

**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  
Prof. G. Anderson  
Prof. John  
Anderson  
Prof. Judith  
Anderson  
Prof. B. Austin-Smith  
Mr. B. Bawdon  
Dean J. Beddoes  
Dean M. Benarroch  
Ms. D. Bennet  
Prof. T. Booth  
Prof. O. Botar  
Very Rev. R. Bozyk  
Prof. M. Brabston  
Prof. D. Brewin  
Ms. M. Brolley  
Dean. D. Brown  
Prof. F. Burczynski  
Mr. T. Burton  
Prof. A. Calder  
Prof. T. Chen  
Ms. S. Connelly  
Prof. P. Dass  
Dean E. Dawe  
Dean J. Doering  
Prof. J. Embree  
Ms. P. England  
Prof. R. Eni  
Dean E. Etcheverry  
Prof. T. Falkenberg  
Prof. G. Fitzell  
Acting Dean  
H. Frankel  
Prof. M. Gabbert  
Ms. S. Gottheil  
Prof. J. Guard  
Dean G. Hepburn  
Prof. P. Hess  
Prof. D.  
Hiebert-Murphy  
Prof. J. Honeyford

Prof. J. Hughes  
Prof. J. Kettner  
Prof. W. Kinsner  
Prof. L. Landrum  
Ms. F. Lee  
Mr. J. Lieberman  
Mr. E. Loewen  
Prof. A. MacDonell  
Prof. S. McClement  
Ms. J. McConnell  
Prof. D. McMillan  
Prof. A. McNicol  
Dean D. Mandzuk  
Dean J. Mulvale  
Dean B. O'Connell  
Prof. J. Owens  
Prof. F. Parkinson  
Ms. K. Penner  
Dean B. Postl  
Prof. C. Roche  
Ms. M.-J. Romaniuk  
Ms. A. Roscoe  
Prof. D. Smyth  
Dean R. Stern  
Prof. R. Tate  
Dean L. Turnbull  
Ms. C. Uchime  
Prof. H. Unruh  
Ms. D. Vafabakhsh  
Prof. B.-C. Wang  
Dean K. Wittenberg  
Prof. A. Young  
Mr. J. Leclerc,  
University Secretary  
Dr. S. Coyston,  
Recording  
Secretary

**Assessors Present**

Mr. J. Adams  
Ms. O. Alaka  
Mr. S. Dorge  
Ms. A. Ducas  
Ms. S. Dveris  
Dr. G. Glavin

Prof. B. Hallman  
Prof. M. Hudson  
Mr. N. Marnoch  
Prof. K. Matheos  
Ms. L. Rempel  
Dr. D. Stewart

**Regrets**

Dean S. Baum  
Dr. J. Blatz  
Prof. J. Carlberg  
Prof. P. Cattini  
Dr. D. Collins  
Prof. A. Chiu  
Recteur G. Csepregi  
Prof. G. Giesbrecht  
Prof. J. Gilchrist  
Dean N. Halden  
Prof. P. Hultin  
Prof. T. Ivanco  
Dr. D. Jayas  
Mr. J. Kearsey  
Dr. J. Keselman  
Mr. P. Kochan  
Mr. B. Kohistani  
Prof. D. MacPherson  
Prof. A. Menkis  
Dr. C. Ould Moulaye  
Prof. T. Papakyriakou  
Dr. J. Ristock  
Dr. H. Sectar  
Dean J. Taylor  
Ms. R. Taylor  
Prof. C. Trott  
Prof. L. Wang  
Prof. D. Wirtzfeld  
Ms. D. Young

Dean N. Davies  
Ms. A. Dewar  
Mr. J. Diamond  
Mr. E. Ekine  
Prof. B. Elias  
Mr. R. From  
Prof. D. Funk  
Prof. R. Hechter  
Dean A. Iacopino  
Ms. E. Isabey  
Ms. S. Jordan  
Prof. E. Judd  
Mrs. V. Keown  
Mr. T. Krawetz  
Ms. R. Kunzman  
Ms. T. McVannel  
Mr. M. Michalak  
Ms. L. Oakes  
Ms. C. Plumton  
Prof. D. Polyzois  
Ms. B. Silverstein  
Prof. G. Smith  
Ms. O. Stein  
Mr. A. Thapa  
Dr. M. Torchia  
Mr. A. Turnbull  
Mr. G. Westdal

**Also Present**

Ms. P. Bachewich  
Prof. R. Chernomas  
Mr. J. Danakas  
Ms. A. Domingo  
Ms. C. Davidson  
Mr. B. Hughes  
Ms. K. McQuarrie-  
Smith  
Ms. V. Shantz  
Ms. P. Trupish  
Ms. B. Usick  
Ms. S. Utsunomiya  
Ms. M. Watson

**Absent**

Prof. M. Araj  
Ms. K. Banera  
Prof. M. Campbell  
Ms. T. Choong  
Mr. J. Danyluk

The Chair informed Senate that the speaker of the Senate Executive Committee was Professor John Anderson, Faculty of Science.

**I MATTERS TO BE CONSIDERED IN CLOSED SESSION - none**

**II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE**

**1. Reports of the Senate Committee on Medical Qualifications**

**(a) RE: Dr. Yoav Keynan Page 3**

**(b) RE: Dr. Erick Sell Page 4**

**Professor Anderson MOVED, on behalf of the committee, THAT Senate approve the Reports of the Senate Committee on Medical Qualifications regarding Dr. Yoav Keynan and Dr. Erick Sell.**

**CARRIED**

**III MATTERS FORWARDED FOR INFORMATION**

**1. Report of the Senate Committee on Awards [January 13, 2015] Page 5**

**2. Report on Research Contract Funds Received, July 1, 2014 – December 31, 2014 Page 13**

**3. Proposed Admission Targets for Fall 2015 Page 17**

The Chair invited Ms. Gottheil to speak to Proposed Admission Targets for Fall 2015.

Ms. Gottheil said there are no changes to enrolment targets for the fall 2015. She called attention to several changes made to the format of the report, to reflect recent structural changes at the University. These include the addition of the Faculty of Health Sciences, with the Colleges of Dentistry, Nursing, Medicine, Pharmacy, and Rehabilitation Sciences, and the School of Dental Hygiene grouped under that Faculty. Also listed under the Faculty of Health Sciences are the Family Social Sciences program (under the College of Medicine) and the Bachelor of Health Studies and Bachelor of Health Sciences programs. Ms. Gottheil said enrolment targets for the latter two programs are higher than current enrolments and foreshadow that future enrolments might be higher. The enrolment target for the Pharmacy program has been adjusted to reflect the actual number of spaces in the program. The Faculty of Human Ecology has been removed from the report.

Professor Judy Anderson observed that, if the proposed admission targets are to be used for strategic enrolment management and planning purposes, it would be difficult to accomplish this when the admission targets for the two largest faculties, the Faculties of Arts and Science, are described as “open” and “under development,” respectively. She asked if admission targets would be set for

these units or whether they are to be viewed as moving targets. She noted that the list includes things that might not be comparable, including professional and non-professional degree programs. Professor Anderson asked if the admission targets would be used a guide for future enrolment, how the admission targets might change in future, and if there would be a process to make changes.

Ms. Gottheil recalled that, when an update on the University's strategic enrolment management goals had been provided to Senate in May 2014, she and Dean Doering had signaled that it would be necessary to establish enrolment targets for the Faculties of Arts and Science and for University 1 in order to truly do enrolment planning. Conversations have begun with Arts and Science regarding the need to set admission targets. It will be necessary to consider historical data and sources of students who enter these faculties in order to understand what those targets should be. When appropriate admission targets are identified, they would be brought to Senate for discussion. Ms. Gottheil observed that the Faculty of Science does have an enrolment cap of 1500 students that was set some time ago. She suggested that, notionally, an appropriate admission target might be 1300 – 1500 students.

Ms. Gottheil said that, each fall, the Strategic Enrolment Management Planning Committee meets with deans and associate deans to review the previous year's enrolment, to discuss specific enrolment trends, for example, Aboriginal and international student enrolment, and to look at outcomes. Admission targets for some programs had been adjusted three years ago based on those conversations. The admission targets for Fall 2015 have not been adjusted, but given current resource constraints and trends in programs, it will be necessary to review enrolment targets annually.

Ms. Gottheil said the Enrolment Limitations policy would be revised to include criteria and procedures for adjusting enrolment targets, as these things are not set out in the existing policy. Criteria for adjusting targets might include, for example, student demand and resources. Ms. Gottheil said it is important to have criteria and procedures for adjusting enrolment targets for appropriate planning and for transparency.

Ms. Gottheil acknowledged that the Summary of Undergraduate Admission Targets does include different things. She noted that University 1 is an admissions category. She suggested there might be a discussion about whether or not it is appropriate to have an admissions target for University 1. Ms. Gottheil said some programs do have an admission target for Direct Entry students, for example, the Faculty of Engineering. The admission target for the Faculty of Engineering that is indicated in the Summary is for Year 2, however, which includes students who enter the Faculty via Direct Entry, University 1, or transfer into the Faculty from other faculties or institutions.

Professor Judy Anderson suggested that, when Senate does engage in a discussion of enrolment targets, for purposes of planning, it would be useful to have more information on where students in each program come from.

4. **Items Approved by the Board of Governors on January 27, 2015** Page 20
5. **Implementation of Concentration in Inorganic Chemistry** Page 21
6. **Update from the Academic Integrity Working Group**

Ms. Gottheil observed that academic integrity has been an issue at many institutions, including the University of Manitoba, for decades. In the past ten to fifteen years, issues of cheating and plagiarism on North American campuses have, perhaps, garnered more attention than in the past. The Annual Report of the University Discipline Committee and the Student Advocacy Annual Report provided to Senate in February show an increasing number of cases of academic misconduct. Ms. Gottheil said the Associate Deans Undergraduate / University Liaison Officers has tasked the Academic Integrity Working Group (AIWG) with identifying initiatives to address academic integrity issues. She acknowledged individuals who have led the AIWG since it was established six years ago including Dr. Lynn Smith, Professor Wilkinson (Faculty of Arts), Professor Piercey-Normore (Faculty of Science), Ms. Usick (Director, Student Advocacy), and associate deans undergraduate from across the campus who have served on the working group. Ms. Gottheil said the update from the AIWG is timely, as there will continue to be conversations about what academic integrity is, why it is increasing, and what needs to be done in response.

Ms. Usick provided an update from the Academic Integrity Working Group. A copy of the presentation, "Academic Integrity", is appended to the minutes of the meeting.

Some members asked if there is information on what motivates students to make the choice to cheat or to plagiarise even where they know it is not the right choice. It was suggested that this information might be used to intervene with students before they make that decision or to find ways to prevent academic misconduct through education. Professor Austin-Smith enquired about the possibility of offering focus groups or educational activities, in an environment that is consequence free, where students might feel safe to share their decision process. Ms. Usick said there is considerable literature about why students engage in academic misconduct. There is also evidence from dealing with students in Student Advocacy. She identified pressure and uncertainty regarding rules related to academic integrity as two of the motivating factors. Ms. Usick said students tend to seek answers about university life, including academic integrity, from their peers. Student Advocacy does have an Academic Integrity Ambassadors program and would like to identify ways to work with student groups, through UMSU, to have students share information on academic integrity with other students.

Professor Kettner asked if there is a quality control method or some mechanism to measure the extent to which under-reporting of academic misconduct is an issue at the University or, conversely, to ensure that students are not erroneously penalized for plagiarism. Ms. Usick said there are statistics from other institutions and in the literature on under reporting of academic misconduct. She said that, anecdotally, there are faculty members at the University who elect to address

instances of cheating or plagiarism in their own classrooms rather than to formally report those cases.

Professor Chen observed that addressing academic integrity issues in courses taught by Sessional Instructors, many of which are large enrolment courses, presents particular challenges, given that their employment contracts end before the disciplinary process has concluded. She observed that, in order to ensure the most fair hearing process for a student, the course instructor would be involved at all stages of the process, including the initial hearing and any subsequent appeals. Professor Chen asked if the AIWG has considered this matter, including, the possibility that compensation could be provided to Sessional Instructors beyond the end of their contract, to participate in the process. Ms. Usick said the AIWG has not yet discussed this issue, but it had been raised at a recent brown bag session. She observed that the same constraints might apply to graduate students in their roles as Sessional Instructors, Teaching Assistants, and Grader/Markers. Ms. Usick identified a related issue, which is that there are differences in processes across faculties, colleges, and schools with respect to the involvement of instructors (including faculty members) in hearings.

Professor Botar remarked that the lack of awareness of academic integrity is surprising. He expressed support for instituting a mandatory tutorial on academic integrity, which, he suggested, might result in all students having the same baseline of knowledge. He said students who have various pressures and commitments might not access information on academic integrity that is available on a webpage or elsewhere.

Mr. Bawdon observed that students have many pressures in addition to their studies. Also, secondary education does not include preparation on how to properly cite sources in essays. He suggested that, if a mandatory academic integrity tutorial were implemented, it should include information on how to cite sources, and it should either be graded or be integrated into classes, to ensure that students would complete with the degree of critical thought that would be required to learn the material.

#### **IV REPORT OF THE PRESIDENT**

Page 22

President Barnard said work on the University's budget is continuing. He recalled that information on the University's financial context had been provided at Senate in January and subsequently at two town hall meetings, one at the Fort Garry Campus and one at the Bannatyne Campus. Two meetings with unit heads had been held, one on each campus, and the Budget Advisory Committee has also met. The University is waiting for the provincial government's budget, which is expected at the end of April.

President Barnard reported that he is involved in lobbying the federal government for increased support for postsecondary, particularly for research, through the U15, the Association of Universities and Colleges of Canada (AUCC), and the University of Manitoba's own advocacy efforts. He remarked that the federal government seems to be sensitive to the need to continue to invest in research, but uncertainty remains regarding what the budget will look like.

Dr. Barnard reported on his recent participation in two meetings that relate to the University's institutional priority for Indigenous achievement. He and Ms. Young, Executive Lead, Indigenous Achievement, had recently met with colleagues at Vancouver Island University to learn about some creative things that institution is doing to engage with the local community.

Dr. Barnard said he had attended meetings in Toronto, Ontario, concerning the work of the Truth and Reconciliation Commission (TRC). He said that, as the work of the TRC comes to an end, the National Research Centre (NRC) for Truth and Reconciliation that has been established at the University would receive the records of the TRC. Since the University was selected to host the NRC for Truth and Reconciliation several years ago, it has participated in a number of meetings involving all of the parties that had signed the original agreement. At a recent meeting, to discuss how records would be moved to the University, Dr. Barnard said there was a sense of the magnitude of the accomplishment to have that group of institutions agree on this very substantial piece of work, given latent emotions and deeply felt positions not always easily reconciled. He said it is evidence of the willingness of people to engage with the issue at a deep level that they were able to come to an agreement. Dr. Barnard said the NRC on Truth and Reconciliation is an impressively difficult thing to create. He said it is an honour to be involved in the process.

Referring to the President's Report included in the agenda, Professor Austin-Smith asked what Campus Manitoba is. Mr. Adams said the province has tasked Campus Manitoba with leading an investigation into a potential province-wide transfer credit database. Several working groups have been struck. Mr. Adams said he is participating on a working group looking at things having to do with student mobility, including, in particular, transfer credit. Professor Matheos is part of a working group to develop eCampus Manitoba, which is a website that consolidates distance and online courses in one online location for students to access. The Extended Education Division has been involved in the eCampus Manitoba initiative. Professor Matheos said Campus Manitoba was established by a consortium of universities in 1989. It has since evolved to eCampus Manitoba and has grown to include colleges.

Professor Austin-Smith asked if there are any faculty members, who are not also administrators, involved in any of the working groups. Professor Matheos said the membership of the working group she is involved with is entirely academic faculty from the various partner institutions.

Professor Austin-Smith asked if Senate might receive regular reports regarding Campus Manitoba. Mr. Leclerc said he would raise the possibility with Dr. Collins.

## **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 questions were received from Professor Hudson, UMFA Assessor.

- 1. Is it true that two members of the Department of Economics requested an opportunity to address Senate regarding Dr. Barnard's comments on the CAUT report on the Department of Economics? Further, is it true that they were denied**

**that opportunity because they are not members of Senate? Does the Chair have the authority to allow a non-member of Senate to address Senate? What provisions do Robert's Rules of Order have regarding allowing a non-Member to address Senate?**

The Chair confirmed that one member of the Department of Economics had requested that an opportunity for him and a colleague to “respond to the President’s comments” be provided at that March Senate meeting. The Professor who had made the request was advised that, at the time of his request, the agenda for Senate had been set and that the Secretary would forward the request to the Chair for consideration for future meetings of Senate. The Secretary had noted, at that time, that it would be unusual, if not unprecedented, to allow non-members of Senate to respond in a meeting of Senate to a statement by a Senate member.

Dr. Barnard said the role of the Chair is to preside and ensure the smooth and fair running of meetings. The agenda is set by Senate Executive based on a review of items submitted for consideration by Senate. The authority to determine who can address Senate ultimately rests with the Senate Executive Committee in setting the agenda and Senate itself. The Chair interprets the rules governing the meetings of Senate and the precedents of this body in making determinations regarding procedural matters.

The Chair said Senate is not governed by Robert’s Rules of Order exclusively. It is governed by its own rules as approved by Senate and, if these are silent on a matter, then recourse is made to Bourinot’s Rules, Robert’s Rules and ultimately the Rules of Parliament. Unless specifically authorized by the Senate, or Senate Executive in setting the agenda, non-members are not permitted to participate in the debates of Senate.

The Chair said he is open to having discussions about the issues raised in his statement to Senate (February 4, 2015) but is concerned about the precedent that would be set for the future work of Senate, by permitting non-members to respond and engage in debate within Senate itself. With reference to the present case, for example, he asked whether Senate would allow each member of the Department of Economics to speak to Senate on the issue or other issues.

**2. The President’s response to the CAUT investigation in Economics leaves no doubt that he sees it as without merit. Nonetheless, the CAUT report, in combination with other documents such as arbitration reports, department reviews, and committee reports, does indicate that a number of academics in the department are experiencing a work environment that is detrimental to their ability to work to their full potential. What does President Barnard intend to do to address the serious issues raised in the Dean's reply to the department’s external review, in the 2010 arbitration, and in the CAUT report relating to the serious divisions in the Department of Economics and the diminishment of the heterodox stream? Will he meet with representatives of CAUT and/or UMFA to discuss what can be done to alleviate the tensions in that department?**

Dr. Barnard said the presumption in the question is correct in that there should be no doubt that he finds the CAUT investigation process to be completely and utterly without merit. He said he considers the process to be inherently flawed, biased and unfair to

members of the Department of Economics specifically and to the University of Manitoba generally.

Dr. Barnard said it seems to be inconsistent on UMFA's part to be aligning with the CAUT who, from outside the University and outside the Department, are willing to tell the Department how it should develop its curriculum, specifically, with respect to what the question refers to as "the heterodox stream." He said that he expected that UMFA, to be consistent with other positions it has taken and with the UMFA Collective Agreement, would be concerned to protect the right of the Department to develop its own curriculum.

Dr. Barnard said it is clear that there are challenges to the work environment within the Department of Economics, the causes of which are varied and cannot and ought not to be oversimplified as they were in the CAUT Report. He said that, since the release of the CAUT Report, he had heard from many members of the Department taking exception to the CAUT and UMFA analysis of events. These communications have reinforced his belief that these issues are complicated and that they are not addressed well by the CAUT approach.

Dr. Barnard said that, following the completion of the Headship search process, I would discuss with the Provost, the Dean, and the Head, as appropriate, what assistance he could offer to ensure the best possible learning and work environment in the Department. He noted that the University has been trying to resolve the situation in the Department of Economics: a Respectful Work and Learning Environment investigation had been instituted when people said they were being harassed, an external search for a Head for the Department had been held, and the Dean had held a consultation within the Department and had subsequently established a working group on the workplace climate in the Department.

Dr. Barnard said that, in a collegial context, leaders have responsibility to address problems, and these actions are examples of efforts by leaders to address the issues within the Department. He said the collectivity of colleagues in a department or a faculty also has a responsibility in this regard. He contended that the colleagues within the Department of Economics are best placed to understand the issues that face them, and that the department level is the appropriate place for these discussions to occur. Dr. Barnard said that, if the circumstances were appropriate, he would welcome UMFA's constructive, objective support in this process for the benefit of all its members. However, he said that he would continue to reject the involvement and interference of CAUT in processes that are internal to the University.

Dr. Barnard said that, as notice had not been provided in the agenda for the March meeting, he would like to serve notice that he would ask for an opportunity to hear the views of Senate on this issue at the April meeting of Senate. Dr. Barnard said that, in the meantime, the entire senior administration is available to work with the Department and the Dean on finding a better way for colleagues in the Department to do the work of serving their students and their disciplines, the community and each other.

## **VI      CONSIDERATION OF THE MINUTES OF THE MEETING OF FEBRUARY 4, 2015**

**Professor McMillan MOVED, seconded by Dean Etcheverry, THAT the minutes of the Senate meeting held on February 4, 2015 be approved as circulated.**

**CARRIED**



VII **BUSINESS ARISING FROM THE MINUTES**

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

1. **Report of the Senate Executive Committee** Page 33

Professor Anderson said the Executive Committee met on February 11, 2015. Comments of the committee accompany the reports on which they are made.

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

(a) Ms. Ducas reported that the committee had completed its deliberations on a proposal from the Faculty of Science to establish a Direct Entry process. She indicated that the committee's report on the proposal would be brought forward to Senate in due course.

Ms. Ducas informed Senate that the SPPC is continuing to evaluate proposals for an M.Sc. in Genetic Counselling and for an articulation agreement between the University of Manitoba, Faculty of Engineering, and UCSI University, in Kuala Lumpur, Malaysia.

(b) **RE: Merger of the Department of Textile Sciences  
with the Department of Biosystems Engineering** Page 34

Ms. Ducas said the proposal to merge the Department of Textile Sciences with the Department of Biosystems Engineering responds to the President's initiative, launched in January 2012, to improve the academic structure of Faculties and Schools at the University of Manitoba. It has been recommended by the Department Councils of Textile Sciences and Biosystems Engineering, the Faculty Council of Human Ecology, and the Faculty Council of the Faculty of Agricultural and Food Sciences. The amalgamated department would be administered by the Faculty of Agricultural and Food Sciences.

Ms. Ducas said the merger might require one-time funding for transition and implementation costs but otherwise would not require additional University resources.

Ms. Ducas said students currently registered in the Master of Science in Textile Sciences would complete that program based on requirements set out in the Academic Calendar for the year in which they were admitted.

Ms. Ducas reported that the SPPC had been assured that any faculty currently at the rank of Assistant Professor who are considered for tenure within the next five years, would have the option to be assessed based on the tenure and promotion guidelines of the Faculty of Human Ecology that were in place at the time of their appointment or under the tenure and promotion guidelines of the Faculty of Agricultural and Food Sciences.

Likewise, tenured faculty who apply for promotion within the same time period could choose to be evaluated under either set of guidelines.

Acting Dean Frankel reported that the Department Council of Textile Sciences and the Faculty Council of Human Ecology had supported the proposed merger. He said the Department, which has only three academic faculty members, see the merger as an opportunity to join with colleagues in the Department of Biosystems Engineering. He said the merger would not negatively affect students.

Dean Wittenberg reported that there have been conversations between academics of the two departments who are planning a strategy to move forward in a positive manner, which is supported by the Faculty.

**Ms. Ducas MOVED, on behalf of the committee, THAT Senate approve and recommend that the Board of Governors approve, the merger of the Department of Textile Sciences with the Department of Biosystems Engineering.**

Professor Hudson suggested that observation 11 in the report be amended to take into account Instructors as well as tenure-track and tenured faculty. Observation 11 was revised to read:

Members of the SPPC were assured that any Textile Sciences faculty or Instructors who are considered for tenure or continuing appointments, respectively, or who are applying for promotion would have the option, for five years following the merger, to be assessed based on the tenure and promotion guidelines of the Faculty of Human Ecology that were in place at the time of their appointment or under the tenure and promotion guidelines of the Faculty of Agricultural and Food Sciences.

Acting Dean Frankel and Dean Wittenberg indicated support for the revised wording. Ms. Ducas accepted the change to the Report.

Professor Kettner suggested that the motion indicate that the merger is either to be approved in principle or as outlined in the proposal. The motion was revised as follows:

**THAT Senate approve and recommend that the Board of Governors approve, the merger of the Department of Textile Sciences with the Department of Biosystems Engineering, as outlined in the proposal dated August 18, 2014.**

**CARRIED**

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

**1.      Report of the Senate Committee on Instruction and  
Evaluation RE: Revised Academic Regulations on  
Maximum Time Limits for the Post-Baccalaureate  
Diploma in Education**

Page 47

Dean Mandzuk said proposed changes to the academic regulations concerning Maximum Time Limits and Transfer of Credit for the Post-Baccalaureate Diploma in Education are intended to bring the regulations in line with corresponding regulations for the Bachelor of Education and Master of Education programs. The maximum time limit to complete the program and the maximum number of years within which a course would be eligible for advanced standing (i.e. transfer credit) would both be reduced from nine (9) years to six (6) years. Dean Mandzuk said the proposed changes would have only a minor effect on students. He noted that the majority of students complete the program within five years.

**Dean Mandzuk MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Instruction and Evaluation concerning revised Academic Regulations on Maximum Time Limits and Transfer of Credit for the Post-Baccalaureate Diploma in Education, Faculty of Education, effective September 1, 2015.**

Professor Chen asked if the maximum time to completion would be extended for a student who had been granted a leave of absence from the program. Dean Mandzuk confirmed that there would be such a provision.

**CARRIED**

**X      ADDITIONAL BUSINESS - none**

**XI     ADJOURNMENT**

The meeting was adjourned at 2:42 p.m.

These minutes, pages 1 to 11, combined with the agenda, pages 1 to 50, and the presentation "Academic Integrity," comprise the minutes of the meeting of Senate held on March 4, 2015.

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# Academic Integrity

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Senate March 4, 2015



UNIVERSITY  
OF MANITOBA

EXPLORER INNOVATOR PIONEER ADVENTURER VISIONARY TRAILBLAZER



UNIVERSITY  
OF MANITOBA

STUDENT AFFAIRS

Academic Integrity

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Webmail

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U of M Website  People  Research Experts

About / Welcome  
President's message on  
Academic Integrity  
Academic Integrity  
Working Group  
Presentation/Workshops

Student Advocacy  
Academic Integrity  
Ambassador Program  
Academic Integrity Week  
History of Academic  
Integrity Week

International Centre for  
Academic Integrity

# President's message on Academic Integrity



1 2 3

## Policies

Academic Integrity policies &  
procedures

STUDENTS

FACULTY / STAFF

TEACHING ASSISTANTS  
GRADER/MARKERS

## AIWG Membership

Co-Chairs: Director, Student Advocacy and Accessibility and a Representative from ADU

Director, Centre for Advancement of Teaching and Learning

Director, Academic Learning Centre

Representatives from Faculties of Arts, Science & U1

Faculty Representation from the FGS

Faculty Representative from Faculty of Education

Faculty Representative from Faculty of Health Sciences

Academic teaching staff

Faculty Representative from the Libraries

Student representatives (UMSU, GSA, Academic Integrity Ambassador)

Director, International Centre for Students

Representatives from Extended Education (Distance, Online and English Language)

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Other individuals will be invited to attend meetings at the request of one of the co-chairs

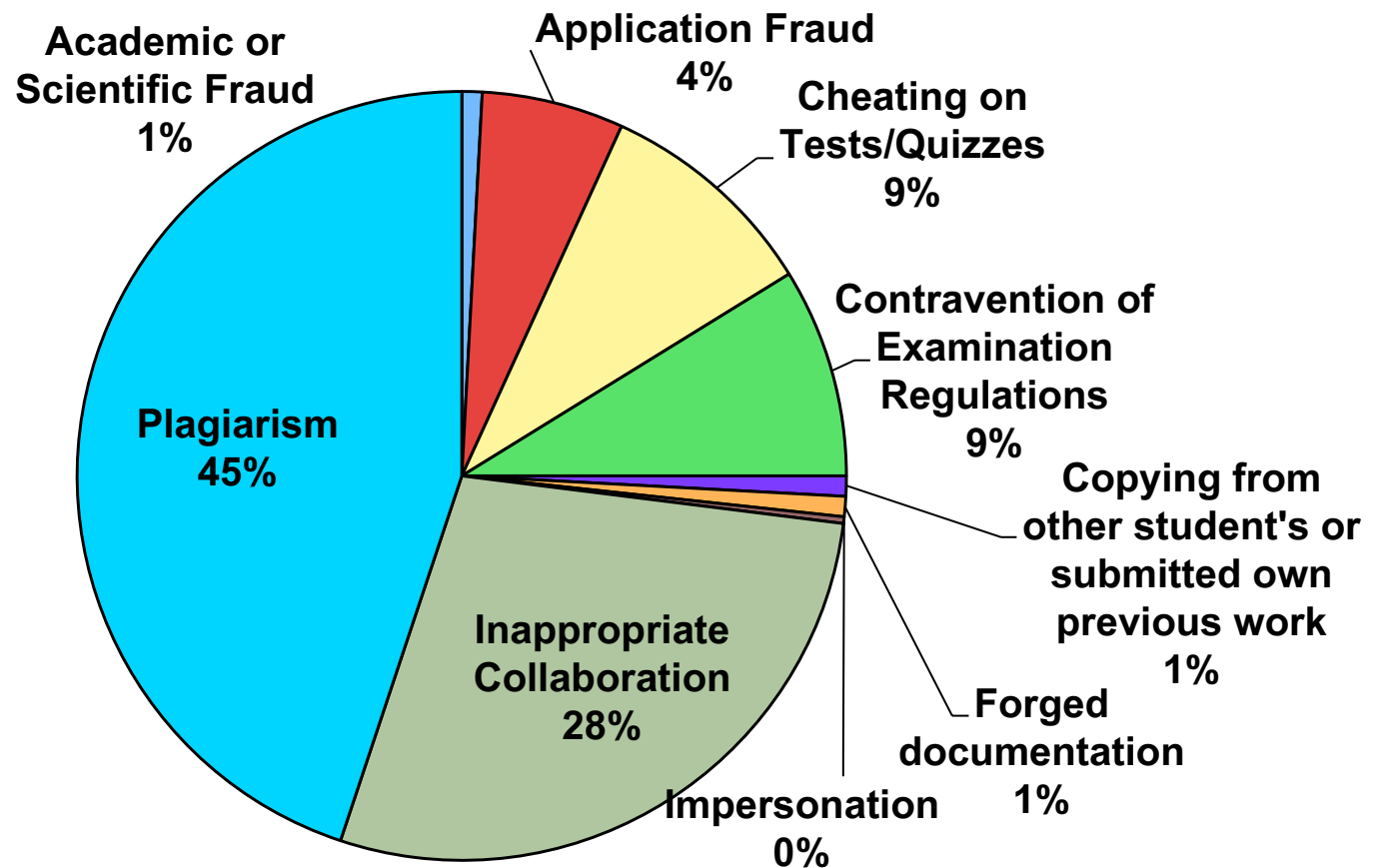


## Main Objectives

- Support
- Create
- Promote
- Recommend
- Report

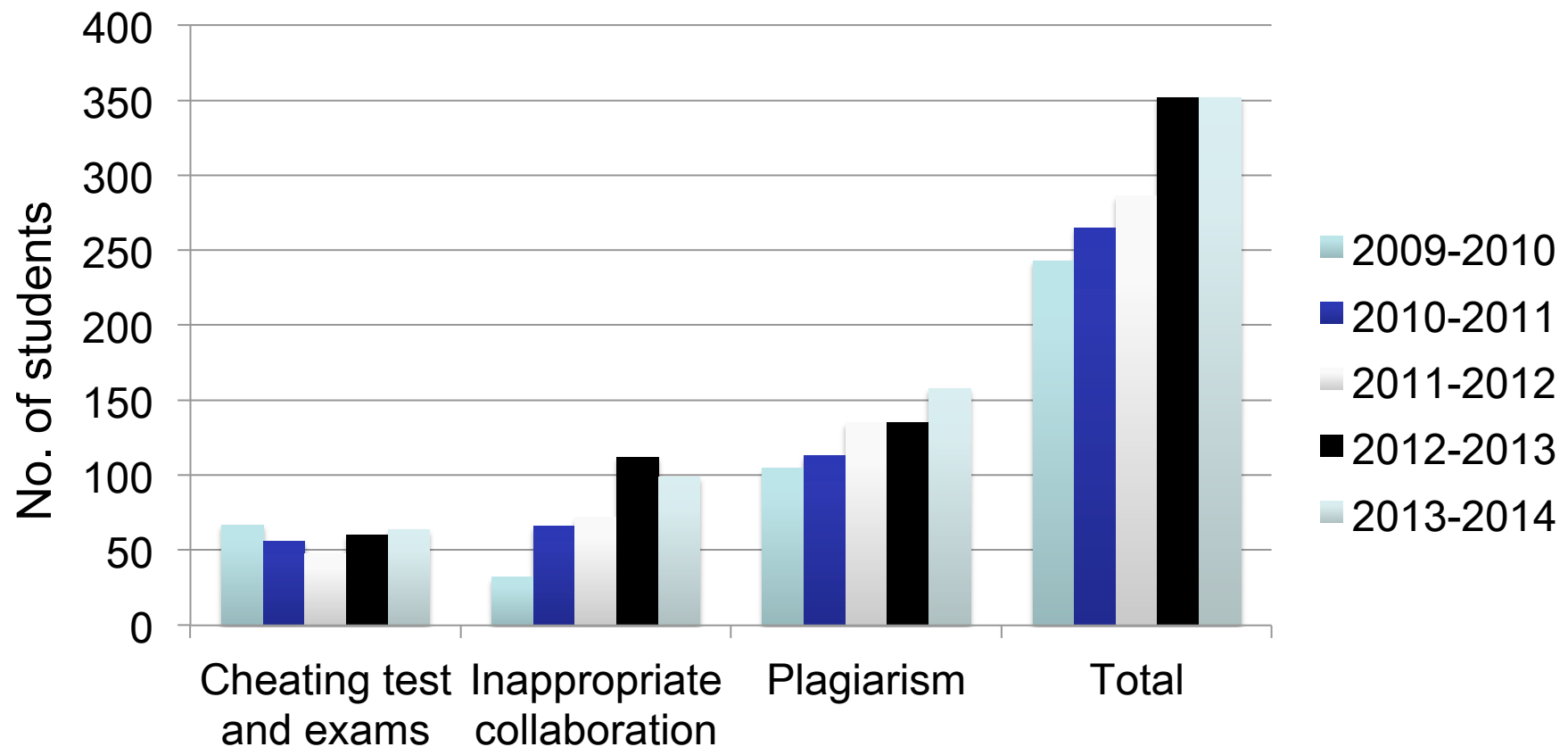


## 2013-2014 UDC statistics





## Selected UDC statistics over 5 years

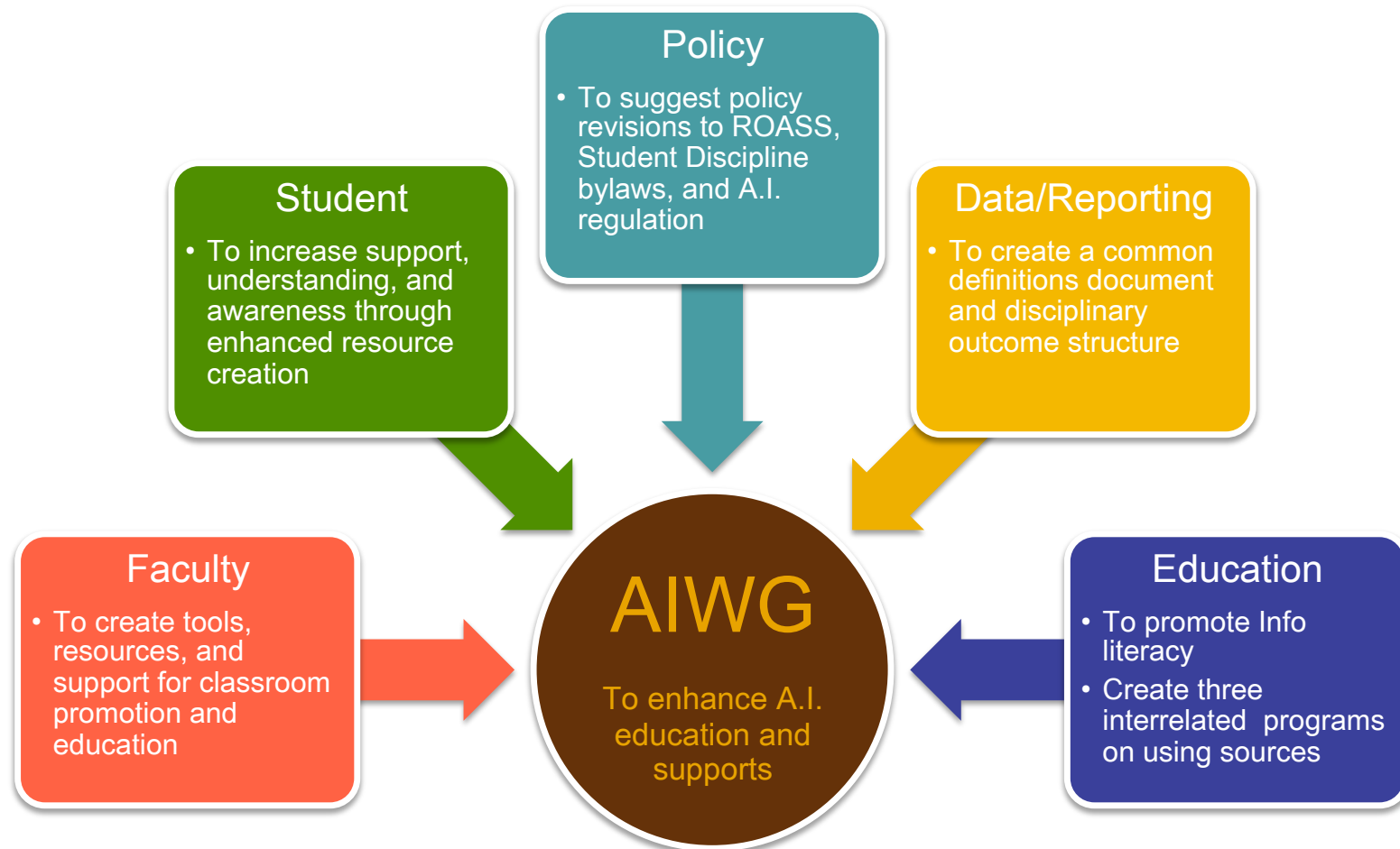


## Ongoing identification of issues

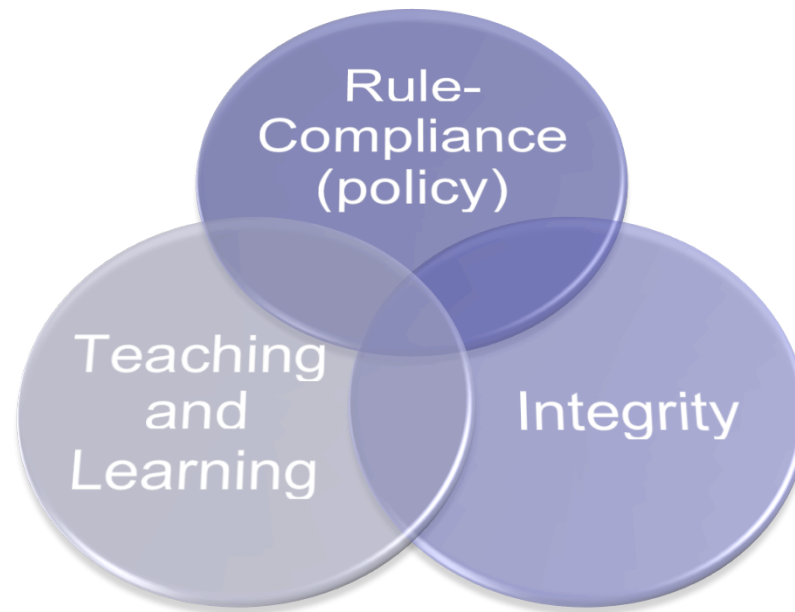
- Tailored educational opportunities for different student populations
- Support for administrators and faculty
- Inconsistent disciplinary outcomes
- Faculty under-reporting cases
- Need for ongoing training and education
  - e.g. fair investigations/hearings, mental health first aid, etc.
  - e.g. skills based workshops and effective remediation
- Need for meaningful data
- ...



## Academic Integrity Working Group (AIWG)



# Interrelated Core AI Strategies

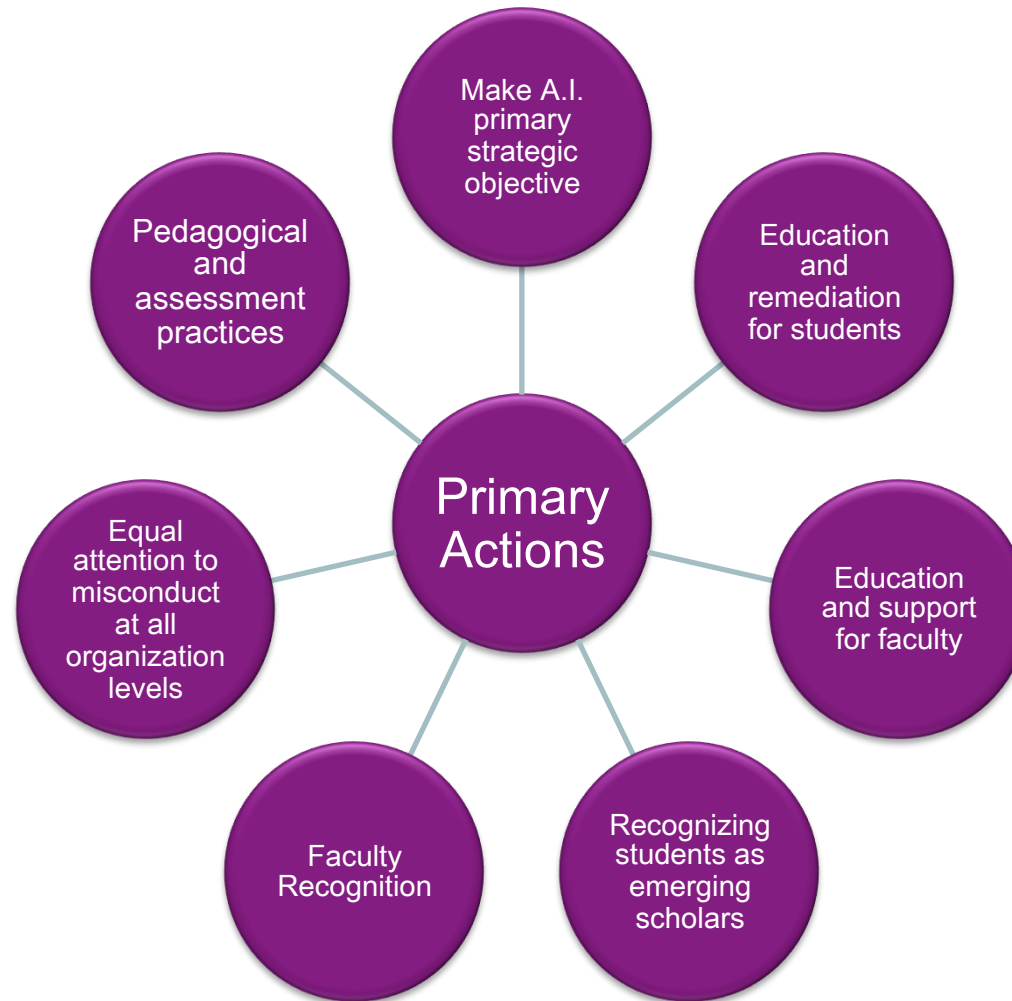


Adapted from Bertram Gallant, T. (2008)



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## Teaching & Learning Strategy



Adapted from Bertram Gallant, T. (2008)



## Taking our Place - UofM Strategic Plan

VALUES: To achieve our vision, we require a commitment to a common set of ideals. The University of Manitoba values:

Academic Freedom

Accountability

Collegiality

Equity and Inclusion

Excellence

Innovation

**Integrity**

Respect

Sustainability

## AIWG Key Project Highlights

- General
  - Academic integrity site
  - Framework
  - Communications Plan
  - Research and literature review
  - U15 web research, UDC analysis, AI survey
- Faculty
  - Tip sheets, online resources,
  - Best practices
  - Brown bag lunch sessions, workshops



## AIWG Key Project Highlights

- Student
  - Online resources
  - Mandatory tutorial
  - Multimedia
- Education
  - Information literacy - classroom integration
  - One on one remediation
  - Online course





## AIWG Key Project Highlights

- Policy
  - Academic Integrity regulation
  - Student Discipline bylaw
  - ROASS
- Guidelines
  - Common AI definitions
  - Standardizing disciplinary outcomes



## Next steps

- Engage in consultations with faculty and students (report out, focus group)
- Continue the work...



EXPLORER INNOVATOR PIONEER ADVENTURER VISIONARY TRAILBLAZER

**QUESTIONS?  
COMMENTS?**



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