

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
SENATE

The regular meeting of Senate was held on May 10, 2011 at 4:00 p.m. in Room E5004, Education Building.

100. PRESENT

The President, Dr. E. Simpson, Dr. H. Pike, Dr. M. Abrahams, Dr. A. Al-Krenawi, Mr. B. Belbin, Dr. P. Fisher (for Mr. G. Blackwood), Ms. L. Busby, Dr. A. Collins, Mr. G. Collins, Dr. N. Golfman, Dr. L. Hensman, Ms. K. Kennedy, Dr. J. Quaicoe, Dr. E. Waterman, Professor M. Beaton, Dr. J. Brunton, Dr. J. J. Connor, Dr. J. Connor, Dr. A. Fiech, Dr. D. Foster, Dr. K. Gallagher, Dr. S. Ghazala, Dr. G. George, Dr. R. Helleur, Dr. D. Kelly, Dr. P. Marino, Dr. W. Okshevsky, Mr. B. Riggs, Dr. P. Trnka, Dr. M. Wernerheim, Mr. S. Despres, Ms. K. Keats, Mr. J. Robinson, Mr. Al Hassan, Mr. B. Evoy, Ms. A. Haighway, Ms. A. Hannaford, Mr. R. Leamon, Mr. J. Ryder, Mr. E. St. Coeur, Mr. M. Walsh, Mr. C. Wass, Ms. B. Winsor.

Dr. Kachanoski welcomed new MUNSU Student Representatives Kareem Al Hassan, Justin Ryder and Becky Winsor replacing Jessica McCormick, Meghan McCarthy, and George Furey.

101. APOLOGIES FOR ABSENCE

Apologies were received from Dr. C. Loomis, Dr. A. Card, Dr. J. McFetridge-Durdle, Dr. J. Rourke, Dr. N. Roy, Dr. F. Balisch, Dr. S. Corbin-Dwyer, Dr. S. Kocabiyik, Professor V. Kuester, Dr. D. McKay, Dr. A. Muhammad, Dr. A. Rose, Dr. W. Schipper, Dr. E. Warkentin.

102. MINUTES

It was moved by Dr. Pike, seconded by Dr. Foster, and carried that the Minutes of the regular meeting held on April 12, 2011 be taken as read and confirmed.

CONSENT AGENDA

It was moved by Mr. Riggs, seconded by Dr. Golfman, and carried that the consent agenda, comprising the items listed in 103 and 104 below, be approved as follows:

103. REPORT OF THE SENATE COMMITTEE ON UNDERGRADUATE STUDIES

103.1 School of Nursing

Page 338, 2010-2011 Calendar, under the heading 10 Course Descriptions, insert the following new courses:

“2017 Intermediate Psychomotor Competencies will provide the student an opportunity to acquire intermediate psychomotor competencies that are related to the provision of client comfort and safety in a variety of settings. As well, this course provides the opportunity for the student to integrate the conceptual framework of the Bachelor of Nursing (Collaborative) program into the development of psychomotor competencies.

School of Nursing (cont'd)

CH: 1
LC: 0
LH: 24 hours during the semester
PR: NURS 1520 and 2004
CO: NURS 2004

3513 Nursing Practice with Children, Adolescents and Young Adults provides the student with opportunities to apply knowledge and practise competencies acquired in NURS 2017 and 3012. Selected experiences are offered in a variety of institutional and community based settings related to the provision of nursing care for children, adolescents, young adults and their families.

CH: 2
CO: NURS 3012
CR: the former NURS 2511 and NURS 3512
OR: 64 clinical hours during the semester
PR: NURS 2017 and NURS 2520 ”

Page 338, 2010-2011 Calendar, under the heading 10 Course Descriptions, delete the prerequisite for NURS 3523 and add the following co-requisite:

“CO: NURS 3001 and 3501, NURS 3014 and 3514, NURS 3012 and 3512, NURS 3113 and clinical placement approval from the Committee on Undergraduate Studies”

Page 338, 2010-2011 Calendar, under the heading 10 Course Descriptions, amend the prerequisite for NURS 4512 to read as follows:

“PR: NURS 2014 or 4101, 2514, 4501, and 4515 or admission to the Fast-Track Option”

Page 337, 2010-2011 Calendar, under the heading 6 Promotion Regulations, in clause 3, insert sentence “A student in the Fast-Track Option who fails a course is required to withdraw from the Fast-Track Option” after the second sentence “A second failure...from the program.”

103.2 Grenfell Campus

Page 435, 2010-2011 Calendar, under the heading 6.2 Major in Historical Studies, amend the first sentence in clause 2b, Later Western History to read “History 2120, 2210, 2310, 2500, 2510, 3030, 3060, 3120, 3250, 3440, 3460, 3490, 3770”.

Page 435, 2010-2011 Calendar, under the heading 6.2 Major in Historical Studies, amend clause 3 to read “Six credit hours in 4000-level History courses (in addition to History 4950)”.

Page 435, 2010-2011 Calendar, under the heading 6.2 Major in Historical Studies, delete clauses “5 and 6”.

Page 467, 2010-2011 Calendar, under the heading 10.16 History, insert the following paragraph:

“With the exception of 4000-level cross-listed courses, students are required to take 12 credit hours in History (in addition to History 1100/1101) or have

Grenfell Campus (cont'd)

permission of the Chair of the Historical Studies Program before enrolling in any 4000-level History course.”

Page 467, 2010-2011 Calendar, under the heading 10.16 History, delete the “CO” and “PR” for course 4101.

Page 467, 2010-2011 Calendar, under the heading 10.16 History, insert the following two courses:

“**2510 Twentieth Century II** is an historical analysis of the main issues in the contemporary world since 1945.

CR: The former HIST 3710

3030 Environmental History examines the history of human relationships to the natural environment. The focus of the course is the history of environmental changes caused by humans, and the reciprocal influence of the natural environment on human cultures and societies. Case Studies will introduce patterns of ecological change associated with broad historical transformations such as colonialism, military conflict, the development of world economies, etc.”

Page 463, 2010-2011 Calendar, under the heading 10.11.1 Environmental Biology, amend the prerequisite for 4132 as follows:

“PR: Biology 2600; Statistics 2550 (or equivalent), with 6 credit hours from the Environmental Science Core (8.1,1.c.) It is recommended that students complete at least 80 credit hours before registering for this course.”

Page 462, 2010-2011 Calendar, under the heading 10.10.4 Modern Literature, insert the following new course:

“**2244 The Graphic Novel - Historical, Cultural and Literary Contexts (same as Social/Cultural Studies 2244)** examines the historical, cultural and literary impact of the Graphic Novel; investigates its continuing development; and introduces students to significant works within the genre.

CR: English 3842

PR: 6 credit hours first-year English; one of Folklore 1000, Anthropology 1031, or Sociology 2000”

Page 473, 2010-2011 Calendar, under the heading 10.26 Social/Cultural Studies, insert the following new course:

“**2244 The Graphic Novel - Historical, Cultural and Literary Contexts (same as English 2244)** examines the historical, cultural and literary impact of the Graphic Novel; investigates its continuing development; and introduces students to significant works within the genre.

CR: English 3842

PR: 6 credit hours first-year English; one of Folklore 1000, Anthropology 1031, or Sociology 2000”

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

104.1 Marine Studies (Fisheries Resource Management)

Page 559, 2010-2011 Calendar, under the heading 15.5 Courses, insert the following new course:

“6009 Overview of World Fisheries ”

104.2 Department of Mathematics and Statistics

Page 518, 2010-2011 Calendar, under the heading 5.2 Program of Study, delete and replace with:

“The minimum requirements for the Degree of Master of Applied Statistics are completion of the following:

1. The following three courses: Stat 6510, Stat 6560 and Stat 6590.
2. Nine additional credit hours selected from Stat 6500-6589.
3. At least one non-credit Seminar Series in Statistics or an additional 3 credit hour graduate course.
4. A practicum: An applied statistics project and an associated report. The report must demonstrate a satisfactory general mastery of statistical knowledge.”

Page 518, 2010-2011 Calendar, under the heading 5.3 Evaluation, in clause 2, delete “Statistics” and replace with “Stat”.

Page 518, 2010-2011 Calendar, under the heading 5.4 Courses, amend the title “Statistics” to read “Applied Statistics.” Under Applied Statistics, insert **“6500 Probability** (credit restricted with former 6586)” and **“6563 Sampling Theory.”** Insert “(excluding 6586)” after 6570-6589 Selected Topics in Statistics and Probability. Delete **“6930 Statistics Seminar.”**

Page 581, 2010-2011 Calendar, under the heading 21.19.1 Specific Requirements for the M.Sc. in Mathematics, amend the last sentence in Option 2 to read “Remaining course selections to satisfy the total credit hour requirement for this option may be chosen from the departmental course offerings, excluding those in the range 6900-6950.”

Page 581, 2010-2011 Calendar, under the heading 21.19.2 Specific Requirements for the M.Sc. in Statistics, delete the first paragraph and replace with the following:

“Every candidate for the M.Sc. in Statistics is required to complete Stat 6510 and Stat 6560 plus at least 12 credit hours in graduate courses. Candidates must attend the Seminar Series in Statistics (non-credit) or register for an additional 3 credit hour graduate course. A thesis is required as per **General Regulations, Theses and Reports.**”

Page 581, 2010-2011 Calendar, under the heading 21.19.3 Courses, under Mathematics, insert new regularized course **“6102 Mathematical Biology”**

Department of Mathematics and Statistics (cont'd)

and renumber 6102-6119 to read “**6110-6119 Special Topics in Applied Mathematics**”. Insert new course “**6313 Functional Analysis II**” and renumber 6313-6319 to read “**6315-6319 Special Topics in Analysis**”. Under Statistics, insert two new courses “**6500 Probability (credit restricted with former 6586)**” and “**6563 Sampling Theory**”. Amend 6570-6589 to read “**6570-6589 Selected Topics in Statistics and Probability (excluding 6586)**” and delete “**6590 A Course in Statistical Consulting**”.

Page 620, 2010-2011 Calendar, under the heading 28.24.3.1 Courses, under Mathematics, insert new regularized course “**6102 Mathematical Biology**” and renumber 6102-6119 to read “**6110-6119 Special Topics in Applied Mathematics**”. Insert new course “**6313 Functional Analysis II**” and renumber 6313-6319 to read “**6315-6319 Special Topics in Analysis**”. Under Statistics, insert two new courses “**6500 Probability (credit restricted with former 6586)**” and “**6563 Sampling Theory**”. Amend 6570-6589 to read “**6570-6589 Selected Topics in Statistics and Probability (excluding 6586)**” and delete “**6590 A Course in Statistical Consulting**”.

104.3 Faculty of Business Administration

Page 618, 2010-2011 Calendar, under the heading 28.23.3.1 Courses, subheading Organizational Behaviour and Human Resources Management Specialization Courses, delete the section and replace with the following:

“In addition to the above-noted courses required for all specializations, the following courses are required for the Organizational Behaviour and Human Resources Management specialization.

1. Required Courses:

Business 9920 Foundations in Organizational Behaviour
Business 9921 Foundations in Human Resources Management
Business 9924 Current Issues in Organizational Behaviour
Business 9925 Current Issues in Human Resource Management

Note: *Waivers shall not be granted in the Ph.D program for previously completed course work at either the undergraduate or master's level.*

2. Four of:

Business 9922 Foundations in Industrial Relations
Business 9923 Foundations in Organizational Theory
Business 9926 Current Issues in Industrial Relations
Business 9927 Current Issues in Organizational Theory
Business 9928-9939 Special Topics in Organizational Behaviour/Human Resource Management
Any other graduate course subject to the approval of the Supervisor”

Page 619, 2010-2011 Calendar, under table “Recommended Sequence for Organizational Behaviour and Human Resources Management Specialization Table”, make the following changes:

“Under Semester Year 1, Winter, Courses, delete “**BUSI 9922 Foundations of Industrial Relations** and **BUSI 9923 Foundations of Organizational**

Faculty of Business Administration (cont'd)

Theory.” Insert “BUSI 9924 Current Issues in Organizational Behaviour and BUSI 9925 Current Issues in Human Resource Management”

“Under Semester Year 2, Fall, Courses, delete and replace the first bullet with
“**Two of: BUSI 9922, 9923, 9926, 9927, 9928-9939, or any other graduate course subject to the approval of the Supervisor”**”

Under Semester Year 2, Winter, Courses, delete and replace with “**Two of: BUSI 9922, 9923, 9926, 9927, 9928-9939, or any other graduate course subject to the approval of the Supervisor”**”

REGULAR AGENDA

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

105.1 Department of Computer Science

It was moved by Dr. Golfman, seconded by Dr. Fiech, and carried that on page 577, 2010-2011 Calendar, under the heading 21.11.1 Master of Science, delete the section and replace with the following:

“Admission Requirements

- Admission into a Master’s program in Computer Science is restricted to candidates holding at least a Bachelor degree (major in Computer Science or Computer Engineering) with a minimum average of 75% overall. When circumstances warrant, this requirement may be waived on the recommendation of the Head of the Department. Applicants should also refer to the Qualifications for Admission given under the Regulations Governing the Degree of Master of Science within the School of Graduate Studies section of the current Calendar. International applicants are strongly encouraged to submit results of the (general) Graduate Record Examination (GRE) test.

Programs

Option 1 - Thesis Route

- Candidates are required to complete a minimum of 15 credit hours in graduate program courses, 9 of which must be in Computer Science (excluding COMP 601W and COMP 6999).
- Full-time students are expected to complete their course work within their first year of studies. Part-time students are expected to complete their course work by the end of the seventh semester in program.
- Each candidate is required to submit an acceptable thesis. The thesis project may involve a theoretical investigation and/or the development of an original, practical system. Each candidate is required to present a tentative outline of his/her proposed research to the Supervisor, with a copy to the Department Committee on Graduate Studies, by the end of his/her third semester in the program (sixth semester for part-time students). A fifteen minute oral presentation of the proposal is to be scheduled and given within four weeks of the submission date.
- Prior to submission of a thesis, normally in the last semester of the program, candidates are required to present a seminar on the thesis topic, methods employed and research results.

Department of Computer Science (cont'd)

Option 2 - Course/Project Route with Work Term

- Candidates are required to complete a minimum of 24 credit hours in graduate program courses, of which at least 18 credit hours must be in Computer Science.
- Within this credit requirement, a student must take the following courses:
 - COMP 6999 (Master's Project)
 - One course in Software Engineering (COMP 6713)
 - One course in Algorithms (COMP 6743 or COMP 6783)
 - One course in Information Systems (COMP 6742 or COMP 6751)
- Additionally students must complete one co-operative education work term (COMP 601W). Under normal circumstances, students will undertake their work term in the spring semester.
 - The dates for starting and finishing each work term are shown in the University Diary.
 - Students must successfully complete at least 12 credit hours (four courses) prior to beginning their work term.
 - Students will conduct job searches through the University's Co-operative Education Services Centre (CESC) in cooperation with the Department of Computer Science. Students who do not wish to accept a work term job arranged by CESC shall be responsible for finding an alternative. Such jobs must be confirmed by letter from the employer and approved by the Head of Computer Science and by the CESC on or before the first day of the work term. Work term jobs may be outside St. John's and possibly outside Newfoundland and Labrador.
 - Each work term placement will be supervised by the candidate's program Supervisor, the on-site Supervisor assigned by the employer and the CESC Co-ordinator. The overall evaluation of the work term is the responsibility of the program Supervisor, on-site Supervisor and CESC Co-ordinator. The work term shall consist of two components:
 - On-the-job Student Performance as evaluated by the on-site Supervisor and CESC Co-ordinator, in consultation with the program Supervisor.
 - A Work Report graded by the program Supervisor in consultation with the on-site Supervisor.
 - Evaluation of the work term will result in the assignment of one of the following final grades:
 - Pass: Indicates that PERFORMANCE MEETS EXPECTATIONS in both the work report and work performance.
 - Fail: Indicates FAILING PERFORMANCE in the work report and/or the work performance. If a failing grade is assigned, the student's Masters program will be terminated.

Other Regulations

- Students from either option 1 or option 2 may request to transfer between both options once during their studies. The transfer requires an approval from the Department Head.

Department of Computer Science (cont'd)

- All candidates are expected to take an active part in seminars and other aspects of the academic life of the Department of Computer Science.
- The Department of Computer Science Graduate Student Research Forum takes place in the winter term of the academic year. All M.Sc. students must present at the Research Forum at least once during their program.
- Full-time students are expected to complete all program requirements in two years. Part-time students are expected to complete all program requirements in four years.

Page 577, 2010 -2011 Calendar, under the heading 21.11.1.1 Courses, make the following changes:

After the first sentence, “A selection of...Department will allow” insert “Normally, students will be expected to complete their course work during the fall and winter semesters. Courses might not be offered in the spring semester.”

Delete the heading “Programming Languages” and insert course “**601W Work Term**” above 6711 Syntax and Semantics of Programming Languages.

Delete headings “Computer Systems, Numerical Computations, Theoretical Aspects, and Applications.” Under former heading Applications, insert courses “**6783 Applied Algorithms**” and “**6999 Master’s Project**.” Insert “**(excluding 6783)**” after course 6770-6790.

106. Correction of Errors in Calendar Submissions from the Department of Philosophy and the Department of Earth Sciences

The following changes are for the information of Senators and for minuting of the correct calendar changes.

Page 153, 2010-2011 Calendar, under the headings 8.25.2 Major Program, 8.25.3 Minor Program, and 8.25.4 Honours Program, amend the brackets in clause 2 to read (as approved by Senate on February 8th, 2011) as follows:

“(excluding Philosophy 3400 if previously completed to meet the requirements of 1)”

Page 368, 2010-2011 Calendar, under the heading 4.1.12 Chemistry and Earth Sciences Joint Honours, amend clause 4 (as approved by Senate on February 8th, 2011) to read “Mathematics 2000 and 2050”.

107. Review of Senate Committees

Mr. Collins noted that the memorandum dated April 19, 2011, regarding Review of Senate Committees is a draft for the consideration of Senate.

Mr. Collins pointed out that at a meeting held on February 9, 2010, Senate considered a report from its Committee on Committees which recommended that it was timely “... *to look at the composition of all Senate Committees. For example, some Committees may be able to be collapsed or the number of members changed as it is difficult to fill some of the seats on those Committees.*”

Review of Senate Committees (cont'd)

At that same meeting and because the membership of the Committee on Committees had fallen to just four compared to the required number of 17 members, Senate agreed to suspend the operations of the Committee on Committees and transfer its mandate for a one year period to the Committee on Senate Elections. In the intervening year, the Committee on Senate Elections reviewed the Election Procedures and Terms of Reference of the Committee on Committees and on March 8, 2011, Senate agreed with its recommendation to amalgamate the Terms of Reference of the two Committees.

Now that this amalgamation has been completed, it is time to return to the task of reviewing the composition of all Senate Committees. Given the passage of time and changing circumstances, it would be appropriate for Senate to re-visit this question and provide direction to its newly established Senate Committee on Elections and Committees. Some parameters that might be included in this review of Senate Committees are listed below:

1. At least one Senate Committee (PBC) has been reviewing its own terms of reference and membership. Such a self-audit could be recommended to all Senate Committees by the Senate Committee on Elections and Committees.
2. The Senate Committee Procedures require that "... all standing Committees of Senate shall provide a written report to Senate at least once each year". Should Senate enforce this requirement and would it be a useful starting point for the Senate Committee on Elections and Committees and for individual Senate Committees in the review of all Senate Committees?
3. Given the on-going difficulty of attracting academic staff members to serve on Senate Committees, should the Senate consider more proactive ways to engage academic staff members to serve by promoting the benefits of collegial governance in the university newspaper; by encouraging deans and directors and other to actively recruit faculty members to serve on Senate committees? Should the Senate Committee on Elections and Committees consider reducing the size and number of Senate Committees; look at utilizing professional staff members and other members of the University community (such as sessional lecturers and post-doctoral fellows) to serve on Senate Committees where such membership is appropriate to the Committee's mandate?
4. In view of the creation of an ad hoc Committee on Lessening Paper Dependency of Senate, should the Senate Committee on Elections and Committees encourage Committees of Senate to adopt environmentally friendly procedures?
5. In order to assist Committees in organizing a first meeting, should the Senate Committee on Elections and Committees identify each year an individual to initiate the first committee meeting of the year? or Should Senate Committees be required to elect a chair at the end of each academic year for the upcoming academic year and report the results to the Secretary of Senate?

Review of Senate Committees (cont'd)

Following discussion, it was agreed that this memorandum be forwarded to the Senate Committee on Elections and Committees as a guide in its process of formulating a renewed Senate Committee structure for the consideration of Senate.

108. Report of the Committee on Academic Appeals

ECS 2010-11: #10 - Appeal against the decision of the Senate Committee on Undergraduate Studies, with respect to an allegation of academic misconduct brought against the student with regard to the final examination of Engineering 3001, a course for which the student was registered during the Fall Semester 2010.

Dr. Kachanoski noted that several members of Senate have had previous involvement in this student appeal by virtue of membership on the Executive Committee of Senate, on the Senate Committee on Undergraduate Studies, or as members of academic units. In this regard, he observed that one of the principles of natural justice and fairness is that there should be no individual sitting in judgement on an appeal at a higher level who has already been a party to the decision at a lower level. In the interests of fairness and natural justice he suggested that those Senators who have had previous dealings with this case be available to provide information pertinent to the case and to answer questions raised by Senators but should not be making motions or voting on motions regarding this appeal.

At the invitation of the Chair, Dr. Dale Foster, Chair of the Senate Committee on Academic Appeals, presented the report of the Committee to Senate regarding this student's appeal and advised that the Committee's recommendation is as follows:

Recommendation

Based on the documentation provided and the reasons outlined, the Appeals Panel of the Senate Committee on Academic Appeals unanimously recommends to Senate that the decision at earlier levels be upheld and that the appeal by the student against the decision to receive a grade of "0" in the course and a letter of reprimand be denied.

Following discussion, it was moved by Dr. Foster, seconded by Dr. Okshevsky, and carried to deny this student's appeal based on the report and recommendation from the Senate Committee on Academic Appeals. Senators who had previous involvement in this appeal abstained from voting.

109. Consultation on the Teaching and Learning Framework

Dr. Simpson presented the Teaching and Learning Framework document remarking that Senate has been following the process leading to the current stage for many months. He noted that the version of the document before Senate has been approved by Deans and Directors and by the Senate Committee on Undergraduate Studies and is now ready for consultation and/or approval as deemed appropriate by Senate.

While the Teaching and Learning Framework document described both the process involved in developing a Teaching and Learning Framework and the

Consultation on the Teaching and Learning Framework (cont'd)

proposed Teaching and Learning Framework itself, the section of the document entitled The Way Forward - Recommendations is included below in order to provide a context for these minutes:

“The development of the teaching and learning framework has captured the imagination and enthusiasm of the Memorial University community, as evidenced by the high level of participation in the consultations and brainstorming sessions. Findings from the consultations reinforced the literature, indicating that a strong teaching and learning community is engaging, supportive, inquiry-based, outcomes-oriented, responsive and inclusive. The consultations also provided many suggestions for actions that could strengthen the teaching and learning community at Memorial University.

The Framework highlights the desired qualities of Memorial graduates, articulates the core values and principles of teaching and learning and describes the characteristics of a vibrant teaching and learning community at Memorial University. The Framework establishes the criteria against which innovations in teaching and learning at Memorial University can be evaluated. Now that the Framework has been proposed it is important to consider the next steps. This section suggests a way forward to: (a) address some of the key suggestions that build on current strengths and could be pursued in the shorter term; and (b) explore the most feasible course of action in areas where more than one approach has been suggested. Our recommendations are as follows:

1. *The University identify people and structures responsible for realizing the Teaching and Learning Framework and enhancing the teaching and learning community at Memorial University. A member of the senior administration must be responsible for leading the initiative in collaboration with the university community. The Steering Committee, Working Group and Advisory Committee structures that guided the development of the framework provide a foundation upon which to build.*
2. *The University develop and implement strategies to address the areas identified during the consultations as requiring immediate attention. These include:*
 - a. *Student and educator engagement in the first year and throughout programs (including appropriate class sizes, suitability of formal learning spaces, interaction with inspiring people and ideas);*
 - b. *Comprehensive student support services that are integrated and coordinated;*
 - c. *Instructional design and delivery support available to all educators;*
 - d. *Assistance for students who are experiencing academic challenges, especially in first year;*
 - e. *Comprehensive orientation for all incoming undergraduate and graduate students;*
 - f. *Recognition of teaching quality, (including in the promotion and tenure process, in the establishment of University awards*

Consultation on the Teaching and Learning Framework (cont'd)

- and Chairs and the support of research in the scholarship of teaching and learning);*
- g. Recognition of the contribution of all educators and partners in the teaching and learning enterprise;*
 - h. Informal gathering/learning spaces for all members of the university community;*
 - i. Flexibility in course scheduling, delivery methods and evaluation strategies to accommodate the needs of our diverse learners and programs;*
 - j. Course and program evaluation strategies to measure achievement of learning outcomes;*
 - k. Opportunities for engagement among students, educators and the community at large; and*
 - l. A teaching and learning plan that includes a monitoring and evaluation framework.*

Conclusion

The teaching and learning framework initiative is an ongoing endeavour. It is important that the conversation continues and planning commences. We have a strong foundation but there is much work to be done.”

A lengthy discussion then ensued covering the following topics:

- the need to support the diverse student population we attract ranging from training students for careers to the development of the entire human intellect as an end in itself
- the need to strengthen connections between research and teaching and between undergraduate and graduate education
- the need to integrate best practices in pedagogy across all curricula
- the need to ensure that the collective agreement is supportive of these new initiatives
- the need to modernize the University’s physical plant and teaching and research equipment
- the need to ensure that there are three way connections between resources, aspirations and capacity
- the need to pursue the question of defining whether or not particular divisions of the University and programs offered have already reached maximum capacity
- the need to continue the involvement of faculty and academic councils in this process.

It was moved by Mr. Despres, seconded by Dr. Waterman, and carried unanimously that Senate endorse this document and use it as a framework to move forward. The President noted that with approval of this document and two additional documents, the Research Plan and Community Engagement Framework, the University will be in a position to proceed with its integrated planning project in the near future.

Mr. Bert Riggs remarked that he would like to commend Dr. Neville and her dedicated team and the members of the Working Group that prepared this document for listening to the comments that were made in the various consultations and actually incorporating them in the final document. Mr. Riggs noted that oftentimes consultations are merely fronts for a course

Consultation on the Teaching and Learning Framework (cont'd)

of action that has already been predetermined, but when reading the framework document, he could readily identify comments and suggestions that were made in the consultations that he attended. Senate endorsed Mr. Riggs' conclusion that the consultation team and the Working Group have produced a very inclusive document and deserve thanks for a job well done.

110. Access Copyright

Ms. Lorraine Busby, Chair, Senate Committee on Copyright, presented for the information of Senators the Report to Senate from the Senate Committee on Copyright dated April 29, 2011 along with a set of minutes from a meeting of the Committee dated April 18, 2011.

111. Items for Information

111.1 The Executive Committee of Senate denied the following appeal:

ECS 2010-11:#12 - Appeal against the Senate Committee on Undergraduate Studies and the Committee on Undergraduate Studies, Faculty of Business Administration, to deny the student permission to extend the deadline for completion of their deferred examination in Business 6130, a course for which the student was registered in the Fall Semester 2010.

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

Dr. Kachanoski reported on his activities over the last month noting in particular activities relating to the budget, enrolment, Teaching and Learning Framework, review of the Office of the Vice-President (Academic), Grenfell Convocation at the end of this week and St. John's Convocation near the end of May.

Dr. Kachanoski noted that this was the last meeting of Senate for this academic year unless a special meeting is required. He wished all Senators a very healthy and productive summer.

113. OTHER BUSINESS

113.1 Ms. Despres asked that all items which are added to the Senate Agenda electronically via email be consolidated in one email and sent again a day before the Senate meeting.

It was agreed that this would be done for future meetings.

114. ADJOURNMENT

The meeting adjourned at 5:10 p.m.