

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
SENATE

The regular meeting of Senate was held on September 10, 2019, at 4:00 p.m. in the Lecture Theatre in the Arts and Administration Building, Room 1046.

1. PRESENT

The President, Dr. N. Golfman, Dr. R. Gosine (for Dr. N. Bose), Dr. R. Shea (for Mr. G. Blackwood), Dr. J. Keshen (via videoconferencing), Dr. M. Abrahams, Dr. S. Bugden, Ms. S. Cleyle, Dr. I. Dostaler, Ms. C. Ennis-Williams, Dr. A. Gaudine, Dr. K. Goodnough, Dr. K. Jacobsen (via videoconferencing), Mr. T. Nault, Dr. M. Piercey-Normore (via videoconferencing), Dr. L. Rohr, Dr. J. Simpson, Dr. M. Steele, Dr. A. Surprenant, Dr. I. Sutherland, Dr. G. Watson, Dr. T. Adey, Ms. A. Ambi, Dr. S. Barkanova (via videoconferencing), Dr. D. Behm, Dr. E. Bezzina (via videoconferencing), Mr. P. Brett, Dr. S. Carr, Dr. G. Cox, Dr. N. Daneshtalab, Mr. D. Duda, Mr. E. Durnford, Professor A. Fisher, Dr. G. Galway, Dr. G. George, Dr. E. Haven, Dr. J. Hawboldt, Dr. R. Haynes, Mr. D. Howse, Dr. K. Korneski, Dr. J. Lokash, Dr. S. MacDonald, Dr. M. Marshall, Dr. S. Matthews, Dr. S. McConnell, Dr. E. Merschrod (via BlueJeans), Dr. J. Munroe, Dr. K. Parsons, Dr. D. Peters, Dr. K. Power, Dr. A. Sarkar, Ms. H. Skanes, Dr. K. Snelgrove, Dr. M. Stordy, Dr. J. Westcott, Dr. R. Whitaker, Dr. M. Woods, Mr. M. Baig, Ms. S. Khalil, Ms. M. Yang, Ms. A. Abu-Awad, Mr. B. Greeley, Ms. K. McLaughlin, Mr. L. O'Neill.

Chair of the Senate Committee on Undergraduate Studies (Standing Invitation)

Dr. Shannon Sullivan

The President welcomed all Senators to this meeting of Senate.

Land acknowledgement:

We respectfully acknowledge the territory in which we gather as the ancestral homelands of the Beothuk, and the island of Newfoundland as the ancestral homelands of the Mi'kmaq and Beothuk. We would also like to recognize the Inuit of Nunatsiavut and NunatuKavut and the Innu of Nitassinan, and their ancestors, as the original people of Labrador. We strive for respectful partnerships with all the peoples of this province as we search for collective healing and true reconciliation and honour this beautiful land together.

Welcome:

New Dean of Education

Dr. Karen Goodnough (effective September 1, 2019)

New Interim Dean of Arts and Science, Grenfell Campus

Dr. Ken Jacobsen

New and Re-elected Senators

Dr. Gerald Galway - Education

Dr. Mary Stordy - Education

Dr. David Behm - Human Kinetics and Recreation

Dr. Kevin Power - Human Kinetics and Recreation

Dr. Jennifer Lokash - Humanities and Social Sciences

Dr. Seamus O'Neill - Humanities and Social Sciences

Mr. Danial Duda - Library

Mr. Paul Brett - Marine Institute

Mr. Cyr Couturier - Marine Institute

Mr. Ed Durnford - Marine Institute

Dr. Steven Carr - Science

Dr. Graham Cox - Science

Dr. Erika Merschrod - Science

Dr. Svetiana Barkanova - Science and Environment (Grenfell Campus)

Dr. Morteza Haghiri - Science and Environment (Grenfell Campus)

**New Memorial University of Newfoundland Students' Union
Representatives**

Ms. Abeer Abu-Awad

Mr. Targiv Sanan Roham

Ms. Antonia Francis

New Graduate Students' Union Representatives

Mr. Mirza Jabbar Aziz Baig

Ms. Min Yang

The President noted that it would be appreciated if when you speak you use the microphone and introduce yourself and your constituency as Grenfell Campus Senators are joining by videoconferencing and otherwise will not be able to hear.

The President noted that Senate is being held in this room today as there is work being done on the roof of the Physical Education building.

The President noted that under Business Arising there are Motions related to the Presidential Search Committee. At the May meeting of Senate, discussion ended due to loss of quorum. The President will step down as Chair for this agenda item and Dr. Surprenant will Chair.

2. APOLOGIES FOR ABSENCE

Apologies were received from Dr. E. Kendall, Dr. S. O'Neill.

3. MINUTES

It was moved by Dr. G. George, seconded by Dr. M. Abrahams, and carried that the Minutes of the regular meeting held on May 14, 2019, be taken as read and confirmed.

4. BUSINESS ARISING

4.1 Motions related to the Presidential Search Committee

The President invited Dr. Surprenant to Chair this item on the agenda.

Dr. Surprenant noted that debate suspended at the May Senate meeting due to lack of quorum.

Motion 2 was moved by Dr. R. Whitaker and seconded by Dr. K. Snelgrove that Senate accept this recommendation.

Motion 2:

WHEREAS, Recent research regarding Presidential searches indicate increasing levels of confidentiality.

See: <https://www.chronicle.com/article/The-Role-of-Confidentiality-in/239935>

RESOLVED, That Senate recommends that the Board of Regents Presidential Search Committee adopt "open" search procedures where identities of short-listed candidates are presented to the University community for consideration and consultation.

The following comments were offered in relation to this Motion:

- Update Senate on procedures since last meeting.
 - Not aware of anything that is not already public.
- No postings of search outcomes.
 - May discuss at next meeting.
- Asking that short-listed names be made available to University community so we can give our feedback. Would give us a sense of involvement.

Motions related to the Presidential Search Committee (cont'd)

- The kind of qualities we want to see in the next President: President who is with us, who talks and listens, and is part of the community.
- Timing of original motion. When motion came to the table in May, we are in a different place now in regards to the search – was a long list now a short list. Is it possible to change process now?
 - Senate does not have power to change but to recommend.
- Is this process used at other Universities? What are the pros and cons?
 - Other Universities have started secret search processes.
 - Stronger candidates if anonymous.
 - There is a mix – most Canadian Universities are going with secret searches.

The motion was put to a vote and defeated.

Motion 3 was withdrawn by Dr. K. Snelgrove.

CONSENT AGENDA

It was moved by Dr. G. George, seconded by Dr. M. Abrahams, and carried that the consent agenda, comprising the items listed in 5-6 below, be approved as follows.

5. Report of the Senate Committee on Undergraduate Studies
- 5.1 School of Arts and Social Science

Page 214, 2019-2020 Calendar, under the heading 13.10.4 Modern Literature, add the following new course as follows:

“4247 The Art of Revolution from the Romantics to Punk examines the relationship between literature and revolutionary moments in social and cultural history from the Romantic period to the present. Covering revolutionary aesthetic movements including Romanticism, Dadaism, Futurism, Modernism, Surrealism, Situationism, and Punk, the course will explore how these movements shaped and were shaped by their social and political contexts.

PR: successful completion of at least 6 credit hours in English courses at the third-year level

(Abbreviated Course Title: Art of Revolution)”

Page 178, 2019-2020 Calendar, under the heading 7.3.1 Bachelor of Arts with Major in English Language and Literature, amend the section as follows:

School of Arts and Social Science (cont'd)

“7.3.1 Bachelor of Arts with Major in English Language and Literature

www.grenfell.mun.ca/english

- The 120 credit hour, 40 course program may be completed on a full or part-time basis as set out under **Table 1 Bachelor of Arts with Major in English Language and Literature**.
- A student must complete Core Program Requirements as outlined under **Grenfell Campus Core Program Requirements**.
- A student must complete an approved concentration of courses known as a Major, an approved concentration of courses known as a Minor, and elective courses to make up the required total of 40 courses, 120 credit hours.
- A student may not use the same course to satisfy the requirements for both a Major and a Minor.
- As an alternative to a Minor, a second Major may be completed and students must meet all general and departmental or program regulations for both Majors.
- A student may devise a Major/Minor of one's own choosing in close consultation with a faculty advisor and with approval of appropriate dean. Such "open" programs must be approved by the School Committee on Academic Appeals.
- Any student enrolled in the Grenfell Campus Bachelor of Arts Degree with a Major in English who has completed the Bachelor of Fine Arts (Theatre) Degree at Grenfell Campus will be considered to have fulfilled the requirements for a Minor in Theatre.

Table 1 Bachelor of Arts with Major in English Language and Literature

<u>Required Courses</u>	<u>Elective Courses</u>
<p>Courses as outlined under Grenfell Campus Core Program Requirements, Breadth of Knowledge Requirement, Literacy Requirement, and Quantitative Reasoning and Analysis Requirement English 1000 and 1001 or equivalent English 2005, 2006, 2007, 3205 or 3206, 3395, 4105</p>	<p>A minor comprised of 8 courses, 24 credit hours chosen from Table 23 Minor Programs Offered by the School of Arts and Social Science, or from Table 5 Minor Program Offered by the School of Fine Arts, or from Table 11 Minor Programs Offered by the School of Science and the Environment. As an alternative to a Minor, a second Major may be completed.</p>
<p>18 credit hours in one of the following concentrations. Within each concentration, there must be a minimum of 6 credit hours at the 3000 level and 6 credit hours at the 4000 level.</p> <p>Canadian Literature Concentration</p>	<p>Elective courses to make up the total of 120 credit hours, other than those required for the Grenfell Campus Core Program Requirement and Major/Minor requirements, may be chosen according to the following guidelines:</p> <p>Any courses in arts, social science, science and fine arts and</p>

English 2146, 4950 and 12 credit hours in Canadian Literature from the following selection: English 2155, 2156, 2905, 3145, 3147, 3148, 3149, 4307, 4825-35.

Dramatic Literature Concentration

English 2350, 2351, 4950 and 9 credit hours in Dramatic Literature from the following selection: English 3021, 3171, 3181, 3205 or 3206 (whichever course has not been used to fulfil the requirements of the English Core), 3275, 4302, 4305, 4307, 4308, 4316, 4317, 4836-44.

Modern Literature Concentration

English 3215, 3216, 4950 and 9 credit hours in Modern Literature from the following selection: English 2215, 2242, 2243, 2244, 2705, 2805, 2870, 2905, 3275, 3810, 3905, 4245, 4246, 4247, 4302, 4305, 4308, 4861-4870, 4905.

Combined Concentration

A total of 18 credit hours from English Concentration Courses which must include:

At least 6 credit hours from one of three concentrations (Canadian, Dramatic, Modern) as specified below and an English 4950 project within the area chosen:

Canadian Literature: 2146 and at least 3 additional credit hours in this concentration or

Dramatic Literature: 2350 or 2351 and at least 3 additional credit hours in this concentration or

- Modern Literature: 3215 or 3216 and at least 3 additional credit hours in this concentration.
- At least 3 credit hours from each of the other two concentrations.

Up to 15 credit hours in other subject areas.

School of Arts and Social Science (cont'd)

Page 182, 2019-2020 Calendar, under the heading 7.3.6 Bachelor of Business Administration, amend Table 6 Bachelor of Business Administration as follows:

Table 6 Bachelor of Business Administration

Term	Required Courses	Elective Courses
• Year 1	<ul style="list-style-type: none"> • BUSN 1010 • BUSN 1020 • Economics 1010 (or the former 2010) • Economics 1020 (or the former 2020) • 6 credit hours in first-year English (students are strongly encouraged to take English 1110) • Mathematics 1000 or Mathematics 1052 	9 credit hours selected from Electives below
• Year 2	<ul style="list-style-type: none"> • BUSN 2020 • BUSN 2100 • BUSN 2110 • BUSN 2200 • BUSN 2250 • BUSN 2300 • BUSN 2310 • <u>Statistics 2500, or Statistics 2550, or Psychology 2925</u> 	6 credit hours selected from Electives below
• Year 3	<ul style="list-style-type: none"> • BUSN 3010 • BUSN 3030 • BUSN 3300 • BUSN 3410 • BUSN 3500 • BUSN 3600 	12 credit hours selected from Electives below
• Year 4	<ul style="list-style-type: none"> • BUSN 4010 • BUSN 4040 • BUSN 4070 	21 credit hours selected from Electives below

Electives

- ~~a minimum of 15 credit hours but no more than 24 credit hours shall be chosen from **Table 11 Business Electives**. These credit hours may be completed in any semester or year of the program.~~
- ~~a minimum of 24 credit hours but no more than 33 credit hours, other than those listed in **Table 11 Business Electives**, may be chosen to make up the total of 120 credit hours required for the degree. These credit hours shall be completed in any semester or year of the program.~~
 - Students pursuing an Economics minor must complete a minimum of 18 credit hours and a maximum of 30 credit hours chosen from Table 11 Business Electives. In addition, a minimum of 18 credit hours and a maximum of 30 credit hours must be chosen from courses other than those listed in Table 11

Business Electives to make up the total of 120 credit hours required for the degree. These credit hours shall be completed in any semester or year of the program.

- Students not pursuing an Economics minor must complete a minimum of 15 credit hours and a maximum of 24 credit hours chosen from Table 11 Business Electives. A minimum of 24 credit hours and a maximum of 33 credit hours must be chosen from courses other than those listed in Table 11 Business Electives to make up the total of 120 credit hours required for the degree. These credit hours shall be completed in any semester or year of the program.

Page 187, 2019-2020 Calendar, under the heading 7.3.6.10 Articulation Agreement – Bachelor of Business Administration for Graduates of the Two-Year Business Administration (Economics) Associate Degree Program Offered by the St. John’s College Junior College, Belize, amend Table 16 Bachelor of Business Administration for Graduates of the Two-Year Business Administration (Economics) Associate Degree Program Offered by the St. John’s College Junior College, Belize as follows:

Table 16 Bachelor of Business Administration for Graduates of the Two-Year Business Administration (Economics) Associate Degree Program Offered by the St. John’s College Junior College, Belize

Term	Required Courses	Elective Courses
Year 1	<ul style="list-style-type: none"> • BUSN 1020 • BUSN 2020 • BUSN 2100 • BUSN 2110 • BUSN 2200 • BUSN 2300 • BUSN 2310 • Mathematics 1052 or 1000 	6 credit hours selected from Electives below
Year 2	<ul style="list-style-type: none"> • BUSN 3010 • BUSN 3300 • BUSN 3410 • BUSN 3600 • BUSN 4010 • BUSN 4040 • BUSN 4070 • Statistics 2500, or Statistics 2550, or Psychology 2925 	6 credit hours selected from Electives below
Electives		
<ul style="list-style-type: none"> • 3 credit hours chosen from Table 11 Business Electives which may be completed in any semester or year of the program • 9 credit hours other than those listed in Table 11 Business Electives which may be completed in any semester or year of the program 		

School of Arts and Social Science (cont'd)

Page 207, 2019-2020 Calendar, under the heading 13.4.1 Core Program Course Descriptions, amend the section as follows:

“3410 Operations Management teaches fundamental concepts regarding the nature, design and management of the operations function of organizations. Focus will be on capacity planning, forecasting, quality management, inventory management, and material requirements planning.

CR: Business 3401, the former Business 5400

PR: Statistics 2500 or equivalent

3500 Financial Management I introduces the concepts of financial management in Canadian capital markets. Focus will be on financial analysis and forecasting; working capital management; time value of money; and financing options.

CR: Business 4500, the former Business 4110

PR: Economics 1010 (or the former 2010), and Statistics 2500 or equivalent”

Page 208, 2019-2020 Calendar, under the heading 13.4.2 Business Electives Course Descriptions, amend the section as follows:

“4210 Marketing Research is designed to help students develop an understanding of the value of marketing research in strategic decision making. Students will become familiar with different methods and tools for collecting, analyzing, and interpreting data in a marketing research context.

CR: Business 5220, the former Business 6200

PR: Statistics 2500 or equivalent, and BUSN 2250 or Business 2210 or the former Business 2201”

5.2 Faculty of Humanities and Social Sciences

Page 369, 2019-2020 Calendar, under the heading 15.16 History, add the following new course as follows:

“3808 The World at War: 1939-45 examines how World War II marked an end to twenty years of a broad European peace and a reversal of the international political order established after the First World War. It examines the conflict from many different perspectives to reveal how this conflict was partly shaped by the first half of the twentieth century and how it shaped the second half of it. The emphasis is on the war’s global nature.

(Abbreviated Course Title: World at War: 1939-45)”

Faculty of Humanities and Social Sciences (cont'd)

Page 369, 2019-2020 Calendar, under the heading 15.16 History, amend the section as follows:

“3800-3830 (Excluding 3801, 3806, 3807, 3808, 3811, 3813, 3821, 3822 and 3826) Contemporary Problems in Historical Perspective is an analysis of developments leading to a contemporary issue or problem selected each year or semester. Aspects to be studied will be posted on the Department of History website.

CR: credit may be obtained for only one of HIST 3016 and HIST 3803”

5.3 Faculty of Engineering and Applied Science

Page 123, 2019-2020 Calendar, under the heading 4.2 Complementary Studies, amend Clause 2 as follows:

2. The Complementary Studies component is the same for all programs and consists of a minimum of 21 credit hours as follows:

- English 1090 or the former English 1080 or English 1020
- Engineering 3101
- Engineering 4102 ~~must be completed before Term 6 in the Civil and Process majors, and must be completed before Term 7 in all other majors~~ (which is a prerequisite for required courses in Term 6 in the Civil and Process majors, and for required courses in Term 7 in all other majors)

⋮

Page 142, 2019-2020 Calendar, under the heading 11.5 Academic 5 Courses, amend the section as follows:

“5800 Electrical Engineering Design students work, normally in pairs, on small design projects that require them to follow a hierarchical design process including general product definition, specifications and requirements, functional-block diagrams, specification of functional blocks for circuit-level synthesis and implementation, system integration, simulation or modelling, testing and verification. The small projects are designed to encourage and motivate students to learn and practise the process of design. The course culminates in a large design project.

CO: ENGI 5821, ENGI 5854. There is no co-requisite for students completing a minor in Applied Science - Electrical Engineering

LC: 18 lecture hours per semester

LH: ten 3-hour sessions per semester

OR: meetings with project supervisor as required

PR: ENGI 4841, ENGI 4854, ENGI 4862”

Faculty of Engineering and Applied Science (cont'd)

Page 144, 2019-2020 Calendar, under the heading 11.6 Academic Term 6 Courses, amend the section as follows:

“6046 Marine Engineering Systems (same as the former ENGI 7045) examines shafting system design; shafting system vibration analysis, study of exciting forces and moments, and balancing of reciprocating and rotating machinery; heat transfer and marine heat exchangers; incompressible fluid flow and piping system design and selection of appropriate pumping devices.

CH: 4

CO: ~~ENGI 6933~~

CR: the former ENGI 7045

LC: 4

LH: 1

PR: ENGI 3901, ENGI 5034

6929 Mechanical Component Design I (same as the former ENGI 5927) examines adequacy assessment and synthesis of machine elements with a focus on failure prevention, safety factors, and strength; static failure and fatigue analysis of components. Topics include the design of power screws, bolted connections, welds, and shafts.

CR: the former ENGI 5926 or 5927

OR: at least eight 3-hour computer laboratory sessions per semester

PR: ENGI 4312 or ENGI 4934”

Page 145, 2019-2020 Calendar, under the heading 11.7 Academic Term 7 Courses, amend the section as follows:

“7003 Small Craft Design (same as the former ENGI 8003) presents fundamentals of naval architecture and design methodology for small craft. Emphasis is on recreational craft, with special emphasis on sailing vessels. Construction materials, scantlings, performance prediction and seaworthiness are covered. Design problems unique to small craft such as mast design, sail area determination and performance prediction are covered. Students will do a small craft design of their choice. Small weekly design studies will be required.

CO: ~~the former ENGI 7035~~

CR: the former ENGI 8003

PR: ENGI 6036 or the former ENGI 7035”

6. Senate Committee on Elections and Committees

6.1 Names for Membership on Senate Standing Committees

The Committee on Senate Elections and Committees approved the following membership on the following Senate Standing Committees:

Names for Membership on Senate Standing Committees (cont'd)

For a term expiring April 30, 2020:

Committee on Academic Appeals

Liam O'Neill, Director of External Affairs (MUNSU student representative)

Alyssa Gulliford, Director of Student Life (MUNSU student representative)

For a term commencing September 1, 2019, and expiring August 31, 2022:

Committee on Academic Appeals

Jennifer Lokash (English)

6.2 Names for Membership on Senate Standing Committees - MUNSU

The Committee on Elections and Committees approved the following membership on Senate Standing Committees for a term expiring April 30, 2020:

University Planning and Budget Committee

Jil Medon (MUNSU student representative)

Academic Unit Planning Committee

Katherine McLaughlin (MUNSU student representative)

Committee on Academic Appeals

Liam O'Neill (MUNSU student representative)

Alyssa Gulliford (MUNSU student representative)

Committee on Course Evaluation

Brad Greeley (MUNSU student representative)

Committee on Honorary Degrees and Ceremonial

Jil Medon (MUNSU student representative)

Committee on Research

Alyssa Gulliford (MUNSU student representative)

Committee on Undergraduate Scholarships, Bursaries and Awards

Alyssa Gulliford (MUNSU student representative)

Committee on Undergraduate Studies

Katherine McLaughlin (MUNSU student representative)

Brad Greeley (MUNSU student representative)

6.3 Names for Membership on Senate Standing Committees – MUNSU

The Committee on Elections and Committees approved the following membership on Senate and Senate Standing Committees for a term expiring April 30, 2020:

Senate

Abeer Abu-Awad (MUNSU student representative)
Targiv Sanan Roham (MUNSU student representative)
Antonia Francis (MUNSU student representative)

Teaching and Learning Committee

Kyle Phillips (MUNSU student representative)

University Committee on Admissions

Shane Pope (MUNSU student representative)

Committee on Elections and Committees

Targiv Sanan Roham (MUNSU student representative)

Committee on Academic Appeals

Colby Hurshman (MUNSU student representative)
Antonia Francis (MUNSU student representative)

6.4 Names for Membership on Senate Standing Committee – GSU

The Committee on Elections and Committees approved the following membership on Senate and Senate Standing Committees for a term expiring April 30, 2020:

Senate

Sarah Khalil (GSU student representative)
Mirza Jabbar Aziz Baig (GSU student representative)
Min Yang (GSU student representative)

Academic Unit Planning Committee

Min Yang (GSU student representative)

Committee on Academic Appeals

Sarah Khalil (GSU student representative)

Committee on Course Evaluation

Min Yang (GSU student representative)

Committee on Elections and Committees

Narendra Singh (GSU student representative)

Committee on Honorary Degrees and Ceremonial

Sarah Khalil (GSU student representative)

Names for Membership on Senate Standing Committee – GSU (cont'd)

Committee on Research

Mirza Jabbar Aziz Baig (GSU student representative)

Executive Committee of Senate

Sarah Khalil (GSU student representative)

Teaching and Learning Committee

Mirza Jabbar Aziz Baig (GSU student representative)

University Planning and Budget Committee

Saeel Abbas

REGULAR AGENDA

7. Report of the Senate Committee on Undergraduate Studies

7.1 Faculty of Humanities and Social Science

It was moved by Mr. D. Howse, seconded by Dr. S. Carr, and carried that on page 331, 2019-2020 Calendar, under the heading 14.15.3 Major in Philosophy, amend the section as follows:

“14.15.3 Major in Philosophy

In addition to meeting the requirements listed under Program Regulations - General and Honours Degrees, to complete a B.A. with a Major in Philosophy, students must complete a minimum of 36 credit hours in Philosophy courses as follows:

1. 3 credit hours in Philosophy 2010 or 2020;
2. 3 credit hours in Philosophy 2030;
3. 3 credit hours in Philosophy 2040 or 2050 (or the former 3400);
4. 6 credit hours in Philosophy 2201, 2205, or 2215;
5. 9 credit hours at the 3000-level;
6. 6 credit hours at the 4000-level; and,
7. 6 additional credit hours at any level. Normally these will include 3 credit hours at the 1000-level.”

Page 331, 2019-2020 Calendar, following section 14.15.4 Minor in Philosophy, insert the following new section as follows:

“14.15.5 Joint Major in Philosophy

As an alternative to a minor, a student may choose to complete a major in Philosophy and a major in another eligible program in the Faculty of Humanities and Social Sciences. The Joint Major Program requires 3 fewer credit hours in each participating major as prescribed in each program’s Calendar entry. For the joint major in Philosophy, 3 fewer

Faculty of Humanities and Social Science (cont'd)

credit hours shall be required to fulfill clause 7 of the Major in Philosophy above.”

Page 331, 2019-2020, amend the heading **14.15.5 Honours in Philosophy** as follows:

“14.15.56 Honours in Philosophy”

Page 331, 2019-2020, following section 14.15.6 Honours in Philosophy, insert the following new section 14.15.7 Joint Honours in Philosophy and renumber of the sections that follow as follows:

“14.15.7 Joint Honours in Philosophy

An Honours degree provides students with a more in-depth education in the discipline of Philosophy and additional research and writing skills. An Honours degree may be required for admission to a graduate program and is useful preparation for law and other professional fields. Students considering the Honours program are encouraged to apply before their fourth semester. Admission to the program is in accordance with [UNIVERSITY REGULATIONS](#) and the **Regulations for the Honours Degree of Bachelor of Arts**. A student’s program for Joint Honours must be approved by each Head of Department involved, and conform to the Faculty of Humanities and Social Sciences General Regulations for Joint Honours degrees.

In addition to meeting the general requirements of the degree, to complete a B.A. (Joint Hons.) in Philosophy, students must complete a minimum of 45 credit hours in Philosophy courses as follows:

1. 3 credit hours in Philosophy 2010 or 2020;
2. 3 credit hours in Philosophy 2030;
3. 3 credit hours in Philosophy 2040 or 2050 (or the former 3400);
4. 6 credit hours in Philosophy 2201, 2205, or 2215;
5. Philosophy 3010 or 3020; 3230 or 3231; 3410; 3420; and 9 additional credit hours at the 3000-level;
6. Philosophy 4998 or 4999; and 6 additional credit hours in Philosophy at the 4000-level;
7. If a student opts to take the comprehensive exam or honours thesis in the other discipline, the student will take a minimum of 42 credit hours in Philosophy courses.

14.15.68 Regulations for the International Bachelor of Arts (iBA)

14.15.79 Previous Calendar Regulations

Faculty of Humanities and Social Science (cont'd)

14.15.810 Major and Minor in Medieval Studies

14.15.810.1 Advising

14.15.810.2 Declaring the Major and Minor in Medieval Studies

14.15.810.3 Regulations for the Major in Medieval Studies

14.15.810.4 Regulations for the Interdisciplinary Minor in Medieval Studies

14.15.810.5 Course List

14.15.810.6 Previous Calendar Regulations

14.15.810.7 Diploma in Humanities”

8. Web Links in the University Calendar for ESL Program (St. John’s)

A memorandum dated April 19, 2019, was received from Tanya Lynn Davis, Director, English as a Second Language Programs, and Jennifer Porter, Deputy Registrar (Operations and Academic), regarding providing web links in the University Calendar for the English as a Second Language Program (St. John’s Campus) and delete the reference to ESL in the English Department of the St. John’s section of the University Calendar.

It was moved by Dr. J. Lokash, seconded by Dr. M. Steele, and carried to grant the University Registrar or delegate, the authority to have all detailed information on the English as a Second Language Programs at Memorial University’s St. John’s Campus displayed in the University Calendar through a web link and to modify the Calendar language to reflect this change.

Page 39, 2019-2020 Calendar, under the heading 4.2.3 Memorial University of Newfoundland’s Intensive English Program, amend the section as follows:

“4.2.3 Memorial University of Newfoundland's Intensive English Program

~~Applicants are required to successfully complete Memorial University of Newfoundland's Intensive English Program (IEP) assessment with an acceptable score, as noted below under **Standardized Tests**, on the CAEL administered by the University. Information regarding Memorial University of Newfoundland's IEP can be found in the **Faculty of Humanities and Social Sciences** or the **Grenfell Campus** sections of the Calendar.~~

Web Links in the University Calendar for ESL Program (St. John's)
(cont'd)

Applicants who have provisional acceptance to Memorial University, but have not attained the English language proficiency requirements to be admitted, have the opportunity to take part in the Memorial University of Newfoundland's Intensive English Program (IEP). Applicants in the IEP may provide evidence of reaching the required English language proficiency by way of their performance in their IEP coursework, or by achieving an acceptable score on an institutionally recognized test or one of the standardized tests stated below. Information regarding Memorial University of Newfoundland's IEP can be found at www.mun.ca/esl/ or the **Grenfell Campus** sections of the Calendar.”

Page 311, 2019-2020 Calendar, under heading 14.7 English as a Second Language, amend the section as follows:

“14.7 English as a Second Language

www.mun.ca/esl

~~English as a Second Language course descriptions are found at the end of the Faculty of Humanities and Social Sciences section under **Course Descriptions, English as a Second Language.**~~

~~The English as a Second Language Office, affiliated with the Department of English, and under the auspices of the Faculty of Humanities and Social Sciences, offers year-round programs for adult students wishing to improve their English language skills and learn about Canadian culture. These include:~~

- ~~1. A five-week intensive English Language Summer School program;~~
- ~~2. English language preparation for students enrolled in graduate programs such as the Master's in Business Administration and Master's of Engineering;~~
- ~~3. Tutorials, workshops, and conversation programs for current Memorial University of Newfoundland students in undergraduate and graduate degree programs;~~
- ~~4. Custom designed language and culture programs for schools, universities, or businesses. These can be developed on contract and are either for general learning purposes or to suit the needs of specific disciplines or professions; and~~
- ~~5. Twelve-week non-credit Intensive English Programs which are offered year-round on a semesterized basis.~~

~~Information regarding the above services is available from the Director of English as a Second Language Programs at Memorial University of~~

Web Links in the University Calendar for ESL Program (St. John's)
(cont'd)

Newfoundland. Information regarding the **Intensive English Programs** is provided below.

14.7.1 Intensive English Program

Memorial University of Newfoundland's full-time, non-credit Intensive English Program (IEP) is designed to improve English language skills for academic, professional and personal purposes. Reading, writing, speaking and listening skills are covered, and workshops on culture and social activities promoting integration with the local community also form part of the program. The program focuses on the skills essential for academic success: reading, writing, vocabulary, grammar, listening, and speaking. The program also includes workshops on culture and various professional skills, and social activities to promote integration with the local community.

The IEP is offered at intermediate beginner to advanced levels (1-6) in each of the Fall, Winter, and Spring terms. The program consists of two five required courses: English as a Second Language 011F, Core Intensive English, and English as a Second Language 012F, Speaking, Listening, and Culture. Students admitted to the IEP must normally register for both courses each semester. Grammar, Vocabulary, Reading and Writing, Conversation through Canadian Content, and Academic Listening and Notetaking. Refer to 15.7 for a list of courses and descriptions. Students wishing to complete the Intensive English Program in preparation for admission to Memorial University of Newfoundland as undergraduate degree students may apply for this program at the same time as they apply for admission to undergraduate studies. Subject to **General Academic Regulations (Undergraduate), Admission/Readmission to the University (Undergraduate)**, governing admission for undergraduate studies, and the regulations in place for admission to specific programs, students may be provisionally admitted for studies at an undergraduate level in an upcoming term if they are currently enrolled in the Intensive English Program. The **General Academic Regulations (Undergraduate), Admission/Readmission to the University (Undergraduate)**, governing Admission/Readmission to this University, also contained in this Calendar, should be reviewed carefully by students as well.

1. Final admission for provisionally admitted students will be subject to successful completion of the Intensive English Program with an acceptable score on the Canadian Academic English Language (CAEL) Assessment on an institutional test accepted and The CAEL Assessment is administered as part of the Intensive English Program at the end of each semester, or any of the standardized tests mentioned in 4.2.4 Students enrolled in the Intensive English Program may be considered for

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~~enrolment in the Intensive English Bridge Program under the conditions described as the Admission requirements for that program. Students may also be recommended for admission based on performance in the IEP/IBP program.~~

~~Students at any level in the program may take the CAEL Institutional Assessment at the end of the semester. The number of semesters of Intensive English study required to achieve a student's desired level of proficiency will vary according to the student's initial proficiency level and individual progress rate.~~

14.7.1.1 Admission Requirements

Applicants to the Intensive English Program:

- ~~1. must be at least 18 years old, and~~
- ~~2. must hold a valid high school diploma, and~~
- ~~3. should have an elementary level of English proficiency.~~

~~Applications for the Intensive English Program are available at www.mun.ca/esl.~~

14.7.1.2 Program Requirements

- ~~1. Full participation is an essential part of the language learning process in this program. For this reason regular attendance is required. No more than 10% of instructional days may be missed without documented reasons that are acceptable to the Director of English as a Second Language programs. Students who fail to meet the minimum attendance requirements may not be permitted to re-enroll in the IEP in the following semester, if their attendance is considered egregious by the ESL Director.~~
- ~~2. Evaluation of students may include, but not be limited to, any or all of the following: projects, assignments, quizzes, oral presentations, and class participation.~~

14.7.2 Intensive English Bridge Program (IEBP)

~~The Intensive English Bridge Program (IEBP) is intended for applicants to Memorial University of Newfoundland who have been provisionally admitted as undergraduate students and who are students in the advanced level of the Intensive English Program (IEP). Prove an advanced level of language proficiency determined by a placement test. It requires approximately 25 of classroom language instruction in reading, writing, grammar, and listening, advanced writing, reading, listening, and speaking skills. The emphasis is on English for Academic Purposes. Students in this~~

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~~program may register concurrently for an undergraduate credit course pre-determined by the Director of English as a Second Language Programs. Refer to 15.7 for a list of courses and descriptions.~~

14.7.2.1 Admission

~~Students for the Intensive Bridge Program must be at least 18 years old, hold a valid high school diploma, and have met one of the following conditions:~~

- ~~1. been provisionally accepted to undergraduate studies at Memorial University of Newfoundland;~~
- ~~2. achieved an average of Band 40 in the CAEL with a Writing sub-score of at least 40, a paper-based TOEFL score of 520, a 312 Faculty of Humanities and Social Sciences 2019-2020 computer-based TOEFL score of 190, an iBT TOEFL score of 68, or an IELTS score of 5.5 with no sub-score less than 5; and~~
- ~~3. achieved a grade of "C" or better with a satisfactory attendance level (90%) in both ENGS 011F and ENGS 012F if enrolled in the Intensive English program in the previous semester.~~

- ~~1. successfully completed level 6 of the Intensive English Program (ESL)~~
- ~~2. proven proficiency determined by a placement test administered by English as a Second Language Programs.~~

~~A student may be considered as a candidate for the Intensive Bridge Program under the following conditions:~~

14.7.2.2 Program Requirements

~~Students admitted to the Intensive English Bridge Program must register for all classes in the program the course English as a Second Language 011F. Refer to 15.7 for a list of courses and descriptions.~~

- ~~1.~~
- ~~2. Students in this program may normally register for no more than one credit course, pre-determined by the Director of English as a Second Language Programs.~~
- ~~3. Students may register in the Intensive English Bridge Program for a maximum of two semesters.~~
- ~~4. Full participation is an essential part of the language learning process in this program. For this reason regular attendance is required. No more than 10% of instructional days may be missed without documented reasons that are acceptable to the Director of English as a Second Language programs. Students who fail to meet the minimum attendance requirements may not be permitted to re-enroll in the IEBP in the following semester. if there attendance is considered egregious by the ESL Director.~~

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Page 358, 2019-2020 Calendar, under the heading 15.7 English as a Second Language, amend the section as follows:

~~“15.7 English as a Second Language~~

~~**011F Core Intensive English Program** covers reading through a variety of types of texts, vocabulary development, writing development, and academic listening and note taking skills. Students will be placed into appropriate sections following a placement test.~~

~~**012F Speaking, Listening, and Culture** includes development of speaking and listening abilities through a wide variety of tasks and communicative activities, including discussions, debates, conversation, role plays, and presentations. Listening activities promote comprehension of rapid conversational English, while discussion topics enrich students' understanding of Canadian culture. Students will be placed into appropriate sections following a placement test.”~~

9. Establishment of Husky Centre of Excellence in Sales Supply Chain Management

A proposal to establish the Husky Centre of Excellence in Sales and Supply Chain Management was received from Dr. Isabelle Dostaler, Dean, Faculty of Business Administration.

The President invited Dr. Dostaler, Dean, Faculty of Business Administration, to present this item.

Dr. Dostaler noted that this has been a long process and has gone through the normal channels. It has been reviewed and approved by the Planning and Budget Committee. The Centre is independently funded. There will be opportunities for student co-op and help small local businesses. They will be able to support executive training.

The vision for the proposed Husky Centre of Excellence in Sales and Supply Chain Management is to increase the Faculty of Business Administration's (FBA) contribution to the understanding and application of world-class practices in global supply chain and logistics management, and in personal selling and sales management. The Centre will support experiential learning activities, the development and implementation of new curriculum, executive training, and applied research projects to achieve three objectives:

1. Enhanced preparation of graduates for careers that require education in global supply chain and logistics management.

Establishment of Husky Centre of Excellence in Sales Supply Chain Management (cont'd)

2. Identification and amelioration of supply chain, logistics, and sales management issues and challenges facing the offshore petroleum industry and other sectors (e.g. forestry, mining, fishing, agriculture, construction, and manufacturing) in which Newfoundland and Labrador is active, as well as the companies operating in arctic and harsh environments.
3. Increased understanding of the impact of digitization and changing customer needs on the offshore petroleum industry throughout the value chain and asset lifecycle management.

It was moved by Dr. Dostaler, seconded by Dr. Rohr, and carried that this proposal be approved for recommendation to the Board of Regents for final approval.

10. Labrador Institute becoming an Academic Unit

A proposal for the transition of the Labrador Institute into an Academic Unit, based on the recommendations of the Labrador Institute Strategic Task Force, and with the approval of the President and Vice-Presidents' Council, was received from Dr. Ashlee Cunsolo, Director, Labrador Institute of Memorial University.

For 40 years, the Labrador Institute has been offering high-quality and leading-edge research and education that is by and for the North. As one of the only university-based units in the North in Canada, the Labrador Institute holds an important spot in the higher education landscape in the country—one that is Indigenous-led, place-based, responsive to community needs and priorities, and dedicated to high-quality, locally-appropriate, and culturally-relevant programming. They are strongly embedded in community in all they do, and work closely with the Innu and Inuit governments and organizations in Labrador on shared programming, research, and outreach activities.

In order to continue to meet the ever-growing demand for university- and post-graduate- level educational offerings in Labrador, the Labrador Institute has been leading a strategic Task Force since July 2018 to assess the opportunities for growth and development in Labrador, as well as Memorial's roles and responsibilities in the region.

The Task Force completed its mandate in March 2019, with a unanimous recommendation to transition to Labrador Institute into an academic unit, and strike a Labrador Campus Development Working Group. With acceptance of this report by President Gary Kachanoski, these recommendations went to Vice-Presidents' Council for vote on July 9, 2019. Vice-Presidents' Council approved these recommendations, and

Labrador Institute becoming an Academic Unit (cont'd)

recommended we seek Senate approval for the transitioning of the Labrador Institute into an Academic Unit, in order to begin the process of designing, and eventually delivering, programs in Labrador.

Through the growth and development of the Labrador Institute, Memorial University is uniquely situated in the country to lead the way on Northern sovereignty in research and education. The transition of the Labrador Institute into an Academic Unit directly aligns with important initiatives at Memorial University, including the Indigenization Strategy, the new partnership with Nunavut Arctic College, a movement for cluster hiring of Indigenous faculty, and renewed emphasis on enhancing and strengthening relationships with First Nations, Inuit, and Métis throughout the Province, including the creation of a new subcommittee of the Council of Higher Education on Indigenization. A Labrador Campus is not only important for Labrador, but it will make Memorial University, stronger, more diverse, and more inclusive.

Labrador is also primed for this growth; it has a young and growing population, a burgeoning economy, and a clear need, and repeated requests, for expanded University infrastructure in the region. Labrador is on a long-term, upward social, economic, and self-determination trajectory, and the growth and expansion of Memorial University in Labrador, in partnership with the Innu Nation, the Nunatsiavut Government, and the NunatuKavut Community Council, would become a core pillar of this growth and development, and an exemplar of University-Community relationships in the country.

The President invited Dr. Cunsolo to present this proposal. Dr. Cunsolo gave a power-point presentation on the Labrador Institute. (Copy attached to original of minutes)

Motion 1:

It was moved by Dr. S. Bugden and seconded by Mr. L. O'Neill, that the Labrador Institute become an academic unit subject to Senate approving the Labrador Institute's constitution.

The floor was then opened up for questions/comments from Senators which included:

- How many full-time academic faculty?
 - Two and they are joint appoint appointments
- What capacity do you need to have Faculty members to have an academic unit?
 - They need academic unit status first before they can move forward and develop into a more standard looking unit

Labrador Institute becoming an Academic Unit (cont'd)

- Will you be looking at health outcomes from Labrador?
 - There is a plan to expand the work that is already being done in Labrador
- There is opportunity to grown faculty and staff. What is the relationship with CNA?
 - They have been in early discussions. Already work with but CNA wants to do more if they get academic status
 - There is a lot of opportunities to grow programs but they need status first. They will grow the programs that are of interest to the local communities.
- Confused about the process?
 - Needs to be an academic unit before they can talk about courses and programs. Can't bring proposals forward until it is an academic unit.
- Cost Neutrality? Where does the resources come from?
 - It is not a faculty – no Dean. It is an academic unit. It will have the ability to put forward a plan for development. Proposals will come back to Senate.
 - They are working on the creation of an operating budget. Doing a lot of work. They have some revenue ideas generating.
- Programs are already doing very well. There are strong fieldwork relationships. Indigenizing the academy.

The motion was put to a vote and carried.

Motion 2:

It was moved by Dr. S. Bugden, seconded by Dr. N. Daneshtalab, that Senate supports the Labrador Institute's strategic plan to become an academic campus of Memorial University subject to the report of the Labrador Campus Development Working Group being endorsed by Senate.

The motion was put to a vote and carried.

11. Academic Amnesty – Worldwide Strike for Climate Action

The following motion was received from Robin Whitaker, Senator for Humanities and Social Sciences:

WHEREAS the evidence of rapid destructive climate change is incontrovertible, with the earth's land having already warmed by more than 1.5 degrees Celsius since the Industrial Revolution according to the Intergovernmental Panel on Climate Change; and

Academic Amnesty – Worldwide Strike for Climate Action (cont'd)

WHEREAS the negative consequences of climate change are already being felt worldwide through extreme weather, rising sea levels and, notably for this province, diminishing Arctic sea ice and a rapidly heating Arctic, among other changes; and

WHEREAS addressing climate breakdown urgently requires determined and coordinated action; and

WHEREAS Young people and students are taking leadership on confronting these issues where previous generations have failed to do so; and

WHEREAS Memorial University has a special obligation to the people of the province and a duty to its students and their future; and

WHEREAS the student-led Fridays for Future St. John's is organizing a Demonstration on September 27, 2019 as part of the worldwide strike for climate action; and

WHEREAS the student strikers have asked for the support and solidarity of older generations;

Therefore

It was moved by Dr. R. Whitaker that BE IT RESOLVED THAT Senate encourage academic units and professors to grant Academic Amnesty on September 27 2019 to all students of all Memorial University campuses, insofar as academic units and professors remain flexible in making alternate arrangements, including rescheduling examinations and the deadlines for submission of assignments, and in adopting any other required forms of leniency for students who are absent from classes on September 27 2019 so that they may freely participate in the global strike for climate action without fear of academic repercussions; and

BE IT FURTHER RESOLVED THAT this offer of Academic Amnesty be communicated to students and faculty by Memorial University.

The motion was seconded by Ms. K. McLaughlin and carried.

12. Remarks from the Chair

The President commented on the following:

- Enrolment up by 2% overall.
- Engagement with Post-Secondary Review Committee.
- No news on Pension.

13. ADJOURNMENT

The meeting adjourned at 5:55 p.m.

CHAIR

SECRETARY