

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
Dr. C. Adams
Prof. G. Anderson
Prof. John
Anderson
Prof. Judith
Anderson
Prof. B. Austin-Smith
Mr. B. Bawdon
Dean M. Benarroch
Ms. D. Bennet
Prof. T. Booth
Prof. M. Brabston
Prof. D. Brewin
Ms. M. Brolley
Dean. D. Brown
Mr. T. Burton
Prof. A. Calder
Prof. M. Campbell
Prof. P. Cattini
Prof. T. Chen
Prof. A. Chiu
Ms. T. Choong
Dean E. Dawe
Dean E. Etcheverry
Prof. T. Falkenberg
Prof. A. Farenhorst
Prof. G. Fitzell
Mr. R. From
Prof. G. Giesbrecht
Ms. S. Gottheil
Prof. J. Guard
Dean N. Halden
Dean G. Hepburn
Prof. D.
Hiebert-Murphy
Mr. J. Honeyford
Prof. J. Hughes
Prof. P. Hultin
Ms. E. Isabey
Dr. D. Jayas
Ms. S. Jordan
Mrs. V. Keown

Prof. W. Kinsner
Mr. J. Lieberman
Mr. E. Loewen
Prof. S. McClement
Ms. J. McConnell
Prof. D. McMillan
Prof. A. McNicol
Dean J. Mulvale
Dean B. O'Connell
Dr. C. Ould Moulaye
Prof. T. Papakyriakou
Prof. F. Parkinson
Prof. T. Peter
Ms. C. Plumton
Prof. D. Polyzois
Dean B. Postl
Prof. C. Rocke
Ms. M.-J. Romaniuk
Ms. A. Roscoe
Dr. H. Secter
Prof. M. Singer
Prof. M.A. Steggles
Dean R. Stern
Prof. R. Tate
Dean J. Taylor
Prof. C. Trott
Mr. A. Turnbull
Dean L. Turnbull
Ms. C. Uchime
Prof. H. Unruh
Ms. D. Vafabakhsh
Prof. B.-C. Wang
Prof. L. Wang
Prof. D. Wirtzfeld
Acting Dean
K. Wittenberg
Mr. J. Leclerc,
University Secretary
Dr. S. Coyston,
Recording
Secretary

Assessors Present

Mr. J. Adams
Prof. P. Blunden
Dr. D. Collins
Ms. A. Ducas
Ms. R. Kunzman
Mr. N. Marnoch
Prof. K. Matheos
Prof. G. Smith
Dr. D. Stewart
Ms. D. Young

Regrets

Dr. D. Barnard
Dean S. Baum
Prof. R. Biscontri
Prof. O. Botar
Prof. F. Burczynski
Prof. J. Carlberg
Ms. S. Connelly
Recteur G. Csepregi
Dean N. Davies
Dean J. Doering
Mr. S. Dorge
Prof. B. Elias
Prof. P. England
Acting Dean
H. Frankel
Prof. J. Gilchrist
Prof. R. Hechter
Dean A. Iacopino
Prof. E. Judd
Mr. J. Kearsey
Prof. J. Kettner
Mr. P. Kochan
Mr. B. Kohistani
Prof. L. Landrum
Prof. A. MacDonell
Prof. D. MacPherson
Dean D. Mandzuk
Prof. A. Menkis
Prof. J. Owens
Ms. K. Penner
Ms. L. Rempel

Dr. J. Ristock
Ms. R. Taylor
Mr. A. Thapa
Dr. M. Torchia
Mr. G. Westdal

Absent

Ms. C. Amadi
Prof. M. Araji
Ms. K. Banera
Prof. E. Baraban
Dean J. Beddoes
Dr. J. Blatz
Very Rev. R. Bozyk
Mr. J. Danyluk
Ms. A. Dewar
Mr. J. Diamond
Mr. E. Ekine
Prof. J. Embree
Prof. R. Eni
Prof. D. Funk
Dr. G. Glavin
Prof. B. Hallman
Ms. I. Kaur
Mr. T. Krawetz
Ms. F. Lee
Ms. T. McVannel
Mr. M. Michalak
Mr. M. Mommoh
Ms. L. Oakes
Ms. B. Silverstein
Prof. D. Smyth
Ms. O. Stein

Also Present

Ms. O. Alaka
Prof. T. Ashcroft
Ms. L. Asher
Ms. C. Davidson
Ms. S. Dveris
Prof. K. Fowler
Ms. P. Gareau
Mr. B. Hughes
Prof. S. Lecce

Also Present

(continued)

Ms. K. Legris
Prof. R. Lobdell
Prof. S. McKenna
Prof. T. Mondor
Prof. G. Monks
Ms. V. Shantz
Ms. T. Robin
Ms. S. Utsunomiya
Ms. M. Watson

The Chair informed Senate that the speaker of the Senate Executive Committee was Professor Tina Chen, Faculty of Arts.

I MATTERS TO BE CONSIDERED IN CLOSED SESSION

1. Report of the Senate Committee on Honorary Degrees [November 17, 2014]

In keeping with past practice, the minutes of this agenda item 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. Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes RE: Faculty of Education, Université de Saint-Boniface, and Departments of Dental Diagnostics and Surgical Sciences, Physics and Astronomy, and Physical Therapy [October 23, 2014] Page 3

2. Report of the Senate Committee on Curriculum and Course Changes on Course and Program Changes Page 8

Professor Chen MOVED, on behalf of the Senate Executive Committee, THAT Senate approve:

- **the Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes regarding the Faculty of Education, Université de Saint-Boniface, and the Departments of Dental Diagnostics and Surgical Sciences, Physics and Astronomy, and Physical Therapy [October 23, 2014];**
- **the Report of the Senate Committee on Curriculum and Course Changes on Course and Program Changes.**

CARRIED

Mr. Leclerc acknowledged the work of the Senate Committee on Curriculum and Course Changes, for the significant volume of work that the Committee had completed over several meetings in October and November, which led to the Committee's Report on Course and Program Changes. He also acknowledged the work of Dr. Coyston in helping to coordinate the work of the Committee. This was met with a round of applause.

III MATTERS FORWARDED FOR INFORMATION

1. Report of the Senate Committee on Awards [October 20, 2014] Page 166

The Chair informed members that Professor Austin-Smith, Faculty of Arts, had submitted several questions relating to the Annual Report on the Operations of the International College of Manitoba (ICM) for Question Period. She proposed that Dr. Collins, Vice-Provost (Integrated Planning and Academic Programs), respond to the questions under the current item of business. She indicated that she would share Professor Austin-Smith's question after first inviting Dr. Collins to speak to the Report.

Dr. Collins informed Senate that Ms. Susan Deane, the founding Principal and Director of ICM, had passed away on September 2, 2014. He said her passing has had a major impact on the College and on many colleagues at the University. Dr. Collins offered a tribute to Ms. Deane, remarking on her dedication to international students and their education, her commitment to ICM, and her success in growing the College since it was established in 2008. He said her patience, kindness, humour, and wisdom would be missed at ICM and at the University.

Dr. Collins said the Annual Report on the Operations of the International College of Manitoba, September 2013 to August 2014, details significant achievements of ICM students and their successes in terms of integrating with the University and the broader Manitoba community. He reported that approximately 95 percent of students who have completed the ICM program have transferred to the University of Manitoba. Currently, 874 of these students (and not 1,070 as indicated on page 170) are registered in thirteen faculties at the University.

Dr. Collins said that, in 2013/2014, royalties paid by the College to the University totaled just over \$2.25 million. Since the inception of the College, the University has received more than \$6.8 million in royalties. In addition, \$240,640 in revenue has been generated through student service fees, and \$108,865 has been generated through the enrolment of ICM students in English language programs at the University. Dr. Collins said a question had been asked at Senate Executive about costs associated with having ICM at the University. He said he would provide that information at a future meeting.

Referring to the final paragraph on page 176, Dr. Collins noted that academic integrity had been reviewed at a professional development session for ICM instructors. Early intervention had been identified as a useful strategy for dealing with potential cases of academic dishonesty.

Referring to the section, Student Feedback, Dr. Collins said that, at Senate Executive, it was noted that the response rate (29 percent) to a Student Satisfaction Survey is low in comparison to typical response rates (70 – 80 percent) for Students' Evaluation of Educational Quality (SEEQ) for University courses. Having followed up with the College, Dr. Collins said the response rate to the Student Satisfaction Survey is normally higher. He said he would seek additional information from ICM to determine if there is an explanation for the anomaly in 2013/2014. Referring members to Table 6, Dr. Collins said a concern had been raised at Senate Executive that the relatively lower score for quality of

support services might relate to the quality of support services associated with the academic programs. Dr. Collins reported that ICM had confirmed that the question relates to classroom spaces and other support services, rather than the program.

On behalf of Mr. Thapa, who had sent his regrets, Mr. Bawdon offered memorial remarks, in tribute to Ms. Deane, whose determination in helping international students transition from high school to university and settle in Canada had eased these transitions for many students. Mr. Bawdon also communicated Mr. Thapa's positive commentary on the support that ICM provides to international students as they make the transition to university, from the perspective of a student who had completed the ICM program. Staff trained to assist international students, smaller class sizes, and access to tutoring sessions and peer advising programs were identified as benefits that the College provides to its students.

The following question was received from Professor Austin-Smith, Faculty of Arts:

Given the higher rate of academic integrity cases per student in ICM than in the general U of M population, and that penalties are not always the same for an act of academic dishonesty for students in the same course (depending on whether the course is taken through ICM or U of M), we need more information about what is being done to ensure equity in treatment for all students. As I understand it, penalties for academic dishonesty levied against ICM students do not require that a note be placed on the student's transcript, so that when ICM students transfer into Arts, there is no record of a previous academic integrity offence. This gives ICM students an advantage over non-ICM students, since all cases of academic dishonesty are tracked and noted by the faculty, and a second offence may result in suspension or dismissal of that student. When will this disparity and that of differential penalties in the same course be rectified, and a record of all instances of academic dishonesty accompany all ICM students who transfer into U of M faculties?

Dr. Collins said the premise that there is a higher rate of academic integrity cases per student in the ICM versus the University population cannot be confirmed, as these metrics are not collected. He suggested that, were those metrics available, it would, nonetheless, be difficult to make any interpretations given differences in the size and composition of the student populations at ICM and the University.

Dr. Collins agreed that penalties for the same type of academic integrity infraction are not always the same but did not accept that the differences depend on whether the course is taken at ICM or the University. He observed that there are also differences in penalties for the same infraction between academic units with the University. Also, two University students registered in the same course but in different faculties/colleges/schools might be subject to different schedules of penalties for the same infraction. Dr. Collins suggested that Senate might consider whether there is a need to discuss equitable penalties for academic integrity across the University. He said the Associate Deans Undergraduate/University Liaison Officers had established the Academic Integrity Working Group, to identify ways to evaluate this issue and to explore possible

educational approaches and other resources to address this problem. He said the Working Group would provide a report to Senate in the next twelve months.

Dr. Collins confirmed that previous penalties for academic dishonesty are not noted on the transcript when ICM students transfer into faculties at the University. He said this does not necessarily lead to a conclusion that ICM students are advantaged over non-ICM students. Dr. Collins said Mr. Adams, Executive Director, Enrolment Services, had confirmed that transcripts of students who transfer from ICM to the University are not treated differently than those of students who transfer from other institutions. Observing that students transfer into the University from more than 4,000 postsecondary institutions, including 281 institutions in Canada, he informed Senate that the information that the University receives regarding previous academic integrity issues is quite variable, as it is determined by the policies at the institutions from which the students transfer.

Dr. Collins said the question of when the issue of disparity in penalties for academic integrity, including differential penalties in the same course, would be rectified is one that the University must consider carefully. He suggested that the question relates to all students enrolled at the University and not only those that transfer into the University from ICM. Dr. Collins proposed that the University might consider how to address academic integrity transgressions that occur elsewhere, for all students who transfer to the University from other domestic or international universities, and for articulating students. The University might also consider how to consistently address such transgressions within and between faculties, colleges, and schools at the University.

Professor Austin-Smith said matters of academic integrity are a serious concern in the Faculty of Arts. She suggested that it is a responsibility of ICM and the University to provide as much support as possible to students who often struggle in terms of meeting the University's requirements with respect to academic integrity. Professor Austin-Smith said she had asked the question in order to remind Senate that, in her view, the University has a responsibility to treat students who transfer in from ICM in the same way as other students who register directly in the Faculty of Arts or other faculties. She said the Faculty of Arts tracks students who have been found to be in violation of academic integrity standards so it can intervene and provide appropriate supports before there is a second offence, which can result in suspension. She noted that international students, including those who enter the University from ICM, face particular struggles being away from home, including learning a new educational system, and do require supports that meet their particular needs.

Dean Taylor observed that students who transfer to the University from ICM differ from students who transfer from other postsecondary institutions as ICM is partly integrated into the University and ICM students complete University of Manitoba courses that are overseen by University of Manitoba faculty.

Dr. Keselman said the University does believe that it is important to address issues related to academic integrity and to support students by providing early interventions. She noted that the Academic Integrity Working group continues to work on these issues.

3. Request for Suspension of Admissions to the M.Sc. in Family Social Sciences

Page 188

Dr. Keselman referred Senators to a request for suspension of admissions to the M.Sc. in Family Social Sciences. She indicated that this item is provided to consult with Senate prior to the President making a decision. Dr. Keselman said a memo from President Barnard requesting that this matter be presented to Senate for consultation had been omitted from the agenda. A copy of the memo will be appended to the agenda in the minute book.

IV REPORT OF THE PRESIDENT

Page 190

Referring members to page 190 of the agenda, Dr. Keselman called attention to a link to a webpage that has been established to provide updates, on an ongoing basis, on the University's current fiscal challenges. She indicated that the President and Mr. Kochan, Vice-President (Administration), would make a presentation on the University's finances at the January 7, 2015 Senate meeting.

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 Calder, Faculty of Arts:

In his Report, President Barnard suggests the need for a 4% budget cut for 2015/16. He also suggests that these cuts will be made carefully, in order to "preserv[e] the fabric of the university." I agree that spending decisions need close scrutiny, for when the university's fabric frays, I fear it will be core programs in the Faculty of Arts, among others, that feel a cold draft. My question relates to the appearance of need versus the reality of choice. As we know, the VP External's budget has increased by several million dollars over the last few years and we've all seen the extensive advertising that the University has been doing. But according to the University's financial statements, donations declined by more than \$12 million in 2014 compared to 2013 (2013-2014 UM financial statements, p. 25). As we face the prospect of even more budget cuts to faculties and students, can you provide evidence to Senate that this investment in advertising is a good use of the University's financial resources?

Dr. Keselman read the following response, which had been provided by President Barnard:

The President and his executive team, along with the Board of Governors, are committed to advancing the institutional mission of the University of Manitoba. The investments made in External Relations are viewed as being key to supporting and achieving the University's overall goals.

It is inaccurate to say that the University is raising fewer funds now than it has in the past. Page 15 of the Annual Financial Report indicates that Donor pledges totaled \$25.4 million. This is an increase over the previous year of \$5.1 million (\$20.3 million raised in 2012/2013) and is the second highest amount of funds

raised in the past five years. The amount referenced in the question relates to cash received through outright gifts and payments. It follows the accounting definition of donations and excludes pledges. The difference in 2012/2013 is that the University received two lump sum payments from one of its largest donors totaling \$12 million from a pledge commitment that was made in 2008/2009. This transformative gift has made a tremendously positive impact on students and faculty at the University of Manitoba; however, it is not typical to receive lump sum payments of such a large amount. Donations of this size are generally paid out over a period of five to seven years.

Fluctuations in cash received are common depending on donors' preferences and abilities. External Relations works closely with donors to make gifts that are meaningful to them and to ensure that they are able to fulfill their commitments to the University in a time frame that makes sense for their circumstances. Often this means that pledges are made in one year and then paid over five to seven years. Over the course of the Front and Centre comprehensive campaign, investments made today in promoting the University and supporting fundraising activities are projected to yield \$350 million in private donations to the University and \$150 million in the form of government support over and above the operating grant the University currently receives, which is more than double what was raised during the last campaign (ending in 2004).

In recent years, the University of Manitoba has made strategic investments in External Relations in order to build that understanding and support, and those investments have yielded and will continue to yield positive results. As the University works toward launching its fundraising campaign, these investments will be of increasing importance. Moreover, in an increasingly competitive post-secondary environment, nationally and globally, promoting the University has become even more critical to recruiting the best faculty, students and staff and to attracting government and private support and funding. Telling the story of the University and its impacts helps our communities better understand the meaningful work of faculty, the extraordinary achievements of students and the important contributions of alumni. That understanding results in increased support.

The University of Manitoba does not spend as much on advertising as other comparable universities across Canada. The most recent (2011-12) financial information available from the Canadian Association of University Business Officers (CAUBO) indicates that the University of Manitoba spent below the provincial and national averages on external relations. The national average was 2.5 percent of total budgets spent on external relations. The provincial average was 2 percent. The University of Winnipeg spent 3.8 percent, the University of British Columbia spent 3.1 percent, the University of Alberta spent 2.3 percent, and the University of Saskatchewan spent 1.8 percent. In comparison, the University of Manitoba spent 1.5 percent. The impacts are measurable: for every 15 cents spent on fundraising, one dollar is raised in support of the University's core activities.

As is the case with most units at the University, in External Relations the vast majority of the budget supports staff who serve students and faculty in telling their stories to the wider community and providing valuable services at the

institution. Much of the increased capacity of External Relations has been directed towards providing services for faculties and other units – such as alumni event planning, increased donor relations support, graphic design, web and social media, communications, media relations – that would otherwise have come out of their budgets. Even so, the External Relations area has been asked to model budget reductions this year along the same lines as all others.

**VI CONSIDERATION OF THE MINUTES
OF THE MEETING OF NOVEMBER 5, 2014**

On page 6, the penultimate sentence of the last full paragraph was revised to read:

At Professor Owen’s suggestion, supporting action (vi) was revised to read: “Establish or refine, and articulate, through a process of unit-level collegial discussion, discipline-specific and/or area-specific means to assess and evaluate the impacts and outcomes of research, scholarly works, and creative activities.”

On page 18, the second sentence of the second full paragraph was revised to read: “He asked when the focus had been directed at establishing course-level BFARs.”

Professor Brabston MOVED, seconded by Dean Dawe, THAT the minutes of the Senate meeting held on November 5, 2014 be approved as amended.

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 197

Professor Chen said the Executive Committee met on November 19, 2014. 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 Planning and Priorities Committee had completed its consideration of a proposal for an Institute for Geopolitical Economy. The proposal would be forwarded to Senate Executive.

Ms. Ducas said the committee is considering a proposal for a Master of Science in Genetic Counselling.

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

**1. Report of the Senate Committee on Instruction and
Evaluation RE: Revised Regulations concerning
Dean’s Honour Roll, Diploma in Agriculture Page 198**

Dean Etcheverry MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation regarding revised regulations for the Dean's Honour Roll, for the Diploma in Agriculture, effective September 1, 2015.

CARRIED

**2. Undergraduate Course Changes Beyond Nine Credit Hours
RE: Department of Civil Engineering**

- a) **Report of the Senate Committee on Curriculum and Course Changes** Page 200

Professor Smith said the Senate Committee on Curriculum and Course Changes recommends curriculum and course changes proposed by the Department of Civil Engineering, Faculty of Engineering.

- b) **Report of the Senate Planning and Priorities Committee** Page 201

Ms. Ducas said that no new teaching resources would be required to implement curriculum and course changes proposed by the Department of Civil Engineering over the long term, although additional resources might be required for one year to offer additional sections to accommodate students.

Ms. Ducas MOVED, on behalf of the committees, THAT Senate approve undergraduate course changes beyond nine credit hours for the Department of Civil Engineering, effective September 1, 2015.

CARRIED

3. Reports of the Faculty Council of Graduate Studies on Program and Curriculum Changes

- a) **RE: Revised M.A. and Ph.D. in Anthropology** Page 207

Professor Mondor said the Department of Anthropology is proposing the introduction of a zero credit hour professional development course (ANTH 7000 Professional Development in Anthropology). It is also proposing to reduce the number of credit hours required for a Master's degree, from 18 to 12 credit hours. The Department is also proposing to reduce the credit hours required for a Ph.D. from 18 to 9 credit hours, which is below the minimum required by the Faculty of Graduate Studies for a Doctoral program.

Professor McNicol MOVED THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes concerning revisions to the Master of Arts and Doctoral programs in Anthropology, effective September 1, 2015.

CARRIED

b) **RE: Revised Ph.D. in Chemistry**

Page 212

Professor Mondor said the Department of Chemistry is proposing a reduction of 3 credit hours for its Ph.D. program.

Professor McNicol MOVED THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes concerning revisions to the Doctoral program in Chemistry, effective September 1, 2015.

Professor B.-C. Wang asked about the rationale for reducing the number of credit hours required for the Ph.D. in Chemistry and how the revised program would compare to doctoral programs in Chemistry offered at other universities. Professor Mondor said the program currently requires that students complete 9 credit hours of coursework. The proposal is to reduce the requirement to 6 credit hours. Professor Mondor said the Department determined that 6 credit hours is the average number of credit hours required for comparable programs at other U15 institutions. He said the proposal responds to a recommendation made in a recent graduate program review, is a reflection of the increased emphasis on research activity in the program, and is consistent with other programs with which the Department is competing for students.

CARRIED

c) **RE: Revised Names for Specializations in M.Ed. in Educational Administration, Foundations and Psychology**

Page 221

Professor Mondor said the Department of Educational Administration, Foundations and Psychology is proposing name changes to two area groups; one to "Counselling Psychology" from "Guidance and Counselling" and the second to "Inclusive Education" from "Inclusive Special Education."

Professor Austin-Smith MOVED THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes concerning revisions to the names for specializations in the Master of Education in Educational Administration, Foundations, and Psychology, effective September 1, 2015.

CARRIED

d) **RE: Proposed Requirement for GRAD 7500 Academic Integrity Tutorial**

Page 223

Professor Mondor referred members to a proposal to introduce GRAD 7500 Academic Integrity Tutorial. He said the course is designed to improve graduate students' knowledge of academic integrity issues. It is one part of the academic integrity initiative of the Faculty of Graduate Studies.

Professor McMillan MOVED THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes concerning a requirement for GRAD 7500 Academic Integrity Tutorial, effective September 1, 2015.

Mr. Honeyford said he supports the idea of reducing plagiarism through education but noted the limitations of using online tutorials to provide education on plagiarism. He said that, while the principles of writing and citation cross disciplines, the particular conventions that students must learn are discipline-specific and are rooted in disciplinary differences in writing. He suggested that, while online modules can supplement education on plagiarism, they cannot replace conversations within graduate courses about disciplinary expectations. Based on his experience of offering workshops and working one-on-one with students, Mr. Honeyford said it typically requires at least two hours of conversation on both general and disciplinary expectations for students to begin to understand when and how to cite sources accurately. For students beginning graduate studies in a new discipline, a new country, and a new language, it typically requires more than three hours of conversation to convey only the basics of proper citation practices. Mr. Honeyford said he would hope that the introduction of GRAD 7500 would not lead faculty and instructors to abdicate their responsibilities for mentoring students in the conventions of their particular fields or to increased penalties, for students found to have plagiarized, on the basis that the online tutorial had provided sufficient education to guarantee full knowledge of proper citation practices. Mr. Honeyford asked if the Faculty of Graduate Studies could encourage academic units to ensure that instruction on discipline-specific conventions be incorporated into graduate programs. Professor Mondor said that the Faculty would do so.

Professor McNicol said the Faculty of Graduate Studies' Advisor-Student Guidelines do require that faculty engage students in discussions about academic integrity.

In response to a question, Professor Mondor said there would not be an additional fee for GRAD 7500.

In response to a question, Professor Mondor said continuing graduate students would be required to complete the course prior to convocation. Incoming students would be required to complete the course in their first year of registration.

Professor Campbell noted that some departments already provide education on academic integrity. He asked if students who had completed such courses in their department would be required to complete GRAD 7500. Professor Mondor said the Faculty could consider the question. He noted, however, that GRAD 7500 had been developed in collaboration with Student Advocacy and would require less than one hour to complete. He said the objective of the tutorial is to provide all graduate students with the same basic education on academic integrity and to provide them with information on the resources available to them

to learn more about academic integrity. The tutorial would supplement other activities in departments and units, which the Faculty of Graduate Studies would encourage.

The motion was **CARRIED**.

e) **RE: Closure of Master of Mathematical, Computational and Statistical Sciences Degree Program** Page 225

Professor Mondor said the Faculty of Graduate Studies is recommending the closure of the Master of Mathematical, Computational and Statistical Sciences degree program. He indicated that no students have been enrolled in the program for ten years, and very few students had been enrolled in the program since its implementation.

In response to a question, Professor John Anderson said there may have been one graduate from the program since it was established.

Professor John Anderson MOVED THAT Senate approve, and recommend that the Board of Governors approve, the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes concerning the closure of the Master of Mathematical, Computational and Statistical Sciences degree, effective upon approval by Senate and the Board of Governors.

CARRIED

IX **ADDITIONAL BUSINESS** – none

X **ADJOURNMENT**

Dr. Keselman wished Senators Happy Holidays, as this was the last Senate meeting before the end of the calendar year.

The meeting was adjourned at 2: 35 p.m.

These minutes, pages 1 to 13, combined with the agenda, pages 1 to 225, comprise the minutes of the meeting held on December 3, 2014.