

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
SENATE

The regular meeting of Senate was held on June 9, 2020, at 4:00 p.m. via Webex.

91. PRESENT

The President, Dr. M. Abrahams, Dr. N. Bose, Mr. G. Blackwood, Dr. J. Keshen, Dr. D. Hardy Cox, Dr. S. Bugden, Dr. S. Cadigan, Ms. S. Cleyle, Dr. I. Dostaler, Dr. M. Hunter (for Ms. C. Ennis-Williams), Dr. T. Fridgen, Dr. A. Gaudine, Dr. K. Goodnough, Dr. T. Hennessey, Dr. K. Jacobsen, Dr. G. Naterer, Mr. T. Nault, Dr. M. Piercey-Normore, 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, Dr. D. Behm, Mr. P. Brett, Dr. J. Brittain, Dr. S. Carr, Mr. C. Couturier, Dr. G. Cox, Dr. R. Croll, Dr. N. Daneshtalab, Dr. G. Galway, Dr. G. George, Dr. M. Haghiri, Dr. E. Haven, Dr. J. Hawboldt, Dr. R. Haynes, Mr. D. Howse, Dr. E. Kendall, Dr. K. Korneski, Dr. B. LeFrancois, Dr. J. Leibel, Dr. J. Lokash, Dr. S. MacDonald, Dr. M. Marshall, Dr. S. Matthews, Dr. S. McConnell, Dr. E. Merschrod, Dr. S. O'Neill, Dr. D. Peters, Dr. K. Power, Dr. A. Sarkar, Dr. C. Schiller, Ms. H. Skanes, Dr. K. Snelgrove, Dr. M. Stordy, Mr. M. Waller, Dr. J. Westcott, Dr. R. Whitaker, Mr. M. Zamanlou, Mr. H. Basemah, Mr. D. Dunphy, Ms. A. Francis, Ms. K. McLaughlin, Ms. J. Richards, Mr. D. Semerad.

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 Graduate Students' Union Representatives

Mirza Jabbar Aziz Baig
Mohammad Zamanlou

Dr. Ashlee Cunsolo, Dean of the Labrador Institute

Ms. Catharyn Andersen, Special Advisor on Indigenous Affairs, for Agenda Item #3. Remarks from the Special Advisor on Indigenous Affairs

Dr. Ian Sutherland, Dean, School of Music, and Ms. Emily Wooley, Manager, Policy and Planning, Department of Human Resources, for Agenda Item #6. MUN Strategic Planning

From Grenfell Campus for Agenda Item #5.B. New PhD in Transdisciplinary Sustainability Program:

Garrett Richards
Mumtaz Cheema
Lakshman Galagedara
Mano Krishnapillai
Louise McGillis
Gabriela Sabau
Olga Vasilyeva
Kelly Vodden

Dr. Max Liboiron, Associate Vice-President (Indigenous Research), for Agenda Item #7. Research Impacting Indigenous Groups

The President noted that it would be appreciated if you please introduce yourself and your constituency when addressing Senate. Keep your microphone on mute unless you are speaking. If you wish to speak on an item, please use the comment feature in WebEx to identify that you wish to speak. Senators who call in will be given an opportunity to make comments before a vote is taken. Please be patient, there may be some small technical glitches. For motions of substance, we will use the WebEx feature. You will have approximately 30 seconds to vote on each motion. The chat feature should only be used to request to speak on a motion. Please do not engage in debate or other discussion in the chat.

92. APPROVAL OF AGENDA

It was moved by Dr. I. Sutherland, seconded by Mr. D. Howse, and carried to adopt the agenda.

93. MINUTES

It was moved by Dr. I. Sutherland, seconded by Mr. D. Howse, and carried that the Minutes of the regular meeting held on May 12, 2020, be taken as read and confirmed.

94. Remarks from the Chair

The president continues to meet with various groups since the last meeting of Senate. She has met with union representatives, faculties and schools, donors and all levels of government. Continues meeting new people daily to help advance the university.

Spoke at a number of events held in place of Convocation including Hats Off.

Connecting with the province on how Memorial can support economy recovery.

Looking to put out a call on campus beautification while still recognizing the need to invest in deferred maintenance.

Spring enrolment numbers are higher; an initiative, called Kick Start, was launched to allow incoming Grade 12 students to take a course during the Spring Semester.

Spoke to her comments on the Oil and Gas industry and that they are not in opposition to the climate pledge Memorial has signed.

Planning a community outreach tour for July.

Announced that Memorial will observe June Day instead of Discovery Day.

95. Remarks from the Special Advisor on Indigenous Affairs

The President invited Ms. Catharyn Andersen, Special Advisor on Indigenous Affairs, to give her remarks.

Ms. Andersen thanked Dr. Timmons for giving her time to address Senate. She would like to speak about Indigenous Sovereignty and what that means for Memorial University.

What is Indigenous Sovereignty?

Indigenous Sovereignty means that Indigenous nations possess inherent rights to self-determination. This right to self-determination means Indigenous nations have jurisdiction to administer and operate political, legal, economic, social, and cultural systems.

Why is it important that the University recognize and respect Indigenous Sovereignty?

Just as we recognize jurisdictional powers for federal, provincial and municipal governments, so must we recognize and respect the jurisdictional powers of Indigenous governments.

Remarks from the Special Advisor on Indigenous Affairs (cont'd)

Self-determination means Indigenous nations freely and independently determine and exercise their own political, legal, economic, social and cultural systems without external interference. This means that as University administrators, faculty members or staff members, we do not have the right to make decisions on behalf of Indigenous nations nor do we have the right to speak on behalf of Indigenous peoples and their governments without prior authorization and consent.

To do so is irresponsible and disrespectful and is contradictory to the work we are espousing in building respectful relationships that will support reconciliation.

We are working through a lot of change right now as a society and recognizing and respecting Indigenous rights and Indigenous sovereignty is a responsibility we all share, and I would implore everyone to build this into how we think and act when it comes to our work and our research, and beyond.

And this is certainly important to keep in mind for decision-making bodies like Senate.

I appreciate your time and attention. Nakummek.

CONSENT AGENDA

It was moved by Dr. A. Surprenant, seconded by Dr. A. Gaudine, and carried that the consent agenda, comprising the items listed in 96 be approved as follows.

96. Report of the Academic Council of the School of Graduate Studies

96.1 Interdisciplinary PhD Program Revisions

Page 698, 2019-2020 Calendar, under the heading 36.21 Interdisciplinary, amend the section as follows:

“36.21 Interdisciplinary

- www.mun.ca/sgs/contacts/sgscontacts.php
- www.mun.ca/sgs

The Degree of Doctor of Philosophy (Interdisciplinary) is offered by part-time and full-time study.

The **General Regulations** of the School of Graduate Studies and the regulations outlined below will apply.

Interdisciplinary PhD Program Revisions (cont'd)

36.21.1 Administration

1. The program shall be administered by a Director, together with the School of Graduate Studies Interdisciplinary Ph.D. Committee (ID Ph.D. Committee). Duties of this committee include recommendation of applications for acceptance into the program.
2. The program of study of each student will be guided for the duration of the program by a Supervisory Committee of either three (3) or five (5) faculty members, appointed by the Dean of Graduate Studies on the recommendation of the ID Ph.D. Committee at the time of admission.

In addition, the Director shall be an ex officio member of each Interdisciplinary Ph.D. Supervisory Committee.

Duties of this Committee shall involve supervising the overall program of study, including the recommendation of appropriate courses, the setting and scheduling of comprehensive examinations, advising on the development of a research proposal and thesis-writing and recommendation of thesis examiners.

The Supervisory Committee is also responsible for recommending fellowship support to the ID Ph.D. Committee and to the Dean of Graduate Studies at the time of admission and throughout the student's program.

3. Normally, the "academic home" for the student is in the Department or faculty/school of the Chair of the Supervisory Committee.

36.21.2 Admission

1. Prospective students should normally hold a Master's Degree and have an excellent academic record. Applications for admission must include:
 - a. two letters of reference;
 - b. a detailed research proposal;
 - c. letters expressing a commitment to the research project and to supervisory duties from three Memorial University of Newfoundland faculty members, one of whom is prepared to assume the role of Chair of the Supervisory Committee and at least one whose unit of primary responsibility is a Ph.D. granting unit; and
 - d. letters of endorsement from the administrative heads of each of the units involved in the proposed program; and
 - e. ~~a statement from the University Librarian indicating the adequacy of Library resources to satisfy the demands of the research program.~~
2. Normally, admission is offered for the Fall semester. The deadline for admission or readmission is January 15. Students applying for admission to the IDPhD must submit all required materials to the School of Graduate Studies on

Interdisciplinary PhD Program Revisions (cont'd)

or before this deadline. Where circumstances permit, applications will be considered for the Winter and Spring semesters.

36.21.3 Program of Study

1. Courses

- a. Students will normally be required to take 12-18 credit hours of courses to be determined by the Supervisory Committee. These courses should reflect and address the research area(s) of the student's thesis proposal ~~must include at least one course from each participating discipline~~ and may also include INTE 902A/B. Directed reading courses may be included to support the development of the thesis work.
- b. Where appropriate, extra language and/or methodology courses may be prescribed. See **Evaluation, Evaluation of Graduate Students**, 4. concerning language(s) requirement.

2. Comprehensive Examination

The scope and format of the comprehensive examination shall be determined by the Supervisory Committee in consultation with the student and in accordance with the needs of the student's particular program of study. Students will be required to take a comprehensive examination no later than the end of the seventh semester of study and after the completion of all required course work. Comprehensive examinations shall follow procedures in accordance with General Regulation, **Comprehensive Examinations, Ph.D. Comprehensive Examination**, with the exception of 2.

3. Thesis

Students must complete a thesis, examined and defended in accordance with General Regulations of the School of Graduate Studies. The thesis shall give evidence of the student's ability to develop independent and original research.

36.21.4 Doctoral Internship

1. The School of Graduate Studies allows doctoral students, Interdisciplinary Ph.D. students, to undertake internships of work. Students approved to undertake an internship will be required to register for the Doctoral Internship course (INTE 6000). Students will be expected to obtain their own internships (with the help of supervisors when possible) and must have completed their comprehensive exams prior to starting their internships.
2. Internships must be approved by the supervisor, Director of the Interdisciplinary Ph.D. program, and Head of the academic unit (in cases where INTE 6000 is approved for a doctoral student outside of the Interdisciplinary Ph.D. program). In cases where approval is granted, students must add INTE 6000 to their program of study and register using a **Course Change form**.

Interdisciplinary PhD Program Revisions (cont'd)

3. The doctoral internships shall normally be one semester in duration and consist of a minimum of 420 hours of paid or unpaid work. Students undertaking the internship shall submit a concise report to their supervisors at the end of the semester while on internship. The report and performance in the internship shall be graded as pass/fail by the supervisor upon consultation with the on-site work supervisor. If a student fails to achieve a final grade of pass, and provided the student has not failed to achieve a grade of B or better in any other program course, the student may request to repeat the internship or replace with a substitute course. Only one such repeat or substitution will be permitted in a student's program. Students who drop an internship without permission, fail to honour an agreement to work with a host employer, or who conduct themselves in a manner as to cause their discharge from the internship position will normally be awarded a failed grade for the internship.

36.21.5 Courses

A selection of the following graduate courses will be offered to meet the requirements of students, as far as the resources of the participating Departments will allow.

- 6000 Doctoral Internship
- 902 A/B Interdisciplinary PhD Colloquium'

REGULAR AGENDA

97. Report of the Academic Council of the School of Graduate Studies

97.1 New Master of Management Program

It was moved by Dr. A. Suprenant, seconded by Dr. J. Keshen, and carried that the following calendar changes be approved.

Page 165, 2019-2020 Calendar, under the heading 3 Grenfell Campus Description, amend the section as follows:

“3 Grenfell Campus Description

www.grenfell.mun.ca/about

Grenfell Campus, Memorial University of Newfoundland, was established in September 1975, and originally was called the Western Regional College. In 1979 it was named Sir Wilfred Grenfell College, honouring the memory of the medical missionary who pioneered medicine in northern Newfoundland and along the coast

New Master of Management Program (cont'd)

of Labrador. In 2010, it was renamed Grenfell Campus, Memorial University of Newfoundland.

Four-year undergraduate degree programs in Arts, Business Administration, Environment and Sustainability, Fine Arts, Nursing, and Science may be completed at Grenfell Campus, as well as fast-track options in Education and Nursing. The Bachelor of Arts degree is available in English, Historical Studies, Humanities, Psychology, Social/Cultural Studies, and Tourism Studies and the Bachelor of Arts (Honours) may be obtained in Psychology. The Bachelor of Business Administration is offered as general and honours degrees. The Bachelor of Science is offered in Computational Mathematics, Environmental Science, General Science, Physics, and Psychology and the Bachelor of Science (Honours) is offered in Environmental Science, and Psychology, and the University's four-year Bachelor of Nursing degree is offered in conjunction with the Western Regional School of Nursing in Corner Brook. Bachelor of Fine Arts degrees are conferred in Theatre and Visual Arts. These programs differ from those offered on the St. John's Campus and many are available only at the Grenfell Campus. Grenfell Campus also offers graduate programs in environmental policy, ~~and in~~ boreal ecosystem and agriculture science, and in management. For information regarding graduate programs see the School of Graduate Studies at www.mun.ca/sgs.

Students at Grenfell Campus may also complete the first-year requirements of several programs offered at St. John's Campus including the requirements of the Engineering One Program. It is recommended that students meet with an academic advisor concerning course selection for specific programs.

Students have the option of completing distance and web-based credit courses offered by Memorial University of Newfoundland's Centre for Innovation in Teaching and Learning (CITL). As well, Grenfell 's Office of Engagement offers a wide variety of non-credit courses to students, the Campus community, and the general public.

Grenfell's physical location affords the Campus a spectacular view of the city of Corner Brook and the scenic Bay of Islands. All Campus buildings are connected by a series of skywalks and tunnels. The Arts and Science Building houses administrative and academic units, a bookstore, an athletics and recreation wing, a student residence, the Grenfell Campus Student Union Student Centre and the Grenfell Campus Observatory and astronomical telescope. The Library and Computing Building includes Ferriss Hodgett Library, a computer lab and the largest lecture theatre on Campus. The Fine Arts Building contains facilities for visual arts and theatre students. It features a 160 seat theatre, dressing rooms, scenery, costume and properties workshops, as well as an actors' green room and a rehearsal hall. The Fine Arts Building also includes an art gallery, art storage vault, studios for drawing, painting, sculpture, multi-media and photography, darkrooms,

New Master of Management Program (cont'd)

and workshops for lithography, intaglio and serigraphy. The Forest Centre houses classroom, laboratory and research facilities for the Campus as well as the Atlantic Division of the Canadian Forestry Service, Natural Resources Canada. Adjacent to the Forest Centre is a boreal ecosystem research facility, which supports research in agricultural, environmental and boreal sectors.

Additional information regarding the Grenfell Campus is available at www.grenfell.mun.ca/about.

Students must meet all regulations of Grenfell Campus in addition to those stated in the general regulations.

For information concerning admission/readmission to the University and general academic regulations (undergraduate), refer to *UNIVERSITY REGULATIONS*.

For information concerning fees and charges, see the Financial and Administrative Services website at www.mun.ca/finance/fees/.

For information concerning scholarships, bursaries and awards, see www.mun.ca/scholarships/scholarships.”

Page 560, 2019-2020 Calendar, under the heading 3.2.2 Graduate Degrees, amend the section as follows:

3.2.2 Graduate Degrees

Master of Applied Science

Master of Applied Psychological Science (Co-operative)

Master of Applied Statistics

Master of Arts

Master of Arts and Education (Education and Francophone Literatures and Cultures)

Master of Business Administration

Master of Education

Master of Employment Relations

Master of Engineering

Master of Environmental Science

Master of Fine Arts

Master of Gender Studies

Master of Health Ethics

Master of Management

Master of Marine Studies

Master of Maritime Management

Master of Music

Master of Nursing

New Master of Management Program (cont'd)

Master of Occupational Health and Safety
Master of Philosophy
Master of Physical Education
Master of Public Health
Master of Science
Master of Science in Boreal Ecosystems and Agricultural Sciences
Master of Science in Kinesiology
Master of Science in Management
Master of Science in Medicine
Master of Science in Pharmacy
Master of Social Work
Master of Technology Management
Doctor of Philosophy
Doctor of Psychology”

Page 629, 2019-2020 Calendar, following the section 18 Regulations Governing the Degree of Master of Health Ethics, insert the following new section, renumbering subsequent sections accordingly:

“19 Regulations Governing the Degree of Master of Management

Interim Dean, School of Arts and Social Science (Grenfell Campus)

K. Jacobsen

The Degree of Master of Management (M.Mgt.) is offered for online study only and will normally be completed in five consecutive fall and winter semesters of academic study. Applicants are advised to consult, in addition to these regulations, the General Regulations of the School of Graduate Studies.

19.1 Qualifications for Admission

1. Admission to the Master of Management is limited and competitive. To be considered for admission to the M.Mgt. program, an applicant shall:
 - a. hold a Bachelor’s degree, with a GPA of at least 2.75, from an institution recognized by Senate; and
 - b. normally have at least two years of relevant full-time work experience, deemed acceptable by the Grenfell Business program’s selection committee.

2. An applicant who did not complete a Bachelor’s degree at a recognized university where English is the primary language of instruction must normally complete either the:

New Master of Management Program (cont'd)

- a. Test of English as a Foreign Language (TOEFL) and achieve a paper-based score of 580 (or higher), computer-based score of 237 (or higher), or Internet-based score of 92 (or higher); or
 - b. International English Language Testing System (IELTS) and achieve a score of 7 (or higher).
 - c. Other equivalent tests acceptable to the School of Graduate Studies will also be considered.
3. In exceptional cases, an applicant who has not completed a Bachelor's degree, but who meets all other requirements, may be considered for admission. Preference will be given to those who demonstrate significant professional experience and who have completed some level of post-secondary studies from an institution recognized by Senate; professional credentials may also be taken into account. An applicant who does not meet normal admission requirements may be required to complete, with a high level of achievement, certain undergraduate courses before being considered for admission.
 4. For ten percent of seats per year, priority will be given to applicants of Indigenous ancestry who meet the minimum criteria for admission. When the number of eligible applicants wishing to be considered under this clause exceeds the number of seats available, priority will normally be given to bona fide residents of Newfoundland and Labrador. Applicants wishing to be considered under this clause shall declare their Indigenous ancestry at the time of application.

19.2 Deadlines for Applications

1. Applicants will be admitted to the program in the Fall (September) semester only.
2. Applications and all supporting documents must be postmarked no later than February 15 for applicants wishing to enter studies in the Fall (September) semester.
3. Individuals who submit applications later than the above date are not assured of consideration for admission to the program and applications will be processed only if time and resources permit.

19.3 Procedure for Admission

1. Applications for admission to the M.Mgt. program must be made on the appropriate form and submitted to the School of Graduate Studies.
2. The following documents must be submitted in support of the official application form:
 - a. Letters of appraisal from two referees, at least one of whom has had close professional contact with the applicant within the last two years, and at

New Master of Management Program (cont'd)

- least one of whom is capable of appraising the applicant's academic potential as a graduate student;
- b. Official transcripts from each university or other post-secondary institution previously attended (other than Memorial University of Newfoundland), to be sent directly by its Registrar (or equivalent) to the School of Graduate Studies. If not recorded on the transcript, official evidence of completion of undergraduate degree must also be submitted;
 - c. A current curriculum vitae detailing professional experience; and
 - d. A personal statement, of no more than 1,000 words, expressing why the applicant intends to pursue the M.Mgt. qualification from Grenfell Campus and how the applicant is suitable for success in the program.
3. Admission shall be made by the Dean of the School of Graduate Studies on the recommendation of the Business program in the School of Arts and Social Science, Grenfell Campus. Upon notification from the Dean of the School of Graduate Studies of acceptance into the M.Mgt. program, applicants must give written notice to the School of Graduate Studies of their intention to register.

19.4 Program of Study

1. The M.Mgt. program requires 30 credit-hours as follows:
 - MGMT 6001 – Accounting Management
 - MGMT 6002 – Marketing Management
 - MGMT 6003 – Financial Management
 - MGMT 6004 – Acquiring Talent and Managing People
 - MGMT 6005 – Managing Information and Knowledge
 - MGMT 6006 – Managing Operations and Processes
 - MGMT 6007 – Managing Innovation
 - MGMT 6008 – Organizational Effectiveness and Strategic Thinking
 - MGMT 6009 – Management Leadership
 - MGMT 6010 – Strategy Execution and Change Management
2. Courses will normally be completed in the order in which they are presented in XX.4.1. above.
3. Prior to the beginning of the study period, all students will attend a mandatory on-campus orientation workshop that will be held in August. The workshop is team-taught and is four days in length. Failure to attend the on-campus orientation workshop will result in the deferral of admission.

19.5 Evaluation

1. Candidates for the M.Mgt. degree must obtain a grade of B or better in all program courses.
2. Candidates who receive a grade of less than B in a program course may be permitted to remain in the program, provided the course is repeated and passed

New Master of Management Program (cont'd)

with a grade of B or better. This will normally require a leave of absence from the program for a period of one year, until the course is offered again. A maximum of two such repetitions shall be permitted in the student's graduate program; after this point, the student shall be required to withdraw from the program.

19.6 COURSES

- MGMT 6001 – Accounting Management
- MGMT 6002 – Marketing Management
- MGMT 6003 – Financial Management
- MGMT 6004 – Acquiring Talent and Managing People
- MGMT 6005 – Managing Information and Knowledge
- MGMT 6006 – Managing Operations and Processes
- MGMT 6007 – Managing Innovation
- MGMT 6008 – Organizational Effectiveness and Strategic Thinking (prerequisites MGMT 6001, 6002, 6003, 6004, 6005, 6006, 6007)
- MGMT 6009 – Management Leadership
- MGMT 6010 – Strategy Execution and Change Management (prerequisite MGMT 6008; co-requisite MGMT 6009)

97.2 New PhD in Transdisciplinary Sustainability Program

It was moved by Dr. A. Surprenant, seconded by Dr. J. Keshen, and carried to approve the calendar entry for the new PhD Program in Transdisciplinary Sustainability as follows:

Page 681, 2019-2020 Calendar, under the heading Regulations Governing the Degree of Doctor of Philosophy, insert the following new entry:

“36.37 Transdisciplinary Sustainability

<http://www.grenfell.mun.ca/academics-and-research/Pages/school-of-science-and-the-environment.aspx>

Graduate Program Committee (the membership will be decided after the program's approval. In principle, it will consist of 5 faculty members, the Dean of the SSE, and a graduate student).

New PhD in Transdisciplinary Sustainability Program (cont'd)

36.37.1 General Information

The School of Science and the Environment offers a program in Transdisciplinary Sustainability leading to a Doctor of Philosophy (Ph.D.) degree. Full-time and part-time options are available.

36.37.2 Qualifications for Admission

1. Admission to the program is limited and competitive.
2. To be considered for admission, applicants shall normally hold a Master's degree from an institution recognized by the Senate, and have an excellent academic record, basic research skills and demonstrated ability for creativity, independent thought, advanced study and original research.
3. Applicants may come from diverse fields of study, including but not limited to: biology, earth sciences, agricultural sciences, sustainable agriculture (agronomy, plant science, soil science, plant physiology), ecology, environmental science, engineering, business, economics, environmental studies, environmental policy, geography, law, public administration, political science, and planning.
4. Students in the MAEP and BEAS programs may request a transfer to the doctoral program after a minimum of 12 months in their program of study, and completion of all Master's course work requirements with a minimum of 75% and clear evidence of exceptional research productivity. Such transfer should take place no later than the 5th semester of the student's Master's program.
5. Other students may be considered for admission to the program provided that they have been registered in a Master's program for a minimum of 12 months, and have demonstrated, to the satisfaction of the Graduate Committee, their ability to pursue research at the doctoral level.
6. In exceptional cases, applicants holding a Bachelor's Degree with Honours, or equivalent, in a relevant field, from a university of recognized standing, and having a minimum of 5 years of full-time professional experience, preferably in an environmental-related field, may be considered for direct admission into the PhD program.
7. To be eligible for admission, applicants shall exceed the English Proficiency Requirements described in the MUN Calendar under General Regulations – Qualifications for Admission, art. 4.1.5, 4.1.6 and 4.1.7, both in the TOEFL and in the IELTS tests.

New PhD in Transdisciplinary Sustainability Program (cont'd)

36.37.3 Program of Study

1. A Supervisory Committee shall be appointed for each candidate in accordance with the **General Regulations, Supervision, Ph.D. and Psy. D. Candidates**.
2. Students will normally be required to successfully complete a minimum of 9-credit hours of graduate program courses as follows: TRSU 7001: Foundations of Sustainability and Sustainability Science, TRSU 7002: Transdisciplinary Methods in Sustainability Research, and an elective course. All courses will normally be completed within the first two semesters of the program.
3. Students may be required to take further graduate courses, beyond the minimum number, depending on their background and needs. These courses will be selected by the Supervisory Committee.
4. Students are expected to actively participate in graduate research seminars in the Fall and Winter semesters in each of the first two academic years of the program, in order to foster their scholarly discourse.
5. Students shall submit to a comprehensive examination in accordance with the **SGS General Regulations, Comprehensive Examinations**. The Comprehensive Examination will consist of a written component and an oral component. The examination will be normally scheduled upon completion of all course work, and no later than the seventh semester of the student's program.
6. Students must submit a written thesis proposal for presentation to the Supervisory Committee, normally within six weeks of completion of the comprehensive examinations, but no later than the end of the fifth semester of the program.
7. Students must submit a thesis, examined and defended in accordance with the **General Regulations, Theses and Reports, Evaluation of Ph.D. and Psy.D. Theses**. The thesis is expected to bring a substantial contribution to research in transdisciplinary sustainability while also contributing to practical solutions to address contemporary sustainability challenges.
8. All graduate students are required to follow the MUN policy for Integrity in Scholarly Research <http://www.mun.ca/policy/site/policy.php?id=130>
9. The duration of the program is normally 4 years. The program will be delivered on the Grenfell Campus–MUN with the option for courses to be taken and supervisory involvement from other MUN campuses or other universities as well.

New PhD in Transdisciplinary Sustainability Program (cont'd)

36.37.4 Courses

A selection of the following graduate courses will be offered to meet the requirements of students, as far as the resources of the SSE will allow:

7001 Foundations of Sustainability and Sustainability Science
7002 Transdisciplinary Methods in Sustainability Research
6021 Organic Farming for Sustainable Agriculture
6030 Chemical Speciation Modeling for Environmental Matrices
6031 Soil Functions Soil as a Bioreactor
6033 Soil and Water Conservation
6041 Applied Hydrology
6051 Applied Bioinformatics
6001 Applied Environmental Problem Solving: A Case-Based Approach
6003 Environmental Political Thought
6053 Ecological Economics
6056 Risk Assessment and Analysis
6057 Energy Policy
6058 Management and Regulation of Water Resources
6520–6530 Special Topics Courses (*excluding 6520, 6521, 6522*)
6520–Policy and Planning for Sustainable Communities
6521– Global Governance
6522–Sustainability Monitoring and Assessment”

98. MUN Strategic Planning

The President invited Dr. Ian Sutherland, Dean, School of Music, and Ms. Emily Wooley, Manager, Policy and Planning, Department of Human Resources, to present the MUN Strategic Planning.

It was moved by Dr. I Sutherland and seconded by Mr. D. Semerad to endorse the MUN Strategic Planning document.

Dr. Sutherland and Ms. Wooley gave an overview of the Memorial University Strategic Plan.

Introduction

Strategic planning is a systematic process of collectively exploring the past (who we have been), the present (who we are), and the future (who we want to be). Effective strategic planning engages our imaginations, our creativity, fires our aspirations, and must honour and respect the lands and waters, and traditional territories of Indigenous Peoples upon which Memorial University is situated. It is a fundamental means of proactively creating our future together, identifying

MUN Strategic Planning (cont'd)

resources, building a framework for decision making, and bringing a thriving future into being. Strategic planning affords us the space to reflect on who we are, articulate who we want to be become, and establishes the conditions for our future successes.

While encompassing the past and present, the context with which strategic planning is focused is the future. Our current identity – who, what, where, and how we are today – is the outcome of choices made in the past. Strategic planning takes this identity, deeply and systematically explored and expressed, and places it into the possibilities of the future. Strategic planning proactively builds coherence between our aspirations and the possibilities of the future. It sets direction, manages current and future risks, and provides a foundation to create and seize upon new opportunities. Through a deep understanding of our current identity and what we aspire to be, building on the best of Memorial University, we chart pathways and journeys into the future. Strategic planning will ensure Memorial University continues to be a place of excellence, delivering immense value for all our stakeholders, and our special obligation to the peoples of Newfoundland & Labrador.

As a means of effective governance, strategic planning is a process. It is a means not an end. As a process, it must be carefully designed and crafted. The first actions of strategic planning are planning to plan. We must establish purposes and goals, as well as activities and processes that ensure wide and diverse stakeholder participation. Robust strategic planning also requires resources, securing these prior to the start of the journey as we design activities, timelines and milestones, and a sense of what a successful strategic planning process and resulting plan will look like for us.

Creating a university strategic plan embraces the diversity and complexity of Memorial University to collectively think on and face large issues and uncertainty. It must attend to our multi-campus system (St. John's Campus, Grenfell Campus, Marine Institute, Labrador Institute, Harlow Campus), and diverse peoples. As a process it will span boundaries, engage values, identify priorities, and articulate an inspirational vision of what we want to be.

The outcomes of this work will:

- Honour and respect the lands and waters, and traditional territories of Indigenous Peoples upon which Memorial University is situated
- Collectively inspire us for the future
- Create an aspirational plan for our future successes as Memorial University
- Identify resources and a framework to guide future decision making
- Enhance our ability to proactively respond to changes in the university environment

MUN Strategic Planning (cont'd)

- Increase our ability to proactively respond to changes in external environments
- Enable our ability to build and capitalize on future opportunities while managing strategic risks
- Articulate critical issues and advance our ability to be effective and efficient as an organization
- Improve interconnections and community across the university, and our interactions with the wider world
- Heighten accountability
- Develop future leadership

Ultimately, a successful strategic plan will guide us into a future of aspiration, one in which we all thrive, and are proud to be active participants.

History of Strategic Planning at Memorial

Memorial University has had several guiding strategic plans. Notably, in 1994, the University undertook a strategic planning process that resulted in the plan *Launch Forth*, which formalized Memorial's mission and set out a number of strategic focal points. Following the success of this plan, a secondary round of planning commenced in 1999 which focused on extensive dialogue with individuals and was designed to build upon the foundation of *Launch Forth*. The outcome of this work was a *Strategic Framework* that set broad goals, outlined specific action items and solidified guiding principles. In 2007, Memorial further built upon its planning framework through a process that consolidated a list of key strategic issues facing the university. Small stakeholder groups were formed and tasked with preparing position papers for these strategic issues. A consultation forum was held to further solicit feedback and issue identification.

In the years following the 2007 process, several significant plans were developed. Three overarching frameworks exist including *Teaching & Learning Framework 2023* (2019), *Strategic Research Intensity 2014-2020* (2014), and *Public Engagement Framework* (2012). These frameworks serve to guide priorities of the University and provide direction to units engaged in supporting these actions. Critically, and more recently, Memorial University has been developing a *Strategic Framework for Indigenization*. This framework will guide the university in indigenizing teaching & learning, research, and our spaces and places, while advancing reconciliation.

Additionally, a number of issue-specific plans have been developed based upon the strong knowledge and expertise across many areas of the University. Plans such as (but not limited to) Memorial's *Strategic Internationalization Plan 2020*; *Enrolment Plan 2020*; *Technology Transfer and Commercialization Strategy*; *Multi-year Infrastructure Plan 2017-2023*; *Employment Equity & Diversity Plan (2019-2021)* – and the ongoing reporting and budget recommendations from

MUN Strategic Planning (cont'd)

Memorial's Integrated Planning Committee serve to tackle specific challenges and goals over the upcoming years. As distinct campuses within Memorial, both the Marine Institute and Grenfell Campuses have respectively launched their plans *To the World* and *Committing to Communities* to outline their vision and mission over the coming years.

Yet, what binds these plans together? Memorial's diverse offerings and challenges must be tied together by an overarching vision and strategic focus that recognizes its legacy and diversity. Our strategic planning must encompass all that Memorial is, our multi-campus system (St. John's Campus, Grenfell Campus, Marine Institute, Labrador Institute, Harlow Campus), and diverse peoples. The provincial landscape, role of the university in advancing the province and its citizens, and global forces, require us to ask the questions of *what* should Memorial be and *how* will we get there. As the struggles of the provincial and university budgets force difficult decisions, a strategic plan can act as a beacon to guide Memorial University. At a time when uncertainty surrounds us, binding us together by asking these questions will serve to unite priorities and plans, build valuable community spirit, and align priorities.

Principles and Goals of the Strategic Planning Process

At the outset of the strategic planning process we establish the following overarching principles and goals:

- That the process take an **aspirational, appreciative approach**
- That the process seeks to **enable, empower and inspire all participants**
- That the process be rooted in the following values:
 - **Inclusivity**
 - **Respect**
 - **Accessibility**
 - **Transparency**
 - **Honesty**
 - **Openness**
 - **Trust**
 - **Active listening**
 - **Constructive critique and criticism**
 - **Continuous communications**
- That the strategic planning process be responsive to the calls to action from the **Truth and Reconciliation Commission** and the ongoing work of **Memorial's Strategic Framework for Indigenization**
- That the strategic planning process be **highly participatory and accessible**, engaging the myriad stakeholders of Memorial University and the wider community, encouraging **support and buy-in**

MUN Strategic Planning (cont'd)

- That the strategic planning process focus on **emerging a rich array of information, data, and ideas**
- That the strategic planning process be **highly effective, engaging, and nimble**
- That the strategic planning process identifies **large scale, overarching strategic goals, challenges, aspirations, and critical issues**, and provides ways and means to address these
- That the strategic planning process engages Memorial University's **special obligation to the peoples of Newfoundland & Labrador** and our role in contributing to a **vibrant future for the province**
- That the strategic plan be **evolutionary**, recognizing and building upon the successes, initiatives, and plans of the past
- That the strategic plan will **articulate and identify vision, priorities, and goals, describing what success will look like** including markers, signifiers, and measurements for that success
- That the strategic plan will be **clear, concise, communicable**, and serve as a **guide to our future decision-making and leadership**
- That the strategic plan be **focused on implementation and action**, building on the energy and commitment developed through the strategic planning process
- That the strategic plan includes a means of **reporting and communicating actions and achievements**
- That the strategic plan furthers Memorial University's **special obligation to the peoples of Newfoundland & Labrador** and our role in **contributing to a vibrant future for the province**

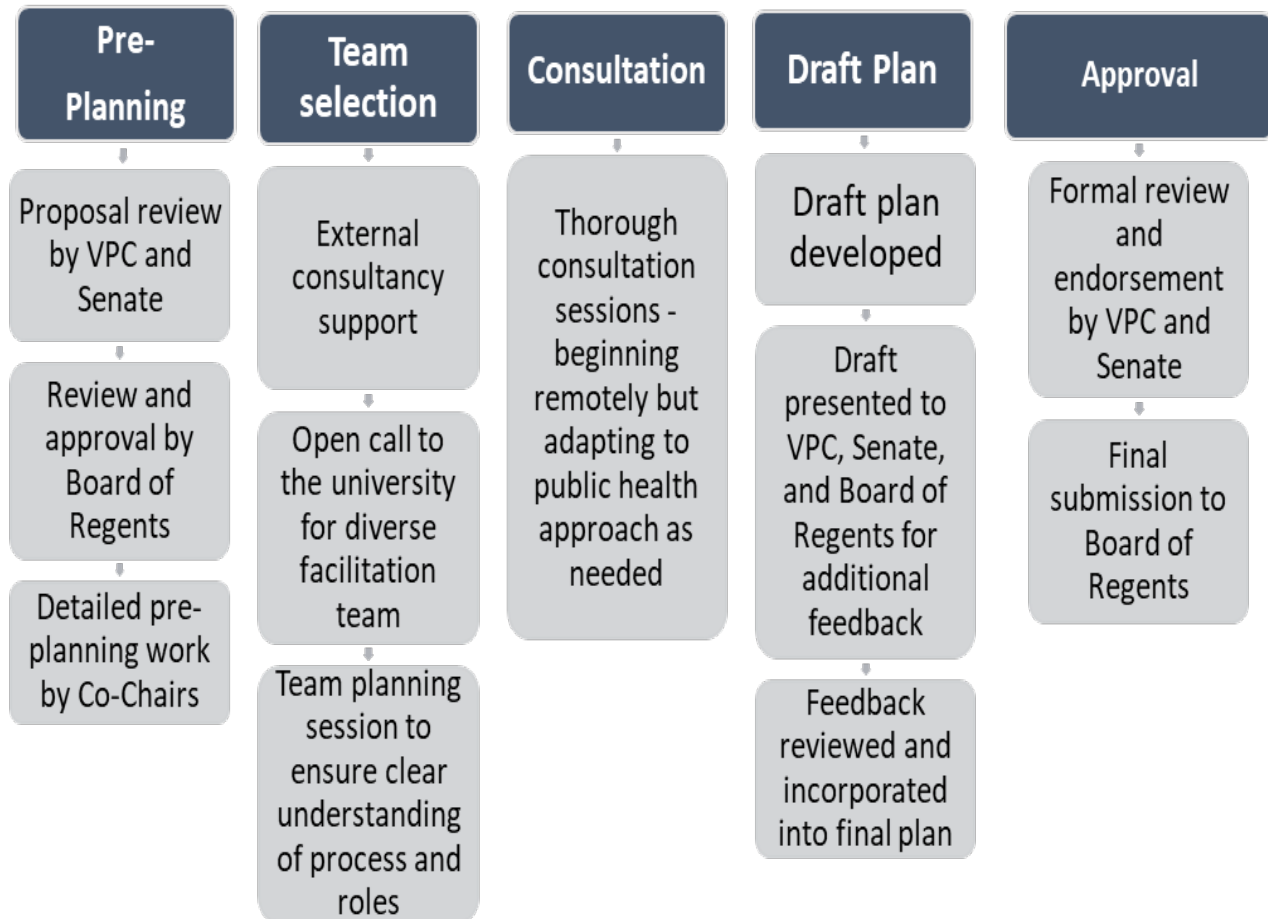
Proposed Strategic Planning Process

The process of developing Memorial University's next strategic plan is key to its success. The journey or path undertaken is just as important as the outcome. Faculty, staff, students, and other stakeholders need to feel a connection to, and collective ownership of, the vision of the plan if it is to be successful in its implementation. Individuals with a diverse range of perspectives and knowledge need to have an opportunity to provide valuable input, and feel safe and heard in doing so. Feedback must be collected and collated in a respectful and thoughtful manner. Communication must be timely, open and transparent. Trust must be built and not broken down by the journey.

Achieving this, during the current pandemic, requires additional thought. The current environment will create unique challenges but also provide an opportunity to leverage creative ways to engage individuals and provide a sense of connection when many need it. Based upon the current environment, the following process

MUN Strategic Planning (cont'd)

elements are proposed, however flexibility and adaptation will be important throughout the process.



Stage 1: Pre – Planning

Following review by Vice-Presidents Council (VPC) and Senate, and formal submission to the Board of Regents, pre-planning will include detailed work on preparing the Request for Proposals (RFP) for an external consultant, developing the process for an open call for individuals interested in participating on the facilitation team, preparing the terms of reference for the facilitation team, and preparing for the process to start.

Stage 2: External and Internal Teams

Support from an external consultancy, locally present, familiar with Memorial’s role within the Province, and skilled in strategic planning, will be selected based upon the RFP process. The consultant will gather data, record and consolidate input

MUN Strategic Planning (cont'd)

from planning discussions, prepare draft documents, and otherwise assist the planning process.

An internal facilitation team will also be used to guide the process. This team will be Co-Chaired by Dr. Ian, Sutherland, Dean, School of Music and Ms. Emily Wooley, Manager, Policy and Planning, Department of Human Resources. The facilitation team will be approximately 10-15 individuals, selected through an open call process and will be diverse in its composition.

Stage 3: Consultation

Input and perspectives will be gained through a robust consultation process. Starting remotely (and possibly fully remotely), a series of forums will be held. Consultations will take many forms including, but not limited, to surveys and virtual meetings/sessions. Consultation will occur with internal faculty, staff, and students, and also with external stakeholders such as members of the Government of Newfoundland and Labrador, diverse community groups and representatives, and alumni.

Stage 4: Drafting the Plan

Based upon the contextual information and views gathered through consultations, a draft plan will be developed and presented to the facilitation team. The draft plan will then be shared with key groups such as Deans' Council, Senate, Senior Academic and Administrators Group (SAAG), Vice-Presidents Council, and the Board of Regents as a secondary consultation process. Specifically, sharing the draft plan will enable the facilitation team to gauge the feasibility of the plan, priority of items, and the overall completeness of items and commitment to its vision. This stage may also include testing the plan with key external stakeholders. Based upon this work, a final draft will be prepared.

Stage 5: Approval

Once finalized, the plan will be submitted to Vice-Presidents Council and Senate for endorsement. It will then be formally submitted to the Board of Regents for final review and approval. A detailed communications and implementation plan will also be submitted during this stage.

Continuous Communications

Throughout all of the stages of this process, open and transparent communications will occur. It is important that members of the university, university leadership, and the Board of Regents are kept up to date on the process. As such, regular and open communication with all university members, leadership groups, and the Board of Regents will occur. A dedicated communications expert will guide the development of a communications plan including appropriate communication channels.

MUN Strategic Planning (cont'd)

Tentative Schedule

This process, while consultative and robust, must also be rapid and nimble. The timelines of major activities are outlined below.

Activities	Timeframe										
	June 2020	July 2020	August 2020	Sept 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	April 2021
A1 Proposal Submission	Yellow	Yellow									
A2 RFP for external support		Red	Red								
A3 Selection of external support			Green								
A4 Formation of facilitation team		Blue	Blue	Blue							
A5 Communications		Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green
A6 Consultation				Brown	Brown	Brown	Brown				
A7 Draft plan							Purple	Purple			
A8 Feedback process on draft plan								Gold	Gold		
A9 Plan submission for approval										Blue	Blue

Questions/Comments from Senators included:

- What is the role of the external consultants? Why do we need outside consultants when we have them here at Memorial University?
 - External consultants helping guide us through the process. They have expertise and leading way of doing things. They provide an external view point. They can point out the blind spots. They also keep us on time and on track.
- What is the role of Senate in this process and the Board of Regents?
 - Senate is involved throughout the process for review and feedback. Final draft will come back to Senate.
- The Faculty of Medicine used a consultant to develop their strategic plan and we are proud of our plan. It allowed us to more efficient.
- What is the relationship to the Post-Secondary Education Review? How will two of these mesh?
 - Move forward or wait? The Post-Secondary Education Review has been delayed. We have control over our own Strategic Plan. It is a strategic decision to go ahead with the Strategic Plan.
 - This is our Strategic Plan and it will help with the Post-Secondary Education Review when it comes up.
- What is the cost of the external consultants?
 - Cost will be covered by the President's Office. No more than \$30,000. The consultants are not preparing the plan.
- Under the list of values, add "academic freedom". The word "trust" is important during consultations who are chatting with others. Not appropriate to start with, needs to be earned.

MUN Strategic Planning (cont'd)

- The President noted that she will ask facilitators to take that under consideration.
 - Dr. Sutherland noted that no problem to include academic freedom and the point around trust. Build the consultation process and it is through trust.

The motion for endorsement of the MUN Strategic Planning document was put to a vote and carried.

99. Research Impacting Indigenous Groups

The President invited Dr. Max Liboiron, Associate Vice-President (Indigenous Research), to present the Research Impacting Indigenous Groups Policy.

Dr. Liboiron thanked Senate for invitation back to present.

Motion:

Whereas this University has no overarching policy specific to governing research that impacts Indigenous peoples or Indigenous communities;
and whereas this policy presented to you has received input from many Indigenous and non-Indigenous groups and individuals;
and whereas the Senate Committee on Research has reviewed and approved this policy presented to you,
and whereas certain research funding agencies may require that such a policy exist;
and whereas it is otherwise desirable that this University have such a policy;
and therefore it is moved that the Research Impacting Indigenous Groups Policy, as described in the document RIIG Policy May 2020 be endorsed by this Senate.

It was moved by Dr. E. Kendall and seconded by Dr. S. McConnell that the Research Impacting Indigenous Groups Policy be endorsed by Senate.

Dr Liboiron gave a PowerPoint Presentation.

Research Impacting Indigenous Groups

1. Policy development

- Research stage
- Working Group
- Consultations

2. Key highlights

- Mechanisms
- Key questions
- Relationship to TCPS2

Research Impacting Indigenous Groups (cont'd)

3. Supports

- Personnell
- Resources
- Infrastructure
- Timelines

Policy Development

Engagement

- Phase 1 (2018-19): Preliminary research
- Working Group (October 2019-present): Draft & revise the policy & procedures
- Phase 2 (2020): Consultation and revision on written policy & procedures

Targeted group	Sessions Phase 1	Sessions Phase 2
Indigenous groups	31	6*
Faculty	4	2
Students	2	4*
Staff	8	10*
External stakeholders	1	2
Open	5	5
Letters/emails	3	15

- 16 reports via SSHRC's Indigenous Research Reconciliation call
- Horizon scan

*One more sine last Senate meeting

The right to refuse engagement.

While it is crucial to extend an invitation to engage, whether with Research/ers or on internal Memorial policy, engagement cannot be mandated nor expected. Frameworks for consent and engagement must always include respect for refusal.

Heads of Indigenous governing bodies, not members speak for Indigenous Nations.

While members of Indigenous groups were part of consultations, they do not and cannot speak on behalf of Indigenous governing bodies. Such a distinction is a

Research Impacting Indigenous Groups (cont'd)

crucial aspect of both sovereign governance and of the policy itself (as outlined in section 3 of the policy).

Recommended by the President's Advisory Committee on Aboriginal Affairs:

Michelle Wood (Inuk) – Community member, Expert in health research – Labrador

Kelly Ann Butler (Mi'kmaw) – Student Affairs Officer-Aboriginal Affairs – Grenfell Campus

Max Liboiron (Métis) – Associate VP (Indigenous Research), Assistant Professor, Geography – St. John's Campus

Overall, over 2000 people were involved in feedback and development of this policy. The average number of a Memorial policy is less than 50.

The “efforts and process for consultation definitely exceed any other policy development” at Memorial. – Donna Ball, former Senior policy analyst (2007-2018)

External stakeholders include other universities & Tri-Agency Secretariat, which are looking to this policy as a potential model.

Caution of exceeding requirements becoming an expectation for policies that deal with inclusion, diversity, or indigenization.

Key Mechanisms

IF a researcher is conducting Indigenous Research
THEN they need Agreement in Principle
AT the concept development stage
FROM the appropriate Indigenous authority

Relationship to TCPS2 CH9

- TCPS2 generally: “the Agencies require that researchers and their institutions apply the ethical principles and the articles of this Policy [TCPS2] and be guided by the Application sections of the articles. Institutions must therefore ensure that research conducted under their auspices complies with this Policy.” Also adopted by other organizations and institutions.
 - Universities must create ways to comply (e.g. ICEHR & Memorial's *Ethics of Research Involving Human Participants* policy)
 - Universities can exceed these requirements

Research Impacting Indigenous Groups (cont'd)

- TCPS2 CH9 specifically:
 - Exceeds what is usually known as research involving human subjects (e.g. research in Indigenous land)
 - Is a low bar (e.g. CHIR Guidelines for Research Involving Aboriginal People are more stringent)

Main ways this policy is different from TCPS2 Chapter 9

- Includes Indigenous people worldwide, not just Canada
- The definition of “First Nations, Inuit or Métis lands” (9.1.a) is extended to include land with asserted rights
- Uses a sovereignty framework throughout
- Only addresses the very first stage of engagement, while TCPS2 Ch 9 includes respect for community customs, specific research agreements, recognizing the role of Elders, dissemination of results, intellectual property, and Traditional Knowledge, among other topics
- Does not assume a partnership model for all research

Support

- Memorial’s Indigenous Research Advisory Group (MIRAG)
- Central staff person
- Training
- Resources (including a list of Indigenous research contacts)
- ROMEO
- Grant funding for building relationships with Indigenous Groups pre-research
- Grandparenting (365 days)

Tomorrow: Form MIRAG



July 9 or later: VPC & Board of Regents



Aug/Sept: Trainings & Infrastructure



365 days: Phase in



+6 months: Systematic review & changes



Every 5 years: Review Policy

Changes Since the Last Senate Meeting

Consultations

- Additional consultations: **Miawpukek Mi’kamawey Mawi’omi, MUNFA**

Research Impacting Indigenous Groups (cont'd)

Policy

- Membership to CERIG: **Members are “appointed by a committee consisting of three members of the President’s Advisory Committee on Aboriginal Affairs and the Associate Vice-President (Indigenous Research) or delegate, in consultation with Indigenous communities.”** Note that members to the institutional Animal Care Committee are appointed by the VPR and members to ICEHR are appointment by the President without requiring a committee.
- Role of MIRAG emphasized: **moved up in policy**

Supporting Documents

- CERIG Terms of Reference: **We will include specific/clearer provisions around conflict of interest, impartial decision making, and recordkeeping**

A point of order was raised that this item should be a motion to take from the table the item that was tabled at the last meeting. It was clarified that this is a different motion and there are changes in the document.

Questions/Comments from Senators included:

- This is well in line with the Indigenization Strategy, which includes research as a pillar.
- Is there a conflict in the policy about secondary research? One part says secondary research isn't included, but another says CERIG will help rule on secondary research. Under TCPS2, when there is grey areas under secondary research or secondary use of data, it says REBs are to provide guidance. We follow that. This is for grey areas.
- TCPS2 Ch9 has a section that says if a Nation says no to research but it's critical it can go forward. This policy seems to say no? This policy upholds sovereignty of governing bodies and requires researchers follow their permitting systems, including refusal of research. Critical research topics and questions can still go on, but they cannot go on in a way that goes against the decision/ruling of an Indigenous governing body. Dr. Cunsolo spoke about how important this is in Labrador.
- Is there a place in the policy that specifically upholds Indigenous data sovereignty? Yes, 1.10 includes “Memorial’s Indigenous Research Agreement Template for data management and transfer” as supporting document, which is explicitly about Indigenous data sovereignty (via OCAP principles).
- What counts as Indigenous land? All of North America? In the policy, Indigenous land is defined as “Land covered under Aboriginal title, including reserves, Métis settlements, and other Indigenous lands governed under a self-government agreement or an Inuit or First Nations land claim agreement, as well as traditional lands that are not formally recognized by the state, where

Research Impacting Indigenous Groups (cont'd)

groups have asserted rights.” The asserted rights piece is for those who do not have title.

- What is the relationship in TCPS2 and the policy given TCPS2 is about human subject research? Ch9 of TCPS2 includes research on all Indigenous land, which includes research beyond humans.
- Does the policy impact ASMs in their consultancies? Memorial policies do not impact people’s activities where they are working outside of the employ, operations, and auspices of the university.
- Do all Indigenous groups have to use this? No. This is for Memorial Researchers. Indigenous groups can choose to waive the need for agreement in principle if they want (section 1).
- Do all researchers have to use Memorial’s Indigenous Research Agreement Template for data management and transfer? No.

The motion to endorse the Research Impacting Indigenous Groups Policy was put to a vote and carried.

100. Report of the Committee on Honorary Degrees and Ceremonial

Senate moved into a closed session for this item of business in accordance with **Section IV.E.2. SENATE MEETINGS AND PROCEDURES** of the Handbook of Senate By-Laws and Procedures which reads:

Matters of a confidential nature, including honorary degrees, shall be discussed in closed session; observers are not permitted to attend closed sessions.

The President noted that the Report of the Senate Committee on Honorary Degrees and Ceremonial will be held in an In-camera session and requested that all non-Senators disconnect from WebEx. The nominations for the award of the status of Professor Emerita or Emeritus were provided on Brightspace before the meeting and are considered confidential and should not be discussed outside of the meeting.

100.1 Professor Emeritus Nominations

The President noted that there are twelve nominations for the award of the status of Professor Emerita or Emeritus.

The names of twelve candidates recommended by the Committee on Honorary Degrees and Ceremonial was presented to the Senate for award of the title of Professor Emerita or Emeritus for eventual consideration by the Board of Regents. Members were given the opportunity to discuss the merits of the candidate before voting. Upon voting by Webex, the twelve candidates were approved by at least a two-thirds majority vote.

101. Motion to Adjourn

It was moved by Dr. B. LeFrancois, seconded by Mr. D. Semerad, and carried that the meeting be adjourned.

102. ADJOURNMENT

The meeting adjourned at 5:55 p.m.

CHAIR

SECRETARY