

Pharmacology & Therapeutics, it had been agreed to include CHEM 503 in these programs.

(4) REPORT OF COMMITTEE

a) Academic Committee S-11-13

The Academic Committee approved the following on Tuesday, November 22, 2011:

SECTION A: NEW PROGRAM

Geography/McGill School of Environment

- B.A. & Sc. Honours in Sustainability, Science and Society AC-11-20

404.1 Associate Dean Hendren introduced the above new B.A. & Sc. Honours program. She said that it was modeled after the existing B.A. & Sc. Interfaculty Program in Sustainability, Science and Society. Students in the proposed Honours program would be required to complete 60 credits as well as a six-credit Honours thesis. The program would also have to be approved by the Faculty of Arts and by the B.A. & Sc. Program Administration Committee.

Associate Dean Hendren **moved**, seconded by Prof. Moore, that the B.A. & Sc. Honours in Sustainability, Science and Society be adopted.

The motion carried.

SECTION B: PROGRAM CHANGES

(1) Biology/Physiology/Psychology

- Minor in Neuroscience AC-11-15

404.2 Associate Dean Hendren said that the current Minor required more 400- and 500-level courses than was the norm for other minors. The revised Minor fits better with the Major Program in Neuroscience, and has a more appropriate set of core courses than previously.

Associate Dean Hendren **moved**, seconded by Prof. Zuroff, that the changes be approved.

The motion carried.

(2) Geography

- B.Sc. Minor in GIS and Remote Sensing (Renamed from Minor in GIS) AC-11-21

404.3 Associate Dean Hendren said that the Minor was being renamed to reflect its broader content. Furthermore, courses no longer offered had been removed, and replaced with a wider range of relevant courses.

Associate Dean Hendren **moved**, seconded by Prof. Moore, that the changes be approved.

The motion carried.

SECTION C: NEW COURSES

The next question, posed by Senator Han, concerned academic freedom in relation to the strike. Provost Masi began by referring to McGill's interpretation of academic freedom. He noted that academic freedom does not absolve academic staff from performing their academic duties, nor does it confer on professors the freedom to determine where and when their classes will be scheduled.

The final item was a motion from Senator Clare regarding academic amnesty for students. Academic Amnesty includes the right to abstain from participating in academic commitments for reasons of conscientious objection and/or cases of ethical or moral conflict without penalty, such as crossing a picket line. Much discussion and time was spent on debating this motion and various amendments. Deputy Provost Mendelson felt that Senate should not wade into these matters. He considered the motion fundamentally flawed on several counts. First, it confounds what is and is not a right. Second, it cannot be implemented, since the University does not have the capacity at the moment to keep track of this. Third, it would create a serious precedent. Fourth, the motion does not define what a strike is, so it could in principle be used by the students in the course of a strike called by the students themselves. In the end the motion was struck down.

Senate then moved into confidential session to consider the report of the Honorary Degrees and Convocations Committee.

Due to lack of time, 2 agenda items were postponed until a later meeting and 2 reports were listened to and duly adopted.

406.1

Members were interested in whether or not revisions to thesis review procedures would be brought to Senate. However, the issue has apparently not yet been resolved.

Senate Meeting of November 1, 2011 - Prof. John Gyakum

The focus of this meeting was 'to raise awareness of what undergraduate research and scholarship are and how they can contribute to the student experience for all undergraduates at McGill University'.

Prior to the official start of the meeting, a student poster session was held to showcase

Mr. John Watson, a U3 Arts student in English and Art History, discussed his Arts Undergraduate Research Internship Award that provided the opportunity to study impacts of technology on Canadians living in rural areas.

Professor Richard Chromik, Engineering, discussed means of enhancing student engagement in his courses, either through a research project, or with a short paper.

Professor Chris Buddle, Agricultural and Environmental Science, discussed the benefits of providing students with hands-on experience in a field research project, in his Environmental Biology course.

Roundtable discussions followed, with each table addressing the following questions: 1) What indicators should we use to measure progress to our goal of making research a hallmark of the McGill undergraduate experience? 2) What will we have to do differently? How do we make this happen? What are some practical steps that each of us could take? 3) What messages and by what mechanisms can we better communicate to students, faculty, and the community regarding the value of an undergraduate research experience?

Professor Cynthia Weston, Teaching and Learning Services, served as a moderator for each table's input to the discussion.

Provost Anthony Masi synthesized the discussion by linking it to the university's mission as a student-centered educational institution. He pointed out the importance of curiosity-based learning, and that a broad range of undergraduate research opportunities is an important component of students' disciplinary and interdisciplinary experience. The Principal provided closing remarks, and thanked all participants.

406.2

Dean Grant said he was pleased about the progress the Provost's office was making on

