MEMORIAL UNIVERSITY OF NEWFOUNDLAND
SENATE

The regular meeting of Senate was held on June 11, 2013 at 4:00 p.m. in the Lecture Theatre in the Physical Education Building, Room 2001.

103.  PRESENT

The President, Dr. D. Wardlaw, Dr. R. Marceau, Mr. G. Blackwood, Dr. M. Abrahams, Dr. K. Anderson, Ms. L. Busby, Mr. B. Gardiner, Dr. N. Golfman, Dr. D. Hardy Cox, Dr. J. McFetridge-Durdle, Dr. G. Naterer, Dr. L. Phillips, Dr. C. Reynolds, Dr. J. Rourke, Ms. S. Singleton, Dr. E. Waterman, Dr. W. Zerbe, Dr. S. Abhyankar, Dr. J. Doré, Dr. A. Fisher, Dr. G. George, Dr. R. Helleur, Dr. J. Lokash, Dr. D. McKay, Dr. M. Mulligan, Mr. B. Riggs, Professor G. Riser, Dr. A. Rose, Professor D. Walsh, Dr. M. Wernerheim, Dr. P. Wilson, Mr. J. Donnelly, Mr. A. Woolridge, Mr. W. Brownlee, Ms. K. Carroll, Ms. A. Holloway, Ms. C. Noel, Ms. B. Peddle, Mr. J. Van Wijk, Ms. A. Wilson.

Attending by invitation:

Dr. Ken Snelgrove, Chair, Senate Committee on Course Evaluations
Ms. Sharon Pippy, Centre for Institutional Analysis and Planning

Dr. Kachanoski welcomed Dr. Richard Marceau, Vice-President (Research).

104.  APOLOGIES FOR ABSENCE

Apologies were received from Dr. S. Knight, Dr. M. Bluechardt, Ms. S. Cleyle, Dr. L. Hensman, Dr. F. Basset, Dr. J. Connor, Dr. S. Corbin-Dwyer, Dr. K. Gallagher, Dr. D. Gustafson, Dr. D. Kelly, Dr. D. Kimberley, Dr. S. Kocabiyik, Dr. S. LeFort, Dr. S. Mulay, Dr. C. Sharpe.

105.  MINUTES

It was moved by Dr. George, seconded by Dr. Golfman, and carried that the Minutes of the regular meeting held on May 14, 2013 be taken as read and confirmed.

**CONSENT AGENDA**

It was moved by Dr. Golfman, seconded by Dr. Doré, and carried that the consent agenda, comprising the items listed in 106 to 108 below, be approved as follows:

106.  REPORT OF THE ACADEMIC COUNCIL OF THE SCHOOL OF GRADUATE STUDIES

106.1   Department of English

Page 542, 2012-2013 Calendar, under the heading 7.9.2 Program of Study, subsection 1. Thesis Option, insert the sentence "The thesis may be a creative work." at the end of paragraph "a."

Page 542, 2012-2013 Calendar, under the heading 7.9.3 Courses, in numerical order, insert the following courses in the course list:

"7090 Creative Writing: Fiction
7091 Creative Writing: Drama
7092 Creative Writing: Non-Fiction
7093 Creative Writing: Poetry"

106.2   Department of French and Spanish

Page 551, 2012-2013 Calendar, under the heading 7.13.2 Courses, amend the first paragraph to read as follows:

"A selection of the following graduate courses will be offered to meet candidates' requirements, as far as the resources of the Department will allow. Individual courses, excluding French 6900, may be offered in accelerated format outside of the regular semester of session timeframe when being delivered as part of the Summer Institute for French Teachers (SIFT):"

Under the same section as above, amend the first paragraph of the French language translation, under the heading Cours to read as follows:

"Un choix des cours de deuxiéme cycle suivants sera offert afin de répondre aux besoins des étudiants inscrits au programme de maîtrise selon les ressources disponibles au department. *Certains cours, excepté le Français 6900, peuvent être enseignés sous format accéléré en dehors du calendrier habituel d'un semestre ou d'une session quand ils sont offerts dans le cadre de l'Institut d'Été pour les Enseignants de Français (SIFT, Summer Institute for French Teachers)*:"

106.3   Department of Linguistics

Page 644, 2012-2013 Calendar, under the heading 29.21.1 Program of Study, amend subsection 1. to read as follows:

"1. The Degree of Doctor of Philosophy is offered in the following areas:

a. Theoretical issues in Core Areas of Grammar (phonetics, phonology, morphology, syntax, semantics).
b. Languages in which the Department has demonstrated expertise, especially languages of the Newfoundland and Labrador Area.
c. Language Acquisition.
d. Language Variation and Language Contact."

Department of Linguistics (cont'd)

Page 644, 2012-2013 Calendar, under the heading 29.21.1 Program of Study, amend subsection 4. by deleting "18 credit hours" and replacing with "15 credit hours."

Page 644, 2012-2013 Calendar, under the heading 29.21.1 Program of Study, amend subsection 5. to read as follows:

"5. Where needed, each program will include appropriate courses to ensure that the student will have completed 9 credit hours from graduate courses in each of two required fields selected from the following:

      a. Phonetics and Phonology
      b. Morphology and Syntax
      c. Language Acquisition
      d. Sociolinguistics"

Page 644, 2012-2013 Calendar, under the heading 29.21.1 Program of Study, amend the first paragraph of subsection 6. to read as follows:

"6. The student must research and write two comprehensive papers, each to be defended at an oral examination (see Regulation **Comprehensive Examinations, Ph.D. Comprehensive Examination** of the **General Regulations**)."

Page 645, 2012-2013 Calendar, under the heading 29.21.2 Courses, amend the course 6151 to read as follows:

"6151 Selected Topics in Language Acquisition (Prerequisite: Permission of the instructor)"

Page 554, 2012-2013 Calendar, under the heading 7.17.2 Courses, amend the course 6151 to read as follows:

"6151 Selected Topics in Language Acquisition (Prerequisite: Permission of the instructor)"

Page 645, 2012-2013 Calendar, under the heading 29.21.2 Courses, amend the course 6200 to read as follows:

"6200 Phonological Theory"

Page 554, 2012-2013 Calendar, under the heading 7.17.2 Courses, the course 6200 to read as follows:

"6200 Phonological Theory"

106.4   Faculty of Education

Page 575, 2013-2014 Calendar, under the heading 10.9 Courses, regularize the courses "6931 Educational Technology Law" and "6932 Intellectual Technology Law in Teaching and Learning".

Page 570, 2012-2013 Calendar, under the heading 10.9 Courses, amend the course range 6912-6950 to read as follows:

"6912-6950 Special Topics (excluding 6913, 6931, 6932, and 6940)"

Page 558, 2012-2013 Calendar, under the heading 8.2 Program of Study, subsection 2., bullet 5., insert in numerical order "Education 6674 Research in Second Language".

Page 559, 2012-2013 Calendar, under the heading 8.4 Courses, insert in numerical order "Education 6674 Research in Second Language" into the list of courses, and in the same section under the French heading "Cours", insert in numerical order "Education 6674 Research in Second Language" into the list of courses.

Page 567, 2012-2013 Calendar, under the heading 10.8.3 Counselling Psychology, replace the word "psychologist" with the word "practitioner" in the second sentence of the second paragraph.

Page 567, 2012-2013 Calendar, under the heading 10.8.3 Counselling Psychology, replace the words "should normally" with the word "must" in subsection 1., paragraph c., and amend paragraph b. to read as follows:

"b.      must have completed at least one undergraduate course on each of the following topics: statistics (Education 2900), assessment (Education 3280, 3951, 3952 or 4950), introduction to career education (Education 3211), introduction to exceptionality (Education 4240 or 4242).

*Note:    Many of these courses are prerequisites to specific graduate courses and must be completed before taking those courses.*"

106.5   Human Kinetics and Recreation

Page 593, 2012-2013 Calendar, under the heading 21.2 Program of Study and Research, amend subsection 3., **Option ii** to read as follows:

"**Option ii**: HKR 6500, one of 6000 or 6001, 6120, plus 2 of 6003, 6111, 6121, 6122, 6123, 6124, 6125, 6610-6615 (plus project)"

107.   Report of the Senate Committee on Elections and Committees

107.1  Memorial University of Newfoundland Students' Union Representation on Senate Committees, 2012-2013

The following nominations were received from the Committee on Elections and Committees recommending approval. It was agreed that the following nominations be approved:

**Committee on Undergraduate Studies**
Ashley Wilson
Candace Simms

**Executive Committee of Senate**
Ashley Wilson

**Committee on Academic Appeals**
Ashley Holloway
Travis Perry

108.   REPORTS OF SENATE COMMITTEES

Written reports were received for the information of Senators from the following Senate Committees:

-      Executive Committee of Senate
-      Committee on Honorary Degrees and Ceremonial
-      Senate Committee on Elections and Committees
-      Senate Committee on Academic Appeals
-      Senate Committee on Copyright
-      Senate Committee on the University Calendar
-      Senate Committee on Course Evaluation
-      Senate Committee on Undergraduate Scholarships, Bursaries and Awards
-      Senate Committee on Undergraduate Studies
-      Senate Committee on Research
-      University Committee on Admissions

**REGULAR AGENDA**

109.   REPORT OF THE SENATE COMMITTEE ON UNDERGRADUATE STUDIES

109.1  School of Nursing

Mr. Riggs presented a report from the School of Nursing.

School of Nursing (cont'd)

Background

Memorial University has been offering the Bachelor of Nursing (BN) (Post RN) Program since 1966. The program was designed so that diploma-prepared registered nurses could complete the BN degree part time over four years by taking one to two courses per semester. The program was redesigned in the 1980s to be delivered exclusively by distance in collaboration with DELTS. Time for completion in the BN (Post-RN) program is variable. Although the program takes two years to complete full time, most students are registered part time. In 2007, the School analyzed completion rates in the previous seven years (2000-2007). At that time, students were taking four to six years to complete the program with many completing in less than four years ( 41% of graduates in 2005, 28% in 2006, and 32% in 2007). Between 2000 and 2007, the longest time to completion was nine years (School of Nursing, Academic Program Review Self Study Report, 2008).

During the past four years, enrollments in the BN (Post RN) Program have declined with fewer graduates each year. As a consequence of decreasing enrollments, classes are small and tuition earnings do not cover the cost of delivering the program. For example, the net cost of delivering the program in 2011-2012 was estimated at $423,000.

Since 1998 to the present (14 years), there have been 170 graduates from the BN (Post RN) Program. Given the low number of graduates from this program and declining enrollments, the School of Nursing has concerns regarding the viability of the program.

The profile of enrolled students in the BN (Post RN) Program for the years 2008-2012 clearly indicates a trend towards the majority of students enrolled residing outside of NL. From September 2012 to December 2012, 74% of new admissions to the program resided outside the province. Consequently, the School of Nursing has concerns regarding the relevance of the program to the School's mandate.

It is interesting to note that the students from the NL group include five permanent residents and two foreign students. Therefore, the numbers recorded for NL students includes students who have migrated to NL.

In Newfoundland and Labrador and all provinces except Quebec, registered nurses have not entered practice without a degree since 2000. Consequently, the national demand for the BN (Post RN) degree has fallen and many programs have closed citing decreasing enrollments. Currently, only 34% of Schools of Nursing in Canada offer the BN (Post RN) degree. (CASN Survey 2011-2012). Consistent with this national trend and the recommendations of

School of Nursing (cont'd)

the 2007 Academic Program Review, the School of Nursing Academic Council passed a motion on January 18, 2013, to suspend admissions to the BN (Post RN) program. There was consensus that pending Senate approval, the BN Post RN program will be phased out over three years (2013-2016). The motion passed unanimously with full support based on the rationale that the program is costly to run with the majority of students living outside the province.

The purpose of the BN Post RN Program review was to:
• Examine and confirm enrollment trends in the BN (Post RN) Program.
• Determine a reasonable end date for the BN (Post RN) Program and propose options for enrolled students to complete the BN degree.

Findings

1. As of December 2012, 204 students are "actively" enrolled in the BN (Post RN) Program (i.e. they have successfully completed one or more courses in the past six consecutive semesters). Of these, 61 students need nine or less courses and 143 students need 10 or more courses to complete the BN degree.

2. Most students in the BN (Post RN) Program are enrolled part time and very few take more than three courses per year. For example, of the 81 students registered for courses in Winter Semester 2013, nine students are taking two courses and 61 students are taking one course.

3. The School of Nursing partners with the Marine Institute in the Health Science Technology option of the Bachelor of Technology degree. N4002 (Introduction to Nursing Research: Methodology and Critique) and N5210 (Health Care Systems) are required courses in the Bachelor of Technology degree. To address the needs of the Bachelor of Technology program, the School of Nursing will continue to offer the two required courses (N4002 and N521 0) every semester for the next three years or until a mutually agreeable arrangement can be made. Mr. Brent Way (Chair, Bachelor of Technology Program) was consulted on the proposal, he and his colleagues have no objections to the proposal and appreciate that the School of Nursing will continue to offer the Bachelor of Technology courses during the phasing out period.

4. At the rate of one course per semester (three courses per year), the schedule of courses below will allow those students who have completed five or more nursing courses (n = 61 students) to finish the BN (Post RN) degree over the next three years. These courses will be open to all students currently enrolled. Students who have 10 or more courses left to complete will be informed of the slate of course offerings and have the option of completing the program on a full time basis. The schedule may change slightly as they are exploring the possibility of substituting two equivalent Athabasca courses for the clinical courses N6010 and N4310.

School of Nursing (cont'd)

5. Based on the findings of the review, the BN Post RN Program will be phased out over the next three years and will end on August 31, 2016.

Resource Implications

Phasing out the BN (Post RN) Program (starting September 2013) over the next three years will reduce teaching workload and result in the reassignment of permanent faculty to teach in other programs. Phasing out the program will also reduce the number of contractual hires.

Objectives

1. To inform students currently enrolled that this program will end in a planned way on August 31, 2016.

2. To inform potential students considering enrolment in the BN (Post RN) program that declining enrolments and concern over program viability has led the School of Nursing to suspend new admissions.

3. To explain the rationale for this decision to students and other key external and internal stakeholders.

4. To continue to profile the school as a leader in nursing education, evolving to meet the needs of students and the health care system in Newfoundland and Labrador.

Target Audiences

1. Students currently enrolled in program

2. Potential students

3. Consortium partners (Centre for Nursing Studies, Western Regional School of Nursing)

4. Community partners (Provincial Chief Nurse; Executive Director of the Association of Registered Nurses of Newfoundland and Labrador; chief nursing officers (Eastern Health, Central Health, Western Health, Labrador Grenfell), President and CEO of Eastern Health, President of the Nurses' Union

5. Internal stakeholders including acting registrar and registrar's office staff, DELTS, Marketing and Communications, Office of Student Recruitment, the Marine Institute and the School of Nursing faculty and staff

6. Canadian Association of Schools of Nursing (CASN)

School of Nursing (cont'd)

7. General public (through media)

Strategic Considerations

Consistent with the recommendations of the 2007 Academic Program Review and a report of the BN (Post RN) Program completed by M. Beaton (December 2008) the School of Nursing Academic Council passed a motion on January 18, 2013, to suspend admissions to the BN (Post RN) program. There was consensus that pending Senate approval, the BN Post RN program will be phased out over three years (2013-2016). The motion passed unanimously with full support for the rationale that the program is costly to run with declining enrollments and a significant majority of students enrolled in courses living outside the province. In Newfoundland and Labrador and all provinces except Quebec, registered nurses have not entered practice without a degree since 2000. Consequently, the national demand for the BN (Post RN) degree has fallen and many programs have closed citing decreasing enrolments. Currently, only 34% of Schools of Nursing in Canada offer the BN (Post RN) degree.

Key Messages

• Memorial University's School of Nursing has suspended admissions to the BN (Post RN) program and the program will be phased out over the next three years (2013-2016). The closing date for the program is August 31, 2016.
• The School of Nursing is committed to ensuring that students currently enrolled are given options to complete the BN (Post RN) program within a reasonable time frame, including the possibility of completing the online BN (Post RN) program at an online university.

The rationale for phasing out the program is declining course enrolments, increased cost of program delivery, budgetary constraints and a changing student profile (i.e. from September 2012 to December 2012, 74% of new admissions to the program resided outside NL).

It was moved by Mr. Riggs, seconded by Dr. McFetridge-Durdle, and carried that the BN (Post RN) program be phased out over the next three years ending August 31, 2016.

110. Proposed Revisions to Policies and Procedures for the Course Evaluation Questionnaire (CEQ)

Dr. Ken Snelgrove, Chair, Committee on Course Evaluations, along with Ms. Sharon Pippy, Centre for Institutional Analysis and Planning, presented the revisions to the Policies and Procedures for the Course Evaluation Questionnaire (CEQ) and answered questions from the floor.

Proposed Revisions to Policies and Procedures for the Course Evaluation
Questionnaire (CEQ) (cont'd)

It was moved by Dr. Phillips, seconded by Dr. Mulligan, and carried to
approve, along with one friendly amendment, the Policies and Procedures for
the Course Evaluation Questionnaire (CEQ) as follows:

**Student Rating of Courses and Instructions**
**Administrative Policies and Procedures**
**(revised as of June 2013)**

1.  **A uniform procedure for the student rating of courses and
    instruction shall be followed through the University.**

    1.1     This procedure shall include the administration of the Course
            Evaluation Questionnaire (CEQ) in all courses, except as
            provided for in these policies.

    1.2     The following types of courses may be evaluated by a method
            other than the CEQ. If the CEQ is not administered, an
            alternative method of evaluation shall be established. The
            alternative method shall include a form of written student
            ratings and reporting of such ratings, with due regard for
            student anonymity. Specifications for the alternative method
            shall be documented by the Administrative Head of the
            academic unit.

            1.2.1   Courses with enrolment less than 5.
            1.2.2   Team-taught or modularized courses.
            1.2.3   Non-degree-credit courses.
            1.2.4   Modularized courses or courses offered outside of the
                    normal time frame for a semester or session, as
                    defined by the University Calendar.

    1.3     Academic units or instructors may administer supplementary
            evaluation instruments (as per section 3.7).

2.  **Committee on Course Evaluation**

    All aspects of the administration, compilation, distribution and
    publication of the Course Evaluation Questionnaire will be the
    responsibility of the Committee on Course Evaluation, a standing
    committee of Senate.

3.  **Administration of the evaluation questionnaire**

    3.1     The Centre for Institutional Analysis and Planning will co-
            ordinate the administration of the CEQ on behalf of the

Proposed Revisions to Policies and Procedures for the Course Evaluation Questionnaire (CEQ) (cont'd)

Committee on Course Evaluation, according to the operational guidelines approved by that Committee as stipulated in its Terms of Reference.

3.2 The Course Evaluation Questionnaire shall be administered starting during the last two weeks of class in a 12-13 week semester or the last week of class in any shorter session, until the day before the start of the examination period for that semester or session.

3.3 The questionnaire will be administered online through Student Self-Service.

3.4 Academic units shall confirm with the Centre for Institutional Analysis and Planning those courses in their unit that are to be evaluated with the CEQ each semester, and shall ensure that course and instructor information is accurate prior to administration.

3.5 Courses that are confirmed to use the CEQ for evaluation in a semester or session will have the online CEQ generated in Student Self-Service. Access to the online CEQ form for each course section will be given to each student registered in that course section as per Registrar records.

3.6 At the time of administration, students shall be informed of the purposes of the rating procedure and of the University policies for distribution and publication of results. The Committee on Course Evaluation shall prepare this information to accompany the forms in the online system.

3.7 Supplementary questions may be administered with the CEQ in three ways:

3.7.1 An academic unit or instructor may administer a separate course evaluation form in tandem with the CEQ. The responses to items on this additional form will be processed by the academic unit by its own procedures, subject to maintenance of student anonymity. No questionnaires or results shall be returned to instructors prior to the submission of final grades for the course in question.

3.7.2 An academic unit may arrange with the Centre for Institutional Analysis and Planning to have a limited

Proposed Revisions to Policies and Procedures for the Course Evaluation
Questionnaire (CEQ) (cont'd)

number of additional structured response items appear
on the CEQ, to be used by all course sections within
the unit. The responses to these additional items will
be processed by CIAP.

3.7.3    An individual instructor may provide students with up
to 10 structured response items to be answered on the
CEQ (Instructor Provided Questions, or IPQs). The
responses to these additional items will be processed
by CIAP.

4.    **Compilation of results**

4.1    Data from the questionnaire will be captured within the online
evaluation system and summarized by the Centre for
Institutional Analysis and Planning.

4.2    For each course section, response distributions to the core
quantitative questions (and any additional quantitative
questions included under section 3.7.2 or 3.7.3) will be
summarized by frequency percentages and averages based on
those responding to the item. This will constitute the
"Summary Report" for the section and will identify the course
and section, and the instructor.

4.3    For comparison, the average of the quantitative items
(excluding items 8 and 9) on the core questionnaire for CEQ-
mandated courses (courses that do not meet one or more of
the exclusion criteria specified in section 1.2) will be
compiled each semester for the following aggregations and
will be included on each Summary Report for CEQ-mandated
courses:
1.    Department/academic unit
2.    Campus

4.4    A table of percentile distribution scores will be compiled for
each campus and level each semester, provided there are at
least 10 CEQ-mandated courses within that campus and level
combination.

4.5    For each course section, a report of the qualitative questions
(written comments) will also be generated. This will
constitute the "Comment Report" and will identify the course
and section and the instructor.

Proposed Revisions to Policies and Procedures for the Course Evaluation
Questionnaire (CEQ) (cont'd)

5.    **Dissemination and publication of results**

  5.1    The Centre for Institutional Analysis and Planning shall
         provide the Summary Reports of the core questionnaire (and
         any supplementary questions under 3.7.2 and 3.7.3) for each
         section, together with applicable aggregate summaries (as
         specified in sections 4.2 and 4.3), and the Comment Report,
         to each instructor. Reports shall be provided as soon as
         possible after final grades have been submitted. No results
         shall be returned to instructors prior to the receipt, by the
         Registrar's Office, of final grades for the course in question.

  5.2    Instructors may include these reports in their Teaching
         Dossier.

  5.3    The Summary Reports of the quantitative questions (as
         specified in sections 4.2 and 4.3) shall be sent to
         Administrative Heads of academic units for courses within
         their unit, and shall be used by such committees and for such
         purposes, as are stipulated by University policies and the
         MUNFA Collective Agreement. Such data should not be used
         in the promotion and tenure process unless there is
         concurrence from the faculty member.

  5.4    Two weeks after distribution of section Summary Reports to
         instructors and Academic Unit Heads, the Summary Reports
         for CEQ-mandated sections in the University shall be
         published for access only by students in electronic form on
         the University Self-Service web site. Instructors will be given
         the option each semester to request, no later than one week
         after the end of classes, which, if any, of their course section
         summary reports not be made available for viewing on
         student Self-Service. The published reports will contain a
         summary of each question by average (mean), and frequency,
         along with the relevant department/academic unit and campus
         aggregate statistics.

     5.4.1    Published reports shall include an explanation of the
              methodology underlying the ratings, with advice
              regarding interpretation of the statistical summaries.

     5.4.2    Reports shall be archived for electronic access for five
              years.

Proposed Revisions to Policies and Procedures for the Course Evaluation
Questionnaire (CEQ) (cont'd)

> 5.4.3 A user agreement will accompany the on-line reports
> to prevent misuse of the information.

> 5.5 The electronic data for each administration of the CEQ shall
> be archived by the Centre for Institutional Analysis and
> Planning for subsequent access and analysis by academic
> units or bona fide academic researchers or research units.
> Access to these data shall be granted only with the approval
> by the Committee on Course Evaluation on terms agreed to in
> writing between the Committee and the Recipient.

111. 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 name of one candidate recommended by the Committee on Honorary
Degrees and Ceremonial was presented to the Senate for awarding of a
doctoral degree honoris causa. Members were given the opportunity to
discuss the merit of the candidate before voting. Upon voting by a show of
hands, the candidate was approved by at least a two-thirds majority vote.

112. REMARKS FROM THE CHAIR - QUESTIONS/COMMENTS FROM
SENATORS

Dr. Kachanoski reported on his activities since the last meeting of Senate,
noting in particular the nine sessions of Convocation. One of those sessions
was a Special session for the installation of the new Chancellor, Dr. Susan
Knight, and there was a reception to celebrate her and the honorary graduates.

He noted that he took a one week vacation to visit his grandson and to do
some fishing.

There is no update on budget efficiency review procedures yet from
Government. We received a generous budget when other institutions were
severely impacted, a recognition of the strength of our enrolment.

He attended the Calgary Affinity Dinner, which was well attended.

Remarks from the Chair - Questions/Comments from Senators (cont'd)

Darrin Pike has been named CEO/Director of Education - designate of the new provincial English-language school district.

Memorial hosted the Canadian Council for the Advancement of Education, where Memorial received seven awards.

He thanked all Senators for their participation in Senate this year and looks forward to next year.

In response to a question regarding Nursing consolidation, the President noted that it went forward to Government as our only new strategic priority, but no new proposals were considered. There are significant cost and space issues in consolidation. Discussions will start again with Government; the current consortium agreement remains in place at this time.

113.    ADJOURNMENT

The meeting adjourned at 5:00 p.m.

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CHAIRMAN                                   SECRETARY