

673RD MEETING OF SENATE
FRIDAY, MAY 23, 2025, 1:30 P.M.
IN PERSON AND BY VIDEOCONFERENCE

MINUTES

Chair: Principal Sébastien Lebel-Grenier

Present: Dr. Hafid Agourram, Dr. Eva Bures, Julien Collin, Dr. Bruno Courtemanche, Dr. Julie Desjardins, Dr. Anthony Di Mascio, Dr. Valerio Faraoni, Rosalyn French, Mathieu Garceau-Tremblay, Dr. Kerry Hull, Mirana Iliza, Catherine Lavallée-Welch, Dr. Heather Lawford, Alex Mador, Dr. Jean Manore, Dr. Patrick McBrine, Dr. Matthew Peros, Dr. Jessica Riddell, Hans Rouleau, Dr. John Ruan, Dr. Cranmer Rutihinda, Dr. Margaret BK Shepherd, Chelsea Sheridan, Dr. Michael Teed, Dr. Maxime Trempe, Dr. Yanan Wang, Dr. Andrew Webster, Vivienne Webster, Dr. Dawn Wiseman

Regrets: Sonoma Brawley, Emily Miller, Liam Stewart

Secretary: Geneviève Gagné

Principal Sébastien Lebel-Grenier formally opened the 673rd meeting of Senate at 1:35 p.m. and welcomed the new Student Representative Council Senators: Sonoma Brawley, Rosalyn French, Mathieu Garceau-Tremblay, Mirana Iliza, Emily Miller, Liam Stewart, and Vivienne Webster.

Dr. Andrew Webster, in his capacity as Vice-Principal Academic and Research, disclosed a familial relationship with Senator Vivienne Webster, identifying her as his niece and noting a potential conflict of interest. The Chair acknowledged the statement; no further action was taken.

Principal Lebel-Grenier expressed appreciation to outgoing Senators Dr. Hafid Agourram, Dr. Jessica Riddell, and Dr. Michael Teed for their dedication and contributions throughout their mandates. He also noted that Dr. Andrew Webster will be leaving the University at the end of June and thanked him for his exceptional leadership and service over the past three years.

673/1 AGENDA

The agenda was approved with an amendment to move Item 6.3 *Approval of Degrees, Diplomas and Certificates* to follow Item 5.1 *Academic Standing and Admissions Policy*.

Moved by: Andrew Webster

Seconded by: Margaret BK Shepherd

Motion carried.

673/2 APPROVAL OF MINUTES

2.1 MINUTES OF THE 671ST SENATE MEETING

The minutes of the 671st meeting of Senate, held on April 11, 2025, were approved as presented.

Moved by: Andrew Webster

Seconded by: Michael Teed

Motion carried.

2.2 MINUTES OF THE 672ND SENATE MEETING

The minutes of the 672nd meeting of Senate, held on April 25, 2025, were approved as presented.

Moved by: Valerio Faraoni

Seconded by: Andrew Webster

Abstention: 1

Motion carried.

673/3 BUSINESS ARISING

Vice-Principal Academic and Research Andrew Webster provided an update related to Item 6.3 — *Moodle Issue*, previously discussed at the March 14, 2025, and at the April 11, 2025, Senate meetings. He reported that, starting next academic year, students with unpaid tuition—after the add/drop deadline—will lose their Moodle access unless an arrangement has been made. Moodle deactivation will occur on a Sunday, with the date noted in the academic calendar. Improved communication with faculty and community is planned.

It was noted that concerns regarding the Moodle access issue may not have been adequately reflected. Dr. Andrew Webster indicated that a written response will be sent to the Chair of Faculty Council to ensure appropriate follow-up.

Principal Sébastien Lebel-Grenier mentioned that updates on the Individualized Doctorate program, presented at the March 14, 2025, and subsequent meetings, will be addressed under Item 6.2. As to the Professional Librarian's representation on Senate, discussed at the April 11, 2025, Senate meeting, the Senate resolution will be presented at the June 13, 2025, Board of Governors meeting. Additionally, he announced that the Board of Governors has appointed Kylie Côté as Vice-Principal Finance and Administration, as communicated to Senators on April 25, 2025.

Strategic Planning

Principal Sébastien Lebel-Grenier began his report by noting that the Strategic Planning process is nearing completion. A workshop held on May 20, 2025, presented the draft action plan, with a final consultation scheduled for May 27, 2025, focusing on Goal 2 — Strategy 2.1: *“Using our distinctive learning model to drive continuous curriculum improvement”*. The finalized action plan will be submitted for approval at the June 13, 2025, Board of Governors meeting. A Townhall will follow on June 19, 2025.

Budget Updates

Principal Lebel-Grenier reported that the University will be facing a deficit next year, largely due to lower-than-expected government indexation (0.3% versus the anticipated 1.5%) and related shortfall in government funding, as well as the impact of government policy on international student enrolment. This reflects a sector-wide trend, with at least 14 universities confirming they will operate under deficit conditions next year, and more expected to follow. Despite the financial outlook, the University will maintain its recovery plan targets as approved in the fall. A final version of the budget will be presented at the June Board of Governors meeting, with additional information to be shared at the June 19 Townhall.

Student Enrolment

Enrolment remains below expectations, with a 10% decline in rest-of-Canada students and a significant decrease in international enrolment. While Quebec enrolment is encouraging, overall recruitment has been adversely affected. Principal Lebel-Grenier confirmed that the University will not meet its enrolment targets for 2025–2026. Although exact figures are still under review, biweekly projections reflect considerable uncertainty, particularly due to delays in *“Certificat d’acceptation du Québec”* (CAQ) processing, international student restrictions, and broader negative political discourse on international students in Quebec and Canada. He also noted that, despite continued advocacy, there has been no shift in government policy on the international students front.

Tenure-Track Appointments

Principal Lebel-Grenier referred to the Senate’s December 2024 recommendations on tenure-track appointments, noting that they were not approved by the Board of Governors due to financial uncertainties. The matter will be revisited at the June 13, 2025, Board meeting, informed by updated financial forecasts. He acknowledged the community’s diligent efforts under the recovery plan but emphasized that the University continues to face serious financial challenges. A report on the institution’s progress and current context will be submitted to the Board for consideration.

Paterson Hall Extension Project

The University has received the government approval to proceed with the Paterson Hall extension project. A special grant of \$6.3M has also been secured, enabling the addition of 63 residence beds. This extension is crucial as major renovations at MacKinnon are forthcoming. The construction of the extension project is set to begin during the May 26, 2025, week, with a target opening in September 2026 for the 2026-27 academic year.

A question was raised regarding ongoing efforts to influence the Quebec government to ease the budget constraints. Principal Sébastien Lebel-Grenier explained that while recent cuts do not specifically target English-language universities, funding disparities stemming from last year's measures persist. He noted that the recent court victory by McGill and Concordia may prompt renewed dialogue with the government, pending the appeal period. He also emphasized that the decline in international student enrolment is affecting revenues across the entire sector, including French-language universities, with deficits projected across institutions. Government relations efforts will therefore remain a significant priority although the immediate outlook is not positive.

A question was raised regarding whether the University has a formal position on public funding for higher education. Principal Sébastien Lebel-Grenier responded that the University has not formally adopted a position on the matter. Given current priorities and ongoing challenges, there are no immediate plans to initiate internal debate on this matter; however, he acknowledged that establishing a clear stance could be beneficial in the future.

673/5 COMMITTEE ITEMS

673/5.1 ACADEMIC STANDING AND ADMISSIONS POLICY (ASAP)

Registrar Hans Rouleau began his report by presenting a proposal to amend the "Selection of Courses" section of the University Regulations found in the Academic Calendar — effective in Fall 2025. This modification would allow students who underperform in a course that is not offered regularly to request a course substitution.

Proposed Revision of the Regulation (2024-25 Academic Calendar, page 31)

A course for which credit is earned in any semester may be repeated once to improve the grade. No additional credit will be awarded. The grade received in the second registration for the course will be used in the calculation of the student's average (including cumulative average) and credits awarded, regardless of whether it is the higher or lower grade. Repeated courses will not retroactively affect academic standing.

In cases where a failed course will not be reoffered within four regular semesters (Fall, Winter) and where failure may result in a student's exclusion from their enrolled major/program/degree only:

- *With the approval of the Dean, the grade may be replaced by a different course that meets the same category of degree requirement (required course, core course, elective course) for the program in which the student is registered.*
- *Approval must be received prior to the add/drop deadline of the semester in which they take the replacement course.*
- *The grade received in the replacement course will be used in the calculation of the student's average (including cumulative average) and credits awarded, regardless of whether it is the higher or lower grade.*
- *The original course registration and grade will remain on the student's academic transcript, with the notation "EXT" (Extra to Degree) appearing beside it.*

The revised language was developed following feedback from Senate, leading to a clearer proposal.

A question was raised regarding the restriction of the substitution mechanism to cases affecting a student's ability to remain in their program, as opposed to broader applicability (e.g., scholarship eligibility). Registrar Rouleau explained that the mechanism specifically addresses academic standing issues—such as avoiding withdrawal or probation—and that scholarship eligibility is determined independently. The proposal aims to maintain fairness and manageability while recognizing it may not cover all use cases.

MOTION

That Senate approve the Academic Standing and Admissions Policy Committee's recommendation to revise point 2 of the "Selection of Courses" section of the University Regulations to read as above.

Effective as of Fall 2025 semester

Moved **by:** Andrew Webster

Seconded by: Margaret Shepherd

Motion carried.

A second proposal was presented to revise the eligibility criteria for mature student applicants to better align with common practice at comparable institutions. The current policy—requiring applicants to be over 21 years old and not have studied full-time for 24 months—was deemed outdated and benchmarking showed it excluded students accepted at other institutions due to evolving academic paths (e.g., gap years, intermittent studies).

Proposed Revision of the Regulation (2024-25 Academic Calendar, page 11)

Mature Student Applicants

- 1) *Admission may be granted to certain applicants who do not meet the usual academic requirements of the University.*
- 2) *Mature student applicants must:*
 - a) *Be 21 years of age or older by September 1 for the Fall Semester or January 1 for the Winter Semester.*
 - b) *Have at least a two-year gap (consecutive or non-consecutive) since last attending full-time High School, CEGEP, or College, or*
 - c) *Have at least a five-year gap (consecutive or non-consecutive) since full-time studies if previous education was at the University level.*
- 3) *Meeting the above criteria does not guarantee admission to the University. Admission decisions are made on an individual basis, taking into account an applicant's overall profile. Normally, a curriculum vitae (CV) and Letter of Intent are required to complete a full assessment of a mature student applicant.*
- 4) *Admission would be to a 120-credit (4-year) program or, in the case of Education, a 150-credit (5-year) program, with up to 30 credits (1 year) of advanced standing, depending on program prerequisite requirements.*

Clarifications were sought on the admission gaps and credit recognition. Hans Rouleau explained that students returning within five (5) years of prior university studies are considered as transfer students, while those returning after five (5) years are considered mature students which changes the credit recognition process. The previous blanket award of 30 credits for mature students is being phased out in favour of a more tailored approach, aligned with recent benchmarking and institutional capacity. The Registrar noted that ongoing discussions with the Vice-Principal Academic and Research and the Secretary General regarding the need for a regular review of academic policies to implement a structured revision cycle to ensure policies remain current and consistent. Another clarification was provided on admission criteria for CEGEP students. Registrar Rouleau noted that CEGEP students that have completed their diplôme d'études collégiales (DEC) receive 30 credits. Those who have not completed their DEC must be at least 21 years of age and have been out of full-time studies for two years to apply as mature students. Applicants under 21 years old without a DEC diploma are not eligible.

MOTION

That Senate approve the Academic Standing and Admissions Policy Committee's recommendation to revise the mature student criteria for admission to read as is proposed above.

Effective as of Winter 2026 admissions

Moved by: Andrew Webster

Seconded by: Michael Teed

Motion carried.

The second part of the report addressed the criteria for the "*With Distinction*" designation and was presented for discussion. Registrar Rouleau noted that a recent review of graduating classes raised concerns that the designation is losing its value, as the percentage of students receiving it has increased significantly in recent years.

The Committee recommends replacing the current fixed 80% threshold with a percentile-based model introducing two tiers: the top 25% of graduates—by division and degree—would receive the "*With Distinction*" designation, while the top 10% would receive "*With High Distinction*". The 80% minimum grade requirement would remain in effect.

Senators broadly expressed support for moving to a percentile-based model. However, concerns were raised regarding the proposed 25% and 10% benchmarks, with several members advocating for more selective criteria to preserve the value of the recognition. Some noted that the model could foster unhealthy competition and disadvantage students in programs with more rigorous grading. Additional challenges were identified in applying consistent percentile measures across divisions with varying grading practices and cohort sizes. It was agreed that applying the criteria at the divisional level is fairer than by degree or department, though disparities within divisions were also acknowledged.

Alternative suggestions included raising the minimum grade threshold, using standard deviations, limiting the recognition to a single category, incorporating equity considerations, and recognizing other forms of academic achievement, such as research excellence.

It was noted that these concerns were considered during the Committee's deliberations and that the current proposal represents the most balanced approach identified to date. A refined proposal will be brought forward to Senate in the fall.

673/5.2 SENATE PLANNING COMMITTEE (SPC)

Vice-Principal Academic and Research Andrew Webster provided an informational update on the subjects below.

Limited-term Appointments

The SPC approved several limited-term appointments for 2025–2026 to address anticipated retirements and departures in the Departments of Education, Social Sciences, Psychology, and the Williams School of Business. These appointments were approved in accordance with established practice and within existing budget allocations.

Brewing Science Program

The Committee reviewed and approved the proposed closure of the Brewing Science Program. This item will be further addressed at item 6.1 and item 7.4.

Program Resourcing and Viability

As per the motion passed by the Senate on April 11, 2025, the Committee will conduct a review of all programs and departments to evaluate the ability to sustainably deliver their existing curriculum considering the financial constraints faced by the University. Summary data will be made available to department chairs. A full review, including qualitative contributions to institutional priorities, will be conducted with a report and recommendations expected by the December 2025 Senate meeting.

Timeline for Department Chairs

A revised planning timeline will be distributed to chairs shortly, intended to support workload management. It was noted that no additional requirements are being introduced.

Dr. Andrew Webster concluded by noting that the Board of Governors will be reviewing the previously postponed tenure-stream position. In the meantime, the Committee is moving forward with the call for position requests for July 2026. As the financial situation remains under review, no predetermined outcome can be confirmed at this time. Dr. Webster noted that, as in previous years, department chairs and deans are welcome to meet with SPC before the summer break to discuss their upcoming tenure-stream position requests. He noted that as of July, Dr. Kerry Hull will be chairing the Senate Planning Committee as the incoming Interim Vice-Principal Academic and Research — the ongoing work will continue without pause and timeline established will remain in place.

673/5.3 SENATE RESEARCH COMMITTEE

Dr. Kerry Hull introduced the 2024–2028 Research Strategic Plan progress report, which outlines 11 strategic priorities with associated action items, highlights institutional achievements, and identifies goals for the coming year. It was noted that the plan will be revised in the 2025–2026 academic year to better align with the University's new Strategic Plan.

Particular attention was given to Strategic Priority 7: Enhancing Research Experience and Training for Bishop's Students. Dr. Hull highlighted that the Individualized Doctorate programs, previously discussed under Business Arising, fall under this priority. Consultations across divisions have focused on maintaining the academic rigour and ensuring a robust cohort experience and revealed strong faculty interest for Individualized Doctorate programs—especially within the Faculty of Natural Sciences and Mathematics—while also recognizing that such a program may not be suitable for all faculties. For example, the Williams

School of Business is currently unable to support a doctoral program due to the need for a viable cohort model.

Dr. Kerry Hull concluded by noting that Dr. Matthew Peros, Interim Associate Vice-Principal Research, will lead and coordinate efforts related to the Research Strategic Plan during the upcoming academic year.

Senators were informed that Bishop's University will be hosting the first Student Symposium of the *Réseau québécois de recherche en agriculture durable* in the fall.

673/5.4 AD HOC COMMITTEE ON ENGLISH WRITING PROFICIENCY

Catherine Lavallée-Welch presented the final recommendations and report from the Senate Ad Hoc Committee on English Writing Efficiency and Writing Centre which was created following a Senate Program Academic Review Committee report. She stated that the Committee members engaged in extensive discussions regarding academic writing proficiency and fulfilled the four (4) mandates as directed by Senate at the May 22, 2020, meeting.

The Committee is bringing forward six (6) recommendations, with the central proposal being the implementation of a graduation requirement in English academic writing proficiency for all undergraduate students. Key recommendations include:

1. Exemption for some incoming students based on defined criteria
2. Placement test for incoming students
3. Registration in one (1) of the seven (7) designated writing courses
4. Writing Centre Resources contingent upon Senate decision and University financial context

She emphasized that should Senate decide not to pursue the implementation of a graduation requirement, the Committee recommends the development of a formal English proficiency recognition, to appear on the student transcripts. This recognition would benefit students applying to graduate programs and serve as a credential for employers.

Dr. Andrew Webster noted the alignment of the recommendations on English writing proficiency and broader reviews on competencies, curriculum, and language support. Members emphasized the importance of supporting non-anglophone students and ensuring graduates meet workplace communication standards. The impact of AI tools was also raised. Further discussions are anticipated.

Motion

That Senate receive the Ad Hoc Committee on English Writing Proficiency and Writing Centre's recommendations and consider its work complete.

Moved by: Catherine Lavallée-Welch

Seconded by: Margaret BK Shepherd

Motion carried.

Vice-Principal Academic and Research, Dr. Andrew Webster, introduced *Draft 3* of the curriculum and academic structure review process. The first part of the document focuses on previously approved Senate motions and acknowledgment of concerns raised in April on workload and representation—most notably, the addition of a second student member to the Senate Planning Committee. Further discussions are planned with the Senate Planning Committee.

The second part of the report focuses on competency mapping, with a proposition that the Office of the Vice-Principal Academic and Research initiate a review of Bishop's existing competency framework, originally developed in 2011. This review would compare Bishop's model to nationally and internationally validated frameworks, with the goal of aligning with broader academic and accreditation standards. Consultation with broad community is envisioned and a report is expected to be brought to Senate by January 2026.

A revised draft of the Degree Regulations was also shared, incorporating feedback from recent open meetings — notably regarding the Bachelor of Sciences and Honour program—and reflecting on current practices. Dr. Webster stated that an early draft of general academic regulations was also included in the report aiming to consolidate dispersed policies into a comprehensive document. He also mentioned the development of a mandate for the proposed Senate Academic and Curriculum Committee is ongoing and will be presented to the Senate at a later date.

Dr. Webster continued by providing an overview of the third and final section of the report which pertains to the review of the undergraduate curriculum in terms of “breadth and depth,” linking the curriculum review to institutional financial sustainability, the development of a deeper learning model and competency framework. It was acknowledged that the current flexible structure allows students to take courses across disciplines—breadth by default—is recognized as a Bishop's strength but necessitate more structured requirements through various mechanisms such as challenge courses or course packages—breadth by design. The need for a clearer, minimum expectations across majors to ensure disciplinary rigour was also underscored. Dr. Webster emphasized that the proposals cited in the report should be viewed as fundamental principles rather than final prescriptions, aiming at guiding the next phase of discussions. A set of requirements is expected to be presented to Senate by January 2026 with implementation scheduled for the 2026-2027 academic year.

Dr. Webster noted that although this report is his last paper as Vice-Principal Academic and Research, the work will be continuing for several months. He also emphasized the importance of maintaining momentum and continued engagement.

A question was raised concerning the workload implications for those involved in the process. Dr. Andrew Webster acknowledged and recognized that the issue is being considered. While the full scope of involvement for the next step is not yet known, the recent appointment of Jean Manore as Interim Associate Vice-Principal of Learning and Teaching for the upcoming academic year will provide additional capacity to support work.

Detailed discussion regarding the proposed framework for defining “breadth and depth” in undergraduate programs occurred. A question about the timeline for further discussion, particularly considering that the proposal is to return to the Senate in the fall was raised. Dr. Webster confirmed that consultations would continue informally over August and September, the goal of presenting a more structured draft based on Senate's direction.

Concern was voiced about the proposed minimum requirements for higher-level courses, noting that without detailed data, the proposal could present challenges — particularly in low-enrolment programs.

Dr. Webster acknowledged the concern, affirming that most existing programs likely meet the requirement, but also emphasized the need for a starting point of discussion. Comments followed on potential adaptations.

Other concerns specific to the School of Education on the definitions of breadth were raised. Dr. Webster noted the nuances and reiterated the importance of case-specific flexibility, including Senate's ability to approve exceptions. He emphasized the value of creativity and collaboration across departments in implementing these principles.

Motion

That the Senate direct the Vice-Principal Academic and Research to initiate and oversee a university-wide curriculum mapping exercise. This should include, as its first part, a review of the University's existing framework of twelve transversal competencies, considered with reference to validated competency frameworks in use at the national and international level.

This initial review should be presented to the Senate at its meeting in January 2026 and should include a proposed structure and timeline for a continued curriculum mapping process for the University.

Moved by: Andrew Webster

Seconded by: Margaret BK Shepherd

Motion carried.

Motion

That the Senate approve the following statements as the basis for the next phase of discussion on curriculum, with a formal working draft to be considered for discussion at the Senate meeting in September 2025.

- a) That general principles be included in the Degree Regulations (within section 4 in the current draft "Structure of Degree Components"):
 - i. "All bachelor degrees shall include a breadth component. The specific terms of this breadth component shall be defined for each degree."
 - ii. "All bachelor degrees shall define the required depth of learning within the Primary Degree Components of that degree."
 - iii. "Senate may approve exceptions to the breadth and depth requirements. Approved exceptions are specified in Appendix..."
- b) That for each bachelor degree, the Senate consider proposals concerning how their breadth requirements may be specified via:
 - i. A minimum number of credits to be taken outside the "home" Major or the "home" Division; and/or
 - ii. A minimum number of credits to be taken in specific disciplinary areas, themes of study, or Divisions.
- c) That the following serve as the starting point for consideration of a common minimum scope for breadth of learning:

- i. “Each degree shall require all students in any of its Primary Degree Components to complete a breadth component of at least 9 credits. This shall be composed of at least 3 credits of study outside their ‘home’ department and at least 6 credits of study outside of their ‘home’ Division.”
- d) That the following serve as the starting point for consideration of a common approach to depth of learning:
 - i. “Each degree shall require all students to complete a minimum of 15 credits of study in courses of 300-level or higher within their Primary Degree Component.”
- e) That a final proposal concerning the breadth and depth requirements to be specified in the Degree Regulations for each bachelor degree be presented for approval to the Senate meeting in January 2026, for implementation as of the 2026-27 academic year.

Moved by: Andrew Webster

Seconded by: Michael Teed

Motion carried.

Dr. Andrew Webster concluded his report by mentioning that the institutional process review with the Bureau de coopération interuniversitaire “*Commission d’évaluation de la qualité des programmes universitaires*” has begun. This review focuses on evaluating the University’s internal program review process. He also informed members that some Library Learning Commons classroom spaces are being merged to create larger space and to address scheduling needs.

Several Senators expressed concern over the loss of space originally designed to support student-centered and innovative teaching. It was noted that while the space had been underused in recent years, this was in part due to logistical barriers because of inconsistent booking procedures and the challenge of resetting the space for active learning. Others felt that there was insufficient consultation before the decision to repurpose the space was made. However it was pointed out that the renovations were necessary due to an increase in class size and scheduling pressures.

673/6.2 RESEARCH AND GRADUATE STUDIES REPORT

Dr. Kerry Hull provided an overview of the ongoing initiatives of the Graduate Studies Committee and the Senate Research Committee, as well as highlights of recent research successes. Faculty were encouraged to report scholarly, research, or creative activities to the communication team for dissemination.

An update was shared on the development of a thesis license agreement related to the new open-access thesis repository. A process has been established whereby students can request a delay in depositing their thesis — particularly in cases where publication is pending. Dr. Hull mentioned that a form has been created for these types of requests. The form will be reviewed by the Senate Research Committee.

It was highlighted that Master of Art student Mélanie Letendre Jauniaux was named finalist of the Storytellers Challenges of the *Social Sciences and Humanities Research Council* (SSHRC) — a first at Bishop’s. The achievement has been shared through Bishop’s Research channels.

673/6.3 APPROVAL OF DEGREES, DIPLOMAS AND CERTIFICATES TO BE AWARDED AT THE JUNE 2025 CONVOCATION

The Registrar and Director of Admissions, Hans Rouleau presented for approval the names of students for graduation and for the conferral of their respective degrees at the next Convocation Ceremony.

Four hundred and fifty-six (456) students have met graduation and program requirements, pending receipt of final grades, and are seeking the University Senate's approval to graduate. The breakdown is as follows:

Degree/Primary Division	# of Students
BA	211
BBA	84
BED	81
BSC	38
CER	9
GCE	5
MA	3
MED	5
MPG	2
MSC	19
Grand Total	456

1- Undergraduate degrees

It is moved by Dean Shepherd that the University Senate receive the list of candidates for the following undergraduate degrees: Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science and Bachelor of Education, as presented by the Registrar, and that these candidates be awarded their degree(s).

Seconded by: Michael Teed

Motion carried.

2- Graduate degrees

It is moved by Dean Hull that the University Senate receive the list of candidates for the following graduate degrees: Master of Arts, Master of Education, and Master of Science, as presented by the Registrar, and that these candidates be awarded their degree.

Seconded by: Dawn Wiseman

Motion carried.

3- Micro-Certificates, Certificates, Graduate Certificates

It is moved by Dean Manore that Senate receive the list of candidates for Micro-Certificates, Certificates, and Graduate Certificates as presented by the Registrar, and that this candidate be awarded their certificate.

Seconded by: Heather Lawford

Motion carried.

4- General motion to add or delete candidates after the Senate meeting

It is moved by Dean Peros, that the Vice-Principal Academic and Research, the Academic Deans, and the Registrar be authorized by the University Senate to add the names of students to the graduating list, subject to satisfactory completion of program requirements, or to delete candidates who do not meet their program requirements by the date of Convocation.

Seconded by: Andrew Webster

Motion carried.

673/6.4 SENATE TASK FORCE ON ARTIFICIAL INTELLIGENCE

Dr. Jean Manore informed Senate that the Task Force has resumed its work, with a focus on gathering information and developing a foundational understanding of issues related to artificial intelligence (AI). Updates, including recommendations and potential policy proposals, will be presented to Senate in the Fall.

She concluded her report by noting that the previously mentioned conference at St. Francis Xavier University will not take place. Instead, alternative AI-related conferences are being offered at the University of Guelph. Other related events are scheduled for the month of May.

A concern was raised regarding faculty workload and the challenges posed by generative artificial intelligence tools such as ChatGPT. Faculty is experiencing increased pressure to redesign assignments and to detect the use of these tools. It was noted that additional support and guidance would be beneficial in addressing these challenges.

673/6.5 PROMOTING THE FRENCH LANGUAGE AND QUEBEC CULTURE

Dr. Julie Desjardins and Dr. Sarah Théberge provided a comprehensive update on the ongoing initiative to promote the French language and Quebec culture. Initially presented at the Senate meeting of December 6, 2024, the initiative aligns with University priorities and responds to government-imposed oral French language proficiency requirements for non-Quebec students.

Key updates

Student experience and messaging

Focus group meetings were held to better understand the challenges faced by students. Project messaging will emphasize autonomy, confidence, and cultural integration. The official launch is scheduled for early September.

Tracking and Placement

A tracking system is being implemented in collaboration with the Admissions Office to monitor students' French proficiency, recognize equivalencies, and ensure a follow-up for those taking French courses. This collaboration will help identify and support eligible students prior to registration.

Curricular Developments

New materials, experiential learning activities, courses, and cultural outings are being developed, with a focus on real-life interactions that provide hands-on opportunities for students to engage with the French language and Quebec culture. A new multimedia language lab will be launched, featuring mandatory sessions for French as a Second Language (FSL) students and offering selected resources to the broader university community.

Priorities for 2025–2026 include the development of discipline-specific French learning activities, enhanced communication strategies, improved progress-tracking tools, and the expansion of experiential and cultural programming.

Dr. Desjardins and Dr. Thériault emphasized that the initiative is a collaborative, institution-wide effort aimed at preparing current and future students to meet the government's requirements while fostering integration into Quebec society. They expressed appreciation to the many contributors for their continued support.

Members of Senate viewed the initiative as a major asset for student success, also emphasizing its alignment with the University values, strategic potential and appeal for out-of-province families, especially for Ontario, where students may graduate from French immersion programs but lose fluency post-high school. Nevertheless, the branding sparked discussion about possible intended connotations. Dr. Desjardins acknowledged the concerns and stressed that continuous feedback to ensure effective communication is an integral part of the project. A distinction was made between government-run "francisation" and Bishop's approach to French as a Second language, which focuses on developing functional oral and written proficiency for professional settings.

673/7 RECOMMENDATIONS

7.2 Faculty of Humanities

Dr. Jean Manore presented the recommendation pertaining to a prerequisite change for the *Département d'études françaises et québécoises* and an update to the academic calendar to include the *French as a Second Language* (FSL) course progression framework. A recommendation was also presented to approve prerequisite changes for Classical Studies – courses no longer offered.

MOTION

On behalf of the department of *Études françaises et québécoises*, that Senate approve the curriculum changes included in document 673/7.2 and 7.2i.

Moved by: Jean Manore

Seconded by: Matthew Peros

Motion carried.

MOTION

On behalf of the department of *Classical Studies*, that Senate approve the curriculum changes included in document 673/7.2 and 7.2ii.

Moved by: Jean Manore

Seconded by: Matthew Peros

Motion carried.

7.4 Faculty of Natural Sciences and Mathematics

Dr. Kerry Hull communicated the recommendation related to the Brewing Sciences course inactivation due to financial constraints and a second recommendation to address minor changes in the Department of Physics including course inactivation and adjustment to prerequisites.

MOTION

On behalf of the department of *Chemistry and Brewing Sciences*, that Senate approve the curriculum changes included in document 673/7.4 and 7.4i.

Moved by: Kerry Hull

Seconded by: Andrew Webster

Abstention: Mathieu Garceau-Tremblay, Michael Teed and Vivienne Webster

Motion carried.

MOTION

On behalf of the departments of *Physics*, that Senate approve the curriculum changes included in document 673/7.4 and 7.4ii.

Moved by: Kerry Hull

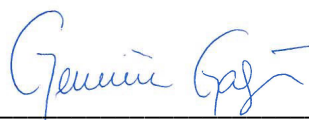
Seconded by: John Ruan

Motion carried.

The meeting ended at 5:11 p.m.



Sébastien Lebel-Grenier, Chair
Vice-Chancellor and Principal



Geneviève Gagné, Secretary General