

MEMORIAL UNIVERSITY OF NEWFOUNDLAND  
SENATE

The regular meeting of Senate was held on September 10, 2013 at 4:00 p.m. in the Lecture Theatre in the Physical Education Building, Room 2001.

1. PRESENT

The President, Dr. S. Knight, Dr. D. Wardlaw, Mr. G. Blackwood, Dr. M. Bluechardt, Dr. M. Abrahams, Dr. K. Anderson, Ms. L. Busby, Dr. H. Carnahan, Ms. S. Cleyle, Mr. B. Gardiner, Dr. D. Hardy Cox, Dr. L. Hensman, Dr. J. McFetridge-Durdle, Dr. G. Naterer, Dr. C. Reynolds, Dr. S. Peters (for Dr. J. Rourke), Ms. S. Singleton, Dr. E. Waterman, Dr. W. Zerbe, Dr. S. Abhyankar, Dr. F. Basset, Dr. S. Carr, Dr. J. Connor, Dr. J. Doré, Dr. I. Emke, Dr. A. Fiech, Dr. A. Fisher, Dr. I. Fleming, Dr. D. Foster, Dr. G. George, Dr. D. Kelly, Dr. S. Kocabiyik, Dr. J. Lokash, Dr. D. McKay, Ms. C. Molloy, Dr. M. Mulligan, Dr. W. Okshevsky, Mr. K. Rideout, Mr. B. Riggs, Professor G. Riser, Dr. A. Rose, Mr. P. Ryan, Dr. C. Sharpe, Dr. K. Simonsen, Dr. G. Sun, Dr. D. Tulett, Professor D. Walsh, Dr. P. Wang, Dr. P. Wilson, Mr. J. Donnelly, Mr. H. Sleem, Mr. A. Gupta (for Mr. W. Brownlee), Ms. K. Dusdelle (for Ms. K. Carroll), Ms. J. Dawe, Ms. A. Holloway, Ms. C. Noel, Mr. M. Page (for Ms. B. Peddle), Ms. C. Simms, Mr. S. Kennedy (for Mr. J. Van Wijk) Ms. A. Wilson.

Dr. Kachanoski welcomed Senators to the first meeting of Senate for the new academic year. He gave a special welcome to the following new and returning Senators:

**New Dean:**

Dr. Heather Carnahan, Dean of Human Kinetics and Recreation

**New Dean Pro Tempore**

Dr. Alice Gaudine, Dean Pro Tempore, School of Nursing, attended today. Her appointment is effective September 20, 2013 until September 30, 2014 or until a permanent Dean is appointed.

The President noted that Dr. Judith McFetridge-Durdle, Dean, School of Nursing, has accepted an appointment as Dean, College of Nursing, Florida State University, to commence in December 2013. Accordingly, Dr. McFetridge-Durdle is resigning as Dean of the School of Nursing effective December 2, 2013. This is Dr. McFetridge-Durdle's last meeting of Senate.

**Newly Elected and Re-elected Senators**

Dr. David Tulett, Business Administration

Dr. Dale Foster, Business Administration

Dr. Walter Okshevsky, Education

Dr. Andrea Rose, Education

Dr. Ivan Emke, Grenfell Campus

Dr. Kathryn Simonsen, Humanities  
Mr. Keith Rideout, Marine Institute  
Mr. Paul Ryan, Marine Institute  
Mr. Cyr Couturier, Marine Institute  
Ms. Christine Molloy, Marine Institute  
Dr. Guang Sun, Medicine  
Dr. Jim Connor, Medicine  
Dr. Peter Wan, Medicine  
Dr. Ian Fleming, Science  
Dr. Michael Wernerheim, Social Sciences  
Dr. Helen Ball, Social Work

**New GSU Representative**

Mr. Andy Woolridge

**Attending by Invitation**

The President welcomed Dr. Rob Shea, Associate Vice-President (Marine Institute) Academic and Student Affairs, Mr. Greg French, Special Consultant, Code of Student Conduct, and Ms. Diane Nurse, Coordinator, Code of Student Conduct, for discussion of Agenda item 5. Student Code of Conduct.

2. APOLOGIES FOR ABSENCE

Apologies were received from Dr. R. Marceau, Dr. N. Golfman, Dr. H. Ball, Dr. D. Gustafson, Dr. S. LeFort, Dr. S. Mulay.

3. MINUTES

It was moved by Dr. Abhyankar, seconded by Dr. McFetridge-Durdle, and carried that the Minutes of the regular meeting held on June 11, 2013 be taken as read and confirmed.

**CONSENT AGENDA**

It was moved by Mr. Riggs, seconded by Dr. Tulett, and carried that the consent agenda, comprising the items listed in 4 to 6 below, be approved as follows:

4. REPORT OF THE SENATE COMMITTEE ON UNDERGRADUATE STUDIES

4.1 Department of Physics and Physical Oceanography

Page 496, 2013-2014 Calendar, under the heading 9.10 Physics and Physical Oceanography, insert a new course, “2300 Introductory Oceanography” to read as follows:

Department of Physics and Physical Oceanography (cont'd)

“**2300 Introductory Oceanography** will provide an introduction to the physical ocean. Ocean characteristics studied will include: the properties of seawater; key features of ocean circulation; wind-forcing in the ocean; tides and shoreline processes as well as ocean coupling with the atmosphere, geosphere and cryosphere (ice); and new approaches to ocean sampling and numerical modelling. The course will take an integrated earth systems approach to the study of upwelling zones, open ocean ecosystems and climate change.

CR: ENVS 2371

PR: Any two first-year courses in Physics.”

4.2 Department of History

Page 160, 2013-2014 Calendar, under the heading 10.15 History, insert a new course, “3765 Gendered Indigenous History” to read as follows:

“**3765 Gendered Indigenous History** A thematic examination of the complexities of gender and indigeneity from a global perspective, with particular emphasis on the gendered experiences of colonialism.”

Page 103, 2013-2014 Calendar, under the heading 9.1.2 Course List, amend the History course list to read as follows:

“History 2200, 3765, 4222”

4.3 Diploma in Police Studies

Page 101, 2013-2014 Calendar, under the heading 6.9.3.1 Required Courses, delete “Political Science 3820” and insert “Police Studies 3000”.

Page 101, 2013-2014 Calendar, under the heading 6.9.3.2 Alternate Courses, insert “Police Studies 2200” and “Political Science 3820”.

4.4 Department of English

Page 144, 2013-2014 Calendar, under the heading 10.7 English, insert the following three blocks of Special Topics courses:

“3265-3275 Special Topics in American Literature  
4275-4285 Special Topics in American Literature  
4605-4615 Special Topics in Medieval Language and Literature”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, delete the following inactive courses:

“2601 Introduction to Early Middle English - inactive course.  
3501 Old English Language and Prose - inactive course.

Department of English (cont'd)

4501 Old English Language and Literature II - inactive course.  
3700 Old Norse - inactive course.”

Page 125, 2013-2014 Calendar, under the heading 9.20.3 List A: Other Courses Approved For Inclusion in Medieval Studies Major and Minor Programs Subject to the Foregoing Regulations, delete the following English courses from table:

“ENGL 2601, 3501, 3700, and 4501”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the prerequisite of “3002 Medieval Books” to read as follows:

“PR: Medieval Studies 2000 or 2001 or 2002, or two courses in English at the 2000-level, or permission of the instructor.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course title and description of 3021 to read as follows:

“**3021 Medieval and Tudor Drama** is a study of the development of pre-Shakespearean drama, including representative cycle plays, morality plays, moral interludes, comedies, tragedies, folk plays, and royal entries.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course title, description, and prerequisite of 3500 to read as follows:

“**3500 Introduction to Old English Language and Literature** introduces students to the basic elements of Old English grammar and vocabulary through the practice of translating one or more texts from Old English into modern English and the study of the Old English corpus in modern translations.

CR: the former ENGL 250A/B

PR: Successful completion of two 2000-level English courses.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course title, description, and prerequisite of 4500 to read as follows:

“**4500 Advanced Old English Language and Literature I** is a detailed study of one or more major texts in Old English, depending on student interest.

PR: English 3500 and one other 3000-level English course.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course title, description, and prerequisite of 4600 to read as follows:

Department of English (cont'd)

**“4600 Chaucer and his Contemporaries** is an in-depth study of some of the major writers of the fourteenth century.

PR: Two 3000-level English courses. English 2600 or 3600 is recommended.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course title, description, and prerequisite of 4601 to read as follows:

**“4601 Medieval Romance Literature** is a study of representative texts of the medieval romance genre from the twelfth to the fifteenth century.

PR: Successful completion of two 3000-level English courses.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course title of 3022 to read as follows:

**“3022 English Renaissance Drama”**

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course description of 3200 to read as follows:

**“3200 Shakespeare** is a study of tragedies and romances such as Romeo and Juliet, Julius Caesar, Hamlet, Othello, King Lear, Antony and Cleopatra, Macbeth, Pericles, The Winter’s Tale, The Tempest.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course description of 3201 to read as follows:

**“3201 Shakespeare** is a study of comedies and histories such as Love’s Labour’s Lost, The Taming of the Shrew, A Midsummer Night’s Dream, The Merchant of Venice, Much Ado About Nothing, As You Like It, Twelfth Night, Measure for Measure, 1 Henry IV, 2 Henry IV, Henry V.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course title and description of 4010 to read as follows:

**“4010 Sixteenth-Century English Literature** focuses on the prose and poetry of representative authors of the period and provides a critical overview of the literary, historical, social, political, and religious context.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course title and description of 4030 to read as follows:

**“4030 Seventeenth-Century English Literature** focuses on the prose and poetry of representative authors of the period and provides a critical overview of the literary, historical, social, political, and religious context.”

Department of English (cont'd)

Page 144, 2013-2014 Calendar, under the heading 10.7 English, delete the credit restriction from 4210 and amend the course description of 4210 to read as follows:

**“4210 Shakespeare’s English History Plays** is an advanced course focusing on such plays as King John, Richard II, 1 Henry IV, 2 Henry IV, Henry V, 1 Henry VI, 2 Henry VI, 3 Henry VI, Richard III, Henry VIII.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, delete the credit restriction from 4211 and amend the course description of 4211 to read as follows:

**“4211 Shakespeare’s Roman and Greek Plays** is an advanced course focusing on such plays as Titus Andronicus, Julius Caesar, Antony and Cleopatra, Troilus and Cressida, Coriolanus, Timon of Athens, Cymbeline.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, delete the courses “4031 British Literature 1660-1700” and “4805 Blake”.

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course title and description of 2211 to read as follows:

**“2211 The Nineteenth-Century British Novel** is a survey of representative texts from 1800-1900. Some sections of this course may qualify as Research/Writing courses for the B.A. **Core Requirements**. Prior to registration a list of courses which may be used as a research/writing course will be posted on the website of the Faculty of Arts at [www.mun.ca/arts](http://www.mun.ca/arts).”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course description of 2212 to read as follows:

**“2212 The Twentieth-Century British Novel** is a survey of representative texts from 1900-2000.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course description of 3190 to read as follows:

**“3190 Scottish Literature** is a study of representative Scottish poetry and prose from the eighteenth to the twenty-first century including selected works by such writers as Boswell, Burns, Hogg, Scott, Stevenson, Spark, and Rankin.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course title and description of 4040 to read as follows:

Department of English (cont'd)

**“4040 Restoration and Early Eighteenth-Century British Literature** is a study of selected works by such authors as Dryden, Swift, Pope, Fielding, and Lady Mary Wortley Montagu.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course title and description of 4041 to read as follows:

**“4041 Later Eighteenth-Century British Literature** is a study of selected works by such authors as Boswell, Burney, Johnson, Smollett, and Sterne.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course title and description of 4050 to read as follows:

**“4050 British Romanticism I** is a study of late eighteenth- and early nineteenth-century texts in their social, political, and cultural contexts, with particular focus on the first generation of Romantic writers.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course title and description of 4051 to read as follows:

**“4051 British Romanticism II** is a study of late eighteenth- and early nineteenth-century texts in their social, political, and cultural contexts, with particular focus on the second generation of Romantic writers.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course description of 4060 to read as follows:

**“4060 Victorian Literature I** is a study of selected works by such writers as Carlyle, Dickens, Tennyson, the Brownings, and the Brontës.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course description of 4061 to read as follows:

**“4061 Victorian Literature II** is a study of selected works by such writers as Thackeray, Gaskell, George Eliot, Arnold, and the Rossettis.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course title and description of 4070 to read as follows:

**“4070 British Literature: Decadence and After** is a study of late nineteenth- and early twentieth-century texts in their social, historical, and cultural contexts.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course title and description of 4071 to read as follows:

Department of English (cont'd)

“**4071 British Modernisms** is a study of representative texts from 1920-1945 in their social, historical, and cultural contexts.”

Page 144, 2013-2014 Calendar, under the heading 10.7 English, amend the course title and description of 4080 to read as follows:

“**4080 British Postmodern Literature and Beyond** is a study of representative texts from World War II to the present in their social, historical, and cultural contexts.”

4.5 Department of French and Spanish

Page 116, 2013-2014 Calendar, under the heading 9.12.3 Honours Degree in French, amend clause 1 and clause 6 to read as follows:

- “1. 2100 and 2101
6. A minimum of 39 credit hours at the third- and fourth-year levels of which at least 15 credit hours must be at the 4000 level, including French 4900 and 4999.”

Page 116, 2013-2014 Calendar, under the heading 9.12.4 Joint Honours, amend by deleting the phrase, “with the exception of a minimum of 15 credit hours at the 4000 level,” from the end of the second paragraph.

4.6 Department of Linguistics

Page 164, 2013-2014 Calendar, under the heading 10.19 Linguistics, amend the course description for 2060 to read as follows:

“**2060 Aboriginal Languages of Eastern Canada** is an overview of the aboriginal languages of three language families of Eastern Canada: Eskimo-Aleut (Inuttitut) and Algonquian (Innu-aimun, Mièkmaq, Passamaquoddy-Maliseet and Beothuk) and Iroquoian (Mohawk) with respect to both linguistic structure and current vitality. The history of language suppression and revitalization efforts, within the context of the larger issues of minority language attrition and maintenance, is also considered.”

Page 164, 2013-2014 Calendar, under the heading 10.19 Linguistics, amend the title, course description, and prerequisite of 3220 to read as follows:

“**3220 Linguistics and the Law** is an overview of the many relationships between linguistics and the judicial process. Topics to be covered include: the language of legal texts, trademark, copyright, treaties and contract law, and the Plain English movement; language use in legal settings (such as eyewitness testimony, jury instructions, and the language of lawyer-client interactions); the legal disadvantages which language may impose on speakers of minority languages and non-standard dialects; and the discipline



Department of Linguistics (cont'd)

of forensic linguistics (which deals with such issues as voice and authorship identification, and linguistic interpretation of evidence).  
PR: LING 1100 or 2100 or Law and Society 1000”

5. Report of the Senate Committee on Elections and Committees

5.1 GSU Representation on Senate Committee

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

**Committee on Academic Appeals**

Asan Haja Mohideen

5.2 Faculty Representation on Senate Committee

A memorandum dated August 19, 2013, was received from the Committee on Elections and Committees advising that the following nomination is being recommended for Senate approval. It was agreed that the following nomination be approved:

<b>Senate Committee on Undergraduate Studies</b>	<b>Member until September</b>
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Alisa Craig (Sociology)	
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6. REPORTS OF SENATE COMMITTEES

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

- Senate Committee on Undergraduate Studies
- Senate Advisory Committee on the Bookstore
- University Committee on Admissions
- Senate Committee on Copyright
- Grenfell Campus on Special Admissions
- Senate Committee on the University Calendar
- Senate Committee on Elections and Committees
- Senate Committee on Academic Appeals
- Senate Committee on Course Evaluation
- Executive Committee of Senate
- Committee on Honorary Degrees and Ceremonial

## **REGULAR AGENDA**

### 7. Student Code of Conduct

The President pointed out that this is the first time the Student Code of Conduct has come to Senate for endorsement before its final approval by the Board of Regents. The President invited Dr. Reynolds to introduce the Student Code of Conduct.

Dr. Reynolds provided background information. She noted that university standards are constantly changing. Memorial University's Code of Conduct, which deals with student disciplinary issues relating to non-academic matters and has been in effect since 2006, contains problem areas that need to be addressed. In December 2010, the consulting firm Margolis Healey conducted a Student Safety and Security assessment review, offering 41 recommendations and comments on residences. Recommendation 38 was to revise the Code of Conduct.

When Dr. Shea took the position of Dean *pro tempore* of Student Affairs and Services, he found inconsistencies in the Code of Conduct and noted that there were five outstanding disciplinary cases that extended outside the realm of legal counsel and the Human Rights Commission. Dr. Shea's position changed to Deputy Provost and Associate Vice-President (Academic) *pro tempore*; however, before finishing as Dean of Student Affairs and Services, Dr. Shea began the process of collaborating with General Counsel to review codes of conduct from other universities. It was felt that the University's staff, faculty and students could be at risk if the Code was not reviewed and new policies and procedures not implemented. The task of revising the Code was passed to Dr. LeFort and finally to Dr. Reynolds, who had the Code finalized and presented it to Senate for endorsement today.

Mr. Greg French, a key member of the task force in charge of reviewing the Code, noted that in January 2012 they looked at other Canadian university codes and took the best practices from these codes. A review of case law and administrative law principles was conducted to ensure the University's approach would be consistent with the existing legal framework. Meetings were held with people who worked with the University's old Code of Conduct as well as people at Grenfell Campus to gather comments and feedback. The new Code was drafted and presented to a limited group of people from units closely involved with non-academic student conduct. Feedback from this group was then incorporated in the new Code. A request for feedback was also sent out on Newslines. Responses were received and suggestions were incorporated where possible. MUNSU was highly involved over the Spring semester. After a new draft was circulated to the student unions and those units in the University that are closely involved with non-academic student conduct, proposed changes were again incorporated where applicable. Mr. French remarked that there is an annual review built into the

Student Code of Conduct (cont'd)

Code, so future suggestions can be incorporated. Furthermore, he believes this Code will stand up to any legal challenge.

Dr. Reynolds stated that though the Code is not perfect, it is considerably better than the previous Code of Conduct, and that we can not continue under the old Code. By following the new Code, the University will learn what works and what does not work, and that which does not work well can be adjusted during the annual review process.

After reminding Senate that the Code is here for endorsement only before it heads to the Vice-President's Council for a final editing and then to the Board of Regents for approval, the President opened the floor for discussion.

Dr. Greg Naterer expressed the Faculty of Engineering and Applied Sciences' strong support for the Code, stating, "It is a major improvement over the existing Code." He inquired about Section 11.a) Keeping of Records, specifically asking when the five year term became effective, and why it was decided to keep disciplinary records for five years. Mr. French informed Senate that the record is created at the time of the offence, and it was thought that five years was enough time to span a student's undergraduate education.

Ms. Ashley Wilson, MUNSU, shared Dr. Naterer's appreciation for the Code and commended those who had worked so hard. She said there are still some issues which MUNSU would like fixed but admitted those issues could be addressed during the annual review. She asked when the Code would be implemented? The President and Mr. French answered that the Code could be implemented as early as the start of the semester immediately following Board approval.

Dr. Kirk Anderson, Department of Education, said he was very supportive of the Code. There were only a handful of wording issues and inaccuracies in the background section that he will forward to Dr. Wardlaw's office. He worried that in some instances Americanized views are being applied to Canadian universities.

Mr. Bob Gardiner asked if a definition of bullying should be included in the Code. Mr. French highlighted the need to allow the University flexibility when administering the Code. Dr. Reynolds noted that cyber-bullying is mentioned in the Code, but what constitutes bullying is hard to define.

Dr. Don McKay, Faculty of Medicine, stated that, overall, the Code is positive, but he still has some concerns. He questioned whether or not we can completely separate academics from any university code, as this Code of Conduct does have academic implications. He insisted that academic regulations and the Student Code are intertwined. He also pointed out that the Code does not mention an informal resolution process. Most importantly,

Student Code of Conduct (cont'd)

however, he suggested that the removal of the clause “as well as professional standards and codes of ethics that govern students who are members of regulated professions” from Section 1. Statement of Principles, a) General, second paragraph, second sentence, was a mistake. Students in certain faculties/schools have to abide not only by the Student Code of Conduct but also by professional codes. Ms. Candace Simms, MUNSU, answered that the removal of that clause was a MUNSU suggestion that aimed to alleviate duplication of information between the Student Code of Conduct and the Code of Ethics in the University Calendar.

Dr. Sharon Peters, Faculty of Medicine, shared Dr. McKay’s reservations about removing the reference to professional codes. The new Code makes no provision for clerks/medical practitioners. Students must abide by professional standards of behaviour. Medical students come under a number of codes.

Dr. Linda Hensman, School of Pharmacy, maintained that there is a strong need to reference individual codes of conduct, such as those of the Professional Schools, i.e. Medicine and Pharmacy. Students need to be made aware that there may be multiple codes to which they should adhere.

Dr. David Tulett mentioned that Section 6.a)7) could be interpreted as an infringement on one’s freedom of speech. Mr. French reminded Senate that the language in that section comes directly from the Human Rights Act, and we are bound by it; he acknowledged there could potentially be room for misinterpretation in the wording.

Dr. Martin Mulligan, Faculty of Science, referred to Section 7.a) Complaints. He suggested one year is a long period of time to make a complaint. He wondered if there should be some encouragement to look for quicker resolution and feared that if a year passes before a complaint is made that waiting period may, in effect, strike out any chances for informal resolution. It was suggested that the decision to bring a complaint of harassment forward is a difficult one to make. It was felt that the year-long period gave people time to come to terms with and gather courage enough to confront their situations.

Ms. Chelsea Noel, GCSU, appreciated all the consultation that had taken place. However, she explained that the Spring semester at Grenfell Campus has very few students on campus. She was the only Students’ Union representative that had seen the Code during the consultation period. As such, she asked that the GCSU be given the opportunity to review the Code with a full complement of staff.

Mr. Joey Donnelly, GSU, acknowledged his appreciation of the consultation that went into the making of the Code. He recalled discussions surrounding

Student Code of Conduct (cont'd)

the creation of a Code of Rights and Responsibilities for all staff, faculty and students, as well as the creation of an Ombudsman's Office. He wondered if these ideas were still being considered and if there was a potential time-line in place.

Dr. Reynolds replied that the University is looking into this. A visioning group intends to meet in October to discuss where the University hopes to be in 2020. Many people are in favour of the Code of Rights and Responsibilities, but there needs to be ongoing discussion. In her opinion, we cannot hold up the Student Code of Conduct any longer, and implementation of an Ombudsman's Office will work better if the Student Code of Conduct is tested first.

Dr. Don McKay reiterated the need to alert students to the fact that there are other sets of rules that may affect them.

The President drew attention to University regulation 5.11.4, which states that "Failure to follow relevant University/Faculty/School guidelines on ethics" constitutes an academic offence. The regulation covers the need for students to follow multiple codes, depending on their situations.

The question was raised as to who enforces disciplinary action when a professional code is not followed correctly, external agencies or the University.

Dr. Ellen Waterman, School of Music, highlighted the importance of informal resolution. She reminded Senate that we should not forget that the heart of this document should be student safety. She was in favour of the Code's annual review.

Dr. Paul Wilson questioned record retention. He suggested that five years is a long time to hold a permanent record. Two years is sufficient. Mr. French noted that the five-year record-keeping practice was based on the feedback received and that there was no legal precedent associated with that time-line. Dr. Reynolds suggested trying five years to see how people feel about it. If it is not accepted, it can be changed during the annual review.

The President thanked Senate for a thorough discussion and asked for a motion.

It was moved by Dr. Reynolds, seconded by Dr. Zerby, that Senate endorse the draft Student Code of Conduct.

Dr. Paul Wilson noted that there have been substantial revisions suggested and asked if the Code will come back to Senate. Dr. Reynolds may report

Student Code of Conduct (cont'd)

back to Senate, but the Code will not be coming back to Senate for further discussion before it goes to the Board of Regents for approval.

Dr. Walter Okshevsky warned that there appear to be significant disagreements about this document that should be addressed before Senate can endorse it.

It was then moved by Dr. Reynolds, seconded by Dr. Zerbe, and carried that Senate endorse the Student Code of Conduct as presented today, expecting that attention will be given to various elements raised in today's discussion as the document moves forward through its approved mechanisms.

8. Constitution of the School of Social Work

A memorandum dated July 23, 2013 was received from the Dr. Donna Hardy-Cox, Dean *Pro Tempore*, School of Social Work, proposing amendments to its Constitution which was approved by the Academic Council of the School of Social Work on May 15, 2013.

It was moved by Dr. Hardy-Cox, seconded by Dr. Hensman, and carried that the proposed amendments to the Constitution of the Academic Council of the School of Social Work be approved for submission to the Board of Regents.

9. Constitution of the Marine Institute Academic Council

A memorandum dated June 1, 2013 was received from the Leslie Noftall, Marine Institute Registrar and Secretary, Marine Institute Academic Council, proposing amendments to its Constitution which was approved by the Marine Institute Academic Council on April 25, 2013.

It was moved by Mr. Blackwood, seconded by Dr. McKay, and carried that the proposed amendments to the Constitution of the Marine Institute Academic Council be approved for submission to the Board of Regents.

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

Dr. Kachanoski reported on his activities since the last meeting of Senate. At the June Senate meeting there was discussion regarding the new budget from Government and the need for a University efficiency review. Though Dr. Kachanoski indicated that meetings with the Government have been of a positive nature, he noted that the University has still not received any guidance on what the efficiency review will look like. He continued by saying, we are interested in ensuring the government acknowledges our ongoing infrastructure and space issues. The University hopes to receive some guidance this Fall, and as soon as guidance is available that information

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

will be brought to Senate. The Vice-Presidents have been instructed to begin preparing for this and to start gathering information.

There have been many Deputy Minister changes in Government over the last few months. Dr. Kachanoski has met with the new Deputy Minister, Department of Advanced Education and Skills, Lori Anne Companion, to make sure discussions between the Government and the University continue and are consistent.

He observed that since the three frameworks have been approved we now need to start looking at the best plan for resource allocation - i.e. infrastructure plan, space plan and enrolment plan. He noted that the undergraduate enrolment is down a little in St. John's but up at Grenfell Campus. There is continued growth at the graduate level. International enrolment is down, but strikes at international embassies may be impacting student visas.

Dr. Kachanoski advised that reports will be coming soon from the Task Force for the Law School and the Task Force on Competitive Athletics.

Dr. Kachanoski said that Fall semester is an exciting time. It is great to see the campus come alive with students again. He reminded Senate over the next little while we will see activity in a range of areas that will shape the University for years to come.

Dr. Wilson noted that the following three items should be kept off the table in the efficiency review talks: who will teach, what will we teach, and who will we teach. The President agreed and assured Senate that the efficiency review is supposed to respect Memorial's autonomy.

11. ADJOURNMENT

The meeting adjourned at 5:30 p.m.

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CHAIRMAN

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SECRETARY