



# **SENATE MANUAL**

## **University Canada West**

Document prepared by the UCW Senate Secretariat

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## Acknowledgement

*We acknowledge that the territories on which UCW and its campuses are situated are the traditional, ancestral and unceded territories of the xʷməθkʷəṅəm (Musqueam), Skwxwú7mesh (Squamish) and Selílwitlh (Tsleil-Waututh) Nations. We thank them for having cared for this land since time immemorial, honour their graciousness to the students who seek knowledge here, and iterate our dedication to valuing the ongoing contributions of Indigenous peoples and communities.*

## 1. Overview

This document provides an introduction and an accessible reference manual for your role as a Senate member at University Canada West. It has been developed by the UCW Senate Secretariat staff with the goal of providing you with material that can be consulted early in your mandate as a Senate member and whenever you require additional clarification.

As this is intended as a living document, we recommend that you check for the latest version of this Manual on our website at <https://www.ucanwest.ca/about/senate>

The Senate Secretariat staff are available to answer any inquiries you might have; please contact: [senate@ucanwest.ca](mailto:senate@ucanwest.ca)

This document is organized in the following sections:

#	Title	Overview
2	Your role and responsibilities as a Senate Member	Outlines the expectations of your role as a UCW Senate Member
3	Degree Authorization Act (DAA)	Text of the legislative act that governs the authorization of private institutions in British Columbia (including UCW)
4	Degree Quality Assessment Board (DQAB) Guidelines	Additional guidelines from DQAB on governance structures for institutions granted consent under DAA
5	Senate Committees	A high-level description of the purposes and membership of the Senate Committees
6	Introduction to Robert's Rules of Order	A brief introduction to the most commonly used guidelines for the rules and procedures that facilitate decision-making in deliberative bodies (including the UCW Senate)

The current copy of the **Senate Bylaws** is available here: <https://www.ucanwest.ca/about/senate>

## 2. Your Role and Responsibilities

As a Member, you are now a member of the University Canada West Senate, which is one-half of a bicameral governance model that includes both the Senate and the Board of Governors. The Senate plays an essential role in upholding the standards and goals of the University.

The Board of Governors has oversight for administrative decisions: financial matters, operational matters, facilities, and the appointment of the University President. The Senate has oversight for academic programming, curriculum, and academic policies and procedures at the University. The Senate is also the final tribunal for student appeals.

The Senate is a collective expression of its members, and it embodies the academic culture to which the University aspires. You have the following responsibilities to ensure that the business of the Senate is conducted appropriately:

- 1. Prepare:** Materials for the Senate meetings are normally circulated a week in advance by the Secretariat; just as we tell our students, you must ‘do the readings in advance’ and familiarize yourself with the agenda and any briefing materials provided.
- 2. Participate:** You must attend meetings on time and contribute actively and constructively to the collective efforts of the Senate and its Committees. You must accept that compromise and negotiation are necessary for the complex issues before the Senate. Be ready to move or second motions as needed and make sure to vote and, whenever possible, refrain from abstaining on votes (do your best to consider all the arguments presented and take a stand).
- 3. Understand:** You must make all necessary enquiries to fulfill your oversight role and to appreciate the subtleties of issues before the Senate and its Committees. You must consult with members of your constituency as needed to better represent their views but remember that ultimately you are considering the best interests of the institution.
- 4. Communicate:** You must communicate with members of your constituency about issues before the Senate and bring their perspective to its meetings. During Senate and Committee meetings, you must ask questions of presenters in the spirit of effective and constructive deliberation. Where you have concerns related to your participation, conflicts of interest, or other issues related to the governance of the Senate, you must communicate with the Chair and/or the Secretariat, as appropriate.
- 5. Respect:** You must respect the rights and freedoms of all members of the UCW Community, and the role of collegiality as a core academic principle at the University. You must respect the confidentiality of closed-door (*in camera*) sessions. You must respect the role of the Senate and its mandate, limits, and requirements and the decisions made in Committees or Senate as a whole.
- 6. Serve:** You must serve in furtherance of the University’s mission (as an important contributor to collective governance) and as a role model (to internal constituents and as an external ambassador and representative of the University).

### 3. *Degree Authorization Act, S.B.C. 2002, c. 24 (the “DAA”)*

Since 2004, University Canada West has been authorized to grant degrees and to use the word ‘University’ under the *DAA*. The current revision of the *DAA* is duplicated below. For the most up-to-date edition, please refer to [the online version](#).

Given the association with our counterparts in the public postsecondary sector, we would suggest that you also review the [University Act, R.S.B.C. 1979, c. 419](#), which provides the regulatory framework for the special purpose, teaching intensive institutions on which UCW is modelled.

## DEGREE AUTHORIZATION ACT

### [SBC 2002] CHAPTER 24

*Assented to May 9, 2002*

#### **Definitions**

1 In this Act:

"**consent**" means a written consent given under section 4 (1);

"**degree**" means recognition or implied recognition of academic achievement that

(a) is specified in writing to be an associate, baccalaureate, masters, doctoral or similar degree, and

(b) is not a degree in theology;

"**minister**" includes a person designated in writing by the minister for the purposes of this Act.

#### **Application of this Act**

2 (1) This Act does not apply in relation to

(a) [Repealed 2004-33-14.]

(b) an institution as defined in the College and Institute Act,

(c) [Repealed 2012-7-22.]

(d) Royal Roads University,

(e) Simon Fraser University,

(f) [Repealed 2002-35-3.]

(f.1) the Thompson Rivers University,

(g) The University of British Columbia,

(h) the University of Northern British Columbia,

(i) the University of Victoria, or

(j) a special purpose, teaching university as defined in the University Act.

(2) Subject to subsection (1), this Act applies to every person despite any other enactment.

***Granting of degrees and use of "university" restricted***

**3** (1) A person must not directly or indirectly do the following things unless the person is authorized to do so by the minister under section 4:

- (a) grant or confer a degree;
- (b) provide a program leading to a degree to be conferred by a person inside or outside British Columbia;
- (c) advertise a program offered in British Columbia leading to a degree to be conferred by a person inside or outside British Columbia;
- (d) sell, offer for sale, or advertise for sale or provide by agreement for a fee, reward or other remuneration, a diploma, certificate, document or other material that indicates or implies the granting or conferring of a degree.

(1.1) A person who is authorized by the minister to do the things referred to in subsection (1) may grant or confer an honorary degree to or on a person.

(2) A person must not directly or indirectly make use of the word "university" or any derivation or abbreviation of the word "university" to indicate that an educational program is available, from or through the person, unless the person is authorized to do so by the minister under section 4 or by an Act.

(3) Despite subsections (1) and (2), a person may directly or indirectly advertise or provide a program leading to a degree if

- (a) the person provides the program under an agreement with another person who is given consent by the minister under section 4 to provide the program or is authorized by this section or another Act to grant or confer degrees, and
- (b) the other person who has consent or authorization to provide the program grants or confers the degree to which the program leads.

(4) Despite subsections (1) and (2), a person who is registered with the Private Post-Secondary Education Commission on the date this Act receives First Reading in the Legislative Assembly and who is carrying out an activity described in subsection (1) or (2) on that date may continue to carry out the activity until the earlier of

- (a) the date the person ceases to be registered with the Private Post-Secondary Education Commission,
- (b) the date 5 years after this Act receives First Reading in the Legislative Assembly, and

(c) the date specified by the minister.

(5) Despite subsections (1) and (2), if, on the date this Act receives First Reading in the Legislative Assembly, an institution established in Canada is designated under paragraph (f) of the definition of "post-secondary education" in section 1 of the Private Post-Secondary Education Act, and is carrying on an activity described in subsection (1) or (2), the institution or a person acting for it may continue to carry out the activity until the earlier of

(a) the date they cease to be so designated,

(b) the date 5 years after this Act receives First Reading in the Legislative Assembly, and

(c) the date specified by the minister.

(6) A degree granted or conferred as allowed by subsection (4) or (5) must not indicate that degree is granted or conferred in British Columbia.

(7) Despite subsections (1) and (2), Trinity Western University and the Seminary of Christ the King may continue to carry out an activity described in subsections (1) and (2).

(8) Subsections (4), (5), (6) and (7) do not authorize a person referred to in subsection (4), an institution referred to in subsection (5), Trinity Western University or the Seminary of Christ the King to confer or grant a degree, or provide a program leading to a degree, that the person, institution, university or seminary did not confer, grant or provide on the date this Act receives First Reading in the Legislative Assembly.

#### ***Consent of minister***

**4** (1) The minister may give an applicant consent to do things described in section 3 (1) or (2) if the minister is satisfied that the applicant has undergone a quality assessment process and been found to meet the criteria established under subsection (2) of this section.

(2) The minister must establish and publish the criteria that will apply for the purposes of giving or refusing consent, or attaching terms and conditions to consent, under this section.

(3) The minister may attach to a consent the terms and conditions that the minister considers appropriate to give effect to the criteria established and published under subsection (2), including a termination date after which the consent will cease to be effective unless renewed by the minister.

(4) The minister must not give consent unless that minister is satisfied that the person seeking the consent

(a) has given security to protect the interests of students, if security is prescribed respecting the person seeking consent, and

(b) has made adequate arrangements to protect the interests of students by ensuring

(i) that students have access to their transcripts, and

(ii) if requirements for transcript access are prescribed, that the arrangements comply with the requirements.

### ***Suspension or revocation of consent***

**5 (1)** If a person who has received consent fails to comply with this Act or the regulations, or with the terms and conditions of the consent, the minister may

- (a) suspend or revoke the consent, or
- (b) change or remove terms and conditions attached to the consent.

(2) A person who has received consent must promptly notify the minister if it is reasonable to believe that not all of the terms and conditions of the consent may be met.

### ***Inspectors***

**6 (1)** The minister may appoint inspectors for the purposes of determining whether

- (a) it is appropriate to suspend or revoke a consent or change the terms and conditions attached to a consent, or
- (b) a person has failed to comply with this Act or the regulations or with the terms and conditions attached to a consent.

(2) The minister may restrict the inspector's powers of entry and inspection to specified business premises.

(3) If relevant to the purposes of an inspection, an inspector conducting the inspection may

- (a) enter business premises,
- (b) examine a record or other thing,
- (c) demand that a document or other thing be produced for inspection,
- (d) remove a record or other thing for review and copying, after providing a receipt,
- (e) use data storage, information processing or retrieval devices or systems that are normally used in carrying on business in the premises to produce a record in readable form, or
- (f) question a person.

(4) A person must not hinder, obstruct or interfere with an inspector conducting an inspection or provide the inspector with information that the person knows to be false or misleading.



**Offence and penalty**

7(1) A person who contravenes section 3 (1), (2) or (6), 5 (2) or 6 (4) commits an offence.

(2) A person who supplies false or misleading information in a return or other document submitted under this Act commits an offence.

(3) If a person directed, authorized, assented to, acquiesced in or participated in an act or omission by a corporation and that act or omission is an offence under subsection (1) or (2), the person is guilty of an offence, whether or not the corporation has been prosecuted or convicted of an offence.

(4) A person does not commit an offence under subsection (2), or under subsection (3) as it relates to subsection (2), if, at the time the information was supplied, the person did not know that it was false or misleading and, with the exercise of reasonable diligence, could not have known that it was false or misleading.

(5) A person who commits an offence under this section is liable to a fine of not more than \$100 000.

(6) Section 5 of the Offence Act does not apply in respect of this Act or the regulations.

**Enforcement of Act by court injunction**

8 (1) On application of the minister, the Supreme Court may grant an injunction as follows:

(a) the court may grant an injunction restraining a person from contravening this Act if the court is satisfied that there are reasonable grounds to believe that the person has contravened or is likely to contravene this Act;

(b) the court may grant an injunction requiring a person to comply with this Act if the court is satisfied that there are reasonable grounds to believe that the person has not complied or is likely not to comply with this Act.

(2) An order under subsection (1) may be made without notice to others if it is necessary to do so in order to protect the public interest.

(3) A contravention of this Act may be restrained under subsection (1) whether or not a penalty or other remedy has been provided by this Act.

**Power to make regulations**

9 (1) The Lieutenant Governor in Council may make regulations referred to in section 41 of the *Interpretation Act*, including regulations that:

(a) prescribe, for the purposes of section 4 (4), requirements relating to the giving of security and access to student transcripts;

(b) prescribe the procedures for making claims against the security referred to in section 4 (4);

- (c) govern the suspension and revocation of consent;
- (d) specify the information that must be disclosed respecting applications and consents under this Act, the persons who must disclose it, the manner and time of its disclosure and the persons or classes of persons to whom the information must be disclosed;
- (e) set the fees payable
  - (i) on application for consent or for renewal of a consent,
  - (ii) annually during the period a consent is in force, or
  - (iii) for the conduct of reviews for quality assessment.

(2) The Lieutenant Governor in Council may make different regulations under subsection (1) for different classes of persons, matters, transactions, events or things.

***Spent***

**10–16** [*Consequential and related amendments. Spent. 2002-24-10 to 16.*]

***Commencement***

**17** This Act comes into force by regulation of the Lieutenant Governor in Council.

## 4. Degree Quality Assessment Board Guidelines

In British Columbia, the degree authorization process is administered by the [Degree Quality Assessment Board](#) (the “**DQAB**”), an independent advisory board appointed by the Minister of Post-Secondary Education and Future Skills (the “**Minister**”).

The DQAB’s primary purpose is to advance the quality of degree programs in BC, and to make recommendations to the Minister in respect of:

- Applications for consent under the *DAA* from private and out-of-province public post-secondary institutions;
- Degree program proposals from BC public post-secondary institutions; and
- Applications for exempt status.

In particular, the DQAB has the following duties in relation to private post-secondary institutions:

- Conduct quality reviews of applications for new degree programs, applications for use of the word “university”, and applications for exempt status, and other matters referred to it by the Minister, and make recommendations to the Minister on these applications and other matters;
- Review applications and make recommendations to the Minister with respect to renewals of consent for existing degree programs and use of the term “university” from private and out-of-province public institutions;
- Monitor degree programs and institutional capacity at post-secondary institutions with consent under the *DAA*;
- Provide advice and direction to institutions based on annual reports and advise the Minister as appropriate;
- Assess requests for degree and credential name changes and changes to consent;
- Recommend to the Minister criteria that will apply for the purposes of giving or refusing consent/approval or attaching terms and conditions to consent;
- Protect the integrity of the application and review process by maintaining confidentiality of individual submissions to the extent required or allowed by law;
- Undertake research related to quality assurance and produce reports at the request of the Minister; and
- Perform other duties that may be requested by the Minister.

To carry out its duties, the DQAB may:

- Establish and maintain standing committees as appointed by the Chair;
- Establish review committees and call upon subject experts, as required, to assist the DQAB in its review of applications;
- Seek other advice, as it deems necessary, to assist the DQAB in providing recommendations and advice to the Minister; and
- Establish procedures for reviewing applications and other matters referred to it.

The DQAB's assessment criteria and process are available [online](#), but the most relevant sections (related to the governance of private and out-of-province post-secondary institutions<sup>1</sup>) are highlighted below.

## A. Use of the word 'University'

### Purpose

The overall purpose of this review is to assess the institution's policies and practices against the established criteria to demonstrate that the institution has the capacity to deliver degree programs and can be authorized to use the word 'University'.

### Scope

An organization review comprises many aspects of an institution, addressing the following standards:

- Mission Statement and Academic Goals
- Institutional Evaluation and Effectiveness;
- Program Development, Evaluation and Effectiveness;
- Range of Programming;
- Governance and Administrative Capacity (capacity, institutional conduct, dispute resolution);
- Institutional Conduct;
- Dispute Resolution;
- Financial Capacity;
- Facilities and Learning Infrastructure;
- Faculty and Staff;
- Admissions, Student Recruitment and Transfer;
- Policies on Academic Freedom, Honesty and Integrity;
- Student Protection and Awareness;
- Student Withdrawal, Dismissal and Refund Policies;
- Student Life and Support Services;
- Commitment to Research and Scholarly Activities.

For the purposes of this Manual, summaries of the standards and criteria for 'Governance and Administrative Capacity,' 'Dispute Resolution', and 'Policies on Academic Freedom, Honesty and Integrity' have been included below.

For more information, see the [BC Private Institutions Quality Assessment Handbook \(updated in June 2024\)](#).

## Governance and Administrative Capacity

### Standard

The institution has a stable administrative structure, and an effective governance system necessary to organize and manage a reputable, effective, and high-quality degree-granting institution in BC. It

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<sup>1</sup> Updated in 2024.

includes a body competent to either make decisions or give advice on academic matters. It provides for the participation of faculty members in decisions determining academic standards and provides for appropriate student involvement. It is committed to the principles and practices of quality education, and academic freedom and responsibility.

It has an effective system of leadership, staffed by qualified administrators, with appropriate, clearly defined levels of authority, responsibility, and accountability. The institution's decision-making structures and processes are inclusive of a diversity of people and perspectives, and take into consideration the views of faculty, staff, and students on matters that they have a direct and reasonable interest in.

### Assessment Criteria

- The institution has a governance structure with a fully constituted board and academic council or senate with sufficient autonomy and administrative capacity appropriate to that of a university to make decisions in the best interests of the institution and assure its integrity.
- The institution is committed to public accountability and community involvement, and functions in an open, transparent, and accessible manner.
- The governing board is responsible for managing the activities of the institution and maintaining the purpose, viability, and integrity of the institution; monitoring and assessing organizational performance in achieving institutional goals; selecting administrative leadership; and, providing the appropriate financial, physical plant, and human resources.
- The institution's reporting structure clearly indicates the relationship between owners, and governing and managing bodies with clear reporting lines, roles, and accountability structures, reflected in an appropriate organizational chart.
- Governance structures have clear lines of decision-making authority that are consistent with the institution's academic purposes and mission and are followed as part of the institution's general operating procedure.
- The institution has an academic council, senate, or equivalent, which includes an acceptable level of continuing faculty and students in its membership, that is responsible for making decisions related to academic policies and standards, and for ensuring the academic integrity of programs.
- The institution has an academically qualified president or equivalent with clear and documented lines of responsibility (reflected in an appropriate organizational chart), decision-making authority, and accountability necessary to conduct the affairs of a university.
- The president (or equivalent) is accountable to the governing board and whose full-time or major responsibility is the administration of the institution.
- The institution has an academically qualified Vice President Academic or equivalent whose full-time or major responsibility is to provide academic leadership within the university.
- The institution has sufficient and qualified senior administrative staff, with clear lines of responsibility, decision-making authority, and accountability necessary to conduct the affairs of the institution.

- The institution is able to demonstrate how administrative policies and practices ensure that business practices and decisions support the academic integrity of programs and protect student interests.

## Dispute Resolution

### Standard

The institution has implemented appropriate policies and procedures for dealing with disputes between the institution and its students, the institution and faculty, the institution and staff, faculty, and students, and between faculty and staff. Complaints, grievances, and/or disputes of students, faculty, staff, and administration are dealt with in accordance with the principles of natural justice and are fair, reasonable, and effective. The dispute resolution policies and procedures are published on the institution's website.

### Assessment Criteria

- The institution has implemented formal policies and procedures through which (i) students' academic appeals, and (ii) students', faculty and staff complaints, grievances and/or other disputes, both academic and non-academic in nature, are dealt with in accordance with the following principles of natural justice:
  - Individuals have a right to:
    - A fair and expeditious resolution of disputes with reasonable deadlines.
    - Know and understand the charges or complaints made against them.
    - Be heard in response to charges or complaints made against them before any disciplinary decision is taken.
  - Institutions have an obligation to:
    - Deal with complaints or grievances according to clear and reasonable deadlines.
    - Establish and operate according to administrative processes that deal with disputes fairly and expeditiously.
    - Prior to registration, confirm that information has been provided to students regarding policies and procedures pertaining to: (i) academic policies and standards; (ii) student support and services; and (iii) withdrawal, dismissal, and refund policies.
- Students, faculty, and staff have ready access to the policies and procedures on the institution's website and are informed about the policies and procedures for dispute resolution prior to joining the institution and upon every change in policy. To these ends, the institution's policies ensure that:
  - Charges or complaints against an individual are stated clearly and in writing.
  - There is an administrative person(s) responsible for dealing with complaints and to whom complaints may be directed and who may facilitate the satisfactory resolution of disputes that is clearly identified in policy.
  - There is a process for, and an officer charged with, reviewing disputes and examining the evidence.

- There is a provision for a final internal review by a person, or body of persons, not involved in the dispute in any way.

## **Policies on Academic Freedom, Honesty and Integrity**

### **Standard**

The institution maintains an atmosphere in which academic freedom exists and students and academic staff display a high degree of intellectual independence. The institution not only promotes a full and balanced treatment of diverse types of pedagogy, theories, and opinions, but also encourages testing the limits of knowledge, and communicating research and scholarly findings and their implications widely.

Academic activity is supported by policies, procedures, and practices that encourage academic honesty and integrity and respect the ownership rights of the creators of intellectual property whether faculty, staff, or students. The institution has adopted formal ethical research standards as well as policies concerning the management of research funds. The institution has the means and procedures for the enforcement of the above policies based on principles of natural justice.

### **Assessment Criteria**

- The institution has clearly articulated and published policies and procedures on academic freedom that recognize and protect the rights of individuals in their pursuit of knowledge and respects the rights of individuals to communicate acquired knowledge and the results of research freely.
- Appropriate policies concerning academic integrity and standards.
- If students or staff are asked to sign or adhere to a statement of faith and/or a code of conduct, it must not constrain academic freedom.
- Policies and processes pertaining to academic honesty, including appropriate enforcement procedures, are in place ensuring faculty and students are educated in, and fully understand, the concept of plagiarism. Students are provided with the tools they need to ensure proper citation and referencing appropriate to the degree program and degree level offered.
- There is an appropriate plan for informing students and faculty about, and ensuring their understanding of, the policies and procedures concerning academic honesty and the consequences of violating these policies.
- There is an appropriate policy on ownership of the intellectual property of faculty, staff, and students.
- There is an appropriate policy on the management of research funds.
- Where appropriate, there are formal ethical research standards, as evidenced by policies on human research participants, the use of animals in research, and the management of research funds.
- The institution has for e-learning, blended learning, and distance learning components:
  - appropriate policies and procedures to address copyright and intellectual property issues (e.g., digital rights management and the use of object learning repositories);

- appropriate safeguards to assure the authentication of student identity and the integrity of student work; and
- policies and procedures to assure the verification of student identity for course work and examinations, and for the control of examinations, including but not limited to security, time limits, and the selection of proctors/invigilators.
- The institution publishes the policies noted above and makes these accessible and available to faculty, staff, and students in an academic calendar or other publication.



## 5. Senate Standing Committees

The following section outlines the Standing Committees of the Senate, as adopted in August 2022.

### A. Academic Appeals

#### Mandate

- To oversee the overall framework on appeals for academic matters.

#### Membership

- Registrar (Chair)
- Two (2) Department Chairs
- Four (4) Faculty Representatives
- Three (3) Student Representatives
- Senate Secretary (non-voting, also the Secretary for the Committee)
- Director, Academic Operations & Support Services, or designate (non-voting)

Members of the Senate are asked to undergo training on dispute resolution and serve in Academic Appeals Panels.

### B. Academic Planning and Priorities

#### Mandate

- To review and make recommendations on academic partnerships
- To review and make recommendations on Cyclical Program Reviews reports
- To review performance measure data and recommend needed actions
- To review and make recommendations on matters of academic planning

#### Membership

- Vice President Academic (Chair, ex officio)
- Four (4) faculty from the voting members of the Senate (2-year term)
- One (1) Dean (2-year term)
- One (1) Program Chair (2-year term)
- One (1) Staff, Member of the Senate (1-year term)
- One (1) Student, Member of the Senate (1-year term)
- Registrar (ex officio)
- Vice President, Student Experience, or designate (non-voting)
- Vice President, Administration, or designate (non-voting)
- Vice President, Strategic Engagement, or designate (non-voting)
- Director, Academic Operations and Support Services (non-voting)

- Director, Institutional Accountability (non-voting)
- Senate Secretary (non-voting, also Secretary of the Committee)

## C. Governance and Policies

### Mandate

- To advise the Senate on needed revisions to Bylaws, policy and procedure
- To ensure that academic policies are congruent with the mission, values and goals of the University and consistent with the legal and internal powers of the Senate and administration of the University

### Membership

- Two (2) faculty members elected by the Senate (2-year term)
- One (1) Dean (2-year term)
- One (1) Program Chair (2-year term)
- One (1) Staff, Member of the Senate (1-year term)
- One (1) Student, Member of Senate (1-year term)
- Vice President Academic or designate (ex officio)
- Registrar (ex officio)
- Vice President Student Experience, or designate (non-voting)
- Director, Academic Operations and Support Services (non-voting)
- Director, Institutional Risk and Compliance (non-voting)
- Senate Secretary (non-voting, also the Secretary of the Committee)

## D. Honorary Degrees and Awards

### Mandate

- To develop and periodically review criteria and procedures for the recommendation of candidates for Honorary Degrees/Faculty Emeritus/Awards
- To develop and periodically review criteria and procedures for the consideration and recommendation of candidates for Alumni awards
- To approve candidates for Faculty Emeritus/Awards

### Membership

- Vice President Academic (Chair)
- Two faculty members, from the voting members of the Senate (2-year term)
- One (1) Dean (2-year term)
- One (1) Program Chair (2-year term)

- One (1) Staff, Member of the Senate (1-year term)
- One (1) Student, Member of the Senate (1-year term)
- Vice President, Student Experience or designate (non-voting)
- Senate Secretary (non-voting, also the Secretary of the Committee)

## E. Library

### Mandate

- Advising the University Librarian on matters related to the University Library

### Membership

- Vice President Academic, or designate (ex officio)
- Two (2) faculty from the voting members of the Senate (2-year term)
- One (1) Student (1-year term)
- One (1) Program Chair (2-year term)
- Associate Vice President, Teaching, Learning and Scholarship (ex officio)
- University Librarian (Committee Vice-Chair, ex officio)
- Two (2) faculty members will be appointed by Department Chairs (1-year term), (non-voting)
- Library Staff Member (elected by library staff, 1-year term) , (non-voting)
- University Access Program representative (1-year term, appointed by UAP Chair), (non-voting)
- Vice President Student Experience, or designate, (non-voting)
- Senate Secretary (non-voting, also the Secretary for the Committee)

## F. Research and Scholarly Activities

### Mandate

- To advise the Senate on university research priorities
- To advise the Senate on the allocation of University resources for research and scholarship including funding, services, and infrastructure
- To lead the ongoing discussions regarding the nature of research at the University
- To identify support needed for excellence in research
- To establish such subcommittees as needed to fulfill the committee's responsibilities

### Membership

- Four (4) faculty from the elected members of the Senate (2-year term)
- One (1) Dean (2-year term)
- One (1) Program Chair (2-year term)
- One (1) Student, Member of the Senate (1-year term)

- Research Ethics Board Chair (ex officio)
- Associate Vice President, Teaching, Learning and Scholarship (ex officio)
- University Librarian or delegate (non-voting)
- Senate Secretary (non-voting, also the Secretary for the Committee)

## G. Teaching and Learning

### Mandate

- Provide institutional oversight on matters related to teaching and learning. These include but are not limited to institutional learning goals, curriculum development and assessment, teaching and course evaluation processes, instructional development needs, teaching and learning spaces and technologies, and evolving teaching practices.

### Membership

- Four (4) faculty members elected by the Senate (2-year term)
- One (1) Dean (2-year term)
- One (1) Program Chair (2-year term)
- One (1) Student, Member of Senate (1-year term)
- AVP, Teaching, Learning & Scholarship (ex officio)
- Director, Centre for Teaching Excellence (non-voting)
- Director, Academic Operations and Support Services or designate (non-voting)
- University Librarian or delegate (non-voting)
- Senate Secretary (non-voting, also the Secretary for the Committee)

## H. University Curriculum

### Mandate

- To review all course and program proposals and revisions to ensure that programs are consistent with the mission and goals of the University
- To ensure that all programs and courses meet acceptable standards
- To ensure that courses and programs follow Senate policy

### Membership

- Four (4) faculty from the elected members of the Senate (2-year term)
- One (1) Dean (2-year term)
- One (1) Program Chair (2-year term)
- One (1) Student, Member of the Senate (1-year term)
- Research Ethics Board Chair (ex officio)

- Associate Vice President, Teaching, Learning and Scholarship (ex officio)
- University Librarian or delegate (non-voting)
- Senate Secretary (non-voting, also the Secretary for the Committee)

## 6. Introduction to Robert's Rules of Order

Robert's Rules provide a set of procedures to facilitate the decision-making process for deliberative bodies (e.g., non-profit and corporate boards, and professional associations), including the UCW Senate.

Robert's Rules is designed to provide a framework and a common understanding for constructive and democratic meetings that respect the right of the majority to make decisions. Adopting and using the framework is designed to help, and not hinder, the work of the group. An unduly strict approach with Robert's Rules should never be used to create barriers to intimidate Senate members or to limit full participation.

Generally, the Senate meetings are run according to the circulated agendas, going through the list of items for discussion and decision. However, the agenda is just recommended business; it belongs to, and can be changed by, the Senate.

In practice, the consideration for each agenda item follows a similar structure:

1. The President (or the Vice-Chair) calls for an agenda item;
2. An Senate member (voting) raises their hand, and the President calls on them to speak;
3. The Senate member, now **"having the floor"**, moves a motion;
4. A second Senate member announces that they **"second"** the motion;
5. The President repeats the motion, and starts recognizing members for debate;
6. The member who originally moved the motion gets to speak before any others;
7. Speakers are then recognized to speak by the President in turn. When it is a member's turn to speak, they can either speak to the motion under discussion or move an amendment to it.<sup>2</sup>
8. Every member gets to speak twice on any motion, but you can only speak a second time if there are no other members waiting to speak who have not yet had the chance to participate. There are provisions for a third speaking opportunity (following a specialized vote).
9. Once there are no more members who wish to speak to the motion, the President repeats the motion out loud again (so the text is clear to all participants and recording staff).
10. The President calls for votes in favour and in opposition of the motion, and then declares to members whether the motion has been carried or failed.<sup>3</sup>
11. Abstentions are noted in the meeting minutes. However, as a matter of practice, Senate members are asked to consider the matters before them carefully and vote either in favour or against.

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<sup>2</sup> An amendment is a proposal to modify an original motion in some way. The steps for discussion and decision on an amendment are the same as for any other motion.

<sup>3</sup> With assistance from the Secretary, as needed

The following table provides an overview of the types of motions that are usually put forth, debated, and adopted at the Senate meetings: Main, Subsidiary, Privileged and Incidental.

1. MAIN MOTIONS			
(Require a seconder, cannot interrupt the order of the agenda, are debatable and can be amended)			
Title	Example	Vote	Notes
<b>Main</b>	<i>I motion that the Senate approves the agreement with Trent University</i>	Majority	Motions for ordinary business of the Senate
<b>Adopt / Amend / Repeal Bylaws</b>		Previous notice, majority	Motions for changing the Senate Bylaws
<b>Amend / Repeal Previously Adopted Motion</b>	<i>I move that the motion adopted on 2022.01.01 which approved the agreement with Trent University be repealed</i>	2/3 Vote, majority with previous notice	
2a. SUBSIDIARY MOTIONS			
(Require a seconder, cannot interrupt the order of the agenda, are debatable and can be amended)			
Title	Example	Vote	Notes
<b>Amend</b>	<i>I move that the motion is amended by including an effective date of 2022.12.31</i>	Majority	Can add, strike or strike & replace words in the original motion
<b>Postpone definitely</b>	<i>I move that the motion is postponed to the next regular meeting</i>	Majority	Cannot be extended beyond the next regular meeting
<b>Postpone indefinitely</b>	<i>I move that the motion is postponed indefinitely</i>	Majority	Dispose of a controversial motion without approving/rejecting it
<b>Refer to Committee</b>	<i>I move that the motion is referred to Academic Planning and Priorities Committee</i>	Majority	
2b. SUBSIDIARY MOTIONS			
(Require a seconder, cannot interrupt the order, are NOT debatable and CANNOT be amended)			
Title	Example	Vote	Notes
<b>Lay on the table</b>	<i>I move that we table the main motion</i>	Majority	Discussion ends and must be voted on immediately. A subsequent motion to take from the table is required to reopen discussion.

<b>Limit debate</b>	<i>I move that members are allowed to speak a third time in debate on the main motion</i>	2/3	
<b>Call the Question</b>	<i>I call the question</i>	2/3	Ends debate on the motion and proceeds to a vote.

### 3. PRIVILEGED MOTIONS

Title	Example	Vote	Notes
<b>Call for the Orders of the Day</b>	<i>I call for the orders of the day</i>	Chair rules	To ensure Chair follows the agenda; no seconder, can interrupt, not debateable, not amendable
<b>Point of Personal Privilege</b>		Chair rules	To alert the Chair that something is happening that prevents your participation; no seconder, can interrupt, not debateable, not amendable
<b>Recess</b>	<i>I move that we recess for QQQ minutes</i>	Majority	Requires seconder, cannot interrupt, is not debateable and can be amended (for length)
<b>Adjourn</b>	<i>I move that we adjourn</i>	Majority	Requires seconder, cannot interrupt, is not debateable and cannot be amended

### 4. INCIDENTAL MOTIONS

Title	Example	Vote	Notes
<b>Point of Order</b>	<i>Point of Order!</i>	Chair rules	Alleges a violation of the rules; can interrupt
<b>Request for information</b>	<i>Request for Information!</i>	No vote	Used to obtain brief factual information on the motion; can interrupt
<b>Point of Parliamentary Inquiry</b>	<i>Point of Parliamentary Inquiry!</i>	No vote	Used to obtain brief factual information on bylaws or parliamentary procedure; can interrupt
<b>Division of a Question</b>	<i>I move that the motion be divided into 2 separate paragraphs</i>	Majority	If adopted, a motion is 'split' into separate sections, with each section being voted on separately; cannot be debated.
<b>Amend the agenda</b>	<i>I move that agenda is amended by switching items 5 and 6</i>	2/3	Can be debated and amended
<b>Set terms of voting</b>	<i>I move that the vote be taken by secret ballot</i>	Majority	Any variation from the usual method of voting, typically either to secret ballot or to roll call, which is where each member's vote is recorded in the minutes.