;
- Students registered with the Access Centre for Students with Disabilities (ACSD) concerned about how they would receive their accommodations online; and
- Faculty members asking for assistance to determine the fairest way to proceed with grading.

Graduate Student Academic Concerns

As would be expected, the highest category of Graduate Student academic concerns related to Advising and Supervision. Last year, Grades were the second highest concern, but this year, they are tied for first place. We believe that this is attributable to the changes in Exam protocol in response to the pandemic. Similar to Undergraduate students, many Graduate students were impacted by the changes.

A full breakdown of concerns is shown in Chart C, below.

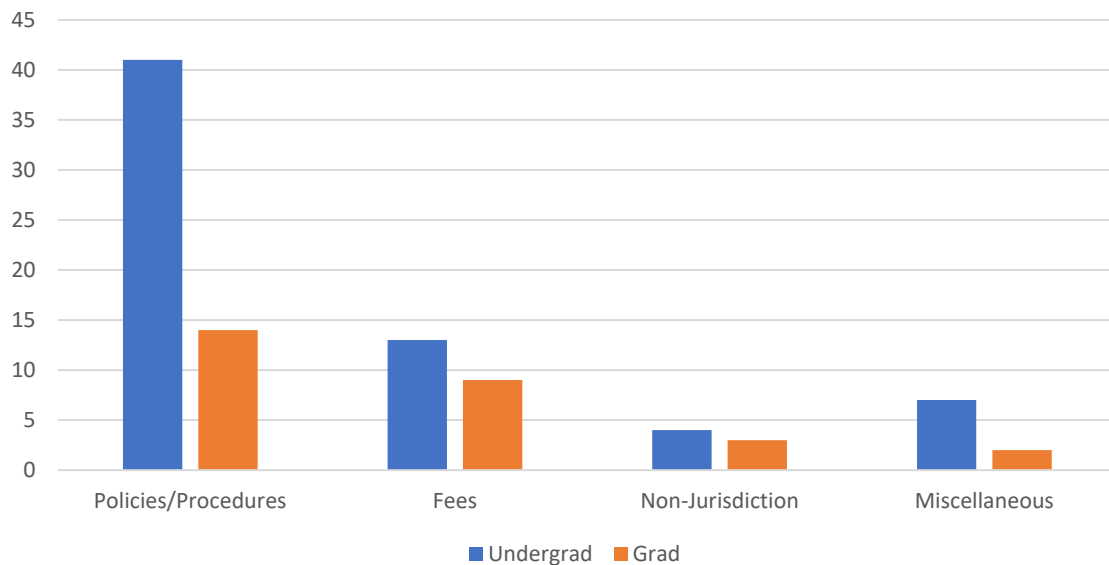## Chart C: Graduate Student Academic Concerns by Type

Category	Value
Admission/Re-admission	1
Request for Information	2
Assistance in filling out requests	2
Exams	4
Program Degree Requirements	5
Registration/Course Change	5
Problems with Professors/Teaching	6
Advising/Supervision	16
Grades	16

Additional observations:
- There were two new categories this year. Program Degree Requirements (five files) and Exams (four files);
- There were no files relating to Academic Misconduct or Transfer Credits, both of which normally have at least one concern; and
- Assistance with Admission/Re-admission was down from six last year to one this year.

Student Non-Academic Concerns

Students sometimes come to the Ombuds Office with requests for assistance in resolving situations that are not necessarily academic, as shown in Chart D, below.

Chart D: Students Non-Academic Concerns by Type

For several years in a row, both Undergraduate and Graduate students' non-academic concerns have centered around Policies/Procedures and Fees.

Some examples of Policies/Procedures concerns could be:
- Students requesting assistance with policies on maternity leave or other necessary absences;
- Students who are told they have missed a deadline and would like to see the relevant policy; or
- Students who would like to understand more about financial aid policy and procedure.

Concerns regarding fees might include:
- Students who believe they were charged unfairly;
- Students who believe the text book or course materials are too expensive; or
- Students who thought they dropped a class but were charged for it.

Miscellaneous concerns are extremely diverse. For example, in 2019-20 there were a few files relating to on-campus dining options.

Non-jurisdiction files are those that are outside the realm of what the Ombuds Office can assist with. This would only be determined after we have communicated with the community member and gained an understanding of their needs. In that case, they would be forwarded on to the appropriate office within the university.

Resolution of Student Files

The Ombuds Office has several ways of assisting students, as shown in Chart E, below.

Chart E: Actions Taken in Student Files
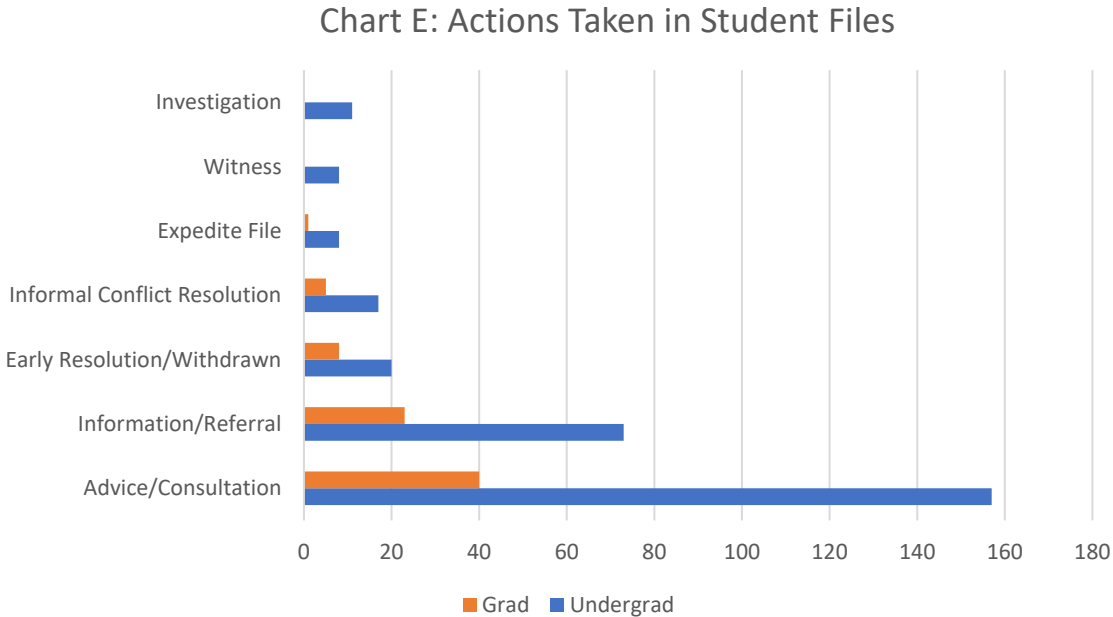
In 2019-20, 77% of students left the Ombuds Office with Advice, Consultation, Information and/or a Referral, up 1% from last year. This continues to be the main way that the Office assists students, whether it be one meeting or several conversations over the semester.

Informal resolution occurs in 6% of files – this is when the Ombuds Office contacts two or more parties involved in a dispute. For example, a graduate student may be having trouble communicating with their supervisor and the Ombuds Office is asked to intervene before the matter escalates.

Investigations occur in 5% of cases, when there is evidence to suggest that there may be unfairness. The inquiry typically includes discussion with the parties involved, interviews with witnesses, an analysis of relevant documents and a short report that would be submitted to the community member who brought the concern forward. When necessary, the Ombuds Office might offer recommendations for future improvement.

Rarely (2% of the time), the Ombuds Office is asked to expedite or witness. Expediting would include following up on the student's behalf when a required response is not forthcoming. Witnessing is when the Office is cc'd on correspondence to see what is happening but is not expected to intervene.

Faculty and Staff Concerns

In previous years, Faculty and Staff concerns were combined in the Annual Report. This year, the decision was made to break them out into two groups in case they were differently affected by the pandemic. As you will see from the charts below, it turns out that the issues brought forward by both groups are similar.

Faculty Concerns

Faculty concerns are both academic (e.g., relating to grades) and non-academic (policies and procedures) in nature, as you can see in Chart F, below.

Chart F: Faculty Concerns by Type

■ Policies   ■ Advising   ■ Grades   ■ Request for Information   ■ Miscellaneous
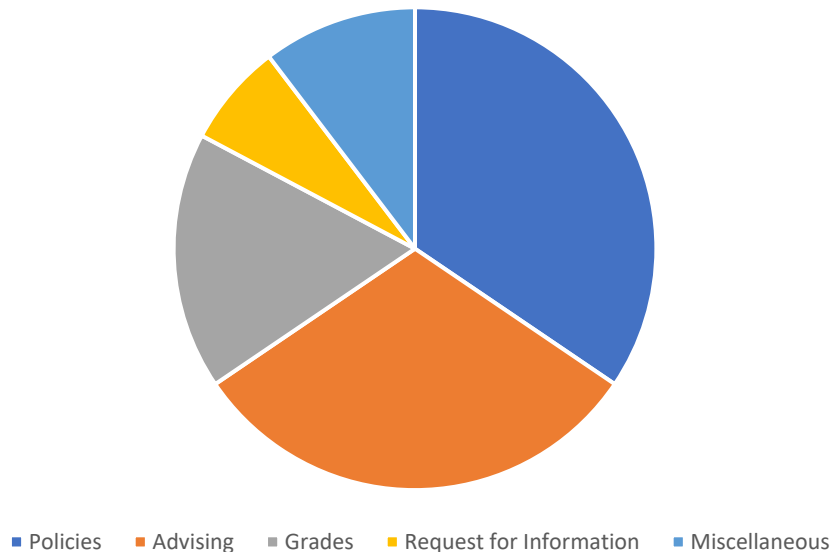
The number of concerns brought forward by Faculty has fluctuated slightly over the past three years. However, the types of concerns have not changed in the past five years. The greatest concerns in 2019-2020 were Advising/Supervision, Policies and Grades, just as in past years.

Also worth noting is that there were no concerns brought forward from casual or contractual employees in 2019-20, whereas in previous years there have been a few. The volume is so small that the Office is not attributing this to any significant change, however it will be monitored in the future to see if it becomes a concern.

Staff Concerns

19 staff members consulted the Ombuds Office in 2019-20, and their concerns are shown in Chart G, below.

Chart G: Staff Concerns

■ Advising   ■ Policies   ■ Grades   ■ Information
■ Non-Jurisdiction   ■ Miscellaneous   ■ Request for Assistance   ■ Accommodation
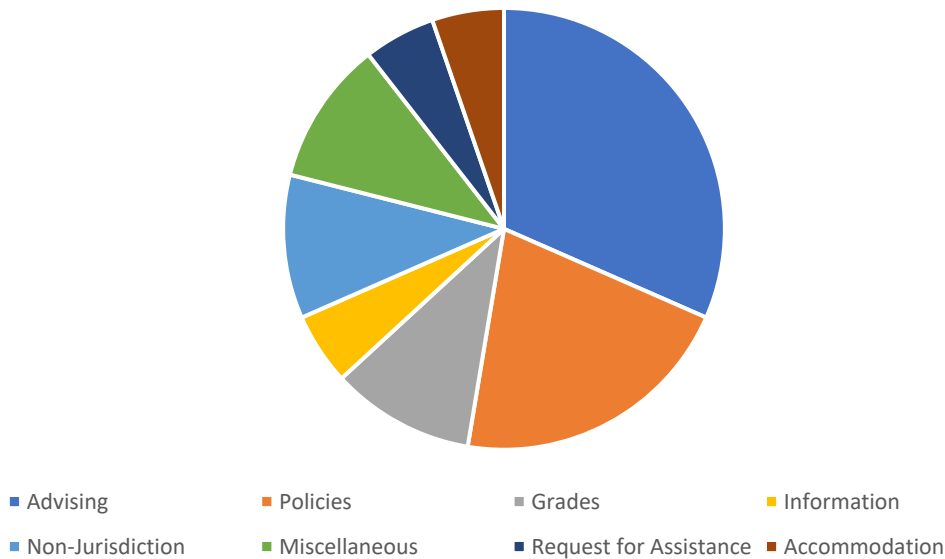
As members of the Concordia community, all staff have access to the services of the Ombuds Office. The Ombuds Office does not get involved in any human resources issues, or any issues covered by a collective agreement. In the event that an issue of that nature comes to the office, it would be considered non-jurisdiction, and the employee would be referred to the appropriate office for assistance. In 2019-20, this happened in two out of the nineteen cases.

Most interesting to note is the diversity of topics that bring staff to the Ombuds Office for assistance. Advising, Grades and Policies top the list, but there are also general requests for assistance, and opinions regarding accommodations.

Review of Prior Recommendations

No formal recommendations were made in 2018-19 that require review.

Examples of Assistance Provided for 2019-20

These examples have been selected to illustrate the type of assistance provided by the Ombuds Office. Names and certain details are withheld to preserve confidentiality.

- A student came to see the Ombuds Office because she was told not to apply for an internship as she had taken a leave of absence the previous year, and according to policy, students who had taken a leave were not eligible for this placement. However, this student took a leave because she was a single parent and her only child was quite ill, and was hospitalized. Initially, the student was told that there was no way for her to explain her extenuating circumstances because letters and additional information could

not be appended to the application form. The student applied anyway, attempting to explain her situation over email. Her application was denied. She then asked to appeal the decision, and was told no appeals process exists. The Ombuds Office became involved and asked the department to reconsider the application in light of all this information. The application was denied at this point because it was considered expired, as too much time had passed. Again, the Ombuds Office requested another chance for this student, as the office believed she had been treated unfairly. By this time, several months had elapsed and the external company was no longer able to provide the information and signatures needed for the internship to be officially considered by the co-op program. Unfortunately, it was too late to improve the situation for this particular student, however, based on this experience, the co-op program agreed to:

- o Clarify communication with students regarding a leave of absence policy;
- o Include an opportunity for students to explain particular circumstances with their applications; and
- o Institute an appeals procedure so that students have a recourse.

- A faculty member contacted the Ombuds Office for assistance regarding a student that had missed an online quiz. In addition to posting on Moodle, the Professor sent an email to all students letting them know that the time of the quiz had changed, and sent a second email to all students in the class that were registered with the Access Office (ACSD). The student replied to the email confirming that he knew about the quiz. Once the quiz time had elapsed, the student sent a second email to the Professor saying that he accidentally missed the quiz and asked to retake it. The Professor denied the request and wanted to know from the Ombuds Office if this was fair. The Ombuds Office advised that because the Professor made exceptional efforts to contact the student, and because the student confirmed that he knew about the change, there was no reason to provide an exception in this case.

- Several students came to the Ombuds Office because they were unhappy with the quick pace of change in exam and grading policies due to COVID-19. While the Office sympathizes with the students, the University had no choice but to keep pace with the changes happening throughout Quebec. It is our opinion that the University did an extra-ordinary job of keeping students, faculty and staff updated on changes as they occurred. The centralized, real time communication was extremely proactive and thoughtful, helping to keep the entire community up to date as things changed daily and sometimes more frequently than that. The office acknowledges that this was (and continues to be) a challenging time for students, but there is no evidence of unfairness. In each case, students were told about the resources available, and encouraged to seek assistance within the Concordia community.

SENATE
OPEN SESSION
Meeting of September 18, 2020

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: September 9, 2020

OFFICE OF RIGHTS AND RESPONSIBILITIES

Promoting Respect on Campus

ANNUAL REPORT 2019-2020

SEPTEMBER 2020

TABLE OF CONTENTS

CHARTS AND TABLES

Office of Rights and Responsibilities - Annual Report 2019-2020

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 2019-2020 Annual Report refers to the activities of the Office from May 1, 2019 to April 30, 2020.

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 ("**SCSMSV**")

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

- *The Code*
- *Protocol on the Coordination of Urgent Cases of Threatening or Violent Conduct*
- *Policy on Student Involuntary Leave of Absence* **("POSILA")**
- *Policy on Harassment, Sexual Harassment and Psychological Harassment*

In 2018-2019, the Office reported that a committee was established to conduct a review of POSILA. Following the conclusion of the committee's work, the revised policy was presented to the President's Executive Group in August 2019. The newly adopted policy now includes specific mention of on-campus support resources such as Wellness and Support Services. As well, the new Policy contains revised case management processes. For more information about POSILA, the Office and its services, please refer to the ORR website.

In addition to its work on POSILA, ORR representatives also participated in the review of the University's Policy regarding Sexual Violence. The revised Policy was approved by the Board of Governors in June 2020. Among other modifications, the revised Policy clarifies support for survivors of sexual violence and details the resolution processes available. For information about the revised Policy regarding Sexual Violence, please refer to the SCSMSV 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, POSILA and the Code.

In this context, throughout the 2019-2020 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. Due to the Covid-19 pandemic and ensuing campus closures, outreach activities were conducted remotely from March 2020 onward.

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 2018-2019, the Office made a recommendation regarding the establishment of an *ad hoc* group to develop proactive and individualized responses to address concerns of potential reprisals against complainants. The Office is pleased to report that this recommendation has since been implemented and now forms part of the standard procedure, when appropriate.

General Recommendations

The Covid-19 pandemic and resulting campus closures necessitated a comprehensive and rapid shift to online University activity. This transition brought with it new, intensified and/or increased incidents of online behavioural misconduct (e.g. zoom bombing, objectionable communications and behaviours via chat forums or video lectures, etc.). These incidents highlighted the need to develop and deliver targeted programming to the community with the objectives of communicating behavioural expectations for the 'virtual world' and raising awareness of the resolution opportunities available in the Covid-19 context. As such, it is recommended that the Office, in partnership with University Communications Services, the Provost's Office and Campus Security, develop a targeted education and communications plan to proactively respond to online behavioural misconduct. While these questions presented themselves in a specific context, prior to Covid-19, the University had a well-established presence in relation to online offerings. This exercise would therefore benefit the community both during and post-pandemic.

The pandemic and associated realities also had an impact on the ways in which the Office was able to manage student of concern dossiers. These dossiers most often include the development and administration of campus and/or support management plans as well as following-up and monitoring the progression of a concern or situation, and adjusting responses and approaches accordingly. As a result of the pandemic and restricted access to campus, the Office had to develop new strategies and increase the use of electronic means to establish and/or maintain connections to students being followed under POSILA. Additionally, in a 'Covid era', potentially placing a

student on a leave of absence had to be weighed against new and complex factors created by the pandemic such as increased isolation. These considerations were all the more acute in situations involving international and out-of-province students. In the Covid-19 context, because of travel restrictions and the like, these students were less able to access established personal support networks, thereby constraining the ability of the Office to integrate those systems into SOC responses. In response to these new limitations as well as in the interest of developing additional support solutions, the Office recommends that all implicated units working with isolated student populations coordinate to further explore and develop external partnerships in order to create an integrated network of supports. This could include external partnerships with other educational institutions, public safety bodies, health care organizations, subject matter experts and community organizations.

Data Analysis and Statistical Review

Activity Summary and Breakdown of Requests for Assistance

The following chart provides a snapshot of the Office's activity for the 2019-2020 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; or
- **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 nature of 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 2019-2020 totaled 424. The breakdown by percentage is displayed in Chart A.

CHART A: DISTRIBUTION OF SERVICES (2019-2020)
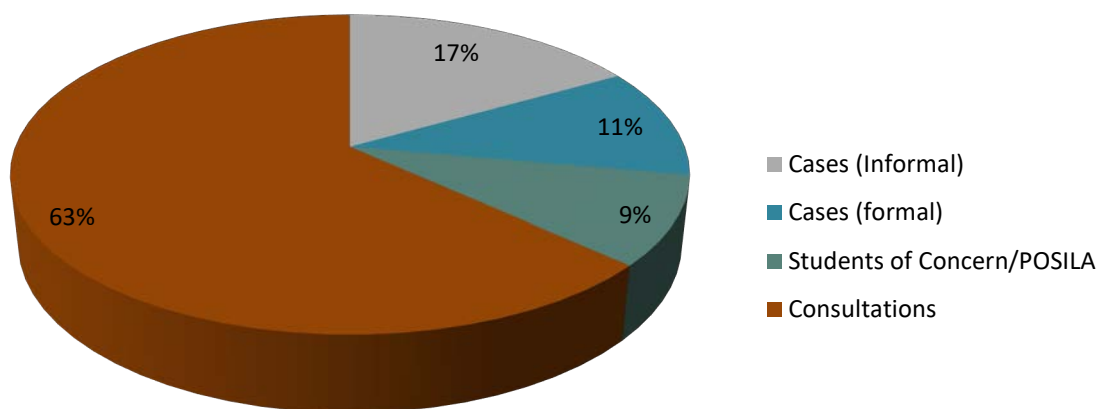
Consistent with previous years, consultations accounted for a majority of services provided. With regard to cases, informal resolution was employed more often than formal resolution from the onset, also in keeping with historical patterns. 30 new formal complaints were processed this year in addition to 17 active formal complaints

carried over from the previous reporting year. Active formal complaints represented approximately 11 percent of the Office's activity with a portion of those complaints being resolved informally after their submission.

The 2018 Student Health and Wellbeing Review, co-chaired by the Provost's Office and Campus Wellness and Support Services, observed that the number of students seeking mental health services and the complexity of support needs have increased in recent years. Indeed, in 2019-2020, there were 38 active cases involving SOCs and threat assessments, up from the 28 administered the previous year. These accounted for nine percent of the Office's activity. It is likely that the number of SOC dossiers will increase yet again due to the Covid-19 pandemic and its associated stressors. SOC and threat assessment cases most often involve safety concerns, medical/mental health issues and/or serious disciplinary matters, generally require both immediate and long-term responses and interventions and, more often than not, comprehensive cross-sectorial coordination. As mentioned in the 'Recommendations' section, in the Covid-19 context, developing and following through on support plans in these cases as well as connecting students to resources often took place remotely, and relied extensively on the creativity and collaboration of internal and external partners.

TABLE 1: REQUESTS FOR ASSISTANCE (2019-2020)

Academic Year	Cases	Consultations	Total
May 1, 2019 - April 30, 2020	156	268	424

TABLE 2: 3 YEAR ANNUAL COMPARISON

Year	Months	Cases	Consultations	Total
2017-2018	12	116	235	351
2018-2019	12	138	241	379
2019-2020	12	156	268	424

In 2019-2020, requests for assistance totalled 424 (156 cases and 268 consultations) as displayed in Tables 1 and 2. This represents a 12 percent increase from the previous year and follows a steady increase in requests in recent years (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, heightened community awareness in the identification of problematic behaviours and availability of accountability processes as well as the increasing complexity of situations involving misconduct such that resolution without the assistance of the Office proves to be more challenging.

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

Case Type/Year	2019-2020	2018-2019	2017-2018
Informal	71	69	70
Formal	47	41	26
SOC/Threat Assessment	38	28	20
Total Cases	156	138	116

Complainant and Respondent Demographics

Please note that the below definitions apply in the following discussion regarding Complainant and Respondent demographics:

- **Student** - refers to members registered in any academic program on a full-time or part-time basis, independent students, members registered in non-credit courses, auditors, exchange students and visiting students
- **Staff** - refers to full-time and part-time employees who are not faculty members and/or do not perform administrative and/or supervisory functions as specified in the 'Administration' category
- **Faculty** - refers to full-time and part-time professors including extended and/or limited term appointments, visiting lecturers, etc.
- **Administration** - refers to employees and/or units who fulfill specific administrative and/or supervisory functions including Deans, Associate Deans, Department Chairs, Campus Security, Residence Life, Directors, etc.
- **Other** - refers to non-members including alumni, contractors, non-academic visitors, volunteers, etc.
- **Joint** - refers to two or more Complainants and/or Respondents from different demographic categories
- **N/A** - refers to Complainants and/or Respondents who are unknown, unidentified or anonymous. Complainants in the 'N/A' category are typically anonymous and seeking consultation services from the Office, while Respondents in this category are generally either unknown to the Complainant or not identified by the Complainant.

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/or as part of their administrative role, 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 2019-2020, students followed by members of the administration most often requested assistance from the Office in both case and consultation categories. With regard to cases, there were no complainants represented in the "N/A" category.
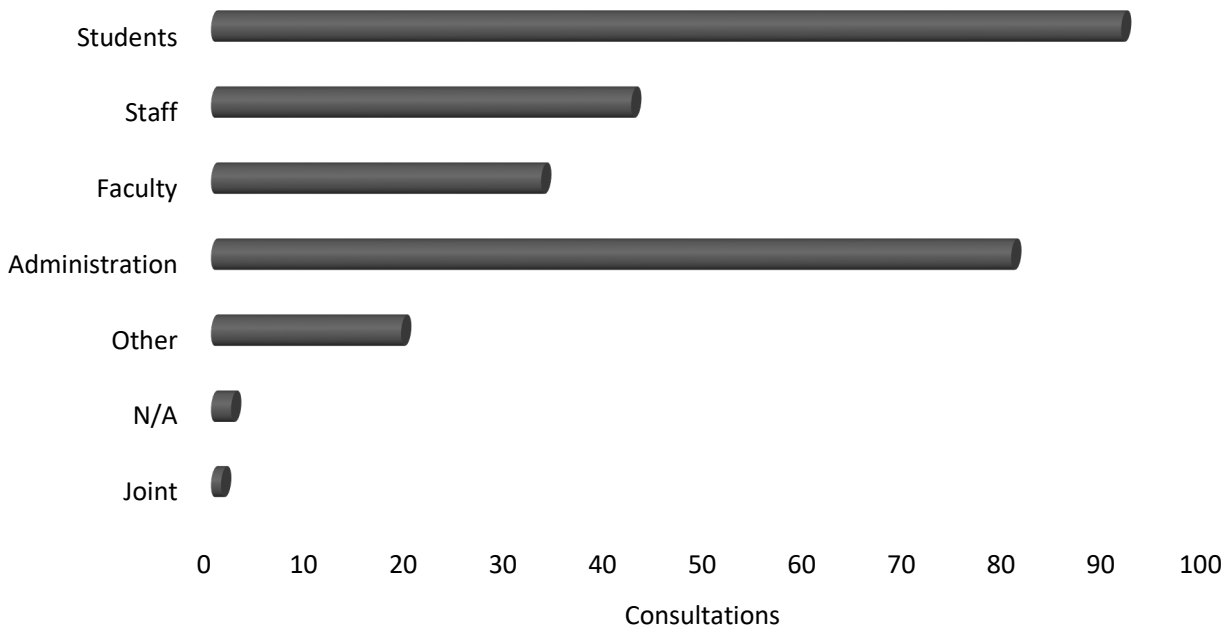
CHART B: COMPLAINANT DEMOGRAPHICS 2019-2020 (CASES)

Requests for assistance/complaints were generated by:
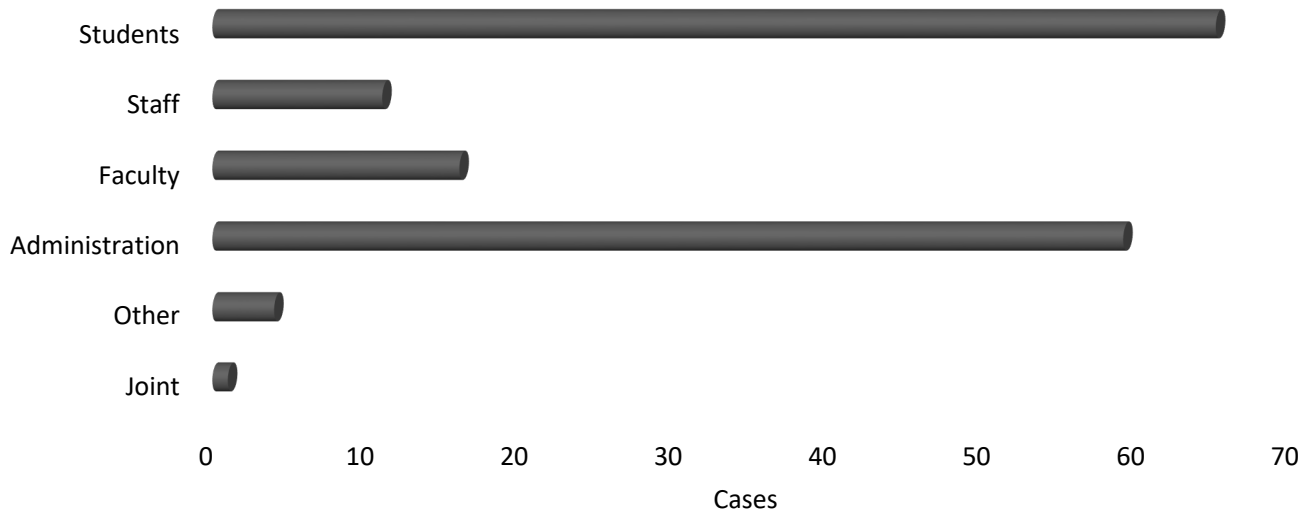
CHART C: COMPLAINANT DEMOGRAPHICS 2019-2020 (CONSULTATIONS)

*Requests for assistance/complaints were generated by:*

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 2019-2020, students were predominantly the identified respondents in both complaints and consultations, followed by faculty.
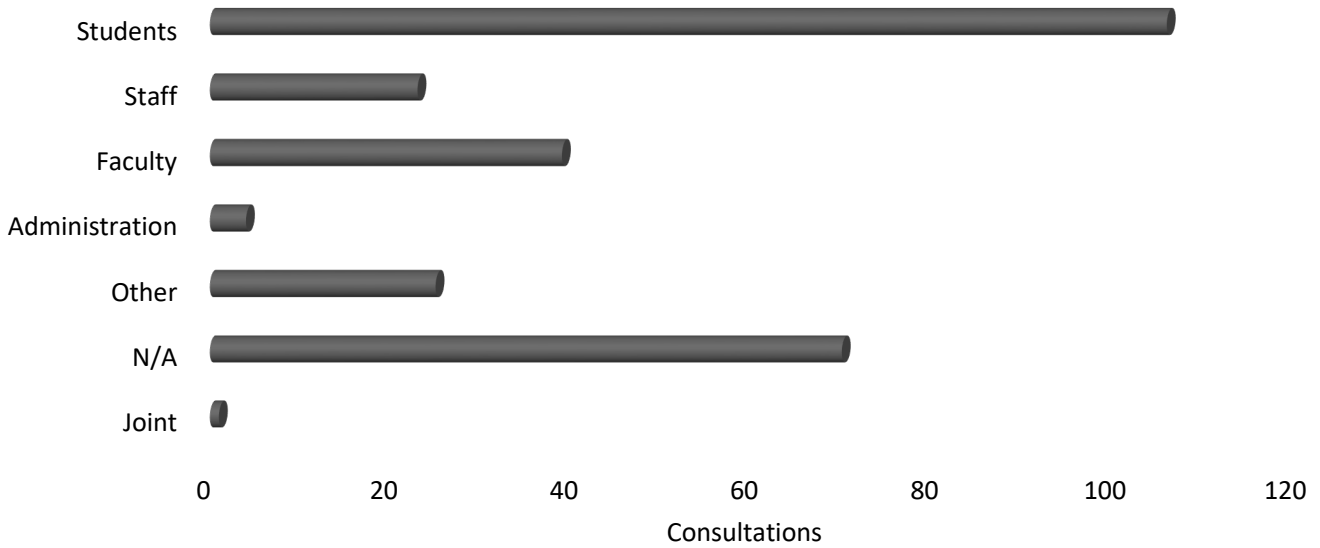
CHART D: RESPONDENT DEMOGRAPHICS 2019-2020 (CASES)

Complaints were generated against:
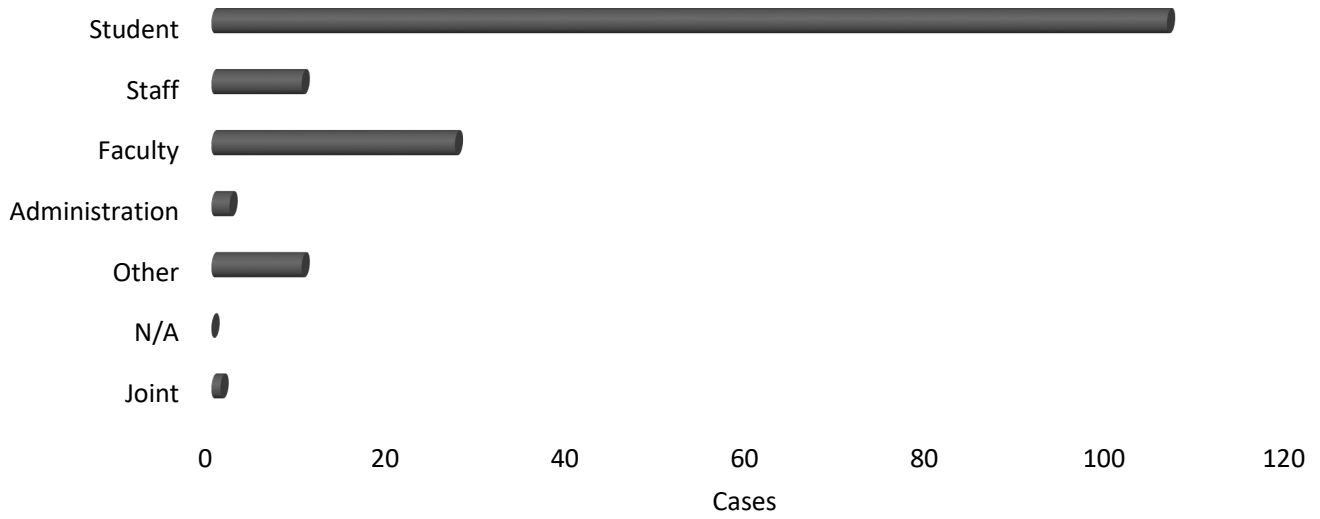
CHART E: RESPONDENT DEMOGRAPHICS 2019-2020 (CONSULTATIONS)

Complaints were generated against:

TABLE 4: BREAKDOWN OF CASES (156) AND CONSULTATIONS (268) BY INFRACTION (2019-2020)

Offence	Code	In 156 Cases	In 268 Consults	Total Infractions
Threatening or Violent Conduct	30	39	20	59
Sexual Violence and Sexual Assault	31	20	17	37
Harassment	32	76	84	160
Sexual Harassment	33	11	13	24
Psychological Harassment	34	24	25	49
Discrimination	35	20	9	29
Communication of Discriminatory Matter	36	3	12	15
Offences against property	37	2	0	2
False Information	38	0	0	0
Maliciously activating fire alarms	39	2	0	2
Bomb threats	40	0	0	0
Theft or abuse of computing facilities or computer time	41	1	0	1
Unauthorized entry into University property	42	2	0	2
Obstruction or disruption of work or studies	43	7	2	9
Camping or Lodging on University property	44	0	0	0
Forging or altering University documents	45	7	4	11
Hazing	46	0	1	1
Unlawful use, sale, distribution, etc. of controlled substances	47	3	1	4
Possession or use of explosives or destructive devices	48	0	0	0
Possession or use of firearms, chemicals, or other weapons	49	0	0	0
Unauthorized or duplication of University's name, logos, etc.	50	2	0	2
Unlawful offense in the University context	51	2	2	4
Student-of-concern/Threat Assessment/POSILA	SOC	38	27	65
*Miscellaneous Consultations		6	117	123
Total		265	334	599

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 2019-2020, the Office observed increases in all infraction categories with the exception of categories related to offences against property, reporting false information to a University office or official, maliciously activating fire alarms, bomb threats, obstruction or disruption of University activity, camping or lodging on University property, and the possession or use of explosives, related devices, firearms or other weapons. The increases in infraction categories were generally proportional to the overall increase in requests for assistance directed to the Office, with the exception of the following: threatening or violent conduct, psychological harassment, discrimination and communication of a discriminatory matter. Reports of infractions within these categories were elevated. As previously mentioned, the Office also noted another annual increase in new or ongoing requests for assistance involving SOCs and POSILA (up to 65 from 44 in 2018-2019).

CHART F: PRESENTING ISSUES 2019-2020 (CASES)

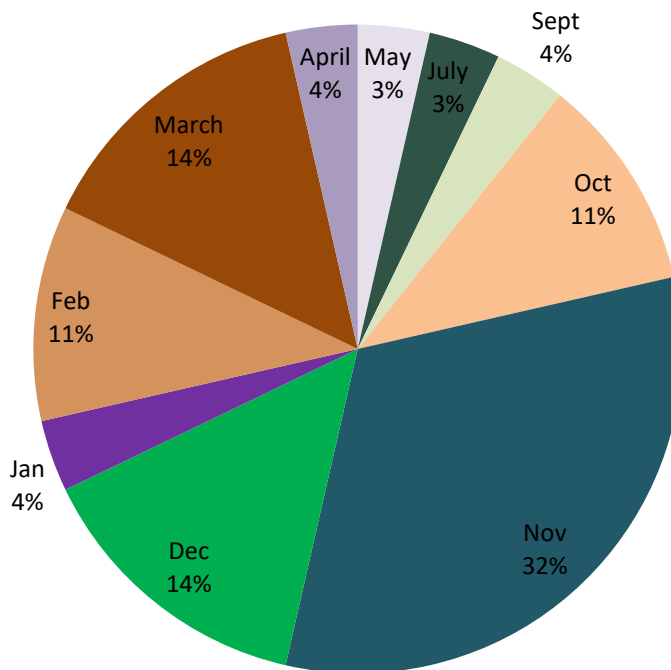Chart F provides a visual overview of the types of case offences reported.
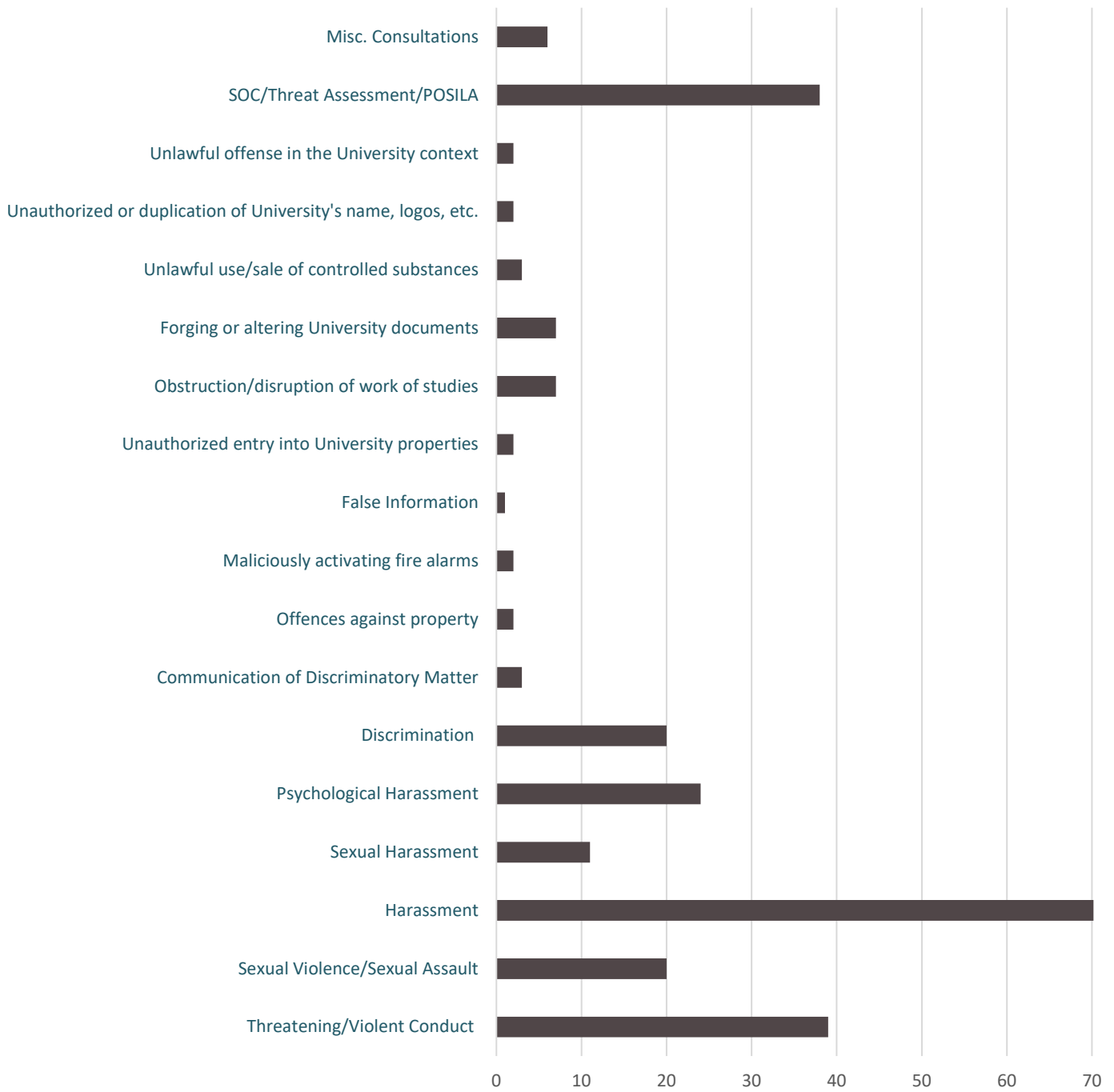
CHART G: MONTHLY DISTRIBUTION OF NEW REQUESTS FOR ASSISTANCE (384)
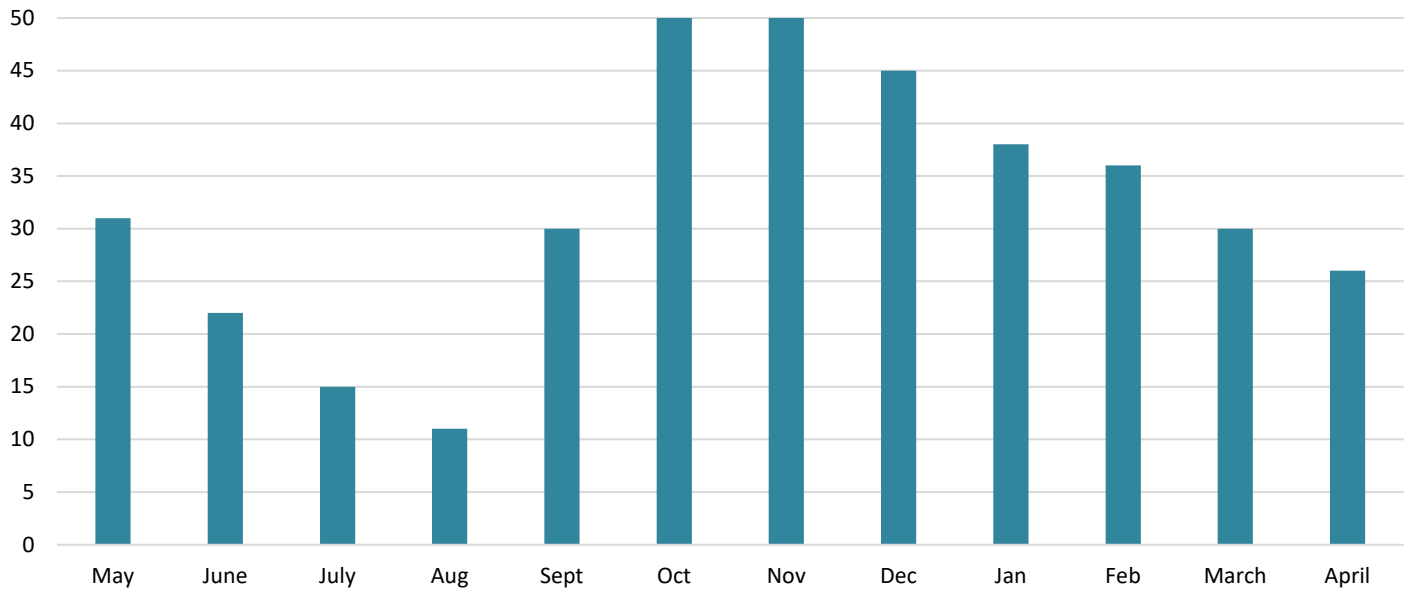
Note: Forty ongoing requests for assistance were carried over from 2018-2019 and are not reflected in this graph.

CHART H: STUDENT OF CONCERN CASE DISTRIBUTION

Students-of-Concern by Month

Note: Ten ongoing SOC cases were carried over from 2018-2019 and are not reflected in this chart.

Of the 28 new SOC cases received in 2019-2020, none were reported during the months of June and August. Four students were placed on involuntary leaves of absence in 2019-2020 while other dossiers required varying levels of intervention, coordination and/or implementation of restrictions. In addition, nine students opted for voluntary leaves from their studies. Five students who were placed on voluntary or involuntary leaves during the reporting year as well as previous years returned to 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 term (January - April) as the period during which most SOC reports were brought forward. In 2019-2020, however, the fall term (September - December) was the period in which the most SOC reports were brought forward, with a significant number of concerns being reported in the month of November. We will continue to monitor the data for any relevant patterns regarding SOC files brought forward to the Office.

CHART I: MONTHLY DISTRIBUTION OF NEW REQUESTS FOR ASSISTANCE (CASES AND CONSULTATIONS) - 3 YEAR COMPARISON:
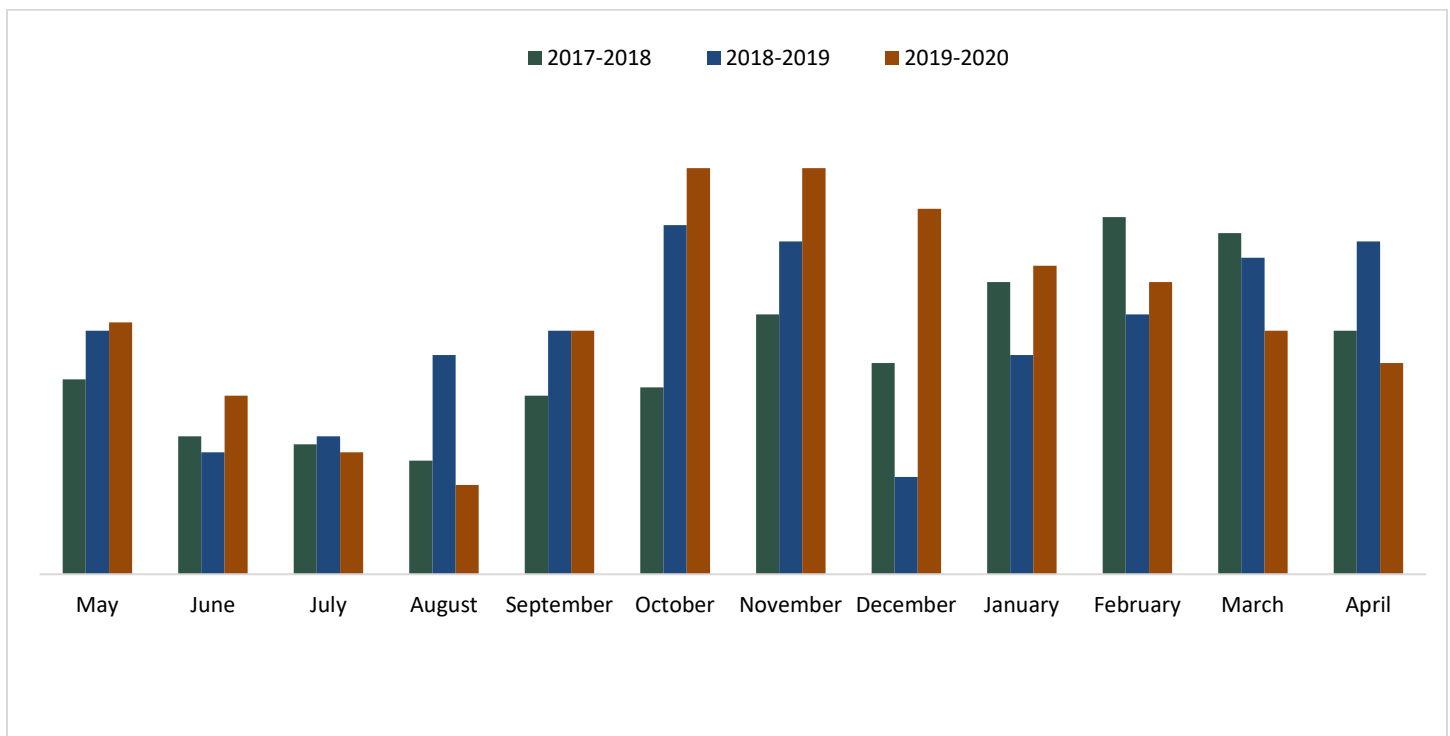
In analyzing new requests for assistance over the last three year period (excluding exceptional circumstances), we noted that the Office typically receives more requests in the months of February, March, October and November.

Formal Complaints

In 2019-2020, there were 47 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 such complaints 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 2019-2020 increased by approximately 12 percent from the previous year. This increase was evenly distributed between case and consultation categories, with the most significant rise occurring in the student of concern category. 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 2019-2020 year also included a rise in dossiers and consultations referencing a variety of infraction categories, with the most notable increases emerging in the areas of threatening or violent conduct, psychological harassment, discrimination and discriminatory communication.

In closing, I would like to extend my thanks to Sraddha Bista and Daniel Giglio for their commitment and contributions to the Office, which were steadfast in challenging circumstances. I would also like to extend our thanks to the Secretary-General, our internal partners and the Concordia community for their invaluable, often creative and unwavering assistance to the Office in its work during a most extraordinary time.

Respectfully submitted,

Lisa White
Director and Senior Advisor, Rights and Responsibilities

VIOLENCE

THREATS

DISRUPTIVE

BEHAVIOUR

HARMONY

RESPECT

EQUITY

DISCRIMINATION

COOPERATION

COLLEGIALITY

DIVERSITY

CIVILITY

THEFT

HARASSMENT

TRESPASSING

SENATE
OPEN SESSION
Meeting of September 18, 2020

AGENDA ITEM: Annual report of the academic hearing panel

ACTION REQUIRED: For information

SUMMARY: The report is presented to Senate in keeping with Article 94 of the Academic Code of Conduct which stipulates:

> *"An annual report detailing the number and type of charges laid under this Academic Code of Conduct and their disposition shall be prepared by the Secretary of the Tribunals and presented to Senate by September 30 of each year. The report shall be published on the University's website. In no circumstances shall any mention be made of the names of the students involved or of any information, which might lead to their identification."*

PREPARED BY:

Name: Danielle Tessier
Date: August 30, 2020

Office of Student Tribunals
Annual Academic Hearing Report
Summer 2019 to Winter 2020

In accordance with Article 94 of the Academic Code of Conduct (the "Code"), this report details the number and type of charges laid under the Code and their disposition and is presented at the September meeting of Senate. In addition, enclosed herewith is a table with the breakdown of the type of charges laid under the Code (schedule A).

The specific breakdown by Faculty for 2019-2020 as at July 1, 2020 is provided below:

Faculty	INCIDENT REPORTS	CHARGES DISMISSED AT FACULTY LEVEL	% of incident reports	CHARGES UPHELD AT FACULTY LEVEL	% of incident reports	INCIDENT REPORTS PENDING DECISIONS BY FACULTY	TOTAL HEARING REQUESTS — SENT TO AHP BY FACULTY	AHP REQUESTED BY STUDENT	AHP[1] PENDING FROM PREVIOUS YEARS	WITH-DRAWN	TOTAL AHPs HELD — DISMISSED	UPHELD	AHP PENDING
Arts and Science	168	51	30%	110	65%	7	5	1	6	1	2	3	6
Gina Cody School of Engineering and Computer Science	66	14	21%	49	74%	3	1	8	7	3	0	4	9
Fine Arts	7	2	28%	5	71%	0	0	0	0	0	0	0	0
John Molson School of Business	40	8	20%	31	78%	1	1	1	2	0	0	2	2
School of Graduate Studies	86	4	5%	81	94%	1	7	4	5	0	1	5	10
TOTAL	367	79	22%	276	75%	12	14	14	20	4	3	14	27

TOTAL HEARING REQUESTS: **28**

TOTAL AHPs HELD: **17**

By July 1, 2020, a total of **367 incidents** were reported for courses taken during the academic period covered by this report. A total of 276 (75%) charges were upheld at the Faculty level, 79 (22%) charges were dismissed and 12 (3%) of these incidents are still pending decisions by the Faculties.

---

[1] The number of hearings pending from previous years column includes hearings requested during the 2019-2020 academic year for courses taken during previous academic years.

Out of the 367 charges upheld by the Faculties, the Office of Student Tribunals received a total of 14 requests for AHPs from students and 14 requests from the Faculties due to repeat offences. Adding the above to the 20 AHP requests carried over from previous years, there were a total of **48 AHP requests to process this past year,** including 29 for repeat offences.

Our office conducted hearings with respect to **17 cases** under the Code in the 2019-2020 academic year, as follows:

- **17 AHPs** (including 15 for repeat offence cases).

As of July 1, 2020, we begin the 2020-2021 academic year with 27 cases awaiting hearings under the Code, 14 of which are for repeat offences.

The hearings carried over from 2019-2020 are due to:

- 21 separate requests to postpone hearings, including hearings scheduled in mid-March and April that were postponed as a result of the closure of Concordia's campuses due to concerns regarding COVID-19;
- The option given to students during the months of May and June to defer their hearing; and
- Several hearing requests received toward the end of the 2019-2020 academic year, including 17 hearing requests received by the Office of Student Tribunals after April 1, 2019.

Submitted by Laura Landry
Student tribunals Officer
tribunal@concordia.ca
August 31, 2020

Encl.

Breakdown from July 1, 2019 to June 30, 2020 of the type of charges laid under the Academic Code of Conduct (the "Code")

For Summer 2019 to Winter 2020 terms

Incident Reports filed under the Code

	Article 18	Article 19a	Article 19b	Article 19c	Article 19d	Article 19f	Article 19g	Article 19h	Article 19i	Article 19j	Article 19k	Article 19l
Arts and Science	159	68	3	34	4	-	52	-	1	1	2	1
Gina Cody School of Engineering and Computer Science	49	9	4	28	1	3	10	2	5	-	-	-
Fine Arts	1	5	1	-	-	-	1	-	-	-	-	-
John Molson School of Business	-	4	4	5	5	-	23	1	8	-	-	-
School of Graduate Studies	85	31	4	35	-	-	3	-	2	-	-	-
TOTAL	294	117	16	102	10	3	89	3	16	1	2	1

Note: See Excerpts from the Code on the following page for a description of the articles listed above.

Students may have been charged under more than one article with respect to the same incident.

Excerpts setting forth the types of charges from the Academic Code of Conduct

Article 18: "Any form of cheating, or plagiarism, as well as any other form of dishonest behaviour, intentional or not, related to the obtention of gain, academic or otherwise, or the interference in evaluative exercises committed by a student is an offence under this Code. Any attempt at or participation related in any way to an offence by a student is also an offence"

Article 19: "Without limiting, or restricting, the generality of Article 18 above and with the understanding that Articles 19 a) to l) are to be considered examples only, academic offences include, the carrying out, or attempting to carry out or participating in":

19a: "plagiarism - the presentation of the work of another person, in whatever form, as one's own or without proper acknowledgement"

19b: "the contribution by one student to another student of work with the knowledge that the latter may submit the work in part or in whole as his or her own"

19c: "unauthorized collaboration between students"

19d: "tearing or mutilating an examination booklet or an examination paper, including, but not limited to, inserting pages into a booklet or taking a booklet or a portion of the booklet or examination paper from the examination room"

19f: "the obtention by theft or any other means or use of the questions and/or answers of an examination or of any other resource that one is not authorized to possess"

19g: "the possession or use during an examination of any non-authorized documents or materials or resource or possessing a device allowing access to or use of any non-authorized documents or materials"

19h: "the use of another person's examination during an examination"

19i: "communication with anyone other than an invigilator during an examination or the obtention of any non-authorized assistance during an examination"

19j: "impersonation - assuming the identity of another person or having another person assume one's own identity"

19k: "the falsification of a document, in particular a document transmitted to the University or a document of the University, whether transmitted or not to a third party, whatever the circumstances"

19l: "the falsification or fabrication of a fact or data or a reference to a source in a work"