

**SENATE MEETING
PUBLIC SESSION
MINUTES**

September 20, 2006
3:30 – 5:30 PM

Room 7-172 Bentley Centre - Prince George Campus

Present:

E. Annis, K. Beeler, J. Safaei Borojeny, H. Brunt (Vice-Chair), D. Casperson, D. Cozzetto (Chair), H. Domshy, R. Ellis, G. Fondahl, M. Gorzelak, D. Hemingway, J. Holler, J. Hyndman, E. Jensen, D. Kimmie, H. Li, J. Li, M. Mandy, W. McGill, K. McKnight, K. Medhurst, A. Nussbaumer, D. Nyce, C. Opio, E. Pratt, J. Randall, E. Rapaport, S. Renneboehm, H. Samadi, S. Shah, A. Smith, R. Tait, M. Thomson, S. Wagner

Regrets:

R. Berthiaume, M. Blouw, S. Cochran, A. Espíritu, K. Hutchings, E. Kinghorn, M. Reed, B. Simard

Non-voting members present:

J. DeGrace (Secretary), K. Kielly, D. Macknak

Guests:

P. Bowles, L. Fehr, L. Friskie, R. Lazenby, T. Miley

1.0 S-200609.01

Approval of the Agenda

Mandy/Hemingway

That the Agenda for the September 20, 2006 Public Session of Senate be approved as proposed.

CARRIED

2.0 S-200609.02

Approval of Senate Public Session Minutes

Brunt/Mandy

That the Minutes of the June 14, 2006 Public Session of Senate be approved as presented.

CARRIED

3.0 Business Arising from Previous Meetings of Senate

The Secretary suggested to Senators, that, in general, when the desire is to delay consideration of a motion until a later date or indefinitely, a motion “to postpone” rather than “to table” would be appropriate. A motion to table, he noted, should be applied when there is an urgent need to delay – such as the mover having to leave the meeting – and is not debatable. A tabled motion “dies” if not taken from the table at the following meeting. A motion to postpone, on the other hand, is debatable and offers more flexibility as to the timing of reconsideration.

4.0 President’s Report

President Cozzetto made reference to the “Embracing Change/Promoting Excellence” document that he had circulated shortly after assuming office, and noted that it formed the basis of a major initiative being coordinated by Vice-President (Academic) and Provost Senator Brunt. The six areas of focus defined in the document would be critical for the University over the coming three years, he said; and key to the discussions would be the optimal allocation of institutional resources. He noted that he had given presentations relating to the document at several venues, locally and throughout the region, to give others a perspective on the issues facing the University; and responses generally had been favourable.

The President reported that an organizational review of the University had been initiated, and a consultant retained to facilitate the process. Initial meetings with President’s Executive Council and the senior leadership would be held shortly. In the most general terms the intent of the review would be to determine whether the University was well-structured to respond to its mandate, and whether resources were being used to best effect.

Finally, President Cozzetto reported briefly on the “Northlink” concept, which upon implementation would enhance the availability throughout the region of multimedia technology for instruction, research, and liaison with the business community.

4.1 Introduction of New Student Senators

The Secretary introduced to Senate several new Student Senators, as follows:

Graduate Student Senators Monika Gorzelak and Kerensa Medhurst

Undergraduate Student Senators Emily Pratt, Dacia Kimmie, Katharine McKnight, Hoda Samadi, and Shawn Rennebohm,

5.0 Report of the Vice-President (Academic) and Provost

Senator Brunt noted that the Academic Visioning Initiative (AVI) would be central to responding to the “Embracing Change/Promoting Excellence” document, and that Senate would be seeing all proposals arising from it. He said that the University, along with the entire post-secondary sector in the Province, was now engaged in Government’s “Campus 20/20” initiative. The University would be trying to present the best advice possible to Government, along with making the best case for UNBC. Finally, he noted that a review of graduate studies at the University was underway, and more discussion at Senate was likely.

6.0 Question Period

Referring to a question from Senator Casperson, Senator Brunt said that the AVI Committees, among others, were being restructured into operating committees as part of the “Embracing Change” process. Templates had been created to direct progress in all six areas. Senator Smith wanted to be sure that the pedagogical aspects of AVI would be discussed; Senator Brunt acknowledged this concern, and said that the Steering Committee would determine the process in that regard. The “driver” in the process was the timeline for completion by the end of 2006. Responding to a question from Senator Hemingway, he noted that the regional mandate of the institution, and the idea of a “multi-campus” University, was central to the process as was the “Northlink” concept. Senator Hemingway thought that faculty regionally active programs should be directly involved in the process. Senator Hyndman wondered how faculty, generally, could become involved; and Senator Brunt said that this matter would be discussed by the Steering Committee during the coming week.

Senator Casperson referred to the base timetable that was being introduced in the current academic year. He thought that some of the assumptions underlying the timetable were incorrect and needed adjustment, and that the Senior Lab Instructors should be involved in its preparation. Ms. Kielly said that in July she had circulated a memo soliciting comment, but none had been received; and that she would do so again by way of a memo to CASHS and CSAM.

Senator Hyndman was concerned that Northlink not be implemented without a sound pedagogical underpinning to the technology being introduced. Senator Brunt agreed that the technology was relatively straightforward and that major the challenge would be in adapting it to pedagogy.

7.0 Committee Reports:

7.1 Senate Committee on Academic Policy and Planning

S-200609.03

Brunt/Mandy

Approval of the Agreement Between LA FUNDACION DE ANTROPOLOGIA FORENSE DE GUATEMALA and the University of Northern British Columbia

That the agreement of Cooperation between LA FUNDACION DE ANTROPOLOGIA FORENSE DE GUATEMALA and the University of Northern British Columbia be approved as proposed.

Effective date: September 2006

CARRIED

S-200609.04

Renewal of the Agreement Between the College of New Caledonia and the University of Northern BC — International Students For Whom English is Not Their First Language

Brunt/Casperson

That the renewal of the agreement between the College of New Caledonia and the University of Northern BC, to accept international students for whom English is not their first language, be approved as proposed.

Effective date: September 2006

CARRIED

S-200609.05

Change to Calendar Description — Bachelor of Planning

Brunt/Hyndman

That changes to the calendar description for the Bachelor of Planning be approved as follows (new or revised text underlined, deleted text ~~struck through~~):

Effective date: September 2006

■ Environmental Planning (BPI)

John Curry, Associate Professor, Program Chair

~~Raymond Chipeniuk, Associate Professor~~

David Connell, Assistant Professor

Eric Rapaport, Assistant Professor

Orland Wilkerson, Assistant Professor

Theresa Healy, Adjunct Professor

James Randall, Adjunct Professor

Finlay Sinclair, Adjunct Professor

Bachelor of Planning

~~Accredited by the Canadian Institute of Planners and the Planning Institute of British Columbia.~~

~~The Bachelor of Planning degree provides a broad general education in professional planning, in addition to the requirement for specialization in one of the following themes:~~

- ~~• Northern and Rural Community Planning~~
- ~~• First Nations Planning~~
- ~~• Natural Resources Planning~~

~~This course of studies will be useful to students intending to seek employment as accredited professional planners and to students planning to pursue studies in various post baccalaureate professional programs, including advanced degrees in planning.~~

~~Students enrolled in this degree program must successfully complete 122 credit hours including a minimum of 53 credit hours of upper division courses. Theme specialization and elective course requirements must also be met. Students must ensure that they complete course prerequisites before registering in any course.~~

~~Degree requirements: — 69 credit hours~~

~~Theme credits: — 39-41 credit hours~~

~~Elective credit hours sufficient to ensure completion of 122 credit hours.~~

The Bachelor of Planning degree provides a broad education in environmental planning. The focus is on understanding the relationship between people and the environment and on reducing the environmental impact of human activities.

The study of planning examines public processes that improve the quality of decisions affecting the environment. Responsible planning integrates various private and public interests and identifies viable, workable options. Planners play a vital role in decisions about the future of human settlements, resource management, environmental protection, human health and well-being, economic development, and many other areas. Ultimately, the work of planners becomes part of or a catalyst to public policy.

To achieve its purposes, Environmental Planning offers a comprehensive program of courses, such as environmental assessment, ecological design, economic development, First Nations planning, land use planning, and sustainable communities. Each course provides a creative and challenging learning environment for students to tackle today's most contentious issues such as sustainability, climate change, biodiversity, environmental stewardship, and urban sprawl. Environmental Planning offers unique perspectives on a rapidly evolving field of study and solutions for an increasingly complex world.

Environmental Planning is dedicated to upholding professional standards of practice and is accredited by the Canadian Institute of Planners (CIP) and the Planning Institute of British Columbia (PIBC). Accreditation is a system for promoting national standards of education in planning and for recognizing educational institutions for a level of performance, integrity, and quality.

Accreditation benefits students in Environmental Planning in three ways.

- Current students can apply for Student Membership in PIBC;
- Graduates are eligible for Full Membership in PIBC and CIP after only two years of professional planning experience; and
- Employers in the planning field look for students graduating from an accredited planning program, thus significantly improving graduates' job prospects.

Three majors are available to students completing the Bachelor of Planning:

- Northern and Rural Community Planning
- First Nations Planning
- Natural Resources Planning

Planning students complete a set of general program requirements in addition to completing specialized requirements for each Major.

Breadth Requirement

UNBC requires students to gain a breadth of knowledge prior to graduation; this is accomplished, in part, by requiring that all students successfully complete one course from each of the Arts and Humanities, Social Science, Natural Science, and Physical Science quadrants listed in the Calendar. Students need to ensure they have a course from each of the quadrants as part of their major or minor requirements or as part of their elective requirements, and that they have the total number of credits required for their degree.

Students admitted to UNBC with 45 or more transfer credits are exempt from the Breadth Requirement.

Program Requirements

Lower Division General Environmental Planning Requirement

100 Level

ECON 100-3 Microeconomics
ENPL 104-3 Introduction to Planning
POLS 100-3 Contemporary Political Issues

200 Level

ECON 205-3 Statistics for the Social and Management Sciences

or MATH 242-3 Statistics for Social and Health Sciences
ENPL 204-3 Principles and Practices of Planning
ENPL 205-3 Environment and Society
ENPL 206-3 Planning Analysis and Techniques
ENPL 207-3 Introduction to Computer Aided Design for Planners
ENPL 208-3 First Nations Community and Environmental Planning
GEOG 204-3 Introductory Geographical Information Systems for the Social Sciences
POLS 200-3 Canadian Government and Politics

Upper Division General Planning Requirement

300 Level

ENPL 301-3 Sustainable Communities: Structure and Sociology
ENPL 303-3 Spatial Planning with Geographical Information Systems
ENPL 304-3 Mediation, Negotiation and Public Participation
ENPL 305-3 Environmental Impact Assessment
ENPL 318-3 Professional Planning Practice

400 Level

ENPL 401-3 Environmental Law
ENPL 410-3 Land Use Planning
ENPL 411-3 Planning Theory, Process and Implementation
ENPL 415-3 Ecological Design
ENPL 419-3 Social Research Methods
ENVS 414-3 Environmental and Professional Ethics

In addition, students may take ENPL 420-1 Research Methodology, ENPL 430-63 Undergraduate Thesis, ENPL 431-3 Professional Report, ENPL 440 (42-6) Internship as part of their electives.

~~Theme Specialization~~ Major Requirements

Students must specialize in one ~~theme major~~. All course requirements in the ~~theme major~~ must be completed.

~~Energy Specialization~~

~~An energy specialization is offered at the UNBC Fort St. John campus. This specialization deals with energy and energy alternatives including oil and gas exploration, production, transportation, and site remediation within the context of energy planning. For further information, contact the Chair of Planning in Prince George or staff at the Fort St. John campus.~~

~~H: Major in Northern and Rural Community Planning~~ Theme

The focus of this ~~theme major~~ is to promote an understanding of the complexity and diversity of environmental problems, to develop an appreciation of community change processes, and to provide planners with knowledge which will improve the quality of the built environment and reduce the impact of human activities on the natural world. The unique planning requirements of smaller communities and rural regions demand a grounding in both physical and social science methods and an understanding of the relationship between northern communities and surrounding rural resource regions. Environmental planning necessitates strategic thought and action combined with knowledge grounded in professional practice. The northern rural and community planning ~~theme major~~ combines concepts such as bioregionalism, sustainability, and landscape design within the context of physical land use planning, social planning and community economic development.

Northern and Rural Community Planning is the application of environmental planning principles and practices to the often unique social, economic, and ecological issues confronting northern and circumpolar communities in Canada and elsewhere in the northern hemisphere. Successfully addressing these issues requires an appreciation of how and why communities change, an understanding of relationships between northern communities and surrounding rural resource regions, an understanding of the place and function of northern communities and rural regions in the global environment, and a grounding in both physical and social science methods of research and analysis.

Students enrolled in the Northern and Rural Community Planning Major must successfully complete 120 credit hours, including a minimum of 57 credit hours of upper division courses. Major and elective course requirements must also be met. Students must ensure that they complete course prerequisites before registering in any course.

Breadth and general requirement: 72 credit hours

Major requirement: 39 credit hours

Elective requirement: 9 credit hours

The minimum requirement for a Bachelor of Planning with a Major in Northern and Rural Community Planning is 120 credit hours.

Lower Division

BIOL 110-3 Introductory Ecology
GEOG 100-3 Environments and People
GEOG 206-3 Social Geography

Upper Division

ENPL 313-3 Rural Community Economic Development
POLS 316-3 Community Government and Politics
or NREM 306-3 Society, Policy and Administration
GEOG 402-3* Geography of the Circumpolar North
GEOG 424-3 Social Geography of Northern Communities
POLS 434-3 Resource Communities in Transition
or GEOG 305-3 Political Geography

Choice of five of the following:

ENVS 306-3 Human Ecology
ENVS 309-3 Women ~~in~~ and Environmental Studies
GEOG 306-3 Geography of International Development
HHSC 102-3 Introduction to Health Sciences II: Rural and Aboriginal Issues
INTS 340-3* The Circumpolar North in Global Perspective
INTS 410-3* Environment and Development in the Circumpolar North
POLS 251-3 Local Services and Public Policy
POLS 335-3 Community Politics
~~RRT 401 3* Commercial Recreation and Tourism~~
~~RRT 404 3* Recreation Enterprises and Ecotourism Development~~
RRT 406 305-3* ~~Parks Planning and Management~~ Protected Area Planning and Management

* indicates course has pre-requisite.

III: Major in First Nations Planning Theme

First Nation communities have significant, and growing, demands for qualified planners. As many First Nations move to define land claims in Canada, potentially giving First Nations significant responsibilities for land and community planning, and as others work to build upon existing treaties, the availability of skilled planners becomes essential. However, planning by, and with, First Nations requires specific skills and abilities in the planners, whether or not they themselves are First Nation.

For most First Nation communities few distinctions are made between ecological/environmental planning and planning for social and cultural needs. Cultural and social needs are developed from within, and are grounded in, the ecosystem. First Nations planning must necessarily integrate all. ~~However, few~~ First Nations wish to remain grounded in tradition; ~~most~~ and seek to move into the future through sound community economic development and skilled land management. Most, finally, face significant community development needs, including infrastructure development, housing, and health planning. Students will need not just a sound grasp of planning principles, but will need to understand the protocols, history, ~~sociology~~ social structure ~~anthropology~~ and ecology of Canadian First Nations. Further, cross cultural translation skills, community participation techniques, and a sound grounding in ethics will be required.

Students enrolled in the First Nations Planning Major must successfully complete 121 credit hours, including a minimum of 49 credit hours of upper division courses. Major and elective course requirements must also be met. Students must ensure that they complete course prerequisites before registering in any course.

Breadth and general requirement: 72 credit hours

Major requirement: 40 credit hours

Elective requirement: 9 credit hours

The minimum requirement for a Bachelor of Planning with a Major in First Nations Planning is 121 credit hours.

Lower Division

BIOL 110-3 Introductory Ecology
FNST 100-3 The Aboriginal Peoples of Canada
GEOG 100-3 Environments and People
FNST 203-3 Introduction to Traditional Environmental Knowledge
FNST 250-3 Canadian Law and Aboriginal Peoples

Upper Division

ENVS 306-3 Human Ecology
ENPL 313-3 Rural Community Economic Development
NREM 303-3 First Nations' Approaches to Resource Management
ENPL 409-4 Advanced First Nations Community and Environmental Planning
FNST 451-3 Traditional Use Studies

Choice of three of the following:

FNST 161-3 A First Nations Culture: Level 1
FNST 215-3 Issues in External Relations for Contemporary Indigenous Peoples
FNST 216-3 Issues in Internal Organization for Contemporary Indigenous Peoples

FNST 302-3 First Nations Health and Healing
 FNST 303-3 First Nations Religion and Philosophy
 FNST 304-3 First Nations Environmental Philosophy and Knowledge
 FNST 407-3 First Nations Perspectives on Race, Class, Gender and Power
 GEOG 403-3 Aboriginal Geography
 INTS 340-3* The Circumpolar North in Global Perspective
 INTS 410-3* Environmental and Development in the Circumpolar North
 NREM 210-4 Integrated Resource Management
 POLS 316-3 Community Government and Politics
 POLS 415-3 Comparative Northern Development
 POLS 434-3 Resource Communities in Transition
~~RRT 404-3 Recreation Enterprises and Ecotourism Development~~
 RRT 406-3 305-3 Parks Planning and Management Protected Area Planning and Management

* indicates course has pre-requisite.

~~±~~ Major in Natural Resources Planning Theme

The ~~theme~~ major in Natural Resources Planning is designed to provide students with an understanding of the complexities of including the natural and cultural environment in planning decision-making. The ~~theme~~ major is intended to address both project level and large-scale environmental planning issues that occur in developments that impact the natural environment.

The objective of this ~~theme~~ major is to familiarize students with planning and decision-making in a variety of sectors that include provincial land use planning, environmental assessment, watershed planning and integrated resource and environmental management. These areas of planning are characterised by complex and intricate problems that revolve around how to use our natural resources and who should decide. The multidimensional aspects of environmental management include natural and cultural complexity, different desired futures, value differences, assessment and monitoring tools, and integration methods. This ~~theme~~ major emphasizes understanding planning in both the substantive realm (natural and social sciences), and the procedural realm (the process of including people in the decision-making process).

Students enrolled in the Natural Resources Planning Major must successfully complete 121 credit hours, including a minimum of 46 credit hours of upper division courses. Major and elective course requirements must also be met. Students must ensure that they complete course prerequisites before registering in any course.

Breadth and general requirement: 72 credit hours

Major requirement: 40 credit hours

Elective requirement: 9 credit hours

The minimum requirement for a Bachelor of Planning with a Major in Natural Resource Planning is 121 credit hours.

Lower Division

BIOL 101-4 ~~Introduction to~~ Introductory Biology I
 BIOL 102-4 ~~Introduction to~~ Introductory Biology II
 BIOL 201-3 Ecology
 GEOG 210-3 Geomorphology
 NREM 210-4 Integrated Resource Management

Upper Division

ECON 305-3 Environmental Economics
or ECON 331-3 Forest Economics
ENVS 306-3 Human Ecology
ENPL 402-3 Terrain Assessment
NREM 400-4 Natural Resources Planning

Choice of three of the following:

BIOL 302-3 Limnology
ENSC 201-3 Introduction to Atmospheric Science
ENSC 202-3* Introduction to Aquatic Systems
ENSC 308-3 Northern Contaminated Environments
ENSC 404-3 ~~Hazardous~~ Waste Management
GEOG 401-3* Resource Geography
NREM 204-3* Introduction to Wildlife and Fisheries
NREM 410-3 Watershed Management

* indicates course has pre-requisite.

Major in Natural Resource Planning - Energy Specialization

An energy specialization is offered at the UNBC Fort St. John campus. This specialization deals with energy and energy alternatives including oil and gas exploration, production, transportation, and site remediation within the context of energy planning. For further information, contact the Chair of Planning in Prince George or staff at the Fort St. John campus.

Elective Requirement

~~Students must complete sufficient elective credit hours to complete a minimum of 122 credit hours~~

S-200609.06

Change to Calendar Description — Environmental Engineering Program

Brunt/Opio

That the “Transfers” and “GPA Calculation for Transfer Students” sections of the Environmental Engineering program (page 107 of the 2006-2007 Undergraduate Calendar) be amended as follows (new or revised text underlined, deleted text ~~struck through~~):

Effective date: September 2006

Transfers

Transfers into the program (~~into year two and beyond~~) are allowed as long as provided that the prerequisite courses or articulated courses are completed, and ~~there is space~~ is available in the program. Acceptance of transfers into the program will be based upon GPA, with priority given to those with the highest GPA. Regardless of the articulated courses transferred, ~~students must complete a minimum of 30 credit hours of their program at each of the granting institutions (at UBC and at UNBC)~~ students must satisfy the residency requirement (see above).

~~GPA Calculation for Transfer Students~~

~~Only transfer courses used in meeting degree requirements will be used in the calculation of GPA and CGPA for continuance, progression and graduation, as described above.~~

Ms Kielly noted that the proposed effective date of September 2006 meant that, in practice, the change would apply to students seeking admission to the program in September 2007.

CARRIED

S-200609.07

New Course Approval — INTS 325-3

Brunt/Randall

That a new course, INTS 325-3 Russian Film and Society, be approved as proposed.
Effective date: Immediately upon approval by Senate

CARRIED

The following item was brought to the attention of Senate by way of information:

Course Prerequisite Change — INTS 402-3

The prerequisite for INTS 402-3 Pacific Affairs is changed to read: INTS 205-3 and 60 credit hours, or permission of the instructor.
Effective date: September 2006

7.2 Senate Committee on Research and Graduate Studies

S-200609.08

New Degree Approval — Master of Arts in Development Economics

Tait/Mandy

That a Master of Arts degree in Development Economics be approved, with the Graduate Calendar entry to be as follows:
Effective date: September 2007

Development Economics (MA Program)

Economic development remains a critical issue for more than three-quarters of the world's population who reside in countries classified as "low income" or "middle income." The causes and consequences of economic development remain contested issues. This academic program considers the changing global, regional and national contexts for economic development; the policy lessons that can be learned from comparative studies; and the tools required to enable development economists to contribute to the development process.

Economic development cannot be studied in isolation from other dimensions of development. An understanding of poverty, for example, requires not only economic analysis but also an understanding of the insights provided by other social and health sciences. The training of a development economist must therefore expose students to interdisciplinary approaches to development.

The Master of Arts degree in Development Economics is available on a full-time or part-time basis, involving coursework and the mandatory completion of a graduate project. Upon admission into the Development Economics MA program, each student will be

assigned a supervisor, who will work closely with the students to monitor their program of study and progress. In consultation with the supervisor, students will choose courses designed to complement and inform their areas of interest.

Admission Requirements

Applicants to the UNBC Development Economics MA program must follow the admission requirements outlined in Section 1.0 of the UNBC Graduate Academic Calendar. Applicants normally should have a four-year undergraduate degree that is equivalent to a UNBC degree in Economics. In addition to these requirements, applicants must also provide a sample of written work (usually a senior-level undergraduate essay or research paper) as part of their application. Entrance to the MA will be competitive: only applicants with a record of excellence in undergraduate work, strong letters of academic recommendation, and strong letters of intent will be considered. In their letters of intent, applicants should demonstrate evidence of interest in the MA's areas of specialization (Development Economics). The deadline for receipt of all application material is February 15; successful applicants will enter the MA program the following September (at the beginning of the Fall semester).

Requirements

The course of study is composed of a minimum total of 24 credit hours of work. First, students are required to complete 5 courses totalling 15 credit hours. Second, students are required to produce both a detailed project proposal and bibliography and to defend, in a formal oral examination, a 9-credit project of a maximum of 50 pages in length.

Required Courses

ECON 601-3 The Global Economy
ECON 604-3 Poverty, Inequality and Development
ECON 710-3 Macroeconomic Policy for Development
ECON 712-3 Applied Econometrics

Required Project

ECON 798-9 MA Project

In addition, any student who does not, at the time of entry to the program, have a course in advanced microeconomics at the undergraduate level will be required to take ECON 451-3 (Advanced Microeconomics).

Elective Course

The elective course is normally selected from graduate level Economics courses offered at UNBC and must be approved by the supervisor.

Senator Hyndman referred to the stated "operating requirements" for the program, which included two FTE TAs, and asked whether this would be achieved through acquiring new resources or a redeployment of existing resources, or whether the specification was in fact merely a desired outcome. Invited to speak, Senator Bowles said that this was a "requested" addition; and Senator Randall called attention to the phrases "would benefit from" and "would be desirable." Senator Tait added that the program did not require the addition of two TAs in order to proceed.

CARRIED

S-200609.09

New Course Approval — ECON 710-3

Tait/Mandy

That a new course, ECON 710-3 Macroeconomic Policy for Development, be approved as proposed.

Effective date: Immediately upon approval by Senate

CARRIED

S-200609.10

New Course Approval — ECON 712-3

Tait/Mandy

That a new course, ECON 712-3 Applied Econometrics, be approved as proposed.

Effective date: Immediately upon approval by Senate

CARRIED

S-200609.11

New Course Approval — ECON 798-9

Tait/Mandy

That a new course, ECON 798-9 Economics Project, be approved as proposed.

Effective date: Immediately upon approval by Senate

CARRIED

S-200609.12

New Course Approval — ENSC 654-3

Tait/Mandy

That a new course, ENSC 654-3 Snow and Ice, be approved as proposed.

Effective date: Immediately upon approval by Senate

CARRIED

S-200609.13

New Course Approval — INTS 698-(3-6)

Tait/Nyce

That a new course, INTS 698-(3-6) Special Topics in International Studies, be approved as proposed.

Effective date: Immediately upon approval by Senate

CARRIED

7.3 Senate Committee on Scholarships and Bursaries

S-200609.14

Approval of New Terms and Conditions — R.R. Smith Bursary in Education

Hemingway/Hyndman

That the Terms and Conditions for the R.R. Smith Bursary in Education be approved as proposed.

Effective date: September 2007

CARRIED

S-200609.15

Revised Terms and Conditions — David Hoy Memorial Annual Scholarship

Hemingway/Wagner

That the revised Terms and Conditions for the David Hoy Memorial Annual Scholarship be approved as proposed.

Effective date: September 2006

CARRIED

S-200609.16

Dissolution of Scholefield Family Bursary

Hemingway/Rapaport

That the Terms & Conditions for the Scholefield Family Bursary be dissolved.

Effective date: Immediately upon approval by Senate.

Senator Mandy wondered what would happen to funds currently in the endowment supporting this Bursary. Invited to speak, Ms. Fehr said that she thought they would revert to the general fund, but that she would check and report back to Senate. She noted that the request for dissolution came at the request of the donors, and that no reason had been given.

CARRIED

7.4 Senate Committee on Nominations

S-200609.17a

Membership Changes to Senate and Senate Committees (no material)

Mandy/Tait

That the following candidate to serve on Senate be approved as follows.

Faculty Senator, CASHS (to fill balance of term to January 31, 2008)
Eileen Owen-Williams

There being no further nominations, the appointment was approved.

S-200609.17a

Hyndman/Hemingway

That the following candidates to serve on Senate Committees be approved as follows:

SENATE COMMITTEE AND POSITION TO BE FILLED

CANDIDATE

Senate Committee on Nominations

Faculty Senator (to January 31, 2009)
Student Senator (to June 30, 2007)

Han Li
Hoda Samadi

Senate Committee on Admissions and Degrees

Faculty Representative, CASHS (to January 31, 2009)
Faculty Representative (to January 31, 2009)
Graduate Student Representative (to June 30, 2007)
Undergraduate Student Representative (to June 30, 2007)

Nick Tyrras
Lisa Dickson
Kerensa Medhurst
Emily Pratt

Senate Committee on Research and Graduate Studies

Graduate Student Representative, CSAM (to June 30, 2007)
Graduate Student Representative, CASHS (to June 30, 2007)
Faculty Representative, CASHS (to January 31, 2009)

Monika Gorzelak
Kerensa Medhurst (2nd term)
Paul Siakaluk

Senate Committee on Academic Policy and Planning

Faculty Representative, CSAM (to January 31, 2009)
Faculty Senator (to January 31, 2009)
Undergraduate Student Senator (to June 30, 2007)

Kevin Keen
Jianbing Li
Shazad Shah

Senate Committee on First Nations and Aboriginal Peoples

Faculty Representative, CSAM (to January 31, 2009)

Gail Fondahl

Senate Committee on Honorary Degrees and Other Forms of Special Recognition

Faculty Senator, CSAM (to January 31, 2009)
(Undergraduate) Student Representative (to June 30, 2007)

Bob Ellis (2nd term)
Shazad Shah

Senate Committee on Regional Policy and Inter-Institutional Relations

Faculty Representative, CSAM (to January 31, 2009)
Student Senator (to June 30, 2007)

Kevin Keen
Monika Gorzelak

Senate Committee on Scholarships and Bursaries

Student Senator (to June 30, 2007)

Shawn Rennebohm

Senate Committee on Academic Appeals

(Undergraduate) Student Senator (to June 30, 2007)

Shazad Shah

Senate Committee on Student Discipline Appeals

Student Representative (to June 30, 2007)

Shawn Rennebohm

There being no further nominations, the appointments were approved.

7.5 Steering Committee of Senate

S-200609.18

Revision to Senate Handbook — Senate Voting by E-mail

Rapaport/Hemingway

That Section 3 (v) "Special Meetings" in the Senate Handbook be retitled "Special Meetings and Decisions by E-mail," and that a new subsection 3 (v) (iv) be added as follows (added text underlined):.

Effective date: Immediately upon approval by Senate

3 (v) Special Meetings and Decisions by E-mail

- (i) In exceptional circumstance a special meeting of Senate may be called if:
- (a) The Chair considers a matter to be of sufficient urgency, or
 - (b) There is a petition of at least seven members of Senate, at least five of whom must be elected, or
 - (c) The Chair receives a special request from the Board of Governors.
- (ii) Business conducted at any special meeting of Senate must be limited to and consistent with the special reason for which the meeting was called.
- (iii) The Secretary of Senate shall have at least seventy-two hours before the scheduled start time for any special meeting of Senate to distribute by mail, telephone, facsimile or electronic mail a notice of meeting, agenda and supporting documents to the members of Senate.
- (iv) Consistent with subsections (i) to (iii), a vote may be called using e-mail when it is impractical for Senate to meet as a body. E-mail votes shall offer the choices "Yes," "No," or "Hold," where a combined vote of "No" and "Hold" of greater than 50% causes the motion to be tabled until the next in-person meeting. Electronic ballots must be received directly from the Secretary, and returned to the Secretary from the electronic address to which it was delivered by the date specified in the call for the vote.

Mr. DeGrace explained that electronic voting by Senate was rare, but that Robert's Rules were explicit that such voting should only be carried out using procedures that had been approved by the body and that met the requirements for voting by mail, namely

- That the mailing list used corresponds exactly to the official roll of voting members.
- That there be a ballot containing space for the voter's signature.
- That the marked ballot be returned to a person designated to receive it.

Consistent with the practice of some organizations, the vote of "hold" on an electronic ballot could be used to force consideration at the next regular meeting of Senate without defeating the motion in an electronic vote. He noted as well the 72-hour notice specified under part 3 (v) (iii).

Senator Hemingway wondered whether the same regulation would apply to Committee in the event of an electronic vote, and Mr. Degrace said that it would.

Senator Casperson pointed out that what was contemplated in an electronic decision such as this was not really a vote, but rather a form of electronic meeting, at which normally discussion is invited. In that context he thought that the option of voting "no" or "hold" was a good one.

It was generally agreed that a revised motion should be brought back to Senate once the opinions of Senators had been received by the Secretary. In that spirit, the mover and seconder withdrew the motion.

MOTION WITHDRAWN

S-200609.19

Approval of Policy — Research Involving Human Subjects

Wagner/Jensen

That the policy entitled “Research Involving Human Participants” be approved as proposed.

Effective date: Immediately upon approval by Senate

Mr. DeGrace explained that this policy and the following one to come under consideration were brought to Senate because the principle had been accepted that policies having institutional effect were, in the end, the “property” of the Senate or Board.

Senator Tait wondered why the policies in question had not been referred to the Committee on Research and Graduate Studies before coming to Senate.

Motion: Casperson/Mandy

That the policies under S-200609.19 and S-200609.20 be referred to the Senate Committee on Research and Graduate Studies.

Senator Mandy pointed out that the research community would have to comply with these policies, and that therefore they needed consideration through the usual Senate process. Senator Brunt pointed out that the policies already had been dealt with at many levels and examined thoroughly, and that it was certainly permissible for motions to come directly to Senate without first having been reviewed by Senate committees.

| | |
|-------------|---|
| In favour | 9 |
| Opposed | 9 |
| Abstentions | 3 |

DEFEATED

On the main motion, referring to S. 8.4, Senator Mandy noted that, as stated, the Research Ethics Board (REB) did not normally conduct scholarly reviews; and she asked for clarification. Invited to Speak, Ms. Miley said that the Tri-Councils normally conducted scholarly reviews through the peer review process, and the REB never reviewed a proposal before the completion of scholarly review. In the case of projects not funded by the Tri-Councils, the Board did not, itself, conduct scholarly reviews and other options would be followed.

Senator Smith expressed some frustration in that new and revised material in the policy before Senate had not been highlighted. Ms. Miley said that the policies had been revised so completely that most of the material was new, and it would have been very difficult to decipher the changes if the conventional presentation had been used. Senator Tait added that there had been many changes over the years, and that the policy as presented had been “nicely integrated” to conform to the regulation. Having made his point on process, he supported the main motion.

CARRIED

S-200609.20

Approval of Policy — Animal Care and Use

Tait/Opio

That the policy entitled “Animal Care and Use” be approved as proposed.

Effective date: Immediately upon approval by Senate

CARRIED

8.0 Other Business

8.1 Report of the Administrative Registrar

No report.

8.2 Nominations and Election of Vice-Chair of Senate

The Secretary noted that Senator Brunt had completed his second one-year term as Vice-Chair and, as set out in the University Act, could not serve a third consecutive term. He called for nominations from the floor for the position of Vice-Chair, for a one year term ending September 2007.

Senator Mandy, seconded by Senator Opio, nominated Senator Robert Tait. There being no further nominations, Senator Tait was declared elected.

9.0 Information

9.1 Thank you note from Dr. Jago

10.0 S-200609.21

Adjournment

Mandy/Casperson

That the Senate meeting be adjourned.

CARRIED

Meeting adjourned at 4:45 p.m.