

**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**

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**Members Present**

Dr. D. Barnard  
Chair  
Dr. C. Adams  
Ms. K. Adams  
Prof. S. Alward  
Prof. B. Amiro  
Prof. J. Anderson  
Prof. J. Asadoorian  
Prof. M. Atleo  
Dean J. Beddoes  
Dean M. Benarroch  
Prof. P. Blunden  
Prof. T. Booth  
Very Rev. R. Bozyk  
Prof. M. Brabston  
Ms. M. Brolley  
Prof. N. Chow  
Dean E. Dawe  
Prof. R. Desai  
Dean J. Doering  
Prof. M. Edwards  
Mr. C. Ekenna  
Prof. B. Elias  
Prof. J. Embree  
Prof. M. Eskin  
Prof. E. Etcheverry  
Prof. A. Farenhorst  
Prof. M. Gabbert  
Prof. J. Gilchrist  
Dean N. Halden  
Prof. P. Hess  
Dr. D. Jayas  
Mr. J. Kearsey  
Prof. V. Keown  
Prof. J. Kettner  
Prof. W. Kinsner  
Prof. L. Landrum  
Prof. A. McIntosh  
Dean D. Mandzuk  
Prof. D. Mann  
Mr. G. Mejicanos  
Dean B. O'Connell  
Mr. E. Okeke  
Prof. F. Parkinson

Prof. T. Podolsky  
Prof. D. Polyzois  
Prof. S. Prentice  
Ms. J. Sealey  
Dean G.  
Sevenhuysen  
Prof. K. Smith  
Prof. B. Southern  
Prof. R. Tate  
Dean J. Taylor  
Dean M. Trevan  
Prof. C. Trott  
Dean L. Turnbull  
Prof. C. Van Winkle  
Prof. P. Venkatesh  
Dean L. Wallace  
Dean J. Watkinson  
Prof. D. Wirtzfeld  
Prof. K. Wrogemann  
Prof. A. Young  
Mr. J. Leclerc,  
University  
Secretary  
Dr. S. Coyston,  
Recording  
Secretary

**Assessors Present**

Mr. J. Adams  
Ms. J. Black  
Ms. J. Chen  
Dr. D. Collins  
Mr. S. Dorge  
Ms. A. Ducas  
Ms. S. Gottheil  
Prof. B. Hann  
Prof. T. Kucera  
Mr. N. Marnoch  
Prof. K. Matheos  
Dr. J. Ristock  
Dr. L. Smith  
Dr. M. Torchia  
Ms. D. Young

**Regrets**

Prof. G. Anderson  
Mr. G. Chappellaz  
Prof. A. Chiu  
Mr. G. Csepregi  
Dean N. Davies  
Dean H. Frankel  
Prof. P. Hultin  
Dean A. Iacopino  
Ms. S. Jasper  
Dr. J. Keselman  
Mr. P. Kochan  
Ms. M. Leaf  
Prof. A. MacDonell  
Prof. D. McMillan  
Prof. J. Morrill  
Prof. R.-F. Ouellette  
Dean B. Postl  
Dr. H. Secter  
Prof. H. Soliman

**Absent**

Prof. M. Araji  
Ms. B. Arte  
Dr. J. Blatz  
Mr. R. Buchanan  
Prof. D. Churchill  
Ms. K. Daaca  
Mr. L. Ford  
Rectrice R. Gagné  
Dr. G. Glavin  
Prof. J. Guard  
Prof. B. Hallman  
Prof. J. Hanesiak  
Mr. J. Hart  
Prof. J. Hughes  
Ms. M. Igweagu  
Prof. J. Irvine  
Prof. T. Ivanco  
Mr. C. James  
Prof. J. Johnson  
Prof. E. Judd

Prof. A. Katz  
Prof. J. Linklater  
Prof. D. Lussier  
Prof. R. McIlwraith  
Mr. S. Mack  
Ms. H. Omichinski  
Prof. J. Owens  
Mr. A. Pawlak  
Prof. K. Plaizier  
Acting Dean R.  
Roshko  
Prof. D. Smyth  
Dean R. Stern  
Prof. L. Strachan  
Ms. J. Tan  
Prof. H. Unruh  
Mr. M. Vasconcelos  
Prof. L. Wang

**Also Present**

Ms. S. Ally  
Mr. Z. Courtemanche  
Ms. S. Gagnon  
Ms. H. Long  
Mr. S. Moreno  
Ms. C. Préjet  
Mr. M. Rahimian  
Ms. J. Rebizant  
Ms. P. Robertson  
Prof. C. Rocke  
Ms. S. Utsunomiya

The Chair informed Senate that the speaker of the Senate Executive Committee was Professor Paul Hess, School of Art.

## **AGENDA**

### **I MATTERS TO BE CONSIDERED IN CLOSED SESSION**

1. **Report of the Senate Committee on Honorary Degrees  
[February 8, 2013]**

### **II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE**

1. **Report of the Executive Committee of the Faculty of  
Graduate Studies on Course and Curriculum Changes  
RE: Deletion of Lapsed Courses and the Department of  
Educational Administration, Foundations, and Psychology  
[February 28, 2013]** Page 3

**Professor Hess MOVED, on behalf of the Committee, THAT Senate approve the Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes concerning the Deletion of Lapsed Courses and the Department of Educational Administration, Foundations, and Psychology [dated February 28, 2013].**

**CARRIED**

### **III MATTERS FORWARDED FOR INFORMATION**

1. **Report of the Senate Committee on Awards - Part A  
[February 27, 2013]** Page 8
2. **Report of the Senate Committee on Awards  
[March 5, 2013]** Page 15

### **IV REPORT OF THE PRESIDENT** Page 19

1. **Presentation: Academic Senates and University  
Governance in Canada**

Mr. Leclerc made a presentation on Academic Senates and University Governance in Canada, in which he summarized the findings of a survey of Senate secretaries and Senate members at Canadian institutions. The project was undertaken by Dr. Pennock (past University Secretary, University of Saskatchewan), Dr. Jones (University of Toronto), Mr. Leclerc, and Ms. Li (University of Toronto) and was supported by the Ontario Research Chair in Higher Education and the University of Saskatchewan. A copy of the presentation is appended to the minutes.

Mr. Leclerc said the objectives of the study were to: (i) contribute to what is a limited body of research on governance at Canadian universities in terms of the role of Senates; (ii) follow up on a similar survey conducted in 2000 by Dr. Jones, in order to identify changes in issues facing university Senates over time and

contemporary concerns; and (iii) share the results with Senates across Canada in order to inform and support their work. Phase one of the project involved a survey of Senate secretaries. The survey had been sent to 84 institutions and 41 had responded (49 percent response rate). Phase two involved a survey of Senate members at 20 institutions that had agreed to participate. A total of 373 Senators participated in the survey (overall response rate = 23 percent; University of Manitoba response rate = 37 percent).

Mr. Leclerc reviewed the results of the survey of Senate secretaries, which (i) focused on structure, membership, and organizational change over the previous ten years and (ii) sought the Secretaries' opinions on the key issues facing Senates. The survey indicates that Senates tend to be large governing bodies, with an average of 77 members (University of Manitoba = 134), and that universities created within the last thirty years tend to have smaller Senates, with fewer than 50 members. Senates have a variable number of sub-committees (range 1 to 26; average 12; University of Manitoba 22), which suggests there is considerable variation in the organization of Senate responsibilities. The survey of Secretaries reveals that Senates in Canada are made up of a majority of elected faculty (48 percent), followed by students (16 percent), faculty deans (13 percent), other senior administrators (5 percent), and department heads as members by virtue of their office (4 percent). The composition of the University of Manitoba Senate is comparable, although it has a higher proportion of student members (22 percent). Including elected faculty, deans, and department heads, at least two-thirds of the membership of academic Senates in Canada comprises individuals who hold academic appointments.

Mr. Leclerc said the survey of Senate secretaries showed that, outside of the creation of an omnibus University Act and several new universities in British Columbia, there have been few changes in foundational legislation since the 2000 survey. Eighteen (44 percent) institutions reported changes in foundational documents related to membership or the role of Senate and 76 percent indicated changes in Senate committee structures most of which were intended to improve committee function.

Mr. Leclerc said different themes emerged in the 2000 and 2012 surveys. In the later survey, there is greater emphasis on internal tensions concerning governance structures and definition of the roles of Senate, the Board, and administration. In 2000, concerns centred on external government and corporate pressures.

Mr. Leclerc reviewed a number of key issues and concerns identified in the survey of Senate secretaries. First is the need for greater engagement of faculty in governance. In their comments, secretaries remarked on: the lack of active participation by all but a few regular participants in discussions at Senate; the importance of engaging Senators in meaningful work; and the importance of providing recognition for governance work. Second, Senates' effectiveness is sometimes hindered by the difficulty of engaging in high-level discussions of complex issues facing universities given the size and representative nature of the committees. Third, secretaries commented on the uneasy balance between Senate's role in collegial governance and the role of administration, which is

made more complex by collective bargaining and external pressures for greater accountability, particularly from government.

Mr. Leclerc said the Senate member survey focused on four areas: (i) demographics of the respondent; (ii) degree and nature of respondent's engagement in Senate and sense of ability to influence work of Senate; (iii) role of Senate in various aspects of governance; and (iv) effectiveness of Senate. Senators were asked the same open-ended questions as secretaries regarding issues and problems facing Senate.

Mr. Leclerc briefly reviewed a number of statistics that describe the level of engagement of Senators who responded to the survey. The results show that most respondents are actively involved on Senate committees and are generally well prepared for Senate in that they receive sufficient information on matters to be considered and are provided with an adequate orientation. Mr. Leclerc noted that 82 percent of respondents at the University of Manitoba consider themselves to be active members of Senate. Referring to slide 13, which describes the extent to which various constituents of Senate (faculty members, academic administrators, students, senior administrators, etc.) believe they are able to influence decisions of Senate, Mr. Leclerc observed that a large proportion of senior / academic administrators (70 / 65 percent) feel they are able to do so followed by faculty (42 percent), undergraduate students (33 percent), graduate students (21 percent), and support staff (8 percent). At the University of Manitoba, 43 percent of respondents agreed they are able to influence Senate, 27 percent disagreed, and 31 percent were neutral.

Mr. Leclerc observed that the overall score for the effectiveness of Senates at Canadian universities is low, as described in slide 14. He noted, in particular, that a vast majority of respondents (82 percent; University of Manitoba 90 percent) feel that most of the work of Senate is done by committees. The results point to the need to consider the mandates of Senate committees and how the work of the committees is communicated to Senate.

Referring to slide 15, Mr. Leclerc said respondents were given a series of statements describing the various activities and roles of Senate and were asked to indicate whether the Senate at their institutions should / does undertake the activities and roles described. He called attention to two results, in particular, that indicate where efforts can be made to strengthen the role of Senate in governance. In each instance, there is near unanimity among respondents that Senates should undertake a particular activity or have a role in a particular aspect of governance, but a strong perception that they do not. First, the survey shows that 94 percent of respondents believe that Senates should periodically review their own performance, as board and board committees commonly do. Only 26 percent of respondents (University of Manitoba, 6 percent) agree that Senates do review their performance. Second, results indicated that 93 percent of respondents believe that Senate should regularly review the performance of the university in academic areas but only 48 percent of respondents (University of Manitoba 37 percent) agree that their Senate does so.

Mr. Leclerc identified five key issues and concerns raised by Senate members in the open-ended comments, and the themes through which they were expressed:

- (i) **need to get faculty more engaged** - themes: workload pressures, apathy, the need to communicate the importance of Senate to faculty, and effective engagement of students;
- (ii) **power and roles: Senate and the Board** – themes: lack of opportunities for the Board and Senate to connect; the impact of financial decisions on academic matters; collective bargaining issues that cloud the roles of these two bodies;
- (iii) **power and roles: of Senate and administration** – themes: power imbalances; the proliferation of administrators on Senate, although the survey of secretaries shows the vast majority of Senate members are faculty and students; decisions made by the Administration are brought to Senate for a ‘rubber stamp’ approval with little room for genuine dialogue;
- (iv) **perceived lack of relevance and power** – variously attributed to: rushed decision-making owing to full agendas; real decisions and particularly financial decisions made elsewhere by the administration, the Board, or Senate committees; the domination of Senate by long-standing members, who do not allow new faculty to bring different perspectives, by members who bring their own agendas or those of their constituencies, or by academic administrators who vote as a block; the lack of opportunities for meaningful debate of meaningful issues; and
- (v) **effective oversight of program quality, teaching and learning** – themes: Senates do not focus enough on the quality of academics at the institutions, which negatively affects the credibility of Senates.

Regarding the last theme, Mr. Leclerc said that responses to the open-ended question highlight a need for Senates, given their statutory role as the senior academic oversight body, to focus more attention on matters related to quality control, quality assurance, and academic excellence, as well as broad issues such as accessibility, academic integrity, and the broader relevance of programming to the institution and to society.

Mr. Leclerc summarized the main conclusions and key lessons that can be drawn from the survey results (slide 21). First, structural and organizational changes have occurred since the 2000 survey, with greater attention being focused on governance arrangements and awareness. Second, there is a need to engage more faculty, particularly newer faculty, and for other voices to be heard. Third, shared governance continues to be dynamic and to present issues relating to roles of Senate, the Board, and administration. Fourth, Senates have important governance roles that they must take greater responsibility for, including the oversight of academic quality and assessing their own performance. Finally, Senates need to more fully engage in the major academic issues facing universities. Mr. Leclerc remarked that Senate is and will be what Senators and members of Senate committees make of it. He stressed that, in order for Senate to advance the academic mission of the University, all members, including faculty, students, administrators, and staff must work together to ensure that Senate meets its role and focuses on the right issues.

The Chair thanked Mr. Leclerc and his colleagues for completing the survey of Senates. He remarked that the survey points to some obvious concerns that might be discussed by the President's Executive Team and Senate Executive.

Professor Atleo observed that, aside from those who have learned through committee participation or osmosis, many faculty (and not only new faculty) have no understanding of university governance. She proposed that education on governance might be included as part of the orientation provided to new faculty. She acknowledged that new faculty are concerned with tenure and promotion but contended that it is also important to understand the workings of the University. Mr. Leclerc noted that the University Secretary's office does provide an orientation session for new academic administrators and for new Senators that might be extended to new faculty. Dr. Ristock said that she and Dr. Torchia had recently discussed how information on governance might be incorporated into the orientation for new faculty, as Professor Atleo had proposed, in order to enhance engagement in the university community. She indicated that she would follow up with Mr. Leclerc.

Responding to a question from Professor Atleo, Mr. Leclerc said the Senate Committee on Nominations solicits nominations for faculty to serve on Senate committees. He said that, unless a new faculty member volunteers before he or she has received tenure, the practice is not to ask them to serve. He suggested that the university community might need to reconsider this practice given the importance of service on governing bodies in engaging people in the committee process.

Professor Desai observed that, at the University of Manitoba, faculty members are elected to Senate by their faculty. She asked if this is the typical electoral structure for university Senates or if some universities have more specific constituencies; for example, departments or groups of departments. Mr. Leclerc said the survey did not seek this information. He said that, at most universities, faculty representatives are elected at the faculty level but there are a couple of institutions that elect Senators at large across the university.

Professor Desai asked if there is any evidence from the survey that the role of Senate is perhaps less clear at institutions where faculty members are unionized. She said it would be interesting to know if respondents from unionized and non-unionized institutions identified different issues in the survey, as it might provide insights into how Senates and unions could work together more effectively. Mr. Leclerc indicated that the survey did not seek information on whether or not faculty are unionized. He said his sense is that issues and levels of engagement were reasonably the same across all institutions.

Dean Wallace and Professor Kettner raised concerns about the representativeness of the survey data and their utility for addressing issues identified given the relatively low response rate overall and at the University. Professor Kettner suggested that the data have utility for generating hypotheses but do not provide enough information to confirm or to deal with the depth of concerns, in order to solve the problems identified. Mr. Leclerc said he and his colleagues are satisfied that the responses received are a representative sample, noting that the response rate is consistent with the survey completed in 2000.

He expressed his hope that, when the University develops an internal process to annually assess the effectiveness of Senate, the response rate would be higher to better inform changes that might be made. The Chair observed that, despite the low response rate, there might be subjective valuing of the responses, given that a number of the concerns articulated are shared by some members of the university community. He suggested there might be further discussion at Senate regarding concerns to be clarified.

Referring to the data presented in slide 15, Professor Blunden remarked on the disconnect between the idea that Senates should fulfill certain roles in terms of setting the academic direction of a university and the perception among more than 50 percent of Senators that Senates do not actually do so. He observed that, during his term as a Senator, there has been no discussion of any substantive issue at Senate; this despite planning for academic restructuring, which will have a profound effect on the academic functioning of the University, that is underway. Professor Blunden acknowledged that discussions of academic restructuring are taking place within the health sciences faculties. He observed that faculties are, however, largely concerned with their own interests and lack the breadth of perspective that Senate can bring to a discussion of this nature. Noting that there has been no discussion of the underlying academic aims of the restructuring initiative, Professor Blunden said that Senate would have a role in this type of discussion and should be involved at the beginning of the process rather than the end of it, to counter the impression that Senate only 'rubber stamps' decisions already taken by administration or other governing bodies.

Mr. Leclerc observed that there are two main ways that matters are brought to Senate depending on the issue being considered. The first reflects that the University is a decentralized institution where faculties are responsible for discussing certain proposals and making certain recommendations. The second allows various groups, including Senate committees, to participate in discussions that shape proposals before they are brought forward to Senate; for example, the Senate Planning and Priorities Committee has received presentations on, and participated in discussions of, the Strategic Enrolment Management Framework as that document has been developed. He acknowledged, however, that it was clear from Senators' responses to the survey that Senate wants to be directionally involved in discussions before being asked to consider specific proposals. Dr. Barnard said that the President's Executive Team, in addition to Senate Executive and Senate, might discuss the types of initiatives that could be brought to Senate for discussion earlier in the process.

Professor Prentice asked if the response rates and / or the types issues identified vary by the different constituencies; faculty, senior administrators, ex officio members, and students. Mr. Leclerc indicated that he would speak with his colleagues to determine whether the data could be broken down by constituency.

Mr. Courtemanche asked to what extent the survey results might be used to adapt the role of Senate in terms of decision-making. Commenting on his experience with the Senate and Board at another institution, he noted that academic processes are sometimes influenced by the collective bargaining framework. He asked if thought might be given to having Senators involved in

the collective bargaining process. Dr. Barnard replied that clear delineations of responsibility sometimes need to be assigned to different processes and different groups and thinks that legitimately fall within the purview of Senate should be discussed by Senate. He proposed that Senate Executive might discuss what is clearly a shared concern regarding low levels of engagement and report back to Senate, but suggested that the specific mechanism envisioned would not be the way to move forward.

Mr. Leclerc observed that the project began with discussions between colleagues at the University and elsewhere regarding the desire to better understand the views of Senate, in order that changes might be made to enhance the effectiveness of Senate and decision-making processes at the University. He invited members to contact him if they wished to provide further feedback.

## **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.

The following question was received from Professor Gary Anderson, Faculty of Science:

**On Wednesday March 20<sup>th</sup> the following motion was put to the House of Commons in Ottawa:**

***That, in the opinion of the House: (a) public science, basic research and the free and open exchange of scientific information are essential to evidence-based policy-making; (b) federal government scientists must be enabled to discuss openly their findings with their colleagues and the public; and (c) the federal government should maintain support for its basic scientific capacity across Canada, including immediately extending funding, until a new operator is found, to the world-renowned Experimental Lakes Area Research Facility to pursue its unique research program.***

**Mr. Rod Bruinooge the Conservative MP for Winnipeg South voted against this motion. As the University of Manitoba is in Mr. Bruinooge's riding and has considerable investment in at the very least point (a) of the above motion, can the President write to Mr. Bruinooge on behalf of Senate and the University community asking why Mr. Bruinooge disagrees with maintaining support for basic scientific research across Canada?**

Dr. Barnard suggested that the conclusion that Mr. Bruinooge disagrees with maintaining support for basic science research is not logically extracted from his voting against an omnibus motion. He said Mr. Bruinooge has shown strong support for the postsecondary agenda and research, in particular, observing that Mr. Bruinooge created and chairs the federal Post-secondary Education Caucus. Referring to part (b) of the motion made in the House of Commons, Dr. Barnard said an investigation by Canada's Information Commissioner is underway and the University will look forward to the results. With respect to part (c) of the motion, Dr. Barnard said he understands that the International Institute for Sustainable Development (IISD) has made a bid to assume responsibility for the Experimental Lakes Area Research Facility that is actively under discussion and which the University has supported. He said he would not propose to



write a letter to Mr. Bruinooge, as his views on some of the issues raised are well known, but would speak with Mr. Bruinooge about the matters raised.

**VI      CONSIDERATION OF THE MINUTES  
OF THE MEETING OF MARCH 6, 2013**

**Professor Brabston MOVED, seconded by Professor Booth, THAT the minutes of the Senate meeting held on March 6, 2013 be approved as circulated.**

**CARRIED**

**VII      BUSINESS ARISING FROM THE MINUTES**

Professor Young recalled that, at the previous meeting, she had raised concerns regarding the impact of the implementation of a number of new systems, including Concur, on the work of staff and faculty. Referring to a recent communication received by members of the Faculty of Arts, Professor Young asked if it is true that individuals will not be reimbursed for airfare where travel is not arranged through Concur and that departments that might elect to provide reimbursement to these individuals might be charged as much as three times the cost of the airfare. As the Vice-President (Administration) was not present at the meeting, the Chair said he would look into the question and communicate any information to Senators by electronic mail prior to the next meeting. [This matter was clarified in an email sent to Senators on April 9, 2013.]

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

**1.      Report of the Senate Executive Committee Page 29**

Professor Hess reported that Senate Executive had met on March 20, 2013. The comments of the committee accompany the reports on which they were made.

**2.      Report of the Senate  
Planning and Priorities Committee**

Ms. Ducas reported that the Senate Committee on Planning and Priorities had completed the review of a proposal for course changes beyond nine credit hours. The Committee continues to assess the discussion paper on the Bannatyne Campus Master Plan and is considering a proposal for a Community Recreation and Active Living diploma and for a Strategic Enrolment Management Planning Framework.

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

**1.      Report of the Senate Committee on Awards - Part B Page 30  
[February 27, 2013]**

**Professor Anderson MOVED, seconded by Professor Brabston, THAT Senate approve and recommend to the Board of Governors the Report of the Senate Committee on Awards – Part B [dated February 27, 2013].**

**CARRIED**

2. **Report of the Senate Committee on Nominations** Page 34  
**[March 4, 2013]**

Professor Edwards referred members to the Report of the Senate Committee on Nominations [March 4, 2013]. 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 March 4, 2013].**

**CARRIED**

3. **Report of the Senate Committee on University Research** Page 35  
**RE: Periodic Review of the University of Manitoba**  
**Transport Institute**

Dr. Jayas informed Senate that the I.H. Asper School of Business had requested that the University of Manitoba Transport Institute be allowed to continue in its present form until a new director, who might influence the future direction of the Institute, has been appointed and a review has been conducted.

**Dr. Jayas MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on University Research regarding a Periodic Review of the University of Manitoba Transport Institute, including a recommendation that the Institute continue in its present form until December 2014.**

**CARRIED**

4. **Report of the Senate Committee on University Research** Page 36  
**RE: Revisions to the Terms of Reference for the**  
**Chair in Entrepreneurship**

Dr. Jayas said that, when the Chair in Entrepreneurship was established as an endowed research chair, an endowment fund of \$3 million had been created to support the Chair. He explained that, in the current investment market, the endowment does not generate sufficient revenue to fund the Chair's salary and benefits and research program, as required by the policy on Chair and Professorships. For this reason, the terms of reference for the Chair will be amended to allow an internal candidate to hold the appointment. Revenue from the endowment would be used to pay a portion of the salary and for research support.

**Dr. Jayas MOVED, on behalf of the committee, THAT Senate approve and recommend to the Board of Governors revisions to the terms of reference for the Chair in Entrepreneurship.**

**CARRIED**

5. **Report of the Senate Committee on Academic Computing  
RE: Revisions to its Terms of Reference**

Page 42

Dr. Torchia informed members that the Senate Committee on Academic Computing had met infrequently over the last number of years but has met regularly during the current academic session. He noted that the terms of reference were last amended in 1998. Given the current environment of academic computing, the Committee felt that it was appropriate to revise the terms of reference to reflect the current situation.

**Dr. Torchia MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Academic Computing regarding revisions to the terms of reference for the Committee.**

**CARRIED**

X **ADDITIONAL BUSINESS** - none

XI **ADJOURNMENT**

The meeting was adjourned at 2:30 p.m.

These minutes, pages 1 to 11, combined with the agenda, pages 1 to 43, and the presentation on Academic Senates and University Governance in Canada, comprise the minutes of the meeting of Senate held on April 3, 2013.

ADVENTURER EXPLORER TRAILBLAZER REBEL PIONEER CREATOR DEFENDER ADVENTURER EXPLORER TRAILBLAZER  
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# Academic Senates and University Governance in Canada

Lea Pennock, University of Saskatchewan

Glen A. Jones, University of Toronto

Jeff M. Leclerc, University of Manitoba

Sharon X. Li, University of Toronto



UNIVERSITY  
OF MANITOBA

# Outline

- Research purpose and methodology
- Phase 1: Senate Secretary Survey
- Phase 2: Senate Member Survey
- Conclusions/Lessons Learned
- Discussion



## Objectives of the Study

- Most of the research and literature on governance at Canadian universities has focused on board governance
- A study of academic senates in Canadian universities (Jones, Shanahan and Goyan) was done in 2000
- Our objective was to update the 2000 study in 2010 (turned out to be 2011-2012) to look at change over time and identify contemporary concerns
- Share this information with Senates across the country to help inform and hopefully support the work of Senates



## Method

- Followed the same basic design as the 2000 Jones et al study.
- **Phase one** was a survey of senate \* secretaries (41 of 84 institutions responded for a 49% response rate)
- **Phase two** involved a survey of senate \* members at institutions that agreed to participate (20 universities; 23% member response rate; n=373)

\* - “senate” refers generically to the senior academic governing body at an institution – in some cases a Senate, or a Council or a General Faculties Council depending on the governing legislation of the institution.



# Senate Secretary Survey

- Focused on structure, membership, organizational change over the last ten years.
- Also asked Secretaries for their opinions on the key issues facing Senates



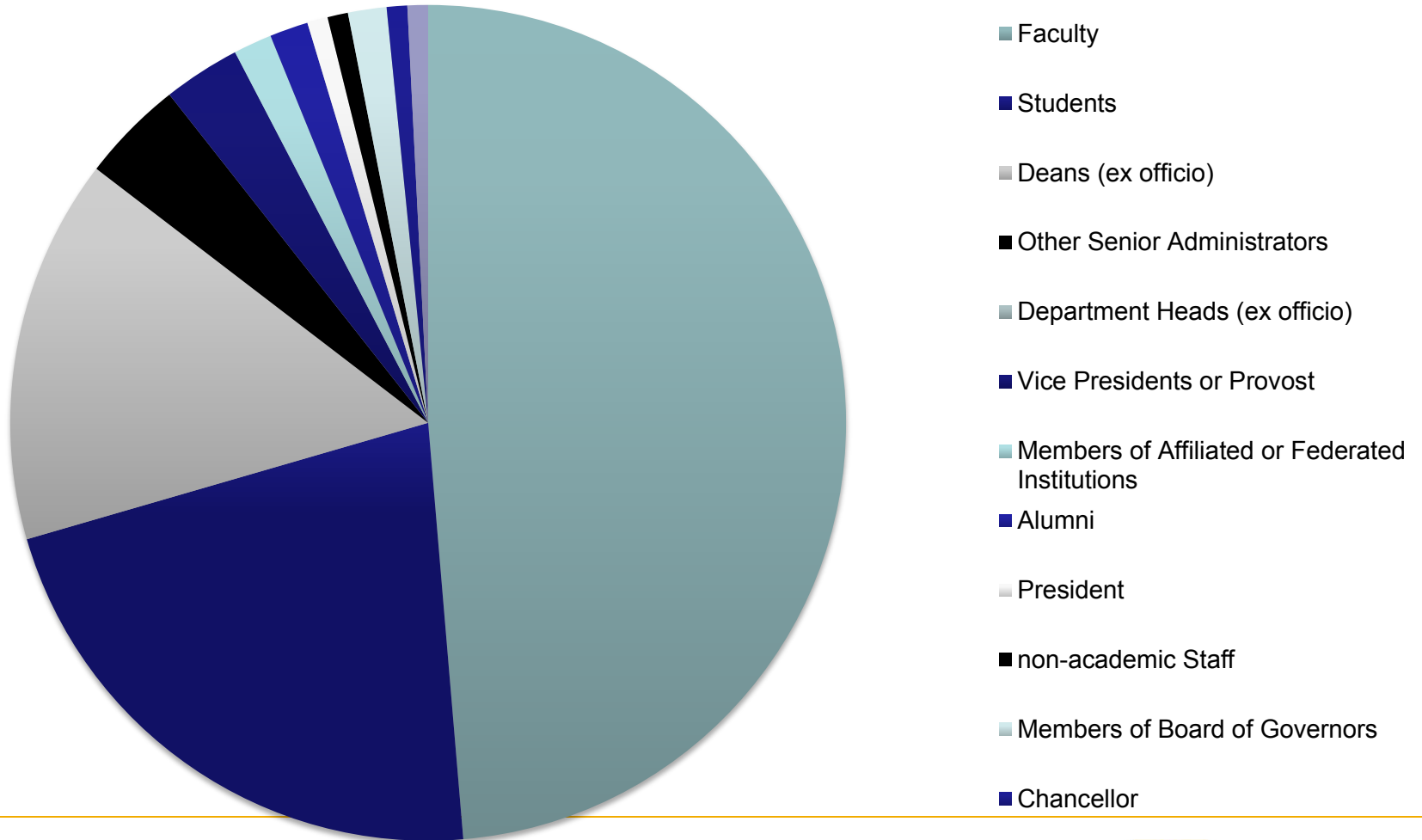


# Senate Structure

- Senates are large governing bodies
  - Average size was 77 members
  - Largest Senate reported over 200 members
  - U of M Senate = 134 voting members
- Senates at newer universities (created in the last 30 years) tend to have smaller Senates (less than 50 members)
- Most have a number of sub-committees (ranging from 1 to 26; average of 12) suggesting major variations in complexity of arrangements
  - At the time of the survey, U of M had 26 Committees, this is now 22.



# Percentage of Senate Members (all)



# Changes

- Since the 2000 Jones et al study:
  - Few changes in foundational legislation, except in BC with the creation of the omnibus University Act and the creation of several new universities
  - 18 institutions reported some changes in foundational documents (changes in membership, role of senate)
- 76% of respondents indicated changes in senate committee structures (mostly modest attempts at improving function)



## Key Issues and Concerns

- Reported many of the same concerns and problems as in the 2000 survey
- Greater emphasis on internal tensions in 2012 (and external pressures/tension in 2000)
- Major tensions identified between individual/constituency interests and those of the university as a whole
- Major challenges identified by the Secretaries and Senate members included “engaging” senate members and encouraging “meaningful” discussions



## Key Issues and Concerns (Secretaries)

- Need for greater engagement
- Role clarity for Senates vis. Board, Administration and Faculty Associations
- Effectiveness (size, quality of discussion, growing complexity of issues)
- Role of members as trustees, versus bring constituency/personal agendas
- Need for focus on program quality, standards, academic oversight
- Government Intrusion/autonomy



# Senate Member Survey

- **Questionnaire focussed on four areas:**
  - Demographics of respondent
  - Degree and nature of respondent's engagement in the Senate and sense of ability to influence
  - The role of Senate in various aspects of governance
  - The effectiveness of the Senate
- **Also one open-ended question**
  - About issues and problems related to the work of Senates



## Levels of Engagement

- Average length of Senate membership was 3.7 years
- Almost 2/3 of respondents also serve on 1 or more committees
- Average member spends 6.5 hours per month on Senate work (U of M average 4.3 hours)
- A general sense of being well prepared for Senate
  - 92% prepare in advance
  - 84% feel they are provided with the information they need to make decision
  - 51% consider their orientation to be adequate (67% at U of M)
- 82% of respondents at U of M consider themselves active members of Senate



# Power of Senate members:

## Are you able to influence decisions of Senate

Membership category (# of participants)	Able to influence		
	Disagree	Neutral	Agree
Faculty member (177)	25%	33%	42%
Academic administrator (74)	12%	23%	65%
Undergraduate student (42)	36%	31%	33%
Senior university administrator (23)	9%	22%	70%
Other (16)	44%	25%	31%
Graduate student (14)	21%	57%	21%
External to the University (13)	31%	31%	38%
University support staff (12)	58%	33%	8%
Other university appointment (2)	50%	50%	0%





## Effectiveness of Senate

- 50% of respondents felt that Senate is an effective decision-making body (43% at U of M)
- 62% felt that it is difficult for Senate to make decisions involving significant change (73% at U of M)
- 67% felt that Senate primarily approves decisions made elsewhere (63% at U of M)
- 82% said that most of the work of Senate is done in committees (90% at U of M)
- 59% said that Senate plays an important role as a forum for discussing important issues (57% at U of M)



# Role of Senate: Does your Senate...

Statement	Agree Should	Agree Does
Periodically review its own performance	94%	26%
Regularly review the performance of the university in academic areas	93%	48%
Defend and protect the autonomy of the university.	93%	49%
Play a role in determining the future direction of the university	91%	49%
Ask tough questions of senior administrators	94%	52%
Play a role in setting the university's budget	60%	19%
Play an active role in monitoring and trying to influence government policy	56%	17%
Play a role in establishing research policies and strategic research directions	72%	37%
Play a role in defining priorities for fundraising and development	37%	10%
Act as the final authority for approving major academic policies	92%	66%
Confine itself mainly to academic matters	70%	74%



# Top 5 Key issues and Concerns Raised by Senate members

5. Need to get faculty more engaged



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## Top 5 Key issues and Concerns Raised by Senate members

5. Need to get faculty more engaged
4. Power and roles: Senate/Board
3. Power and roles: Senate/Administration
2. Perceived lack of relevance and power
1. Effective oversight of program quality, teaching and learning



## Conclusions and Key lessons

- Important structural and organizational changes have taken place, and more attention is being focussed on governance arrangements and awareness
- More members of faculty need to engage in academic governance, especially newer faculty members, other voices need to be heard
- Shared governance continues to be dynamic and presents issues relating to roles vis. Board, Senate and administration
- There are important roles Senates are not playing but need to play, especially in oversight of academic quality and assessing their own performance
- Senates need to more fully engage in the major academic issues facing universities





EXPLORER INNOVATOR ADV

REBEL ADVENTURER TRAILBLAZER

INNOVATOR CHALLENGER REBEL VISIONARY

REBEL PIONEER CREATOR EXPLORER TRAILBLAZER INNOVATOR

ADVENTURER EXPLORER ADVENTURER TRAILBLAZER REBEL PIONEER CREATOR EXPLORER REBEL PIONEER

PIONEER CREATOR EXPLORER DEFENDER TRAILBLAZER REBEL PIONEER EXPLORER ADVENTURER TRAILBLAZER REBEL EXPLORER PIONEER DEFENDER TRAILBLAZER CREATOR



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