

**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. J. Keselman,  
Chair  
Dr. C. Adams  
Ms. K. Adams  
Prof. S. Alward  
Prof. G. Anderson  
Prof. J. Anderson  
Prof. M. Araji  
Prof. H. Aukema  
Ms. F. Bakhtiari  
Dean J. Beddoes  
Dean M. Benarroch  
Prof. P. Blunden  
Prof. T. Booth  
Prof. M. Brabston  
Prof. D. Brewin  
Ms. M. Brolley  
Dean. D. Brown  
Prof. F. Burczynski  
Prof. A. Calder  
Prof. J. Carlberg  
Prof. P. Cattini  
Mr. G. Chappellaz  
Prof. T. Chen  
Prof. N. Chow  
Mr. Z. Courtemanche  
Mr. G. Csepregi  
Ms. K. Daaca  
Prof. R. Desai  
Dean J. Doering  
Prof. M. Edwards  
Mr. C. Ekenna  
Prof. B. Elias  
Prof. J. Embree  
Mr. B. Erickson  
Prof. E. Etcheverry  
Prof. A. Farenhorst  
Prof. G. Fitzell  
Mr. L. Ford  
Prof. J. Gilchrist  
Ms. S. Gottheil  
Dean N. Halden  
Prof. P. Hess  
Prof. J. Hughes

Ms. S. Jordan  
Prof. V. Keown  
Prof. J. Kettner  
Mr. P. Kochan  
Prof. L. Landrum  
Ms. M. Leaf  
Prof. R. Lobdell  
Prof. D.  
MacPherson  
Prof. D. McMillan  
Mr. S. Mack  
Dean D. Mandzuk  
Mr. G. Mejicanos  
Prof. J. Morrill  
Dean J. Mulvale  
Mr. E. Okeke  
Prof. R.-F. Ouellette  
Prof. J. Owens  
Mr. J. Patterson  
Mr. A. Pawlak  
Prof. T. Podolsky  
Prof. D. Polyzois  
Prof. M. Porter  
Prof. S. Prentice  
Dean G.  
Sevenhuysen  
Ms. T. Silva  
Ms. B. Silverstein  
Mr. J. Silverstein  
Prof. D. Smyth  
Prof. B. Southern  
Ms. J. Tan  
Prof. R. Tate  
Dean J. Taylor  
Mr. A. Thapa  
Mr. A. Turnbull  
Dean L. Turnbull  
Prof. P. Venkatesh  
Mr. B.  
Warnakulasooriya  
Dean M. Whitmore  
Mr. J. Leclerc,  
University  
Secretary  
Dr. S. Coyston,

Recording  
Secretary

**Assessors Present**

Mr. J. Adams  
Dr. D. Collins  
Ms. A. Ducas  
Dr. G. Glavin  
Prof. T. Kucera  
Mr. N. Marnoch  
Mr. M. Rahimian  
Dr. J. Ristock  
Dr. M. Torchia

**Regrets**

Prof. J. Asadoorian  
Dr. D. Barnard  
Very Rev. R. Bozyk  
Dean E. Dawe  
Rectrice R. Gagné  
Prof. P. Hultin  
Ms. E. Hunzinger  
Dean A. Iacopino  
Dr. D. Jayas  
Mr. J. Kearsey  
Prof. W. Kinsner  
Prof. S. Kouritzin  
Prof. D. Lussier  
Prof. K.  
MacKendrick  
Dean B. O'Connell  
Dean B. Postl  
Dr. H. Secter  
Dean R. Stern  
Dr. D. Stewart  
Prof. L. Wang  
Prof. D. Wirtzfeld  
Prof. A. Young  
Ms. D. Young

**Absent**

Ms. S. Ally  
Dr. J. Blatz  
Mr. R. Buchanan  
Prof. M. Campbell  
Prof. A. Chiu  
Dean N. Davies  
Prof. D. Funk  
Prof. B. Hallman  
Prof. B. Hann  
Mr. J. Hart  
Prof. R. Hechter  
Ms. M. Igweagu  
Prof. T. Ivanco  
Ms. I. Kaur  
Ms. B. Lewicki  
Ms. V. Marriott  
Prof. K. Matheos  
Prof. A. Menkis  
Prof. F. Parkinson  
Ms. E. Popowich  
Prof. C. Rocke  
Prof. G. Smith  
Prof. L. Strachan  
Dean M. Trevan  
Prof. C. Trott  
Prof. H. Unruh  
Mr. M. Vasconcelos  
Mr. K. Zeid

**Also Present**

Ms. L. Asher  
Mr. G Dyck  
Ms. S. Gagnon  
Mr. K. Linklater  
Ms. C. Préjet  
Ms. S. Utsunomiya

The Chair informed Senate that the speaker of the Senate Executive Committee was Professor Brabston, I.H. Asper School of Business.

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

**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 the Department of Environment and Geography [November 7, 2013]** Page 3

**Professor Brabston MOVED, on behalf of the Senate Executive Committee, THAT Senate approve the Report of the Executive Committee of the Faculty of Graduate Studies on Curriculum and Course Changes concerning the Faculty of Education, Université de Saint-Boniface, and the Department of Environment and Geography [November 7, 2013].**

**CARRIED**

**III MATTERS FORWARDED FOR INFORMATION**

1. **Report of the Senate Committee on Awards [November 19, 2013]** Page 5
2. **Annual Report on the Operations of the International College of Manitoba, September 2012 to August 2013** Page 13

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

Dr. Collins said that, in addition to the Annual Report distributed with the agenda, the International College of Manitoba End of Semester Report, September 2012 – August 2013, was available for review by Senators in the Office of the University Secretary. Reminding members that ICM is a pathway program to prepare international students, who would not normally qualify for admission, to enter the University of Manitoba, he called attention to new information in the Annual Report on student services and activities provided by the College to support ICM students.

Referring members to Table 1, on page 14 of the agenda, Dr. Collins said that 95 percent of the 825 students who have completed the ICM program, or 784 students, have subsequently transferred to the University of Manitoba. There is no information on where the remaining 5 percent of graduates go after completing the program. There is also a limited number of ICM students who do not complete the ICM program who are accepted into faculties at the University.

Dr. Collins said that, of the ICM graduates who have transferred to the University, 36 students have now graduated and 703 students, who comprise 17 percent of all international students, are currently registered.

Dr. Collins noted that, different from Table 1, which shows ICM data, Table 6, on page 22, includes University data and does not take into account students who completed the program in 2012-2013. He reported that, in 2012-2013, 318 students completed the ICM program with an average GPA of 2.94.

The Chair said Professor Prentice had requested additional information on the following:

In order for Senators to properly understand the functioning of ICM, it would be helpful to have more complete information in the annual report. Could you please provide information on the following:

- (a) VW rates for all students currently enrolled in the ICM program;
  - (b) Graduation rates for ICM;
  - (c) a discipline report on academic honesty issues for students currently enrolled in ICM;
  - (d) Grade point averages (GPA), Voluntary Withdrawal (VW) and failure rates for students currently enrolled in ICM;
- and finally, in order to understand the academic careers of ICM graduates in UM courses,
- (e) among ICM graduates who enter UM, what are their rates of: Grade Point Averages, VWs and failures, broken down by UM faculty.

Referring to part (a) of the request, Dr. Collins said information on voluntary withdrawal (VW) rates for students enrolled in the ICM program, by course and section, is available in the End of Semester Report. The detailed information is not included in the Annual Report as it is possible, based on the level of data, to identify individual instructors and students. Dr. Collins said VW rates serve as a useful marker of students at academic risk where students use VWs as they are intended, to remove themselves from courses in which they are not doing well without academic penalty. He said it is difficult to compare VW rates for students enrolled in the ICM program with those at the University for two reasons. First, it is difficult to know how ICM students are using VWs and, second, because students at the University use VWs in a variety of ways, including strong students, particularly in professional programs, who use VWs to manage their GPA.

Referring to (b), Dr. Collins said that, to graduate from the ICM program, students must complete 30 credit hours and achieve a minimum GPA of 2.0. The average completion rate, for the previous three years, is 78.2 percent and the average time to completion is 3.9 semesters. It is possible to complete the program over three semesters. In contrast, students in three- and four-year programs at the University take 1.0 - 1.5 additional years, on average, to complete their programs.

With reference to (c), Dr. Collins said he would request additional details from ICM and report back to Senate at a later meeting. He said that, in 2012-2013,

during which time there were about 870 students enrolled in the program, there were thirty-nine academic misconduct cases. Offenses are recorded as first, second, and third offenses, with penalties associated with each. The penalty for a first offense is a grade of zero and the offense is noted in the student's record. For a second offense the student is awarded a grade of F, regardless of whether the second offense was committed in the same, or another course. For a third offense, students risk expulsion from ICM. In 2012-2013, there were thirty-one first offenses, seven second offenses, and one third offense. There is a process for appeals, with the first level of appeal being to the ICM program and the second to the Academic Advisory Council (AAC). Dr. Collins said that, during the time he has served on that body, it has not received an appeal, and Dr. Lobdell confirmed that the AAC has yet to consider an appeal of a charge of academic misconduct.

Turning to (d), Dr. Collins said the average GPG for students graduating from ICM is provided each year in the Annual Report; 2012-2013 recorded an average GPA of 2.94. Data on GPAs and VW rates aggregated by course and section are available in the End of Semester Report.

Referring to (e), Dr. Collins recalled that, at the June 19, 2013 Senate meeting, the Senate Committee on Academic Review had brought forward a proposal to provide Senate with this data, with appropriate comparators, as part of a comprehensive academic review process for the ICM program. He reminded members that Senate had not ratified the proposal. He noted that, otherwise, Senate does not routinely receive data on GPAs and VW and failure rates reported by faculty.

Professor Prentice said she had raised the questions concerning the academic performance of students enrolled in ICM following a discussion amongst Faculty of Arts Senators who find that the GPAs of ICM graduates typically drop by a full grade point and that their success rates are not what the Faculty would hope for. Observing that the University had welcomed ICM because it would provide improved, accelerated, and exceptional supports that would facilitate the integration of international students, she suggested that the efficacy of the program might be questioned if this is not reflected in student outcomes. Dr. Collins said he has analysed student experience in some faculties but not in Arts. He noted that data provided in the report show that ICM graduates, generally, are doing well academically in relation to other groups of students.

Professor Prentice noted that the Annual Report does not include an analysis of University of Manitoba departmental workloads resulting from oversight of ICM courses and activities, as required under the terms of reference for the AAC. She asked Dr. Collins if he could comment on departmental workloads or provide this information at a subsequent meeting. Dr. Keselman called attention to the final paragraph on page 17 of the agenda, which relates to the work load of University of Manitoba course coordinators and indicates that 89 percent of those who responded to a survey indicated that the workload is manageable.

Professor Lobdell asked if there is additional information on the financial contribution of ICM to the University, aside from the information included on page 24 of the agenda, which describes significant royalties paid to the University that

flow to academic units annually. For example, through fees paid by ICM students for students services, including English language programs, or through international student fees paid by ICM graduates that would not otherwise come to the University. Dr. Collins said this information had not been provided in the Annual Report, as it is not part of the AAC's mandate to receive and comment on financial information. He said revenue (over \$6 million) generated through the University's relationship with ICM is significant and noted that approximately 40 percent is allocated to faculties. Funds received centrally supported the creation of the Learning Commons in the Library and funds that are accumulating will be targeted to other major projects at the University. Dr. Kesleman said a significant portion of the ICM royalties allocated to faculties (\$500,000 - \$750,000 estimated) have been directed to graduate student support. In addition, many graduate students benefit through appointments as instructors in ICM.

Commenting on an indication in the Annual Report that students enrolled in ICM in 2012-2013 came from fifty-two countries, the Chair remarked that ICM graduates play a significant role in the University's meeting its international enrolment targets, as set out in the Strategic Enrolment Management Framework, and its commitment to internationalization.

Professor Chen asked whether the data provided for ICM graduates and University students are commensurate. She noted that the data for ICM graduates include only data for students who successfully completed the program but conjectured that the data for University students concerns all registered students for a given term. Dr. Collins replied that the terms of reference for the AAC require that the Council provide information on ICM graduates' transition to the University; in other words, the first year of entry, at which point they are University students and it is the University, rather than ICM, that is responsible for their academic success. For those ICM students who do not graduate are not generally admitted to the University, no comparisons with admitted ICM graduates or other University students are possible.

Mr. Thapa, a graduate of the ICM program, described his experiences in the program as having been positive. He acknowledged that he had once been a critic of the College, on the basis that it is a for-profit institution. Having also experienced services provided by the University for international students, including those offered through the International Centre for Students, Mr. Thapa said his decision to complete the ICM program had been a good one, as it provided a perfect transition to the University. He described the personalized and prompt supports and services and the welcoming atmosphere that ICM provides, which is important to international students and the particular and sometimes unexpected challenges some students experience upon their arrival in Canada (for example, delayed flights or visas, jet lag or fatigue) and as they become acquainted with a different culture and education system. He commented on, in particular, the utility of the required course, Integrated Learning Skills (ILS), for preparing international students for continuing their studies in the Canadian university education system and providing education on Canadian culture and local history, and the value of having ready access to writing and statistics tutors, at no additional cost, and to student advisors. He also identified the option of paying fees by credit card as a benefit for

international students given the difficulties associated with foreign exchange transfers from some countries.

Referring to section 4 of the Annual Report, which describes ICM alumni achievements, Mr. Thapa added that ICM students are very involved in international student groups at the University and in fund-raising activities. He informed Senate that ICM and Navitas had matched funds raised by a student group, of which he is a member, for victims of Typhoon Haiyan, in the Philippines. Mr. Thapa said the ICM program offered him the perfect transition to the University of Manitoba. He said he no longer has concerns about ICM being a for-profit institution, as he feels that the program is worth the fees that he paid.

Referring to the third paragraph in Section 3 of the Annual Report, Professor Morrill asked for clarification as to whether or not ICM graduates follow the same admission process as other applicants. She asked why ICM graduates do not normally meet the requirements for direct entry to the first year at the University. Drs. Keselman and Collins clarified that it is ICM, rather than the University, that accepts international students who would not normally meet the requirements for direct entry to the University. The ICM program brings students to the level required to qualify for admission to the University. In response to further questions from Professor Morrill, Dr. Collins said that, ICM graduates could automatically transfer into some faculties at the University, provided that they meet the entrance requirements of the faculty.

Professor Morrill recalled that, when Senate had considered the Strategic Enrolment Management framework, President Barnard had said the University is approaching its enrolment capacity. She asked if University applicants from Manitoba are being displaced by ICM graduates admitted to the University. Dr. Collins said this is not the case.

Referring to information on international recruitment activities included at the end of the Annual Report, Professor Desai asserted that ICM appears to be a central part of the University's international recruitment strategy. She asked if Senate might receive literature the University distributes during international recruitment activities, so members can see how the University portrays its relationship to ICM, as well as information on the criteria for admission to ICM, and particularly English language requirements. She questioned why the University is not making efforts to attract the best students possible, rather than students who would not normally be admitted. Dr. Keselman said the University's international recruitment strategy has a number of elements. She said the Office of the Vice-President (Research and International) is developing an internationalization strategy, through a consultative process, that would be brought to Senate in due course. Mr. Adams said the International Viewbook does highlight ICM as one option for international applicants, but noted that the University lays out different pathways for different applicants. He said potential applicants who meet the University's English language and other admission requirements are advised to apply directly to the University. Those who do not meet the English language requirement but do meet other admission requirements are directed to apply to the University, in order to receive a conditional offer of admission that is contingent upon the applicant completing Level 5 of Academic English Program for University and College Entrance (AEPUCE) offered through the English

Language Centre (ELC). Those who meet neither the English language nor other requirements are directed to apply to ICM, where they will complete both academic courses and English language proficiency courses following the Level 5 AEPUCE curriculum. Mr. Adams said ICM provides the same messaging. He said international recruitment staff meet regularly with ICM to ensure that the College's recruitment publications are consistent with University publications. Dr. Collins added that his office must vet recruitment materials prepared by ICM.

**3. Items Approved by the Board of Governors, on November 26, 2013** Page 30

**4. Suspension of Admissions in Three Human Ecology Programs** Page 31

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

Dr. Keselman informed Senate that the President would announce an initiative to update the Strategic Planning Framework for the University the following week. She reminded members that the current Framework had been approved in principle, in 2009, to guide the University in future developments for a five-year period that comes to an end in the Fall 2014. A Strategic Planning Committee (SPC) will be struck to develop, through a consultative process, an updated Strategic Planning Framework 2014 – 2019, for consideration by Senate and the Board of Governors. The SPC will include representatives of Senate, the Board, faculty members at large, staff, and students, with the Vice-President (Academic) and Provost serving as Chair and the Vice-President (Research and International) as Vice-Chair. The initial meeting of the SPC will take place later in January. Over the next two months, the committee will undertake a consultative process to engage the University on a number of questions to be addressed as the community considers its future. Senate and its committees, including the Senate Planning and Priorities Committee, and other groups at the University will be part of the process. It is expected that the SPC will complete its work by the summer.

Professor Kettner asked the Chair if she might provide more detail about the process including, in particular, whether Senate would have an opportunity to participate in the development of the new Strategic Planning Framework and at what point Senate would be consulted. He proposed that Senate might be given an opportunity to participate in a broad discussion of the questions to be considered by the SPC early on in the process, and that it would be consulted on questions periodically. Dr. Keselman said once the SPC is struck, it would identify both a consultative engagement process and key questions to engage Senate around, which would be communicated to Senate at a future meeting. She indicated that it is not possible to provide more detail at this time but reiterated that the President is committed to a consultative process through engagement with Senate and its committees, faculties and schools, students, and other targeted groups.

#### **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.

**VI      CONSIDERATION OF THE MINUTES  
OF THE MEETING OF DECEMBER 4, 2013**

Professor Farenhorst **MOVED**, seconded by Professor Alward, **THAT** the minutes of the Senate meeting held on December 4, 2013 be approved as circulated.

**CARRIED**

**VII      BUSINESS ARISING FROM THE MINUTES - none**

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

**1.      Report of the Senate Executive Committee Page 32**

Professor Brabston said Senate Executive met on December 11, 2013. Comments of the committee accompany the reports on which they are made.

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

Ms. Ducas said the committee had completed reviewing a proposal for a Bannatyne Campus Master Plan, which would be brought forward to Senate in due course.

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

**1.      Reports of the Senate Committee on Instruction and  
Evaluation**

**a)      Revised Regulations for Academic Evaluation of  
Undergraduate Student Course Work, Faculty of Arts Page 33**

Dr. Ristock said the committee supports a proposal from the Faculty of Arts to modify its Regulations for Academic Evaluation of Undergraduate Student Course Work. The proposed changes would bring the regulations in line with the recently revised University policy on Final Examinations and Final Grades and related procedures.

**Dr. Ristock **MOVED**, on behalf of the committee, **THAT** Senate approve the Report of the Senate Committee on Instruction and Evaluation regarding Revised Regulations for Academic Evaluation of Undergraduate Student Course Work, Faculty of Arts, effective September 1, 2014.**

Professor Blunden raised a concern regarding Part E, III (4) of the regulation, which states that students who fail to write or hand in a final examination because they misread or misremember their final examination schedule may apply for a deferred examination. He suggested that it is not consistent with, and perhaps undermines, the

recently revised policy on Final Examinations and Final Grades and the Deferred and Supplemental Examinations procedures. He observed that the latter documents set out specific and more compelling grounds for granting a deferred examination, which he briefly reviewed. Having reviewed similar regulations at other institutions, he said the University's policy and procedures concerning deferred examinations are consistent with those at other universities, although some other places are explicit that deferred examinations will not be granted for misreading an examination schedule. Professor Blunden contended that, because it is not possible to verify the fact that a student forgot an examination, the section in question amounts to a "get out of jail free card". He reasoned that, because they can set up reminders for examinations using applications on their cell phones, computers, or other devices, students do not have an excuse for missing an examination. Professor Blunden acknowledged that, in practice, most faculties and schools do allow students who miss an examination to write a deferred examination on compassionate grounds. He objected to formalizing the practice in a regulation, however, as it is counter to the policy and procedures concerning deferred examinations approved by Senate. He remarked upon the time and effort required to prepare a second examination of comparable difficulty for a deferred examination. He said he does not mind doing so provided that students' reasons for requesting the examination are legitimate.

Mr. Marnoch said the Faculty of Arts Regulations reflect what occurs in other faculties and schools. Although it is not explicitly set out in any University regulation, it is common practice to grant deferrals where students miss an examination, for any one of a number of undocumented reasons (for example, misreading their examination schedule, over sleeping, being stuck in traffic or involved in a traffic accident on the way to the examination) on a one-time basis, without taking the ultimate penalty of not writing the examination and perhaps failing the course. The practice acknowledges that students make errors.

Members raised the possibility of either deleting the section in question from the Regulations or revising the initial sentence to specify that a deferred examination would be allowed for undocumented or compassionate reasons.

Several members spoke in favour of retaining the section, with the wording set out in the agenda. Professor Owens suggested, and other members concurred, that the existing wording is appropriate both in principle, as it builds some forgiveness into the system, and in practice, as it is useful for instructors to have an explicit comment that provides guidelines on how to proceed when they are approached by a student who has missed an examination for the reasons set out in this section. Dean Benarroch said the section provides the faculty with the discretion to make a decision and to show compassion for students who make mistakes or, as Professor Hess observed, who have unreported or undiagnosed disabilities that could have lead to misreading an examination schedule.

Mr. Courtemanche asked if contacting the office of the Dean or Director, perhaps by sending an email within 48 hours after the scheduled date of the final examination, would be sufficient or if it would be necessary for the student to also make an application for a deferred final examination within the same timeframe. He asked whether a student's request would be considered if the student notified the instructor, rather than the Dean or Director, or if the student contacted the office of the Dean or Director on the weekend following an examination on a Friday evening. Mr. Marnoch replied that Sunday would be the deadline to contact the University if a final examination had been scheduled on a Friday. He recalled that, when the Senate Committee on Instruction and Evaluation had considered the 48 hour deadline, it recognized that university staff would, in practice, allow the application to be made on Monday. The committee also acknowledged that students are sometimes still too sick to come to campus to make an application, in which case, simply contacting the office of the Dean or Director would be appropriate.

Mr. Thapa proposed that the timeframe within which to apply for a deferred examination should be seven days after the scheduled date of the final examination. He reasoned that the timeframe of 48 hours gives an advantage to students who miss an examination scheduled on a Thursday, as the deadline to apply for a deferred examination would be the next ensuing Monday whether the examination had been scheduled on a Thursday, Friday, or Saturday.

The Chair called for a vote on the motion.

The motion was **CARRIED**.

b) **Proposal for a Règlement sur l'inaptitude professionnelle pour les étudiants et étudiantes à la Faculté d'éducation, Université de Saint-Boniface**

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Dr. Ristock said the committee endorses a professional unsuitability bylaw for students in the Faculty of Education at the Université de Saint-Boniface (USB). The bylaw is essentially the same as the Professional Unsuitability By-Law for Students in the Faculty of Education at the University of Manitoba, with the exception that the professional unsuitability committee would not include an undergraduate student representative, as there is a potential for conflict of interest given the small size of the undergraduate student cohort. The committee would include a graduate student representative.

Dr. Ristock said the committee had also considered an amendment to Article G in the USB Calendar, which clarifies how the professional unsuitability bylaw is to be applied.

**Dr. Ristock MOVED, on behalf of the committee, THAT Senate approve the Règlement sur l'inaptitude professionnelle pour les étudiants et étudiantes à la Faculté d'éducation, Université de Saint-Boniface [May 2013], effective upon approval by Senate;**

and

**THAT Senate approve amendments to Article G in the Université de Saint-Boniface Calendar, effective September 1, 2014.**

**CARRIED**

**2. Report of the Senate Committee on Nominations**

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Professor Edwards called attention to the Report, with nominations to fill vacancies on a number of committees. No further nominations were received.

**Professor Edwards MOVED, on behalf of the committee, THAT Senate approve the Report of the Senate Committee on Nominations [dated December 16, 2013].**

**CARRIED**

**X ADDITIONAL BUSINESS - none**

**XI ADJOURNMENT**

The meeting was adjourned at 3:01 p.m.

These minutes, pages 1 to 11 combined with the agenda, pages 1 to 68, comprise the minutes of the meeting of Senate held on January 8, 2014.