



SENATE

NOTICE OF MEETING

October 1, 2021

The Agenda and documents for the Open Session meeting of Senate of Concordia University held on Friday, October 8, 2021, at 2 p.m. are now posted on the website.

Please note that while there is an Open Session, given that the meeting is being held by video conference, only members of Senate and invited guests will be admitted to the meeting.

As usual, the meeting will be recorded, and any member of the community who would have otherwise attended the meeting in the observer's gallery will be able to view the meeting at RMAD, in accordance with the *Guidelines pertaining to Broadcasting and Recording of Senate meetings* ([US-2](#)).

Shelina Houssenaly
Secretary of Senate



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

Friday, October 8, 2021, at 2 p.m.
via Zoom video conferencing

Item	Presenter(s)	Action
1. Call to order	G. Carr	
1.1 Approval of the Agenda	G. Carr	Approval
1.2 Adoption of September 17, 2021 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-2021-6-D1)	A. Whitelaw	Information

CONSENT AGENDA

5. Committee appointments (Document US-2021-6-D2)		Approval
6. Registrar's report on spring 2021 graduation statistics (Document US-2021-6-D3)		Information

REGULAR AGENDA

7. Winter semester update	A. Whitelaw	Information
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|---|-------------------------------|-------------|
| 8. Future Concordia | M. Di Grappa/
A. Whitelaw | Information |
| 9. Return to campus – student experience
(Document US-2021-6-D4) | H. Jamet-Lange/
E. Malorni | Information |
| 10. Question period (<i>maximum 15 minutes</i>) | | |
| 11. Other business | | |
| 12. Adjournment | G. Carr | |

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

Friday, September 17, 2021
following the meeting of the Closed Session
via Zoom video conferencing

PRESENT

Voting Members: Graham Carr (*Chair*), Lourdu Reddy Allam, Shimon Amir, Leslie Barker, Mathew Barker, Guylaine Beaudry, Joanna Berzowska, Elizabeth Bloodgood, Catherine Bolton, Lovina Angela Brown, Boutaina Chafi, Queenie Hui Jing Chen, Demetre Christopoulos, Sally Cooke, Anne-Marie Croteau, Alexandra Dawson, Selvadurai Dayanandan, Mourad Debbabi, Larry Deck, Effrosyni Diamantoudi, Riya Dutta, Linda Dyer, Mary Esteve, Mehdi Farashahi, Ariela Freedman, Annie Gérin, Marina Ghali, Nicolka Gorel, Abdelwahab Hamou-Lhadj, Hannah Jamet-Lange, Moshe Lande, Eduardo Malorni, Catherine Mulligan, Gilles Peslherbe, Duraichelvan Raju, Jasmine Ramcharitar-Brown, Rosemary Reilly, Pascale Sicotte, Satinder Pal Singh, Robert Soroka, Kelly Thompson, Craig Townsend, Alex De Visscher, Jean-Philippe Warren, Deeva Wazir, Anne Whitelaw, Shaina Willison, Paula Wood-Adams, Radu Grigore Zmeureanu

Non-voting members: Caroline Baril, Philippe Beauregard, Nadia Bhuiyan, Paul Chesser, William Cheaib, Denis Cossette, Stéphanie de Celles, Sandra Gabriele, Michael Di Grappa, Nadia Hardy, Tom Hughes, Candace Jacobs, Frederica Jacobs, Émilie Martel, Lisa Ostiguy

Also attending: Karan Singh, Melodie Sullivan

ABSENT

Voting members: Reza Soleymani, Guylaine Vaillancourt

Non-voting members: Heather Adams-Robinette, Richard Courtemanche, Sai Yaswanth Reddy Kudumala Mamoun Medraj, Bard Nelson, Peter Pawelek

1. Call to order

The meeting was called to order at 2:10 p.m.

1.1 Approval of the Agenda

R-2021-5-4 Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.

1.2 Adoption of May 21, 2021 Minutes

R-2021-5-5 Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of May 21, 2021, be adopted.

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

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

3. President's remarks

The President's remarks are summarized as follows:

- The President welcomed everyone to the new academic year, including the new Senators, and thanked all Senators for their important service to the university.
- The President informed Senate that the Senate Steering Committee discussed how meetings would be held for the 2021-22 year, as the meeting room in the EV, where meetings were usually held, was not appropriate given COVID protocols. It was decided to continue with virtual meetings, while alternatives were being looked at, bearing in mind that with regard to room allocations in the university, priority is given to academic activities.
- The President welcomed many members of the community who had not been on campus for over 18 months. He spoke to the protocols that had been put into place by Environmental Health and Safety, which includes the distribution of masks at points of entry to campus and the implementation of vaccine passports for non-academic activities and events. He thanked those coming to campus who, in the vast majority, have been respectful of the guidelines.
- Dr. Carr provided Senate an overview of how the fall semester courses were being delivered. The planning for the fall semester included three main considerations: importance of demonstration of flexibility, how to best deliver the mission of the university and consideration to prioritize safe return to campus. On the academic side, the Provost worked with the Deans and departments to develop a mixed model of course delivery with in-person, blended, e-Concordia and remote delivery. Dr. Carr was grateful to the many faculty members and departments who had used the summer period to reflect on how different teaching techniques and approaches in their curriculum. Another important consideration in developing the schedule was how to best serve our international students, including the accommodation of any study permit delays they may be facing, by ensuring that sections of some key courses

were available online. The university believes that approximately 70% of international students are already in Montreal.

- Dr. Carr shared that out of the 2,205 course sections offered in the fall, close to 60% are either completely in person or a blend of online and in-person, and 37% are remote or traditionally e-Concordia courses. Moreover, 77% of students are taking at least one course in person, and 81% are registered for at least one online activity. The library use is at close to pre-pandemic activity, with over 5,500 students having accessed the Webster Library on Wednesday, September 15, plus 1,000 at the Vanier Library on the Loyola Campus.
- Dr. Carr informed Senate that early indications suggest a potential 2% growth in enrollment, mainly driven by graduate program enrollments and international student demand.
- Dr. Carr conveyed that because of the limited activity on our campuses due to the pandemic the university could accelerate some key renovation projects. The university opened the Applied Science Hub last December; completed the redesign and renovation of the sixth floor of the Hall Building, which now houses the Dean of Students offices, an enlarged Otsenhákta Student Centre for Indigenous students, the Sexual Assault Resource Centre, an Integrated Volunteer Centre and The Link newspaper; added six new classrooms in the Faubourg basement, and completed all but one floor of the Monnit building, moving academic and research units onto all floors except the first floor, which will be delivered later in the fall.
- Before concluding, Dr. Carr shared with Senate the story of Dr. Nadia Chaudhri, a renowned researcher at Concordia, who is currently in palliative care with a terminal cancer. Born in Pakistan, Dr. Chaudhri came to Canada and Concordia after completing her PhD studies and postdoc in the US. Even from her hospital room, she has been a huge inspiration having raised close to \$550,000 as part of the Shuffle campaign to raise funds to support graduate students from minority and underrepresented groups who want to do neuroscience research at Concordia. This campaign was supported by over 8,000 donors from around the world. In recognition of her life's work and contribution to the university, Dr. Carr offered, on behalf of the university, his profound thanks to Dr. Chaudhri.

4. Academic Update (Document US-2021-5-D2)

In addition to her written report, Dr. Whitelaw's remarks are summarized as follows:

- Dr. Whitelaw thanked all for the work that was done to get our courses online and specially thanked the faculty members for support that they have provided to students. Dr. Whitelaw also thanked the students for their patience with the class schedules given the public health directives from the government.
- Dr. Whitelaw also thanked all the student associations for their collaboration and support.

- Dr. Whitelaw informed Senate that a consultation on teaching and learning will be launched to reflect on how to learn in a post-pandemic world. The period of the consultation is expected to be six months, where discussions will take place with the community at large to better understand and plan how best to serve our community.
- Dr. Whitelaw informed Senate that the Board had approved the creation of the School of Health, and that the search for the Dean will be launched very soon.

CONSENT

5. **Committee appointments** (Document US-2021-5-D3)

R-2021-5-6 That the committee appointments be approved.

REGULAR

6. **Annual report of the academic hearing panel** (Document US-2021-5-D4)

Melodie Sullivan, Senior Legal Counsel, explained the process that leads to a hearing and 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. She noted that the rate of incidents has increased. Me Sullivan informed Senate that the policy on the *Establishment of Tribunal Hearing Pools (BD-6)* was being modified, to increase the number of members in the pools. Other options were being explored, which includes group hearings to avoid delaying anyone's academic progress.

Further to a question regarding the estimate number of tribunals that would take place this year, Me Sullivan explained that given the increase in the number of cases, the university is conscious of this and hopes to, at least, replicate the number of tribunals from last year, if not do better.

7. **Approval of the new Policy on the Conferral of the Title of Distinguished Professor Emeriti or Distinguished Librarian Emeriti** (Document US-2021-5-D5)

Dr. Carr and Dr. Whitelaw informed Senate of a new policy that was developed on the conferral of the Title of Distinguished Professor Emeriti or Distinguished Librarian Emiriti, which was aimed to streamline the process of awarding these titles. The development of the policy also allowed for the minor amendments to the membership and mandate of the Distinguished Emeriti Committee. Though the approval was being sought at this time, the launch of the policy will be aligned with a new Revocation Policy, which is currently being developed.

R-2021-5-7 Upon motion duly moved and seconded, it was unanimously resolved that, on recommendation of the Steering Committee, the Policy on the Conferral of the Title of Distinguished Professor Emeriti or Distinguished Librarian Emeriti, and the revisions

to the Distinguished Professor Emeriti and Distinguished Librarian Committee be approved.

8. Question period

Hannah Jamet-Lange asked about the discontinuation of the pass/fail grade option. Dr. Whitelaw explained that not having a GPA tool does not allow the university to properly assess a student's performance. The pass/fail option was a temporary measure introduced at the beginning of the pandemic, but a CGPA is an important tool needed to conduct a proper annual performance of the student and reach out to students who are struggling and provide the support they need. The option to discontinue (DISC) is still available, and students are still able to advise the university if they can't come to campus or need to discontinue, which will allow them to be deregistered.

Linda Dyer asked a question about the survey that was administered regarding diversity issues and if a report would be forthcoming. Dr. Nadia Hardy confirmed to look into the status of this request.

Ariela Freedman wanted to know if there was any plan if the COVID numbers went up. Dr. Whitelaw informed that there were a couple of contingency plans that had already been discussed. Dr. Whitelaw also informed that they organize weekly meetings with Michael Di Grappa, Vice President, Services and Sustainability, to constantly evaluate the situation. Dr. Carr added that the university was constantly keeping in touch with public health teams on this.

9. Other business

There was no other business to bring before the Open Session.

10. Adjournment

The meeting was adjourned at 2:58 p.m.

Shelina Houssenaly

Shelina Houssenaly
Secretary of Senate



Internal Memorandum

To: Members of Senate
From: Anne Whitelaw, Provost and Vice-President, Academic
Date: September 28, 2021
Re: Academic Update

September 30 marked Canada's National Day for Truth and Reconciliation. Informally known as Orange Shirt Day, September 30 has stood as a day for Canadians to honour the survivors of the Indian residential school system and to mourn the children who lost their lives during this shameful part of Canada's history. In support of its commitment to reconciliation and decolonization, this year, Concordia encouraged all members of the community to wear orange shirts and participate in the [events](#) of the day including a panel discussion and a moment of silence. In addition, Concordia participated in Light the Country Orange headed by the National Centre for Truth and Reconciliation by having orange light projections at its AD and EV buildings.

The new Applied Artificial Intelligence Institute founded this year is now a university-recognized research centre. The Institute is led by three founding directors: Kash Khorasani from the Department of Electrical and Computer Engineering, Tristan Glatard from the Department of Computer Science and Software Engineering and Nizar Bouguila from Concordia Institute for Information Systems Engineering.

Ehsan Derayati has been appointed as Senior Advisor, Innovation and Strategic Research Initiatives at the John Molson School of Business. A brand-new position at the School, Ehsan will promote research and innovation at John Molson by developing industry partnerships, and act as a subject matter expert for innovation-related needs. The role will serve as a great opportunity to connect with the broader community and act as a facilitator, linking external organization with John Molson researchers who can practically apply their research and innovation to the organization's needs.

The Dean's office in the Gina Cody School of Engineering and Computer Science welcomed Dr. Tanja Tajmel as the new special advisor on Equity, Diversity and Inclusion. She will help accelerate initiatives on this topic. Dr. Hua Ge was also appointed the new Associate Dean of Student Academic Services.

MSc Chemistry/Biochemistry student Paola Marino has been gaining attention for her scientific photography. *Canadian Science Publishing* is running one of her photos as its cover image for the entire year and she was a finalist in the annual NSERC *Science Exposed* photography competition.

The Department of Economics is proud to announce that Associate Professor Prosper Dovonon has been elected a fellow of the Econometric Society. This is a very select group of world renowned and distinguished economists. Dovonon is the first-ever Fellow from Concordia's Economics department, and this extremely prestigious appointment is a true testament to his outstanding research and service to the community.

On September 22nd, in partnership with Concordia Continuing Education, the John Molson School of Business hosted the annual graduation ceremony for the Lise Watier Foundation's *Let's Start Up* program. Held in a hybrid format this year, keynote speakers and presenters were broadcasting live from John

Molson from the 9th floor conference centre, with all graduating students tuning in live over Zoom. Mme. Watier was thrilled with the event, as were all the foundation representatives. The mission of the Lise Watier Foundation is to help women living in a situation of economic, social or professional vulnerability restore confidence in their capacities and reclaim confidence in their own abilities and to take the initiative to act towards financial autonomy. Through its professional development program, the Lise Watier Foundation provides women with concrete means to develop their skills with training, individualized coaching and financial support. Women begin a new start towards financial autonomy through entrepreneurship, post-secondary education or the job market.

During homecoming (September 22nd, 2021), Nadia Bhuiyan, Vice-Provost, Partnerships and Experiential Learning, hosted a discussion titled, “From IP to commercialization: Strategies for business success” between: Pierre Chamberland, Innovation Catalyst at IPRO; Charlotte Savage, Founder and Chief Innovation Officer of HaiLa Technologies; and Luc Sirois, Chief Innovation Officer, Quebec's Innovation Council. They discussed the culture of innovation in organizations, the importance of business creation and scientific entrepreneurship, and the transfer of knowledge into marketable products that create social and economic value.

Two Law Meets Engineering lectures, hosted at the Gina Cody School of Engineering and Computer Science, happened on September 30th and October 7th. The first lecture was titled, “What Intellectual Property Can Do For You” where guest speakers Me Nancy Cleman and Me Nicholas Bertram gave an overview of intellectual property rights. The second lecture was titled, “Hackers vs. the Courts: Does the law protect data?” and the guest speaker was Me Allen Mendelsohn.

Since the beginning of the semester, the Library has been a vital source of activity on campus. The Library is averaging 4,700 visitors per day, offering a mix of in-person and virtual activities including library tours and workshops. The Webster Library is open 24/7 with students taking advantage of the space by participating in their remote classes, studying quietly in the reading rooms, creating in the technology sandbox, and collaborating in the group study rooms. Recently, the Library welcomed a new Researcher-in-Residence, Dr. Désirée Rochat who will be working on strategies to improve community outreach, relations and engagement to foster the holistic development and use of Black community-related special collections. We also welcomed Mr. Kevin Laloche-Morin to the team, as part of the Indigenous Student Librarian program. The Concordia Press has also been working diligently and is preparing to launch a new title this Fall: *Arthur Erickson on Learning Systems*. In support of OER, there are 14 open textbooks currently under development that are funded by Concordia's Open Educational Resources Grants.

The Library now gives users access to [BrowZine](#), a service that helps browse, read, and monitor e-journals available from the Library. BrowZine's interface makes it easy to explore and read journals. Concordia Library is also proud to present in the Webster exhibition space *At Hand Out of Reach* which showcases the work of 10 artists working in the area of fiber art. Each original work was created by a Concordia undergraduate student during the 2020-2021 academic year.

After a successful pilot year in 2020-21, Homeroom continues to support first year undergraduate students by providing them with a space to connect to others. 496 students are taking part in this initiative this semester with 13 student facilitators. Through facilitated virtual and in-person experiences, new Concordia students meet, bond and learn how to navigate the university experience together. Weekly Homerooms are led by upper year students. They discuss a wide array of must-know topics to help ease the transition to Concordia and co-develop new skills. Homeroom is led by the Dean of Students Office in collaboration with Residence Life, Recreation & Athletics and the Student Success Centre.

Many D3 initiatives had enthusiastic responses from participants including the [Quebec Scientific Entrepreneurship \(QcSE\)](#) program. For the Fall 2021 cohort, 140 applications were received from 15 universities and organizations across Quebec: Polytechnique Montréal, Université de Sherbrooke, Université Laval, Université du Québec à Montréal, Université de Montréal, Université du Québec à Rimouski, Université du Québec à Trois-Rivières, Université du Québec à Chicoutimi, Institut national de la recherche scientifique and Carrefour d'innovation sur les matériaux de la MRC des sources. 80% of the scientists and researchers in STEM came from 3 Montreal based universities - École de technologie supérieure (49), McGill (29) and Concordia (15). Of the 140 applicants, 122 individuals were admitted to the program.

The [Validation](#) program, Fall 2021 Cohort welcomed 19 startups—Social startups Emission Reductions Now, General Intellect, Positive Energy, Nomie, Noovd, Actively Sober and Green Spinach; High Tech startups SoraLink, MiNextStep, Planete GreenLeaves, Emotional Imaging, This is Bad, AIM Colours and AeroY; Biotech startups BioMimir, Tails, SevenTM, Algomega, and Healthcare startup [Health 21](#).

[Launch and Grow](#) welcomed one new Healthcare startup, [NURA Medical](#).

And finally, D3 is recruiting for the fall cohorts of two other programs—the [Market Discovery Program](#) for bio and healthcare scientific entrepreneurs and the [Ideation for Social Innovation Program](#) for social entrepreneurs.



COMMITTEE APPOINTMENTS

<u>Committee</u>	<u>Appointee</u>	<u>Term</u>
Academic Planning and Priorities	Hannah Jamet-Lange (CSU)	2021-22
Academic Programs	Lovina Angela Brown (CSU)	2021-22
Library	Prady Cassandra Ngouma Wa (CSU)	2021-22
Research	Masha Salazkina (FOFA)	2021-24
<u>Appointments requiring Senate ratification</u>	<u>Appointee</u>	<u>Term</u>
Faculty Tribunal Pool	Mahesh Sharma (JMSB)	2021-23

October 1, 2021

SPRING 2021 GRADUATION STATISTICS



UNIVERSITÉ
Concordia

UNIVERSITY

Spring 2021 Graduation Statistics Summary

Spring 2021

A total of 6984 degrees, diplomas and certificates were awarded in Spring 2021. 74% of these were at the undergraduate level and 26% at the graduate level.

At the undergraduate level, male students made up 45% of the student population and females 55%.

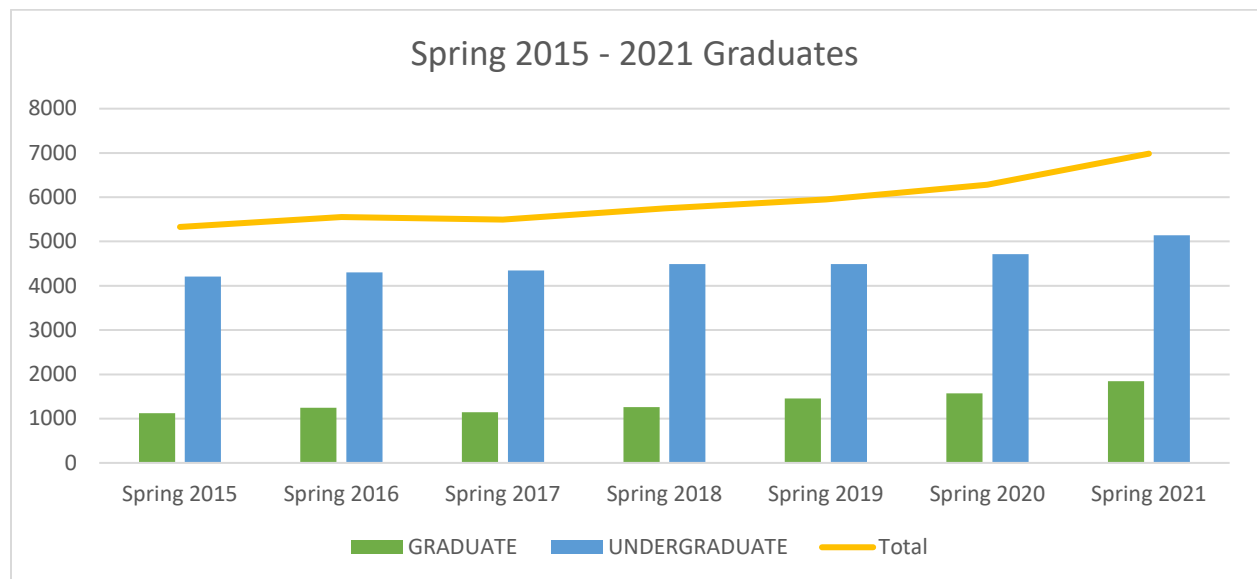
At the graduate level, male students make up 59% of the student population and females 41%.

Combined, males made up 49% and females 51% of total graduates.

The greatest increase in a given degree in Spring 2021 was Bachelor of Commerce with 157 more graduates in Spring 2021 than Spring 2020.

All Faculties had an increase in graduates over Spring 2020. Arts & Science and Fine Arts with each over 6% more graduates, JMSB with an 11% increase, and the Gina Cody School with the most significant increase of over 19%.

Spring 2021 Graduation Statistics Summary



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Degree Statistics Final
Spring 2021 Graduation
2021-09-23

	Male	Female	Total
Faculty of Arts & Science	807	1804	2611
Graduate	116	207	323
Certificate - Graduate	3	7	10
Diploma - Graduate	21	28	49
Doctor of Philosophy	16	20	36
Master of Arts	51	121	172
Master of Arts - COOPs	2	2	4
Master of Science	19	15	34
Masters of Environment	4	14	18
Undergraduate	691	1597	2288
Bachelor of Arts	499	1227	1726
Bachelor of Arts - COOPs	4	23	27
Bachelor of Education	6	23	29
Bachelor of Science	159	284	443
Bachelor of Science - COOPs	15	15	30
Certificate - Undergraduate	8	25	33
Faculty of Fine Arts	201	391	592
Graduate	27	52	79
Doctor of Philosophy	4	8	12
Master of Arts	12	24	36
Master of Design	2	2	4
Master of Fine Arts	9	18	27
Undergraduate	174	339	513
Bachelor of Fine Arts	174	339	513
Gina Cody School	1483	499	1982
Graduate	779	324	1103
Certificate - Graduate	3	1	4
Diploma - Graduate	7	2	9
Doctor of Philosophy	60	16	76
Master of Applied Comp Science	68	34	102
Master of Applied Science	81	41	122
Master of Computer Science	26	10	36
Master of Engineering	534	220	754
Undergraduate	704	175	879
Bachelor of Comp Sc - COOPs	25	3	28
Bachelor of Computer Science	155	33	188
Bachelor of Engineering	363	104	467
Bachelor of Engineering-COOPs	161	35	196
John Molson School of Business	911	887	1798
Graduate	166	174	340
Certificate - Graduate	10	25	35
Diploma - Graduate	64	82	146

Doctor of Philosophy	4	4	8
Master of Arts	0	1	1
Master of Bus. Admin - COOPs	10	6	16
Master of Business Admin	67	41	108
Master of Investment Mana	2	0	2
Master of Science	7	10	17
Master of Supply Chain Mgmt	2	5	7
Undergraduate	745	713	1458
Bachelor of Administration	13	12	25
Bachelor of Commerce	665	615	1280
Bachelor of Commerce - COOPs	61	83	144
Certificate - Undergraduate	6	3	9
School of Graduate Studies	1	0	1
Graduate	1	0	1
Certificate - Graduate	1	0	1
	3403	3581	6984

Graduation Statistics – Summary

2021-09-23

Expected Graduation term Convocation in	2144	2151	2154	2161	2164	2171	2174	2181	2184	2191	2194	2201	2204
	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
GRADUATE	1121	661	1245	727	1146	880	1260	926	1456	832	1569	957	1845
Faculty of Arts & Science	267	214	299	232	263	243	262	232	299	213	282	219	323
Certificate - Graduate	0	0	1	0	0	1	1	0	0	0	2	2	10
Diploma - Graduate	52	38	67	41	47	64	59	46	44	44	42	22	49
Master of Arts	151	108	163	112	153	122	140	105	181	115	158	122	172
Master of Arts - COOPs	1	0	1	2	2	0	0	2	1	0	0	1	4
Masters of Environment	6	6	11	3	13	5	13	7	11	4	9	4	18
Master of Science	23	26	33	32	22	29	25	40	23	27	28	41	34
Master of Teaching of Math	1	2	4	0	1	1	7	1	1	0	0	0	0
Doctor of Philosophy	33	34	19	42	25	21	17	31	38	23	43	27	36
Faculty of Fine Arts	58	70	73	70	87	64	67	67	68	75	66	83	79
Certificate - Graduate	1	17	2	6	2	0	0	0	0	0	0	0	0
Diploma - Graduate	0	0	0	9	1	15	0	8	0	13	0	11	0
Master of Arts	23	38	36	43	39	40	29	44	21	48	33	57	36
Master of Design	0	0	0	0	0	0	0	3	2	0	3	3	4
Master of Fine Arts	26	13	27	3	35	5	33	7	32	7	19	9	27
Doctor of Philosophy	8	2	8	9	10	4	5	5	13	7	11	3	12
Gina Cody School	547	275	623	356	605	330	658	464	808	437	898	524	1103
Certificate - Graduate	8	3	13	6	6	4	14	5	5	4	4	2	4
Diploma - Graduate	8	5	7	17	12	16	16	26	3	15	8	26	9
Master of Applied Comp Science	35	7	36	10	31	10	39	14	60	38	85	36	102
Master of Applied Science	67	48	65	52	69	43	54	73	78	53	86	60	122
Master of App. Science - COOPs	0	1	0	0	1	0	0	0	0	0	0	0	0
Master of Computer Science	12	10	15	7	6	8	7	7	14	15	18	10	36
Master of Engineering	380	171	440	227	441	228	478	294	601	284	645	367	754
Master of Science	0	0	1	0	0	0	0	0	0	0	0	0	0
Doctor of Philosophy	37	30	46	37	39	21	50	45	47	28	52	23	76
John Molson School of Business	249	102	250	69	191	243	273	163	281	107	323	131	340
Certificate - Graduate	32	16	41	6	25	3	34	13	29	9	18	7	35
Diploma - Graduate	61	25	55	19	55	110	79	106	106	28	137	48	146
Master of Arts	0	0	0	0	0	0	0	0	0	0	0	0	1
Master of Business Admin	119	34	120	23	74	104	112	20	105	20	116	24	108
Master of Bus. Admin - COOPs	5	3	6	6	7	6	19	9	8	21	20	14	16
Master of Investment Mana	0	0	0	0	0	0	0	0	0	0	0	0	2
Master of Science	25	21	25	7	26	14	19	14	25	27	24	24	17
Master of Supply Chain Mgmt	0	0	0	0	0	0	1	0	1	0	2	3	7
Doctor of Philosophy	7	3	3	8	4	6	9	1	7	2	6	11	8
School of Graduate Studies													1
Certificate - Graduate													1
Total Graduate	1121	661	1245	727	1146	880	1260	926	1456	832	1569	957	1846

Graduation Statistics – Summary

2021-09-23

Expected Graduation term Convocation in	2144	2151	2154	2161	2164	2171	2174	2181	2184	2191	2194	2201	2204
	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
UNDERGRADUATE	4208	910	4305	876	4347	852	4490	964	4493	915	4716	880	5138
Faculty of Arts & Science	2023	431	1986	396	2024	378	2076	407	1975	424	2171	382	2288
Bachelor of Arts	1612	347	1616	295	1583	289	1586	307	1525	322	1690	297	1726
Bachelor of Arts - COOPs	9	1	11	5	11	1	11	3	19	3	21	3	27
Bachelor of Education	36	4	25	7	16	2	41	5	39	5	46	4	29
Bachelor of Science	321	62	281	70	366	71	395	77	351	81	363	61	443
Bachelor of Science - COOPs	15	0	11	1	14	1	19	0	22	2	21	4	30
Certificate - Undergraduate	30	17	42	18	34	14	24	15	19	11	30	13	33
Faculty of Fine Arts	419	105	487	83	511	76	471	97	501	87	489	96	513
Bachelor of Fine Arts	419	104	481	82	507	76	467	97	501	87	489	96	513
Bachelor of Fine Arts - COOPs	0	1	6	1	4	0	4	0	0	0	0	0	0
Gina Cody School	554	45	502	66	550	73	665	80	708	85	765	95	879
Bachelor of Computer Science	86	11	66	16	98	14	90	21	106	24	127	28	188
Bachelor of Comp Sc - COOPs	9	3	12	1	8	3	14	4	9	4	17	5	28
Bachelor of Engineering	383	28	354	41	361	44	452	50	464	50	476	51	467
Bachelor of Engineering-COOPs	76	3	69	8	83	12	108	5	129	7	144	10	196
Certificate - Undergraduate	0	0	1	0	0	0	1	0	0	0	1	1	0
John Molson School of Business	1180	326	1279	324	1258	324	1277	379	1309	319	1291	306	1458
Bachelor of Administration	87	30	82	16	57	17	25	5	15	3	20	5	25
Bachelor of Commerce - COOPs	92	24	101	24	106	26	112	25	102	24	131	26	144
Bachelor of Commerce	989	270	1086	277	1080	275	1128	342	1180	285	1123	271	1280
Certificate - Undergraduate	12	2	10	7	15	6	12	7	12	7	17	4	9
School of Extended Learning	32	3	51	7	4	1	1	1	0	0	0	1	0
Compl Univ Credit Certificate	32	3	51	7	4	1	1	1	0	0	0	1	0
Total Undergraduate	4208	910	4305	876	4347	852	4490	964	4493	915	4716	880	5138

Concordia University
Graduation Statistics – Overall by Faculty
As of 2021-09-23

	2194	2204	Difference
	Spring 2020	Spring 2021	
Faculty of Arts & Science	2453	2611	158
Bachelor of Arts	1690	1726	36
Bachelor of Arts - COOPs	21	27	6
Bachelor of Education	46	29	-17
Bachelor of Science	363	443	80
Bachelor of Science - COOPs	21	30	9
Certificate - Graduate	2	10	8
Certificate - Undergraduate	30	33	3
Diploma - Graduate	42	49	7
Doctor of Philosophy	43	36	-7
Master of Arts	158	172	14
Master of Arts - COOPs	0	4	4
Master of Science	28	34	6
Masters of Environment	9	18	9
Faculty of Fine Arts	555	592	37
Bachelor of Fine Arts	489	513	24
Doctor of Philosophy	11	12	1
Master of Arts	33	36	3
Master of Design	3	4	1
Master of Fine Arts	19	27	8
Gina Cody School of Engineering & Computer Science	1663	1982	319
Bachelor of Comp Sc - COOPs	17	28	11
Bachelor of Computer Science	127	188	61
Bachelor of Engineering	476	467	-9
Bachelor of Engineering-COOPs	144	196	52
Certificate - Graduate	4	4	0
Certificate - Undergraduate	1	0	-1
Diploma - Graduate	8	9	1
Doctor of Philosophy	52	76	24
Master of Applied Comp Science	85	102	17
Master of Applied Science	86	122	36
Master of Computer Science	18	36	18
Master of Engineering	645	754	109
John Molson School of Business	1614	1798	184
Bachelor of Administration	20	25	5
Bachelor of Commerce	1123	1280	157
Bachelor of Commerce - COOPs	131	144	13
Certificate - Graduate	18	35	17
Certificate - Undergraduate	17	9	-8

Diploma - Graduate	137	146	9
Doctor of Philosophy	6	8	2
Master of Arts	0	1	1
Master of Bus. Admin - COOPs	20	16	-4
Master of Business Admin	116	108	-8
Master of Investment Mana	0	2	2
Master of Science	24	17	-7
Master of Supply Chain Mgmt	2	7	5
School of Graduate Studies	0	1	1
Certificate - Graduate	0	1	1
The Centre for Continuing Education	132	79	-53
Language Study CCE	47	12	-35
Professional Career Study CCE	85	67	-18
Total	6417	7062	645

CONCORDIA UNIVERSITY

Spring 2021

THE GOVERNOR GENERAL'S GOLD MEDAL – PEOPLE AND SOCIETY CATEGORY

Conferred by Her Excellency, the Governor General of Canada.

Emmanuelle Dufour, PhD
Department of Art Education
Faculty of Fine Arts

Thesis Title: *Stories to Tell: from Ani Kuni to Kiuna - graphic storytelling as a means of encounter between Indigenous and non-Indigenous realities in Quebec*

Supervisors: Dr. Kathleen Vaughan, and
Dr. Marie-Pierre Bousquet (Université de Montréal)

CONCORDIA UNIVERSITY – SPRING 2021

THE GOVERNOR GENERAL’S SILVER MEDAL

Conferred by Her Excellency, the Governor General of Canada, and awarded to the highest ranking undergraduate student graduating from Concordia University.

PRIZE WINNER

Student Name

Mitchell, Lori

Degree and Concentration(s)

BA Honours Psychology
Minor Linguistics



UNIVERSITÉ
Concordia

UNIVERSITY

Report prepared by Erin Campbell & Hannah Jamet-Lange
September 2021

Student Experiences regarding Concordia's Return to Campus, Fall 2021

As we find ourselves a few weeks into the Fall 2021 semester, Concordia students are experiencing a myriad of different feelings surrounding the return to campus. While many are happy to be back on campus, to be learning in-person, and to have more social interactions with their fellow classmates again, many Concordia students also do not think that the safety measures implemented, nor the accommodations offered by the University are sufficient to protect the community and to ensure a successful learning experience for students. For many of us, all of these things are true simultaneously; we are happy to be learning in person again, but are also extremely worried about the implications that time spent on campus in the presence of so many other people without proper distancing measures in classrooms will have on our health and that of the entire community.

Despite the precautions implemented by the university, there is still a lot of anxiety among the student body around returning to in-person learning amidst the beginning of the fourth wave, which will be dominated by the highly transmissible Delta variant.¹ While University guidelines, such as the implementation of classroom mask mandates, which we commend the university for, help protect students, faculty, staff, and the wider community, the removal or absence of other safety measures like social distancing and thorough contact tracing can be detrimental to the health of the community. With current scientific research confirming the Delta variant to be 60% more transmissible than Alpha, many students feel that the measures in place are simply not comprehensive enough to keep the community safe.²

Researchers at the Healthcare Systems Engineering Institute at Northeastern University have created a model-based analysis to help inform decision and policy making across different pandemic situations. In their report "Potential Community and Campus Covid-19 Outcomes Under University and College Reopening Scenarios", researchers concluded that the consequences of re-opening university campuses on student and community Covid-19 exposures, infections, and mortality are highly unpredictable and could significantly impact the local community.³ Further insights from their analysis show that even under the best circumstances and strong mitigation efforts, harm to students and community members can still occur.⁴

Many universities have been using the term "legitimate health concerns" as the standard

¹ Duong, Diana. "Alpha, Beta, Delta, Gamma: What's important to know about SARS-CoV-2 variants of concern?." (2021): E1059-E1060. P. E1059

² Duong, Diana. "Alpha, Beta, Delta, Gamma: What's important to know about SARS-CoV-2 variants of concern?." (2021): E1059-E1060. P. E1059

³ Benneyan, James C., et al. "Potential community and campus covid-19 outcomes under university and college reopening scenarios." *medRxiv* (2020). P. 10-12

⁴ Benneyan, James C., et al. "Potential community and campus covid-19 outcomes under university and college reopening scenarios." *medRxiv* (2020). P. 2

necessary to request accommodations. However, this implies that the University alone has the authority to decide whose health concerns are valid. A student experiencing immense anxiety about returning to campus needs to have said anxiety in itself be counted as a valid and legitimate concern. The mental health of students should also be a priority, and not just when said student has access to mental health care to receive a “legitimate” diagnosis.

Considering the circumstances of the ongoing pandemic, there are large numbers of students who, for many reasons, cannot safely return to campus. We believe it is important for the University to consider the way the institution can impact these individuals and to look beyond the label of student to see that students are also workers, parents, and primary caregivers who will be coming into contact with many people outside the University, even when limiting contacts as much as possible. Further, different physical and mental health profiles impact different needs and levels of accessibility that must be met.

Classroom Experiences



The picture above shows a situation that many senators reading this will probably recognize at this point. It is the first weeks of classes, in a 300-level JMSB course of around 150 students. Students are sitting shoulder to shoulder in a packed classroom. There is no room for distancing. The instructor is barely at a 2-metre distance from the first row of students, lecturing for 2h45min without their mask on. There are no windows in the classroom and students are not informed about the ventilation system situation in the room. For many students, this situation is extremely anxiety-inducing. Even those that, in general, are happy about the return to in-person learning, were not exactly expecting this situation when imagining the return to campus. While there are other classes where distancing is possible because classes are smaller, where instructors leave their masks on during their lecture, many students are concerned about the uncertainty of not always knowing what to expect and of being unable to truly have a choice to take classes according to their comfort

level and personal situation regarding risk of exposure to COVID-19. At the CSU, we have talked to students who have had panic attacks in class due to feeling unsafe, who have left class early to feel safe, or who have dropped classes that looked similar to this. Maintaining and enforcing social distancing in University spaces is critical to mitigation efforts and has been listed by the government of Canada as a core public health measure for all community settings in order to reduce the probability of transmission in communal spaces.⁵

Even taking into account increased safety measures and vaccination mandates for extracurricular activities, there is still a strong likelihood of cases arising in the university community and students are worried about not being informed if there is a COVID case in their class due to it being classified as a “low-risk” environment. For many students, the classroom does not feel low risk. They want to be informed if there is a case in their classes, so that they can decide for themselves whether they prefer getting tested. Clear communication about cases on campus is particularly important considering that asymptomatic cases seem to account for approximately 40% to 45% of Covid-19 infections, more so now in vaccinated individuals with breakthrough cases, and are more likely among those of college or graduate student ages according to research by the American College of Physicians.⁶ Due to the interconnected nature of the institution, contact tracing is critical as a tool for suppressing outbreaks through case isolation and limiting transmission. As expressed by Ye Shen, an associate professor of epidemiology & biostatistics at the University of Georgia “Social distancing, case isolation, and contact tracing are all critical in suppressing the epidemic, and they interact with each other in the sense that if you fail in one area, the other efforts need to be strengthened. In particular, we noticed that contact tracing is very important despite not being part of the major conversation in current control efforts.”⁷ Due to the size of the university, community contact tracing is crucial as a tool for suppressing outbreaks through isolating cases and limiting transmission.

According to Concordia’s Environmental Health & Safety protocols, EHS staff will speak to an infected person to collect information (including a list of locations they visited on campus and the names of individuals with whom they were in contact 48 hours prior to developing COVID-19 symptoms), and will communicate with all individuals that are required to take action and provide them with instructions.⁸ Currently, Concordia, different from other universities, is not publishing Covid cases that have occurred on campus.⁹ While an email from Student Communications sent out on September 23rd, 2021 informed students that there have been 22 cases of Covid reported on campus, the fact that there is no concrete information being shared has a lot

⁵ Canada, Public Health Agency of. “Government of Canada.” Canada.ca, / Gouvernement Du Canada, 1 Sept. 2021, www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/health-professionals/public-health-measures-mitigate-covid-19.html#a4.2.

⁶ Oran, Daniel P., and Eric J. Topol. “Prevalence of asymptomatic SARS-CoV-2 infection: a narrative review.” *Annals of internal medicine* 173.5 (2020): 362-367. P. 1

⁷ University of Georgia. “Contact tracing is key to suppressing COVID-19, research shows: New study signals its importance in preventing future outbreaks.” *ScienceDaily*. ScienceDaily, 17 August 2021.

⁸ EH&S Concordia. “Procedure for COVID-19 Cases.” Concordia.ca, 2 Sept. 2021, www.concordia.ca/campus-life/safety/coronavirus/case.html.

⁹ Popple, Abigail. “Analysis: McGill’s COVID Protocol.” *McGill Daily*, 20 Sept. 2021, <https://www.mcgilldaily.com/2021/09/mcgills-covid-protocol/>

of students feeling unsafe in their classrooms. To better communicate to and alert students of potential exposure events and individual cases as they occur the University could develop a campus tracking website. For example, the University of Toronto's UTogether website outlines the procedures for reporting cases and contact tracing protocols as dictated by the Health and Safety Office and displays data published every Tuesday and Thursday informing community members on new confirmed cases and the campuses that exposed individuals visited. Similarly, though the UBC Covid Tracker was created by students as a response to campus outbreaks and is not officially affiliated with the University, it offers community members an exposure map and list of exposure events with accompanying information on the date, time, and class the potential exposure occurred. Data is collected via email open to anyone with information regarding Covid exposure incidents and is anonymous, though proof of exposure is required in the form of a forwarded email from a professor, notice from UBC, or an official public health document.

Further, Concordia, different from other universities across Canada, does not offer rapid testing on campus, thus making it more difficult for students to get tested when experiencing symptoms or after having been exposed. The waiting lines at walk-in testing sites downtown are often long and it can take a whole afternoon to get tested.

Due to the lack of accommodations for in-person classes, it is in many cases difficult for students to miss a class. A student who is not feeling well might still come to campus, simply due to the fact that, if they miss a class, they will not be able to receive the course material from that class if the instructor does not record the class in some way, or they might miss out on gaining participation marks. While the University has implemented a new student form for short-term illnesses, this does not fully address the issue of accommodations for in-person class materials. This creates the risk that students who might not know yet they have been infected because they have not yet had a chance to get tested go to their classes and expose others around them to the virus.

During this time, providing alternative participation options that engage students would help mitigate this risk. Participation grades can already be difficult for those who have anxiety speaking in class, and they become even more of a barrier in online learning and under the circumstances of Covid. In situations where students are asked to isolate, or if they become sick and cannot attend class, mandatory synchronous participation grades become penalties. To avoid that, alternative methods for in-class participation could be used, such as discussion forums where students can engage with the course material for that week or section of the term.

Further, by allowing students access to asynchronous lectures and course materials (something that many professors already do) the accessibility needs of students can be met while removing the need for individual ad-hoc accommodation requests. Addressing accommodation needs through standardized online course options seems a far more feasible option given the unsustainability of individual requests that add to the already high stress levels of students and that extend process times and increase the workload of faculty and staff.

By recording lecture materials, using alternate grading mechanisms for participation, and creating asynchronous material, students are given the opportunity to remain engaged and learn when and where they are able to. For international students facing even more complicated

situations, such as mandatory self-isolation or travel bans and significant delays in obtaining immigration documents, the requirement of in-person class can completely derail their semester and prevent them from participating in courses. For any student who may be required to quarantine or who gets sick during the semester, in-person only instruction excludes them from engaging with their courses and places barriers on furthering education. Providing students with flexibility at this time allows them to participate through all of the barriers and stressors presented by the pandemic.

Offering this semester with only limited alternative methods of learning and limited accommodations forces many students to choose between their health and the health of the community or passing the classes they have paid to attend and need to progress their academic careers.

Considering these added difficulties of the hybrid semester, bringing back Pass/Fail grade notation options (similar to how they were implemented during the Fall 2020 and Winter 2021 semester) for the whole duration of the pandemic would greatly alleviate students' stress and anxieties. While we have had some time to adjust to learning through this pandemic, the circumstances under which pass/fail were implemented have not substantially changed. Students are still facing uncertainty, barriers to their education, and additional mental and financial strain while the public health situation once again worsens as we find ourselves in the fourth wave. While we understand the implications of Pass/Fail notations on the ability of the University to do the yearly assessment, considering these circumstances, the removal of Pass/Fail options is premature and will leave many students struggling. It is important for the University to give students the flexibility to choose what is best for their course of study while dealing with the barriers and stressors still presented by the pandemic. Arguments made for the removal of this accommodation focus on its use as an emergency measure needed only at the height of the pandemic and future issues students may encounter with graduate studies applications or credit transfers. These arguments often disregard the continued severity of the pandemic's impact on students' ability to learn, the difficulty of adjustment to hybrid delivery models, and discounts students understanding of their own academic path. Providing information and resources that allow students to weigh their notation options based on their future academic or career would mitigate these risks. Allowing students the choice to maintain a final grade or substitute it for a Pass/Fail notation will support students who need their grades for advanced placements or applications for further studies, while not penalizing those whose performance is affected by difficult circumstances.

Finally, one of the number one concerns brought forward by students since the beginning of the pandemic has been the lack of clarity in communications from the University. As the semester progresses and in-person activities continue, it is important the University provide clear and comprehensive information to students regarding community status, safety measures, and policies put in place for the pandemic. The information provided by the University at this time is not clear or well disseminated to students as evidenced by the number of instances students and even parents have reached out to the CSU for clarity on University safety measures. In order to create a safe environment students, faculty, staff, and administration need to be on the same page.

Without proper and consistent knowledge of protocols and safety measures, these protocols will not be properly followed. Especially considering growing safety concerns around the fourth wave and transmissibility of the delta variant, the University must provide support to students through transparent communication.

Conclusion

Even as vaccination rates increase, we should expand mitigation efforts and safety precautions to prevent the highly likely spread of Covid-19 this Fall semester and to protect the university community. Measures must also be taken to accommodate students and support them in their learning throughout the pandemic. We firmly believe that Concordia's students, faculty, and staff need to be met with better safety measures and accommodations than what is currently in place.

Social distancing should be enforced within all classrooms and common areas for the rest of the semester, the University should also provide clear guidelines on enforcing distancing to students, faculty, and staff. Better accommodations need to be provided so that students can truly feel safe and focus on their learning.

University is supposed to be a time and space where we build positive experiences of educational and social engagement. Without the option to study remotely, the anxiety caused by inadequate safety measures will without a doubt overshadow a potentially valuable opportunity for building a safe and positive learning experience for the Concordia community.

While large parts of this report on student experience has been focused on the concerns and anxieties felt by students, we also want to acknowledge the great work done by many members of the Concordia community; the professors, teaching assistants, and instructors who already implement many of these suggestions, who ask the whole class for consent before removing their mask for lecturing even though they aren't required, who provide accommodations before students even need to ask for them, who record their lectures, who are understanding and compassionate; the support staff helping students in all kinds of situations, the facility staff making sure surfaces are disinfected, and so many more.

We understand that this is a difficult time for everyone and it is because of that that we believe in the importance of listening to all members of the University of which students make up the largest portion. We want to use this space, not for criticism, but as a way to open a conversation about how we can make sure everyone within the Concordia community can feel safe and comfortable in this new, hybrid semester.