

Minutes of a meeting of Senate held on the above date at 1:30 p.m. in the Senate Chamber, Room E3-262 Engineering and Information Technology Complex

Members Present

Dr. J. Keselman,
Acting Chair
Prof. G. Anderson
Prof. John
Anderson
Prof. Judith
Anderson
Prof. B. Austin-Smith
Ms. P. Bachewich
Dean S. Baum
Dean J. Beddoes
Dean M. Benarroch
Prof. R. Bhullar
Prof. R. Biscontri
Prof. P. Blunden
Prof. T. Booth
Mr. M. Bourrier
Very Rev. R. Bozyk
Dean. D. Brown
Prof. F. Burczynski
Prof. A. Calder
Prof. M. Campbell
Prof. J. Carlberg
Prof. T. Chen
Prof. D. Churchill
Prof. N. Cicek
Prof. R. Currie
Prof. P. Dass
Dean E. Dawe
Prof. R. Desai
Dean J. Doering
Prof. M. Domaratzki
Prof. B. Elias
Dean E. Etcheverry
Prof. G. Fitzell
Ms. M. Furgale
Prof. M. Gabbert
Prof. G. Giesbrecht
Prof. J. Gilchrist
Dean N. Halden
Prof. R. Hechter
Dean G. Hepburn
Prof. J. Honeyford
Prof. J. Hughes

Prof. P. Hultin
Dean A. Iacopino
Mr. R. Ilag
Ms. M. Ishida
Ms. L. Johnson
Ms. A. Kilgour
Prof. W. Kinsner
Mr. P. Kochan
Mr. J. Kopp
Prof. L. Landrum
Ms. H. Loewen
Prof. S. McClement
Ms. J. McConnell
Prof. D. McMillan
Prof. A. McNicol
Ms. M. Maduka
Ms. K. Marcynuk
Prof. A. Menkis
Ms. K. Metcalfe
Mr. S. O'Connor
Prof. D. Oliver
Prof. T. Peter
Mr. H. Piyadasa
Prof. D. Polyzois
Dean B. Postl
Ms. A. Prychitko
Prof. M. Rastegar
Ms. C. Reitano
Prof. G. Restall
Ms. A. Robert
Ms. M.-J. Romaniuk
Prof. A. Schultz
Prof. A. Schwann
Prof. B. Shay
Mr. R. Sherbo
Ms. G. Sidhu
Mr. S. Sinclair
Mr. G. Sobie
Ms. S. Tappia
Prof. R. Tate
Dean J. Taylor
Ms. H. Teklemariam
Prof. C. Trott
Dean L. Turnbull
Prof. D. Walker
Prof. B.-C. Wang

Prof. D. Watt
Mr. Q. Watt
Mr. J. Leclerc,
University Secretary
Dr. S. Coyston,
Recording
Secretary

Assessors Present

Dr. J. Blatz
Dr. D. Collins
Ms. A. Ducas
Prof. D.
Hiebert-Murphy
Ms. R. Kunzman
Mr. N. Marnoch
Prof. K. Matheos
Prof. J. Morrill
Dr. J. Ristock
Prof. G. Smith
Dr. M. Torchia

Regrets

Dr. C. Adams
Mr. J. Adams
Dr. D. Barnard
Prof. M. Brabston
Recteur G. Csepregi
Dean N. Davies
Mr. S. Dorge
Ms. S. Dveris
Dr. G. Farthing
Ms. S. Gottheil
Prof. P. Hess
Dr. D. Jayas
Ms. M.-A. Kandrack
Mr. J. Kearsey
Prof. K. Kelly
Mr. J. Lieberman
Prof. D. MacPherson
Mr. B. Mahatoo
Dean D. Mandzuk
Dean J. Mulvale
Ms. C. Plumton

Mr. C. Rivera
Prof. C. Roche
Dr. H. Sector
Dr. D. Stewart
Ms. D. Young
Dean K. Wittenberg

Absent

Ms. O. Alaka
Prof. C. Anderson
Mr. J. Arcega
Prof. P. Cattini
Prof. J. Cranston
Prof. T. Falkenberg
Prof. A. Farenhorst
Prof. D. Funk
Dr. G. Glavin
Prof. S. Logsetty
Mr. B. McMechan
Ms. T. McVannel
Mr. K. Mann
Dean B. O'Connell
Dr. C. Ould Moulaye
Ms. E. Popowich
Ms. A. Roscoe
Prof. H. Singh
Prof. D. Smyth
Ms. R. van Ginkel

Also Present

Ms. J. Alkana
Ms. C. Cyr
Ms. A. Domingo
Prof. M. Edwards
Mr. Z. Leclerc
Ms. J. Morrison
Ms. E. Stone
Mr. A. Thapa
Ms. S. Utsunomiya
Ms. M. Watson

The Chair informed Senate that the Speaker of the Senate Executive Committee was Dean Jeffery Taylor, Faculty of Arts.

I MATTERS TO BE CONSIDERED IN CLOSED SESSION

1. **Report of the Senate Committee on Honorary Degrees
[July 23, 2015]**
2. **Report of the Senate Committee on Honorary Degrees
[October 15, 2015]**

In keeping with past practice, the minutes of these agenda items are not included in the circulated minutes but appear in the original minutes, which are available for inspection by members of Senate.

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. **Revisions to the 2015 – 2016 Academic Schedule** Page 4
2. **Report of the Executive Committee of Graduate Studies on Course and Curriculum Changes RE: I.H. Asper School of Business and Departments of Biochemistry and Medical Genetics and Interior Design
[September 23, 2015]** Page 5

Dean Taylor MOVED, on behalf of the Senate Executive Committee, THAT Senate approve:

- revisions to the 2015-2016 Academic Schedule;
- the Report of the Executive Committee of Graduate Studies on Course and Curriculum Changes RE: I.H. Asper School of Business and Departments of Biochemistry and Medical Genetics and Interior Design.

CARRIED

III MATTERS FORWARDED FOR INFORMATION

1. **Reports of the Senate Committee on Awards**
 - (a) **Part A [September 22, 2015]** Page 8
 - (b) **[October 7, 2015]** Page 15
2. **Report of the Senate Committee on Appeals** Page 17
3. **Report on Research Contract Funds Received,
January 1, 2015 – June 30, 2015** Page 19

IV REPORT OF THE PRESIDENT

Dr. Keselman said she would not be making a report on behalf of President Barnard, who was attending the opening of the National Research Centre for Truth and Reconciliation.

V QUESTION PERIOD

Senators are reminded that questions shall normally be submitted in writing to the University Secretary no later than 10:00 a.m. of the day preceding the meeting.

No questions were received.

VI CONSIDERATION OF THE MINUTES OF THE MEETING OF OCTOBER 7, 2015

Professor Kinsner MOVED, seconded by Professor McMillan, THAT the minutes of the Senate meeting held on October 7, 2015 be approved as circulated.

CARRIED

VII BUSINESS ARISING FROM THE MINUTES - none

VIII REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE

1. Report of the Senate Executive Committee

Page 26

Dean Taylor said Senate Executive had met on October 21, 2015. Comments of the committee accompany the reports on which they were made.

Dean Taylor said the committee had also made a recommendation on nominations to the Senate Committee on Nominations, to fill two vacancies for students. The recommendations were made at the September 23rd meeting of Senate Executive, but had not been included in the motion approved by Senate at the last Senate meeting.

Dean Taylor MOVED, on behalf of the Senate Executive Committee, THAT the following nominations to the Senate Committee on Nominations be approved by Senate, for one-year terms ending May 31, 2016:

- Ms. Bronte Charette (graduate student); and
- Mr. Aser Hailu (undergraduate student).

CARRIED

2. Report of the Senate Planning and Priorities Committee

- (a)** Ms. Ducas reported that the Senate Planning and Priorities Committee (SPPC) is currently considering a proposal for a joint Bachelor of Midwifery program between the College of Nursing, University of Manitoba, and the Faculty of Health, University College of the North.

Ms. Ducas informed Senate that the SPPC had endorsed a policy and procedure on Admission Targets that had been brought forward by the Strategic Enrolment Management Planning (SEMP) Committee as part of an ongoing review of University policies. The policy and procedure would replace the existing Enrolment Limitations policy, which was created in 1984 and was last revised in 1992.

Ms. Ducas said the Admission Targets policy and procedure would apply to both undergraduate and graduate admission targets. The procedure describes a process for establishing or requesting changes to admission targets as well as criteria for proposing a specific target. The policy and procedure would also pertain to changes involving the temporary suspension of admissions to a program. Ms. Ducas said that, like the existing Enrolment Limitations policy, the Admission Targets policy specifies that the President has authority to approve changes to, or the introduction of, admission targets following appropriate consultations. Different than the existing policy, it also identifies a role for the SEMP Committee as an advisory body to the President on enrolment matters.

Dean Doering said the policy and procedure articulate recent practice, with respect to the role of the SEMP Committee in setting admission targets. The documents also spell out the process to be followed, and the factors to be considered, when deans and directors want to propose a change to an admission target. Dean Doering noted that proposals to set or revise admission targets must conform to the new *Advanced Education and Administration Act* and the provisions set out in *the Programs of Study Regulation*.

Ms. Ducas MOVED, on behalf of the committee, THAT Senate approve and recommend that the Board of Governors approve the Report of the Senate Planning and Priorities Committee concerning an Admission Targets Policy and Procedure, effective upon approval by the Board of Governors.

Professor Austin-Smith asked whether a request to create supernumerary spaces in a program or academic unit would be subject to the proposed policy and procedure on Admission Targets. Ms. Ducas said it would not. She confirmed that Admission Targets do not take into account supernumerary enrolment.

Referring to sections 2.4 and 2.6 of the policy, Professor Morrill asked which section would apply if suspension of admissions to a program was expected to be permanent, or whether this sort of decision might be governed by a different policy and procedure. She suggested, and Dean Doering confirmed, that section 2.6 would restrict the President's authority to suspend admissions to a program for periods of up to twenty-four months. Dr. Collins said, while section 2.6 provides for the temporary suspension of admissions to a program, the program could not be closed before all students enrolled had completed the program. Once that had

occurred, a proposal to close the program would have to be advanced from the academic unit (faculty/college/school) to the Senate Committee on Curriculum and Course Changes or the Academic Programs Committee, Faculty of Graduate Studies, and the SPPC, before it would be considered by Senate and the Board. Requests to close a program would also be subject to the provisions of the provincial *Programs of Study Regulation*.

CARRIED

**IX REPORTS OF OTHER COMMITTEES OF SENATE,
FACULTY AND SCHOOL COUNCILS**

**1. Report of the Senate Committee on Awards – Part B
[September 22, 2015]**

Page 39

Professor Hultin said the Derek Riley Undergraduate Entrance Bursary would be established with a remarkable gift to the University, to offer a bursary (\$15,000) intended to encourage Indigenous students from communities in northern Manitoba to attend university. Professor Hultin said the Report also outlines a proposed amendment to the University of Manitoba Undergraduate Research Awards, which is aimed at giving Indigenous students a chance to participate in scholarship and research at the University.

Professor Hultin MOVED, on behalf of the committee, THAT Senate approve and recommend to the Board of Governors, the Report of the Senate Committee on Awards – Part B [dated September 22, 2015].

Referring to the terms of reference for the Derek Riley Undergraduate Entrance Bursary, which specify that the recipient would have attended a Manitoba high school outside of the census metropolitan areas of the province, Professor McMillan asked if the Senate Committee on Awards (SCAWA) had considered opening the award to students from northern Manitoba who had attended high school in Winnipeg. Professor Hultin said the committee must consider that there is a balance between the stated wishes of a donor and the committee's perception of the intent. In this case, the donor had stated that, in the first instance, the bursary should be given to an Indigenous student who was not educated in the census metropolitan areas of the province. Considering that there are other bursaries open to Indigenous students educated in Winnipeg or elsewhere, the committee would support a donor's wishes, as long as they are not unreasonable.

Observing that the terms specify that the recipient would be an active member of the Rec and Read Mentorship Program, a member asked if there had been any consultation with the donor about what would happen to the bursary if that program should be discontinued. Professor Hultin said that, to his knowledge, this possibility had not been discussed with the donor. He said that, if the Rec and Read Mentorship Program were to be discontinued, the terms of reference would be amended through the usual processes and with the donor's support, to remove references to that program and, perhaps replace it with some other similar program. The nature of the amendments would depend on the donor's

wishes at that time. If the donor were no longer living, the University would consult his estate or its representatives to determine an appropriate amendment to the terms. If, having made a reasonable effort to consult, the University found that no representative of the donor or his estate was available, the University would have authority to amend the terms. It would not be bound by the original agreement but it would endeavor to amend the terms such that they would continue to be consistent with the original wishes of the donor.

CARRIED

2. Graduate Course Changes Beyond Nine Credit Hours Page 46
RE: Master of Business Administration

Dean Doering said proposed changes to the Master of Business Administration program involve the deletion of three courses, the introduction of nine courses, and the modification of six courses. The changes are intended to keep the curriculum up-to-date and are also tied to transitioning the two-year M.B.A. curriculum to a one-year, full-time curriculum.

(a) Report of the Senate Planning and Priorities Page 50
Committee

Ms. Ducas said the SPPC had endorsed the proposed changes to the curriculum of the M.B.A. program.

Dean Doering MOVED THAT Senate approve the Report of the Faculty Council of Graduate Studies concerning graduate course changes beyond nine credit hours in the Master of Business Administration program, effective September 1, 2016.

CARRIED

3. Report of the Senate Committee on Admissions Page 51
RE: Revised Admission Requirements, Internationally Educated Engineers Qualification Program, Faculty of Engineering

The Chair noted that Ms. Gottheil, Chair of the Senate Committee on Admissions (SCADM) was not available for the meeting.

Dean Beddoes referred members to the rationale for a proposal to revise the admission requirements for the Post-baccalaureate Diploma in Engineering [Internationally Educated Engineers Qualification (IEEQ) Program] as set out in the proposal. The essential change is to amend the English language proficiency requirement for admission to the program, to allow applicants to be considered for admission based on the completion of other English language proficiency tests in addition to the Canadian Language Benchmark (CLB) Placement Test, including TOEFL, IELTS, and CanTEST. Dean Beddoes said that, previously, the CLB Placement Test was used, as it had been available to applicants to the IEEQ program at no charge. In 2012, the federal government had made changes to the services available to newcomers to Canada restricting the CLB Placement Test to certain individuals, which did not include individuals who would apply to

the IEEQ program. Since then, the Faculty of Engineering has been advising potential applicants to undertake a different English language proficiency test. The proposed amendment to the admission criteria would update the requirements to match both current practice and admission requirements for other University of Manitoba programs.

Dean Beddoes MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Admissions concerning revised admission requirements for the Post-baccalaureate Diploma in Engineering (Internationally Educated Engineers Qualification Program), Faculty of Engineering, effective September 1, 2016.

CARRIED

4. **Report of the Senate Committee on University Research** Page 54
RE: Periodic Reviews of Research Centres and Institutes:
Centre for Research and Treatment of Atherosclerosis

The Chair noted that Dr. Jayas, Chair, Senate Committee on University Research (SCUR), was not available for the meeting.

Professor Blatz said SCUR is recommending the renewal of the Centre for Research and Treatment of Atherosclerosis, with two recommendations. One is to establish an advisory committee, and the second is to consider succession planning, given the number of senior researchers in the Centre, to ensure its continuation past the end of the current renewal.

Dr. Blatz MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on University Research, on the periodic review of the Centre for Research and Treatment of Atherosclerosis, regarding a recommendation to renew the Centre for a period of five (5) years, ending December 31, 2020.

CARRIED

5. **I.H. Asper School of Business, Proposal for an** Page 57
Articulation Agreement, University of Manitoba,
B.Comm.(Hons.) Degree – Renmin University of China,
International Foundation Program

Dean Benarroch said that, under the proposed articulation agreement with Renmin University of China, students would complete the first 24 – 36 credit hours of the B.Comm.(Hons.) curriculum at Renmin before transferring to the Asper School of Business to complete Years 2 through 4 of the program. The Asper School and other departments at the University of Manitoba had reviewed the courses that would be completed at Renmin. As students would complete three years of the B.Comm.(Hons.) program in the Asper School, they would have the option to complete the Co-operative Education Option. Dean Benarroch noted that this is an important element of the agreement for Renmin University and for the students. The articulation agreement would be reviewed every three years.

Dean Benarroch said the agreement would allow up to twenty students to transfer to the Asper School from Renmin University each year. That enrolment would be supernumerary to, or over-and-above, the admission target for the Asper School. He said the faculty would ensure spaces would be available for these students without taking away spaces in the B.Comm.(Hons.) program for other students.

Dean Benarroch said the articulation agreement would generate revenue for the Asper School, which it would use to ensure that the faculty continues to have the variety and quantity of spaces available in its courses to service the B.Comm.(Hons.) program and the entire University.

(a) Report of the Senate Committee on Admissions Page 68

The Chair observed that SCADM had endorsed the articulation agreement.

(b) Report of the Senate Committee on Curriculum and Course Changes Page 69

Professor Smith referred Senators to the observations in the Report of the Senate Committee on Curriculum and Course Changes (SCCCC). He said the SCCCC was satisfied that supernumerary enrolment that would result from the articulation agreement would not impose an additional burden on courses offered by other faculties and schools, as students who would transfer from Renmin University would complete courses required in the first year of the B.Comm.(Hons.) program at Renmin.

(c) Report of the Senate Planning and Priorities Committee Page 71

Ms. Ducas referred Senators to the Report for the observations of the SPPC. She said the SPPC had considered that the Asper School had indicated, first, that additional resources would not be required to support the articulation agreement and, second, that there would be sufficient space in existing courses for the proposed number of students who would be admitted to the B.Comm.(Hons.) program under the agreement. If it were necessary to create additional course sections, Dean Benarroch has committed to fund those sections from the faculty budget.

(d) Comments of the Senate Executive Committee Page 73

Dean Taylor said the Senate Executive Committee had considered the proposed articulation agreement at its meeting on October 21st. The committee had been informed that the articulation agreement would not need new resources. It had also been noted that students who would transfer into the B.Comm.(Hons.) program from Renmin University would enter Year 2 of the program having already completed the courses for which there is greatest enrolment pressure in the Asper School. The committee had also been advised that there is capacity in courses in Year

2 and beyond for the number of students who would be admitted to the program under the agreement.

Dean Benarroch MOVED THAT Senate approve a proposal for an Articulation Agreement between the University of Manitoba, Bachelor of Commerce (Honours) Degree, and Renmin University of China, International Foundation Program, effective September 2016.

Professor Chen observed that, because enrolment that would result from this and other international articulation agreements is supernumerary to an academic unit's admission target, and given that the mechanism for distributing revenue from international student fees generated by such agreements differs from the mechanism used to allocate other international student fees, academic units might be increasingly motivated to establish this sort of agreement as a way to raise revenue. Also, the proposal for an articulation agreement with Renmin University indicates that, should additional course sections be required, revenue from the agreement would be used to fund those sections. Professor Chen raised a concern about the implication that international articulation agreements would be used to create spaces in programs for students from particular countries or from particular international institutions who could afford to pay to create those spaces, while other students, including students from Manitoba, who either could not afford to pay or who would not be permitted to pay higher fees would not have the same opportunity.

Dean Benarroch acknowledged that the financial elements of the proposed articulation agreement are important to the faculty. He suggested that revenue from international student tuition fees contributes to the base budget allocation of each faculty or school according to the number of international students enrolled in any particular unit. International articulation agreements result in a more direct transfer of this type of funds. Dean Benarroch said additional revenue generated by an existing international articulation agreement has allowed the Asper School to continue to offer courses and spaces in courses, for students in the faculty and across the University, at a time when cuts to its baseline budget would otherwise have required reductions to course sections. Anticipating that budget cuts would continue in future years, the faculty is looking at ways to support increasing and enhancing the number of spaces available for students.

Dean Benarroch said that, in response to an inordinate number of applications, the Asper School had made spaces in the B.Comm.(Hons.) program available for an additional twenty-eight applicants from Red River College (RRC) in the Fall 2015 and had committed to adding course sections, if necessary. An existing agreement with RRC provides for the admission of twenty applicants from the College each year. Discussions to extend that agreement are underway. Dean Benarroch noted that the revenue generated by international articulation agreements, like the one proposed with Renmin University, would allow the Asper School to continue to have the number of spaces available in the B.Comm.(Hons.) program for all of its various student cohorts.

The motion was **CARRIED**.

6. **Report of the Senate Committee on Nominations** Page 74
[October 22, 2015]

Professor Edwards referred Senators to the Report of the Senate Committee on Nominations. She said the committee was recommending student nominees, for various Senate committees, which had been submitted by the University of Manitoba Students' Union (UMSU) and the Graduate Students' Association (GSA).

There were no further nominations.

Professor Edwards MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Nominations [dated October 22, 2015].

CARRIED

X **ADDITIONAL BUSINESS**

1. **Proposals from the Office of the Registrar** Page 81

(a) **RE: Fall Term Break** Page 83

Mr. Marnoch said the 2016-2017 Academic Schedule includes a proposal for a Fall Term Break. He said a number of Canadian universities have already implemented a fall term break and many of those that have not are either in the process of doing so or are contemplating the possibility. At the University of Manitoba, the idea of having a Fall Term Break had been raised frequently in interviews with students during the development of a Campus Mental Health Strategy. In the spring, UMSU had approached the Registrar regarding the feasibility of introducing a Fall Term Break.

Mr. Marnoch said the Office of the Registrar is proposing the establishment of a Fall Term Break that would include the Thursday and Friday preceding the Thanksgiving long weekend, as it would result in five consecutive days off prior to the start of midterm examinations and assignments. He said a decision to allocate two rather than five days to a Fall Term Break had been made in order to minimize disruption to normal scheduling.

Mr. Marnoch said the proposal had been provided to faculties, colleges, and schools in mid-July, for their feedback.

Mr. Kopp MOVED, seconded by Professor Kinsner, THAT Senate approve the establishment of a two-day Fall Term Break, initially comprising the Thanksgiving Weekend and the Thursday and Friday immediately preceding, with a review to be completed annually for three years to determine the effect on instruction, including laboratory activities, and student outcomes.

Mr. Kopp spoke in support of the proposal for a Fall Term Break. He acknowledged Mr. Marnoch and others in the Office of the Registrar who had contributed to the development of the proposal.

Mr. Kopp said there is widespread support for a Fall Term Break across the University, including among staff, students, and Administration. He suggested that the implementation of a Fall Term Break would represent a structural change in academia that would benefit students' mental health and wellness. The proposed timing of the break, which would give students more time off around the Thanksgiving long weekend, when many students are first transitioning to university, would allow students, including international students and students from rural communities, to travel home to spend time with family and friends, which would relieve stress.

Mr. Kopp described the proposal as a step in the right direction but noted that other universities have implemented five-day breaks in the fall term. He suggested, given evidence for the prevalence of mental health issues among students today, that it would be imperative for the University to consider making other structural changes at the university-level, to allow for a longer break in future. Mr. Kopp called attention to statistics from a National College Health Assessment survey of University of Manitoba students conducted in 2013, which found that 83 percent of students felt overwhelmed by their workload, 82 percent felt exhausted not from physical activity, 60 percent felt sad, 33 percent felt depressed, and 50 percent felt overwhelming anxiety. Mr. Kopp said understanding that mental health and wellness involves students who experience a range of mental health issues would help to combat mental health issues and promote wellness. He suggested that the University must work to ensure that the structure of academia creates a learning environment that promotes these things.

In response to a question, Mr. Marnoch confirmed that implementation of the Fall Term Break would preclude the scheduling of midterm examinations on the Thanksgiving long weekend, outside of scheduled class times.

Professor Hultin said that, although the proposal includes a provision for an annual review of the Fall Term Break, it does not indicate who would undertake the review or whether students would participate. He suggested that an ad hoc committee of Senate, with membership including students, faculty, and Senators, should be struck to complete the review. Mr. Leclerc suggested instead that Senate Executive might be charged with determining the substance of the review. Dr. Keselman said Professor Hultin's suggestions regarding who should be involved in the review could be taken into account.

Members of Senate were largely in support of the proposal for a Fall Term Break. Professor Blunden said he would be prepared to support the proposal for a Fall Term Break if it were established as a trial run. Several members asked about the rationale behind the proposed timing

of the Fall Term Break. Some suggested that it might be more useful to set the break later in the Fall Term. Professor Desai suggested that it might encompass the four days following the Thanksgiving long weekend, to create a longer break. Mr. Honeyford asked if staff in the Student Counselling Centre had been consulted regarding peak times during the Fall Term when students experience stress. He remarked, based on his experience in the Academic Learning Centre, that students seek out available supports after having received their results on midterm examinations. He suggested that having a Fall Term Break later in October or in November might give these students a sense that they would have an opportunity to make up ground in their courses if they made some changes to the way in which they approach their studies. Mr. Honeyford said he would like to see more evidence for the optimal timing of a Fall Term Break.

Mr. Marnoch said one factor in scheduling the Fall Term Break in October is that the Thanksgiving holiday is stable from year-to-year whereas Remembrance Day (i.e. November 11) falls on different weekdays and sometimes on the weekend. The decision to set the break on the two days prior to Thanksgiving relates to the need to make up those days at some other point in the term. This can be addressed by using Thursday and Friday for the break but not Tuesday or Wednesday, given that many courses taught on Tuesday or Wednesday are only taught once a week. The four days following the Thanksgiving weekend were not proposed for the Fall Term Break, as there was an objective to offer a break within the existing thirteen-week term. Other changes would be required to create a longer break and there was not adequate time to fully consider those things this time around. The intent of setting the Fall Term Break prior to midterm examinations is to help students to reduce stress before writing their examinations.

Concerns were raised regarding the potentially negative impact that a two-day Fall Term Break would have on scheduling of laboratories for some courses in the Faculty of Science and Engineering. Professor Blunden noted that, where there is not a full week of classes, it is sometimes necessary to cancel laboratory sections for the entire week. Professor Oliver said that, in the Department of Electrical and Computer Engineering, taking into account that programs are accredited and must cover particular content, it would be necessary to schedule the first laboratory session immediately following the first lecture session, which is not popular among students, and to schedule the final laboratory session in the last week of the Fall Term.

Professor Blunden raised a concern that the proposal and comments made at the meeting anticipate that the University might move from a thirteen- to a twelve-week term in future, in order to accommodate a full week Fall Term Break, with the implication that the length of the term would be constrained by Labour Day at the beginning of the term and by the Winter Holiday at the end. Were this to happen, there would be serious pedagogical implications for the institution, as a twelve-week term would require that instructors either reduce course content by ten percent

or cover the same amount of content over a shorter period, which could potentially cause stress for some students. Given the current financial situation at the University, the prospect that a twelve-week term might be viewed as a way to reduce costs is another concern. Professor Blunden proposed that, at the end of three years, there should be a formal review involving Senate that would include wide consultation on the implications of establishing a full week break.

Professor Oliver suggested that the University should consider the constraints created by the Start- and End- Dates for the Fall Term, which hinder the University's ability to offer an exceptional student experience. He raised the possibility of starting the Fall Term prior to Labour Day, given the constraint of the Winter Holiday at the end of the term. This would allow for the possibility of a full week Fall Term Break, which would be better for courses with laboratories. It would also make it possible to schedule the break later in the term. Professor Oliver observed that the current structure creates another period of stress for some students at the beginning of Winter Term, as students who complete examinations late in the final examination period in December sometimes do not receive their grades in those courses until the day classes start in the Winter Term.

Mr. Marnoch suggested that these things might be considered as part of the review of the Fall Term Break.

Some Senators suggested that it is unlikely that the proposed Fall Term Break would have the desired impact on student mental health and wellness. Professor Blunden observed that the Fall Term Break would add two days for students to prepare for midterm examinations but would also result in two fewer days to prepare for final examinations and a shorter examination period in December, with fewer days between final examinations, which might cause some students stress. Professor Peter acknowledged that the statistics included in the proposal are alarming. As someone who researches in the area of mental health and wellbeing amongst young people, she questioned the validity of the findings that it is the university environment that causes students to feel sad, depressed, or anxious. She said that, in her research, these findings are typical of a younger demographic, in terms of feeling sad and anxious, and are indicative of larger structural-societal issues. Professor Peter said the fact that other institutions have implemented a Fall Term Break is not a sound reason for the proposal. She said she would be interested in receiving any empirical evidence from those other places to assess whether there had been a reduction in sadness, stress, or anxiety amongst students. Professor Peter proposed that, if the Fall Term Break is to be established on a trial basis, that the University might do pre- and post- testing to gather empirical evidence on the effect of the break on students' mental health and wellness.

In response to earlier comments about the potential effect on the final examination period in December, Mr. Marnoch said he does not anticipate any adverse effect. He noted that Fall Term classes typically end on a Wednesday with one day in between before final examinations

start on the Friday. In the proposed 2016-2017 Academic Schedule, classes would end on a Friday leaving two days on the weekend before final examinations started on the following Monday. Also, the final examination period is typically eleven days long but, normally, examinations are scheduled over ten days. In the proposed 2016-2017 Academic Schedule, ten days would be reserved for final examinations and examinations would be scheduled on all of those days. The Registrar's Office could also consider scheduling a larger number of examinations on Saturdays.

In response to an earlier question, Mr. Kopp said UMSU had consulted with students and other stakeholders, including staff in the Student Counselling Centre, regarding the proposal. He said UMSU has been clear during its consultations with students that the proposed Fall Term Break would not result in more days off but would entail a reorganization of the Academic Schedule to provide students with days off around the Thanksgiving long weekend to alleviate stress that some students experience at this point in the Fall Term. He said that, although the evidence is anecdotal, the response received from students had been overwhelmingly in support of the proposal. Ms. Kunzman shared a number of testimonials that UMSU had received from students in support of introducing a Fall Term Break.

The motion was **CARRIED**.

(b) **RE: Academic Schedule for 2016-2017**

Page 100

Dean Beddoes MOVED, seconded by Professor McMillan, THAT Senate approve the Academic Schedule for 2016 – 2017.

CARRIED

XI ADJOURNMENT

The meeting was adjourned at 2:49 p.m.

These minutes, pages 1 to 14, combined with the agenda, pages 1 to 121, comprise the minutes of the meeting of Senate held on November 4, 2015.