



SENATE AGENDA
Tuesday, March 12, 2024
4:00 p.m., NDT via WebEx.

1.0		<p><u>Land Acknowledgement.</u></p> <p>We acknowledge that the lands on which Memorial University’s campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi’kmaq, Innu and Inuit of this province.</p>	
2.0		<p><u>Approval of the Agenda.</u></p>	For Approval
	2.1	<p><u>Regular Senate Meeting – March 12, 2024.</u></p>	
3.0		<p><u>Approval of the Minutes</u></p>	
	3.1	<p><u>Minutes of the Regular Meeting of Senate held on February 13, 2024.</u></p>	For Approval
<p><u>CONSENT AGENDA</u></p>			
4.0		<p><u>Report of the Committee on Undergraduate Studies:</u></p>	
	4.1	<p>Proposed Calendar Changes – Faculty of Engineering and Applied Science</p> <p>The Faculty Proposed:</p> <ul style="list-style-type: none"> • Amending the prerequisites of ONAE 6002 and ONAE 8074. 	For Information
5.0		<p><u>Report of the Academic Council, School of Graduate Studies</u></p>	
	5.1	<p>Faculty of Education</p> <p>Revisions to section 17.2 governing the Degree of Master of Education and Graduate Diplomas in Education and 17.8.7 of the Reading Development and Instruction program, which include:</p> <ul style="list-style-type: none"> • Updated program descriptions for Diploma and Degree. • Addition of course route and new course ED 6490. • Insertion of Wording in the calendar about the project and thesis route option. • Expansion of the list of elective courses for the M.ED. program. • Calendar deletions. 	For Approval

<u>REGULAR AGENDA</u>			
6.0		<u>Recommendation of the Senate Committee on Elections, Committees and By-Laws (SCECB)</u>	
	6.1	Ad hoc Committee Concerning the Ode to Newfoundland during the University's Convocation Ceremonies ■ Terms of Reference – Amendment	For Approval
	6.2	Names for membership on Senate Standing Committee ■ Senate Committee on Academic Appeals	For Approval
7.0		<u>Request from the Senate Committee on Academic Unit Planning Committee</u>	
	7.1	<u>Report on Space</u>	For Information
8.0		<u>Remarks from the Chair of Senate.</u>	For Information
9.0		<u>Remarks from the Deputy Chair of Senate.</u>	For Information
10.0		<u>Any Other Business.</u>	
<u>IN-CAMERA</u>			
11.0		<u>Recommendation of the Senate Committee on Honorary Degrees and Ceremonial (SCHD&C)</u>	
	11.1	Professor Emeritus Recommendation	For Approval

Note: In order to expedite the business of Senate, it is suggested that corrections of typographical errors be emailed to senate@mun.ca

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

SENATE

The regular meeting of Senate was held on February 13, 2024 at 4:00 p.m. NDT via Webex.

173. PRESENT

Dr. N. Bose – Chair	Dr. S. Giwa	Dr. P. Osmond-Johnson
Dr. J. Lokash – Deputy Chair	Dr. M. Haghiri	Dr. D. Peters
Mr. E. Ludlow – Chancellor	Mr. J. Harris	Dr. A. Pike
Dr. T. Allen	Dr. E. Haven	Ms. H. Pretty
Dr. J. Anderson	Dr. J. Hawboldt	Dr. C. Purchase
Dr. K. Anderson	Dr. R. Haynes	Dr. P. Ride
Dr. F. Bambico	Dr. N. Hurley	Dr. S. Shetranjiwalla
Dr. E. Bezzina	Dr. P. Issahaku	Dr. K. Simonsen
Dr. A. Bittner	Dr. K. Jacobsen	Dr. J. Sinclair
Dr. P. Brett	Dr. D. Keeping	Ms. B. Smith
Dr. T. Brown	Dr. E. Kendall	Dr. M. Stordy
Dr. S. Bugden	Mr. N. Keough	Dr. A.M. Sullivan
Dr. K. Bulmer	Ms. C. Korchoski	Mr. P. Sullivan
Dr. R. Burry	Dr. C. Kozak	Dr. I. Sutherland
Dr. T. Chapman	Dr. D. McKeen	Dr. K. Szego
Mr. J. Chowdhury	Dr. L.A. McKivior	Dr. L. Twells
Mr. C. Couturier	Dr. L. Moore	Ms. C. Walsh
Dr. A. Cunsolo	Dr. S. Moore	Dr. A. Warren
Dr. J. Gerald Curtis	Dr. L. Moores	Mr. R. Waye
Dr. P. Dold	Dr. D. Mullings	Dr. J. Westcott
Dr. T. Fridgen	Dr. K. Myrick	Dr. B. White
Dr. G. George	Dr. S. Neilsen	Dr. M. Woods
Mr. N. Gillingham	Ms. T. Noseworthy	

PRESENT BY INVITATION

Dr. S. Sullivan, Chair, SCUgS

APOLOGIES FOR ABSENCE

Mr. S. Abyaz	Dr. D. Hancock	Dr. P. Morrill
Mr. M. Alam	Dr. D. Hardy-Cox	Dr. J. Pridham
Ms. H. Bello	Dr. T. Hennessey	Dr. S. Rowe
Ms. M. Broders	Dr. K. Hodgkinson	Mr. S. Sayeedi
Dr. P. Button	Dr. D. Kelly	Mr. S. Shah
Dr. O. Dobre	Dr. K. Laing	Dr. K. Shannahan
Dr. E. Durnford	Dr. A. Loucks-Atkinson	Ms. B. Simmons
Dr. E. Fraser	Dr. M. Marshall	Mr. S. Yadav

WELCOME:

The Chair welcomed all Senators to the meeting and read the land acknowledgement statement.

174. MOTION TO ADOPT THE AGENDA

RESOLVED: That Senate approve the Agenda for the Regular Senate Meeting of February 13, 2024 meeting of Senate to be adopted as presented.

The motion was moved by Mr. C. Couturier and seconded by Dr. G. George, and carried to adopt the agenda as presented, with no oppositions and no abstentions.

175. MINUTES

RESOLVED: That the minutes of the regular Senate meeting held on January 9, 2024, be approved as circulated.

The motion was moved by Dr. I. Sutherland and seconded by Dr. M. Haghiri and carried that the minutes from the regular Senate meeting on January 9, 2024, be taken and read as confirmed with some minor amendments, with two members abstained and no members opposed.

The Chair invited Dr. McKivior to provide a brief overview of the Consent Agenda.

Dr. McKivior advised that there had been a request to provide a brief introduction of Memorial's Senate Consent Agenda. She explained that during the regular meeting of Senate held on October 14, 2003, an ad hoc Committee on Senate Reform presented an interim report to Senate.

The role of this ad hoc Committee on Senate Reform was to facilitate and expedite Senate business to ensure that Senate, as the University's highest decision body in academic matters, should direct its attention towards strategic rather than operational matters. Then having reviewed the flow of business to Senate from faculty/school committees and academic councils through the Senate Committee on Undergraduate Studies (SCUGS) and the Academic Council of Graduate Studies, the ad hoc committee concluded that streamlining and changing the way business is presented would significantly improve efficiency without altering the approval process.

Dr. McKivior noted that the Consent Agenda was adopted as a method of managing routine items such as changes in course descriptions or titles and other minor changes. More substantive matters – proposals for new programs, any changes to the University's General Academic Regulations (Undergraduate) and any substantive changes to the faculty/school regulations – would be included on the regular agenda. She advised that at a Senate meeting, before the unanimous consent motion is presented for approval, the Chair of Senate (1) will advise the Senate of items that are to be removed from the list based on prior requests from Senate members; and (2) will ask if there are any other items that should be removed from the list. The remaining items are then unanimously approved without discussion. Those matters that have been struck from the consent agenda will be handled in the usual way. The minutes of the Senate meeting will report matters approved as part of the consent agenda as "carried by unanimous consent". Information items received as part of the consent agenda would be reported as received.

RESOLVED: That Senate approve the consent agenda as circulated.

The motion was moved by Dr. G. George seconded by Dr. S. Bugden and carried that the consent agenda be approved as presented. The motion carried with three members abstained and no members opposed.

CONSENT AGENDA

176. 4.0 **Report of the Committee on Undergraduate Studies:**

4.1 Proposed Calendar Changes – Faculty of Business Administration

The Faculty proposed: The Faculty proposed:

- Amendments FBA section 3.2 Academic and Professional Ethics
- Amendments to BUSI 2111
- Changes to the prerequisite structure of BUSI 5002
- Amendments to BUSI 4545

4.2 Proposed Calendar Changes – Faculty of Engineering and Applied Science

The Faculty proposed:

- Regularization of ENGI 8103 (to become ENGI 8153 Engineering in Medicine)
- Regularization of ENGI 8108 (to become ENGI 8158 Human Factors and System Safety)

4.3 Proposed Calendar Changes – Faculty of Humanities and Social Sciences

By Department, the Faculty proposed:

Archaeology:

- ARCH 2481, Title Change

English:

- CMST Amending-Deleting Courses
- CMST 3050; Storytelling for Interactive Media, New Course
- CMST 4050; Critical & Experimental Media Design, New Course
- ENGL 1090; Course Description Change
- ENGL 4212; Shakespeare, Authorship, and Adaptation, New Course

Gender Studies:

- GNDR 3023; Feminism and Film, New Course

Geography:

- GEOG 4261; PR & Description Update

History:

- HIST 1110; Events that Changed the World 1: An Introduction to Medieval History, New Course
- HIST 1111; Course Update (Title/Description Change)

- HIST 1112; Events that Changed the World 3: An Introduction to Late Modern History, New Course
- HIST 4999, Title/Description Changes

Linguistics:

- LING 2820; Language Across the Lifespan, New Course

Modern Languages, Literatures and Cultures (MLLC)

- MLLC, French UG Prog Housekeeping
- MLLC, Spanish UG Prog Housekeeping

Philosophy:

- PHIL 2150; AI Ethics, New Course

Political Science:

- POSC UG Prog Prerequisite Update
- POSC-LWPP; Prog Prerequisite Update
- POSC Public Policy Certificate Sunset Clause

Religious Studies:

- RELS 4001-4002; Adding Prerequisites

Sociology:

- SOCI/CRIM 2208; Adding Prerequisites

4.4 Proposed Calendar Changes – Faculty of Nursing

The Faculty proposed:

- Amendments to NURS 2002 Care of the Childbearing Family: Theory
- Amendments to NURS 2502 Care of the Childbearing Family: Practice
- Alignment of the wording about pre-clinical requirements within sections 4.2 and 5.1

4.5 Proposed Calendar Changes – Faculty of Science

By Department, the Faculty proposed:

Computer Science:

- Eligibility wording change and honours project change, Co-operative Internship in Computer Science (CICS)
- Amend courses, COMP 2001, 2002, 2003
- New course proposal, Computer Science 3019
- New course proposal, Computer Science 3730
- New course proposal, Computer Science 3766
- New course proposal, Computer Science 4019
- Amend course, COMP 4304

Mathematics and Statistics:

- Amend course, MATH 1051
- Amend courses, MATH 3161 and 4160
- Amend Course, MATH 4162

Psychology:

- Amend PSYC 3830 course title
- Amend Admission to Major Program
- Amend Admission to Honours Programs
- Amend Requirements for a Major in Psychology
- Amend Requirements for Honours in Psychology
- Amend Requirements for a Major in Behavioural Neuroscience (B.Sc. Only)
- Amend Requirements for Honours in Behavioural Neuroscience (B.Sc. Only)
- New Course Proposals: PSYC 4052, PSYC 4053, PSYC 4054, PSYC 4152, PSYC 4153, PSYC 4154, PSYC 4452, PSYC 4453, PSYC 4454, PSYC 4652, PSYC 4653, PSYC 4654, PSYC 4752, PSYC 4753

4.6 Proposed Calendar Changes – School of Arts and Social Sciences

The School proposed:

- Changes to regulation 7.1.2 Literacy Requirements, such that HSS CRW courses may be used to fulfill the Designated Writing requirements
- Amendments to FOLK 2100

4.7 Proposed Calendar Changes – School of Human Kinetics and Recreation

The School proposed:

- Housekeeping changes to update text, adjust regulations, and adjust pre and co-requisites, as well as fix a number of errors and inconsistencies within the School's Calendar section
- New course: HKR 1125 Therapeutic Recreation Professional Development Seminar Series

4.8 Proposed Calendar Changes – School of Pharmacy

The School proposed:

- Changes to Promotion Regulations for the Doctor of Pharmacy (Pharm.D.), Full Time Program
- Removal of PHYS 1020 or 1050, and PHYS 1021 or 1051 from the admission prerequisite requirements for the Full Time, Entry-To-Practice Doctor of Pharmacy (Pharm.D.) program, to be replaced with 6 elective credit hours
- Removal of PHAR 403W and PHAR 500X
- Adjustments to admission requirements that address Indigenous identity
- Removal of PHAR 508P and amendments to PHAR 608P
- Changes to the registration date for Pharmacy students with the Newfoundland and Labrador licensing body

- Minor changes to admission regulations (regulations 5.2) for the Doctor of Pharmacy (Pharm. D.) for Working Professionals

177. **5.0 Report of The Academic Council, School of Graduate Studies**

5.1 The Faculty of Humanities and Social Sciences – Calendar revisions Program housekeeping, one new course HIST 6055 and to regularize a special topics course FREN 6156 to new course number FREN 6821 with a credit restriction of FREN 6156.

5.2 The Faculty of Science – Department of Biochemistry, potential outcome for MSc oral defense calendar revisions.

5.3 Scientific Computing -- Academic Council recommends approval of revisions to section 32.20 governing the M.Sc. in Scientific Computing program, which includes cleaning up calendar language and adding new co-op language; changing the existing “course and project” based M.Sc. route to a course only M.Sc., with an existing team-taught project course, CMSC 6920, which is now a required course for students choosing this option.

The Chair invited Dr. S. Sullivan, Chair of the SCUgS to introduce the Regular Agenda items.

REGULAR AGENDA

178. **6.0 Report of The Committee on Undergraduate Studies**

6.1 Proposed Calendar Changes – Faculty of Business Administration

The Faculty proposed:

- Changes to the admission, readmission, continuance/promotion and graduation regulations of the BComm programs.

Discussion/Questions: None.

RESOLVED: That Senate approve the proposed calendar changes regarding the Faculty of Business Administration concerning changes to the admission, readmission, continuance/promotion and graduation regulations of the BComm programs as presented in the attached Senate package of materials.

The motion was moved by Dr. T. Brown, and seconded by Dr. P. Brett; carried with no members opposed or abstained.

6.2 Proposed Calendar Changes – Faculty of Engineering and Applied Science

The Faculty proposed:

- Changes to the Technical Electives in the Mechanical Engineering program

Discussion/Questions: None.

RESOLVED: That Senate approve the proposed calendar changes regarding the Faculty of Engineering and Applied Science concerning changes to the Technical electives in the Mechanical Engineering program as presented in the attached Senate package of materials.

The motion was moved by Dr. T. Fridgen, and seconded by Dr. J. Anderson; carried with no members opposed or abstained.

6.3 Proposed Calendar Changes – Faculty of Humanities and Social Sciences (HSS)

By Department, the Faculty proposed:

English:

- CMST Program Changes & Hons Prog Proposal

Religious Studies:

- RELS UG Regulation Changes

Faculty of HSS Dean's Office:

- iBA Requirements, Regulations Update

Discussion/Questions:

- A Senator inquired whether there were any impact on students enrolled in the current iBA program and if these student would need to complete the 6 credit hours.
- Dr. Sullivan advised that general academic regulations state that current students can avail of any version of the calendar regulations from when a student started Memorial. The program regulations take effect when a student takes a 2000 level course in their subject of major therefore current iBA students would be able to change over to this new version should they so desire.
- A Senator asked how it is determined that there is adequate consultation.
- Dr. Sullivan advised that consultation is done University-wide and there is a four week standard timeframe. He noted that SCUgS would flag if there had not been given enough time. He confirmed that everything that is submitted in this package meets their the consultation requirements. He noted that these items it would not be on the Senate agenda if it had not come through SCUgS (undergraduate studies matters) and graduate matters thru graduate studies academic council.
- A Senator was concerned about the volume of materials for review and reading.
- It was noted that there is a page in each package of material that is titled "Senate Summary Page for Programs" which is a brief summary of the submitted materials which should be read. The other pages are additional information.

RESOLVED: That Senate approve the proposed calendar changes regarding the Faculty of Humanities and Social Sciences within the Department of English, Department of Religious Studies, and the HSS Dean's office as presented in the attached Senate package of materials.

The motion was moved by Dr. N. Hurley, and seconded by Dr. P. Dold; carried with no members opposed or abstained.

6.4 Proposed Calendar Changes – Faculty of Nursing

The Faculty proposed:

- Changes to the course sequencing of the Bachelor of Nursing (Collaborative) Program Accelerated Option.
- Addition of section to note Dean's List criteria.
- Removal of the personal statement and request for references from the application process for admission to the Bachelor of Science in Nursing (Collaborative) program; change name of Biochemistry 1430 to Human Biosciences 1430; correction of the date to submit documents for admission to the LPN Bridging option.

Discussion/Questions: None.

RESOLVED: That Senate approve the proposed calendar changes regarding the Faculty of Nursing as presented in the attached Senate package of materials.

The motion was moved by Dr. A. Pike, and seconded by Dr. S. Bugden; carried with no members opposed or abstained.

6.5 Proposed Calendar Changes – Faculty of Science

By Department, the Faculty proposed:

Computer Science:

- Minor in Computer Science

Mathematics and Statistics:

- Mathematics Major/Honors – MATH 2030/3030/409A/B
- New Program, Data Science

Discussion/Questions:

- A Senator inquired how the teaching units would get distributed with the Department of Computer Science and the Department of Mathematics and Statistics – does it become an overload on them to work on this or will new faculty be hired and what are the overlaps of the graduate program. Will current faculty be taking on more workload?
- It was noted that for the undergraduate program there was a limited number of new courses being offered and there is a teaching term being hired to help support this program. The program is being supported by the departments.

RESOLVED: That Senate approve the proposed calendar changes regarding the Faculty of Science within the Department of Computer Science and the Department of Mathematics and Statistics as presented in the attached Senate package of materials.

The motion was moved by Dr. T. Fridgen, and seconded by Dr. R. Haynes; carried with one member abstained and no members opposed.

6.6 Proposed Calendar Changes – Office of the Registrar, Admissions Unit

The Office proposed:

- Modification to section 4.2 English Language Proficiency Requirements

Discussion/Questions:

- A Senator inquired whether there is a process in determining what would the accepted tests and accepted levels and that this is not changing as a result of this modification.
- Dr. Sullivan advised that in the past typically the admissions office has done an assessment and then brought that to the University Committee on Admissions for guidance for agreement or disagreement.
- It was noted that under the changes to 4.2.4 there is a vision to change some of the minimal standards to come into line with the new federal government regulations - Senate does not need to approve every time a minimum standard is adjusted.
- Effectively Senate would be delegating that authority to the Registrar's Office in consultation with the University's Committee on Admissions and the English as a second language.
- It was also noted that the University Committee on Admissions Annual Report to Senate would have details regarding English proficiency tests – the Duolingo English Test, which has been extended a couple of times.

RESOLVED: That Senate approve the proposed calendar changes regarding Section 4.2 English Language Proficiency Requirements for undergraduate admission of the Academic Calendar as presented in the attached Senate package of materials.

The motion was moved by Dr. L.A. McKivor, and seconded by Dr. P. Dold; carried with no members opposed or abstained.

6.7 Proposed Calendar Changes – School of Arts and Social Sciences

The School proposed changes to the Grenfell Business Program:

- New Course Proposals: BUSN 2021, 2022, 2065, 2105, 2251, 2620, 4600
- Amendments, deletions, and regularization (Special Topics) of many BUSN courses
- Changes to the Bachelor of Business Administration Program, the Grenfell Campus Business minor program, and changes to Grenfell Campus articulation agreements
- New certificate program: Certificate in Entrepreneurship

Discussion/Questions: None.

RESOLVED: That Senate approve the proposed calendar changes regarding the School of Arts and Social Sciences – Grenfell Business Program and recommend to the Board of

Regents the New certificate program: Certificate in Entrepreneurship as presented in the attached Senate package of materials.

The motion was moved by Dr. K. Jacobsen, and seconded by Dr. M. Haghiri; carried with no members opposed or abstained.

6.8 Proposed Calendar Changes – School of Music

The School proposed:

- Corrections to regulations pertaining to the awarding of transfer credit for Applied Study courses
- Amendments to approximately 1/3 of Music courses
- New course: MUS 3519 Rhythm and Groove
- Amendments to
 - Admission regulations – Bachelor of Music and Minor programs
 - Bachelor of Music Degree regulations, Core program and Majors
 - Joint Degrees of Bachelor of Music and Bachelor of Commerce regulations
 - Minor Program regulations.

Discussion/Questions: None.

RESOLVED: That Senate approve the proposed calendar changes regarding the School of Music as presented in the attached Senate package of materials.

The motion was moved by Dr. K. Bulmer, and seconded by Dr. I. Sutherland; carried with no members opposed or abstained.

6.9 Proposed Calendar Changes – School of Social Work

The School proposed:

- Changes to section 4.5 Complimentary Studies
- Amendments to or deletions of courses in section 11
- Addition of readmission clauses in sections 5, 6, and 7

Discussion/Questions:

- A Senator asked to change spelling “Complimentary” to “Complementary”.

RESOLVED: That Senate approve the proposed calendar changes regarding the School of Social Work as presented in the attached Senate package of materials.

The motion was moved by Dr. S. Giwa, and seconded by Dr. P. Brett; carried with no members opposed or abstained.

The Chair invited Dr. McKivor to introduce and present item #7.0.

179. **7.0 Recommendations of the Senate Committee on Elections, Committees and By-Laws (SCECB)**

7.1 Speaker of Senate.

Dr. McKivior advised that the recent Senate Governance Review Report provided a recommendation under item 1.4 Create the role of Speaker, to ensure the decorum and procedural order of Senate. The Senate Committee on Elections, Committees, and By-Laws, in accordance with the Governance Report has been working to propose updates to the Senate By-Laws to facilitate this recommendation. In addition to the role of Speaker, SCECB is recommending a Deputy Speaker position be introduced to ensure a Speaker is always available for Senate meetings and to encourage succession planning. Finally, SCECB recognizes that the role of Speaker will play an important role during Senate meetings and is therefore recommending that the position be included within the membership for the Executive Committee of Senate.

Following the explanation, Dr. McKivior noted the follow motions were sequential in nature. SCECB is requesting approval from Senate concerning “Speaker of Senate” as follows and sequentially:

- Amendments to the Senate By-Laws to include Speaker of Senate.
- Amendments to the Senate By-Laws to include Deputy Speaker of Senate
- Change to the Terms of Reference for the Executive Committee of Senate to include Speaker of Senate.

Discussion/Questions:

- If a sitting Senator is elected as Speaker of Senate – what will happen to their Senate seat – would there be concerns about reduction in representation?
- Dr. McKivior noted that the individual would become non-voting – and the Deputy Speaking would only be non-voting when asked to be Speaker.
- SCECB had taken into consideration how the “Senate Speaker” position would work within the *Act* and agreed that the position could also be for a previous senator.
- A Senator noted that once an individual is elected to Senate regardless of your academic unit affiliation – voting during Senate has not extended to an individual’s academic unit affiliation or at least not in the last decade.
- A Senator noted concern about constitutes and representation – suggested that Senate consider paying a registered parliamentarian to serve in this Senator Speaker role – because sometimes an individual does not vote in party lines. For example, when things have been contentious and having somebody who really does not have a side or a stake in the conversation could be a reasonable a solution. This should not be extraordinarily expensive to have somebody hired into that position and people are trained for this – it would be their job to know the rules – their job to manage very very complex orders of voting etcetera – something to consider.
- Dr. McKivior noted that the SCECB did have this discussion relating to the responsibilities of the role of Senate Speaker was how that role will be developed – the role is to be a neutral position to help guide Senate – there would be an opportunity to review how the Senate Speaker position worked at Memorial – we

looked at other institutions that have a speaker position in place – there were 3 other Universities and none of those Senate Speaker positions had a paid stipend associated with it – we worked within the materials we had available in making the attached recommendation item #7.1.

- A Senator inquired if consideration was given if the Senate Speaker is non-voting and it came down to a place where they really needed to – like there was a tie – in a body like Senate it almost never happens but that means technically they are not disenfranchised – was such a model considered at committee?
- Dr. McKivior noted that the SCECB looked to the Chair, the President still having the vote – but did not discuss that aspect in great detail.
- Having a Senate Speaker – has this changed the job description of the Chair and how would this impact the Chair?
- Dr. McKivior advised that the way that the SCECB envisaged the role in the first instance was to act as a moderator to Senate meetings – the person would be responsible for ensuring that there was quorum kept, that there was order through the questions – to ensure during the Senate meeting that Senate was following – as close as possible – the rules that are in place. Also, it was important to have the Speaker part of Senate Executive – so that they would be involved in setting the agenda – agreeing for the items being put forward for the Senate agenda. The role of the Chair then would be to answer questions then to speak when items were pertinent to the Chair’s position.
- The Chair must still call the meeting – speaker just manages the meeting – while the meeting is in session the speaker has control of the meeting (a meeting management position) but the speaker does not have the authority of the Chair to call a meeting or even to dismiss a meeting. If a meeting had to be cancelled for some reason that would be at the call of the Chair not the Speaker authority.

RESOLVED: That Senate approve the amendment to the Senate By-Laws as outline in Item 7.1 to introduce the roles of Speaker of Senate and Deputy Speaker and to amend the Terms of Reference for the Executive Committee of Senate to include Speaker of Senate.

The motion was moved by Dr. P. Dold, and seconded by Dr. M. Woods; carried with no members opposed or abstained.

7.2 Marine Institute Students’ Union (MISU) – Student Representation for Senate Committee on Undergraduate Studies (SCUgS)

- Ms. Jenna Ryan

Senate received background information Items #7.2.

180. **8.0 Recommendation of the Senate Committee on Honorary Degrees and Ceremonial**

8.1 Appointment of Deputy Orator – Dr. Anne Staveley

The Chair spoke on behalf of his role as Chair of the Senate Honorary Degrees and Ceremonial Committee. He noted that in accordance with the Senate By-Law C.4. Nomination and Selection Process, within the Public Orator, Deputy Public Orator and

University Orators section a call for nomination for Deputy Orator proceeded. In accordance with the process, the Senate Committee on Honorary Degrees and Ceremonial met on January 29, 2024, and following the call for nominations agreed to recommend to Senate that Dr. Anne Staveley be appointed as Deputy Orator. The Committee determined, given the unanimous support for Dr. Staveley in view of her exemplary service and performance in the role, that she be appointed as Deputy Orator for a 5 (five)-year term as Deputy Orator.

Discussion/Questions: none.

RESOLVED: That the Senate approve the Deputy Orator appointment for Dr. Anne Staveley as recommended from the Senate Committee on Honorary Degrees and Ceremonial as presented.

The motion was moved by Mr. C. Couturier and seconded by Dr. C. Purchase; carried with no members opposed or abstained.

The Chair invited Dr. McKivior to provide a brief explanation regarding item #9.0

Dr. McKivior noted that this item was a result of a new initiative involving the Chairs and their administrative support meeting together through a new Chairs' Networking gathering. She advised that the Chairs have now met on two occasions and plan to continue with the networking discussions. The topics for discussion have included socializing the roles and responsibilities of each committee, how committee Chairs can play a more active role in Senate to bring forward items of interest and discussion, and how committees can be informed and support each other in their work. Dr. Simonsen is offering the first attempt at bringing forward to Senate an initiative from within her committee that may be of interest to senate.

The Chair briefly introduced Dr. Simonsen and invited her to present to Senate.

181. 9.0 **Senate Committee Chair Networking/Discussion**

9.1 Presentation from the Chair, Senate Committee on Undergraduate Scholarships, Bursaries and Awards (SCUgSBA) – Dr. Kathryn Simonsen

Dr. Simonsen shared a short presentation and advised that the purpose of the Senate Committee on Undergraduate Scholarships, Bursaries and Awards is to award scholarships, bursaries and other awards on behalf of Senate, to initiate and formulate policies for the awarding of awards, and to provide advice and support in the creation of these awards on behalf of Senate. She also noted that at present the Committee's remit is exclusively concerned with undergraduate matters and are reviewing the Committee's terms of reference.

She informed Senate that in 2023 the Committee established a subcommittee to consider whether and how Memorial University could change its definition of "need" for the awarding of bursaries and those scholarships that include need in their criteria. Currently, Memorial has a single definition of need for undergraduates: the holding of a student loan – in a time, however, of substantial increases in students' costs of tuition, housing, travel, food and other essentials, many more students are

experiencing need than in the past, and this situation has made bursaries increasingly appealing for managing these financial needs. At the same time, the proportion of undergraduates holding student loans is decreasing. International students, for example, cannot hold loans from Newfoundland or other Canadian provinces, and therefore, under Memorial's current definition of need, cannot qualify for needs-based undergraduate bursaries and scholarships. A new or expanded definition of need is required to make Memorial's system of undergraduate scholarships and bursaries more inclusive and accessible.

Dr. Simonsen advised that the Senate Committee on Undergraduate Scholarships, Bursaries and Awards (SCUgSBA) subcommittee - to achieve clarity on this issue, has been meeting with representatives of many parts of the University, including the Centre for Institutional Analysis and Planning, the Provost's office, the Internationalization Office, Development, MUNSU representatives, the Indigenous Students Resource Centre, and the School of Graduate Studies. Still pending are meetings with the Marine Institute and provincial loan managers. The picture that has already emerged is one of great demand and many avenues of institutional response, but the capacity to respond is fragmented, making it often unclear to students where to go for help. The SCUgSBA subcommittee hope to identify some possible institutional improvements. Many of Memorial's international students are in need, and especially international, rural and indigenous students, who are suffering greatly from the current housing crisis. The cost of housing and the lack of housing have been recurring themes of meeting conversations.

She advised that the SCUgSBA subcommittee is working to develop a proposal for a new or expanded definition of need, which will be as inclusive as possible. Noting that the criteria must be clear and easy for University officers to assess, with an application process that is free from disincentives, which prevent needful students from applying. Memorial's task will then be to improve its capacity to respond to needs that challenge its efforts to recruit and retain Memorial students.

She invited any Senators who had suggestions, advice and input to please reach out to the Chair of the SCUgSBA subcommittee, Dr. Evan Simpson via email at esimpson@mun.ca.

182. 10.0 **Special meeting of Senate – Topic Submission from the Chair of the Planning and Budget Committee (PBC)**

10.1 Topic – Impact of AI on Academia

Dr. M. Woods informed Senate members that the Planning and Budget Committee (PBC) has chosen the topic of "Impact of AI on Academia" for the special meeting of Senate. That PBC has considered this topic of significant importance to academia and to the functioning of the institution. Memorial is experiencing an unprecedented growth in the number, variety and utilization of assistive and generative artificial intelligence tools. He further noted that PCB anticipates an engaged discussion to be a platform for information sharing regarding an opportunity for Senate to provide direction to the sub-committee of the Teaching and Learning Committee; and potential for future Senate motions and policy.

Comments from Senators:

- What kind of background materials can Senators expect to receive in advance to form this discussion – is there a collection of data about the effects of AI and the teaching and resources implementation. Will there be an environmental scan to understand what people are already doing to support instructors, classroom students in the new AI assisted learning environment.
- Will materials be sent out in advance of the Special Senate meeting?
- The plan for the Special Senate meeting this far is to have a short presentation and then of course what the goals of the meeting will be. In addition, background materials will be circulated prior to the Special Senate meeting.

RESOLVED: That the Senate approve the topic of “impact of AI on Academia” for the special meeting of Senate to be held on March 12, 2024, as presented in the attached Senate package of materials.

The motion was moved by Dr. E. Bezzina and seconded by Dr. C. Walsh; carried with no members opposed or abstained.

183. 11.0 **Remarks from the Chair of Senate – Question/Comments from Senators.**

Dr. N. Bose, Chair of Senate and President and Vice-Chancellor, *pro tempore* provided the following updates:

- The AG Report Update – a document containing additional context on the auditor general’s finding is available through www.mun.ca/president/auditor-general/. There has been discussions between the Senate and Board to arrange a meeting with Senate (likely Senate Committee Chairs) and Board Committee Chairs. More information will be available shortly through Dr. McKivior and the interim Executive Director of the Board of Regents, Vicki Collins.
- Senate in person meeting planning. Recently conducted a poll seeking Senate members’ opinions regarding holding one Senate meeting that has the option for in-person attendance. 53 votes were registered and 66% voted in favour of one session of Senate being conducted in a lecture theatre on the St. John’s campus, utilizing the existing technology to permit Senators in other locations to join through WebEx. Dr. McKivior will reach out to senators with more information when details are confirmed. Currently, we are considering location/venue options. Memorial’s IT personnel are also looking at what options and technology maybe available or may need to be implemented for the next academic year to facilitate hybrid meetings.
- Cyber security and Grenfell Campus – there has been various updates given on Newspost - Newsline. Memorial’s IT teams both with the Grenfell and St John’s Campuses have been working excessive hours ensuring everything gets back up and running, data which was compromised (encrypted) is being re-accessed. It is anticipated that this will take several weeks or longer to ensure there are no additional risks, keeping the safety of all students, faculty and staff.
- The search committee for the Provost and Vice-President (Academic) – an update has gone out on Newspost - Newsline.

- The Vice-President (MI) Search Committee is being formed.

184. 12. **Remarks from the Deputy Chair of Senate – Question/Comments from Senators**

The Chair invited Dr. J. Lokash, Deputy Chair of Senate to speak.

The Deputy Chair of Senate provided an update on a number of items from the Provost and Vice-President (Academic) portfolio, including:

- A call has gone out to Senators for Senate nominations to the President and Vice-Chancellor search committee – the Chair of the Board of Regents, Mr. Glenn Barnes, will provide another update to Senate during an upcoming Senate meeting.
- Academic Leadership search updates: There are currently 7 active Dean searches within the Provost’s portfolio - Senators were encouraged to refer to the Provost website for current updates.

185. **Adjournment:**

It was moved by Dr. I. Sutherland and seconded by Dr. N. Hurley and carried that the meeting of Senate be adjourned. The meeting adjourned at 5:50 pm.

CHAIR

SECRETARY



Office of the Registrar
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February 26, 2024

TO: Secretary, Executive Committee of Senate
FROM: Secretary, Senate Committee on Undergraduate Studies
SUBJECT: Calendar Changes 2023-2024 – Faculty of Engineering and Applied Science

At a meeting held on February 22, 2024, the Senate Committee on Undergraduate Studies considered and approved the following items for transmission to the Executive Committee of Senate:

CONSENT AGENDA

Proposed Calendar Changes – Faculty of Engineering and Applied Science

The Faculty proposed:

- The Faculty proposed amending the prerequisites of ONAE 6002 and ONAE 8074

Please be advised that the Senate Committee on Undergraduate Studies has received the information required for the approval of calendar changes.

A handwritten signature in blue ink that reads "Jennifer Porter".

Jennifer Porter
Deputy Registrar and
Secretary to the Committee

JMP/bjh
Attachment

Memorial University of Newfoundland Undergraduate Calendar Change Proposal Form Senate Summary Page for Courses

COURSE NUMBER AND TITLE

ONAE 6002 Ship Structures I

RATIONALE

The Department of Ocean and Naval Architectural Engineering (ONAE) has recently replaced the required course CIV 4310 with ONAE 4002. CIV 4310 is a pre-requisite for ONAE 6002, therefore, we need to update the PRs for ONAE 6002 so that our own students can take the course without requiring a waiver.

ANTICIPATED EFFECTIVE DATE

September 1, 2024

CALENDAR CHANGES

ONAE 6002 Ship Structures I

examines longitudinal strength, still water and wave bending moment, shear and bending moment curves, Smith Correction, section modulus calculation, torsion and racking forces; bulkhead and girder scantlings, portal frame analysis by moment distribution and energy method; finite element analysis and the use of Classification Society rules for design of midship section. Laboratory sessions cover use of analysis software to illustrate structural behaviour concepts.

CR: the former ENGI 5003

EQ: the former ENGI 6002

LH: at least five 3-hour sessions per semester

PR: [ONAE 4002](#) or Civil Engineering 4310 or the former ENGI 4312, ONAE 4007 or the former ENGI 4007 or the former ENGI 7007

CALENDAR ENTRY AFTER CHANGES

ONAE 6002 Ship Structures I

examines longitudinal strength, still water and wave bending moment, shear and bending moment curves, Smith Correction, section modulus calculation, torsion and racking forces; bulkhead and girder scantlings, portal frame analysis by moment distribution and energy method; finite element analysis and the use of Classification Society rules for design of midship section. Laboratory sessions cover use of analysis software to illustrate structural behaviour concepts.

CR: the former ENGI 5003

EQ: the former ENGI 6002

LH: at least five 3-hour sessions per semester

PR: ONAE 4002 or Civil Engineering 4310 or the former ENGI 4312, ONAE 4007 or the former ENGI 4007 or the former ENGI 7007

SECONDARY CALENDAR CHANGES

Not applicable

Memorial University of Newfoundland Undergraduate Calendar Change Proposal Form Senate Summary Page for Courses

COURSE NUMBER AND TITLE

ONAE 8074 Arctic Ocean Engineering

RATIONALE

The Department of Ocean and Naval Architectural Engineering (ONAE) has recently replaced the required course CIV 4310 with ONAE 4002. CIV 4310 is a pre-requisite for ONAE 8074, therefore, we need to update the PRs for ONAE 8074 so that our own students can take the course without requiring a waiver.

Additionally, we would like to allow students from other Engineering programs with suitable backgrounds to be able to take this course, so we will leave CIV 4310 and ME 3301 as pre-requisite “or” options. Further, it is possible that students from Engineering programs may have the required background to take ONAE 8074, but do not have the required pre-requisites, so we would like to add “or permission from the instructor”, as well.

ANTICIPATED EFFECTIVE DATE

September 1, 2024

CALENDAR CHANGES

ONAE 8074 Arctic Ocean Engineering

examines marine ice load on ships and marine structures designed for ice covered waters. Topics include types of naturally occurring ice; sea ice formation and characteristics; mechanical strength of sea ice under common modes of ice failure; modes of ice interaction with ships and marine structures; estimation of ice forces on offshore structures; powering requirements for ice breaking ships; regulations and standards for design of ships and offshore structures in arctic environments.

EQ: the former ENGI 8074, the former ENGI 8674

LH: at least four 3-hour sessions per semester

PR: ONAE 4002 or Civil Engineering 4310 or the former ENGI 4312 or Mechanical and Mechatronics Engineering 3301 or the former ENGI 3934 or permission of the instructor

CALENDAR ENTRY AFTER CHANGES

ONAE 8074 Arctic Ocean Engineering

examines marine ice load on ships and marine structures designed for ice covered waters. Topics include types of naturally occurring ice; sea ice formation and characteristics; mechanical strength of sea ice under common modes of ice failure; modes of ice interaction with ships and marine structures; estimation of ice forces on offshore structures; powering requirements for ice breaking ships; regulations and standards for design of ships and offshore structures in arctic environments.

EQ: the former ENGI 8074, the former ENGI 8674

LH: at least four 3-hour sessions per semester

PR: ONAE 4002 or Civil Engineering 4310 or the former ENGI 4312 or Mechanical and Mechatronics Engineering 3301 or the former ENGI 3934 or permission of the instructor

SECONDARY CALENDAR CHANGES

Not applicable



**SCHOOL OF
GRADUATE STUDIES**

Office of the Associate Vice-President (Academic) and
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February 12, 2024

TO: Executive Committee of Senate

FROM: Dr. Amy Warren, Chair of Academic Council

SUBJECT: Items of Business

On February 12, 2024, the Academic Council, School of Graduate Studies, reviewed via email the following item of business and it is being transmitted for information/approval to Senate.

CONSENT AGENDA

1. Education

Revisions to section 17.2 governing the Degree of Master of Education and Graduate Diplomas in Education, and 17.8.7 of the Reading Development and Instruction program, which include:

- Updated program descriptions for Diploma and Degree
- Modification of admissions requirement: Diploma and Degree
- Addition of course route and new course ED 6490
- Insertion of wording in the calendar about the project and thesis route option
- Expansion of the list of elective courses for the M.Ed. program
- Calendar deletions

A handwritten signature in black ink that reads "Amy M. Warren".

Dr. Amy Warren
Associate Vice-President (Academic) and
Dean, School of Graduate Studies

The Faculty of Education is requesting approval of revisions to section 17.2 governing the Degree of Master of Education and Graduate Diplomas in Education, and section 17.8.7 of the Reading Development and Instruction program, which include:

- Updated program descriptions for Diploma and Degree
- Modification of admissions requirement: Diploma and Degree
- Addition of course route and new course ED 6490
- Insertion of wording in the calendar about the project and thesis route option
- Expansion of the list of elective courses for the M.Ed. program
- Calendar deletions



Faculty of Education

St. John's, NL Canada A1B 3X8
Tel: 709 864 3402 Fax: 709 864 4379
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January 30, 2024

TO: Secretary, Academic Council, School of Graduate Studies
FROM: Secretary, Faculty Council, Faculty Education
SUBJECT: **Proposed Calendar Changes – Faculty of Education**

At the meeting of the Faculty Council, Faculty of Education, held on Tuesday, December 5, 2023; the following proposed calendar changes were approved by the members of Faculty Council and is now being forwarded to Academic Council, School of Graduate Studies, for consideration:

1. Diploma and M.Ed. in Reading Development and Instruction
 - a. Updated Program Description: Diploma and Degree
 - b. Modification of Admissions Requirement: Diploma and Degree
 - c. Addition of a Course Route and creation of course ED 6490
 - d. Insertion of wording in the calendar about the project and thesis route option
 - e. Expansion of the list of elective courses for the MEd program
 - f. Request for calendar deletion

Kindly,

A handwritten signature in blue ink, appearing to read "L. Sutton".

Lavinia Sutton
Secretary, Faculty Council
Faculty of Education

/sk

Attachments

Proposed calendar changes
Diploma and M.Ed. in Reading Development and Instruction

The RDI Master of Education program is seeing very strong demand, which we anticipate will grow in the future, especially given recent developments in Canada such as the Ontario Human Rights Commission's Right to Read Inquiry Report calling for teachers to receive the kind of preparation which our Diploma and M. Ed. program are uniquely positioned to offer. Faculty members teaching in the Master of Education (Reading Development and Instruction) and Diploma (Reading Development and Instruction) are requesting a series of calendar changes which reflect some minor changes to the program.

Summary of proposed changes:

1. Updated program description: Diploma and Degree

The program description was updated to accurately reflect the current curriculum, learning outcomes, and program structure. This ensures that prospective students have a clear understanding of the content and goals of the Diploma and M.Ed programs in Reading Development and Instruction.

2. Modification of admissions requirements: Diploma and Degree

Changes in admissions requirements are necessary to align with evolving academic standards, and to better assess the qualifications of applicants. These modifications aim to enhance the selection process, provide transparency to applicants, and ensure that admitted students are well-prepared for the program.

3. Addition of a course route and creation of a course 6x90

The addition of a comprehensive course route and the creation of a new course (6x90) aim to provide students with more flexibility in their academic journey, and provide students in the M.Ed. Reading Development and Instruction with the same options as students enrolled in other M.Ed. programs. This change responds to the diverse needs of students and allows for a customized approach to learning while maintaining the integrity of the program.

4. Insertion of wording in the calendar about the project and thesis route option

Including information about the project and thesis route options in the calendar ensures transparency and provides students with a comprehensive understanding of the program's academic paths. This empowers students to make informed decisions about their preferred route based on their academic and professional goals. Screening candidates for the thesis route will help ensure we can provide the supervisory commitment to interested students. This will also allow us to support research-oriented students, while aiming to

ensure we are admitting students who are likely to be successful with the level of supervisory support available faculty are positioned to provide.

5. Expansion of the list of elective courses for the Master's program

Expanding the list of available electives will allow students to choose elective courses that are tailored to their academic and professional interests.

6. Request for calendar deletion

We propose to strike the to strike the following wording from the project route and thesis route program requirements, as this is redundant:

All courses completed must satisfy the requirements for the Master of Education (Reading Development and Instruction).

17.2 Program of Study

1.
 - a. Students for the Master of Education (Educational Leadership Studies, Curriculum, Teaching and Learning Studies) shall be required to complete a minimum of:
 - 18 credit hours plus a thesis; or
 - 24 credit hours plus an internship report, a project report or a paper folio; or
 - 30 credit hours on the comprehensive-course route.
 - b. Students for the Master of Education (Post-Secondary Studies) shall be required to complete a minimum of:
 - 18 credit hours plus a thesis; or
 - 24 credit hours plus an internship; or
 - 30 credit hours on the comprehensive-course route.
 - c. Students for the Master of Education (Counselling Psychology) shall be required to complete a minimum of:
 - 62 credit hours (which include an internship) plus a thesis; or
 - 50 credit hours (which include an internship) on the comprehensive-course route.
 - d. Students for the Master of Education (Educational Technology) shall be required to complete a minimum of:
 - 18 credit hours plus a thesis; or
 - 30 credit hours on the comprehensive-course route.
 - e. Students for the Graduate Diploma in Post-Secondary Studies (Health Professional Education) must complete:
 - 12 credit hours
 - f. Students for the Graduate Diploma in Educational Leadership Studies must complete:
 - 12 credit hours
 - g. Students for the Master of Education (Reading Development and Instruction) shall be required to complete a minimum of:
 - 24 credit hours plus a project report; or
 - 18 credit hours plus a thesis
 - 30 credit hours on the comprehensive-course route
 - h. Students for the Graduate Diploma in Reading Development and Instruction must complete:
 - 12 credit hours

2. Students may apply for transfer of course credits. All course transfers require the approval of the Dean, on the recommendation of the Dean of Education, and are subject to General Regulation, Transfer of Course Credits of the School of Graduate Studies.
3.
 - a. All graduate courses completed must be in accordance with the student's program of study.
 - b. Graduate courses not within a program of study must be approved by the Associate Dean, Graduate Programs and Research, Faculty of Education, prior to registration.
4.
 - a. A student with full-time status may register for a maximum of 12 credit hours in any regular semester and a maximum of 6 credit hours in intersession or summer session.
 - b. A student with part-time status may register for a maximum of 3 credit hours in any semester or session, excluding summer session, when 6 credit hours are permitted.
 - c. Students may register for additional courses in a semester or session with the permission of the Office of the Associate Dean of Graduate Programs in Education.
5. Before submission of the proposal for thesis, project, internship, or paper folio, a Supervisory Committee shall be recommended by the Dean of Education, in consultation with the student, and approved by the Dean. The Supervisory Committee shall consist of the Supervisor and at least one other member.

The function of the Supervisory Committee shall be to approve the proposal for the thesis, project, internship, or paper folio, and to exercise supervision in the conduct of the study on behalf of the Faculty, subject to the final approval of the Dean.

17.8.7 Reading Development and Instruction

~~The Master of Education (Reading Development and Instruction) provides students with an opportunity for in-depth study of the nature of reading development, assessment and instruction for all students including diverse learners. This degree is suitable for students interested in pursuing roles requiring specialized knowledge about reading for guiding instructional planning and literacy leadership in educational settings.~~

The Master of Education (Reading Development and Instruction) provides students with an opportunity for in-depth study of the nature of reading development, assessment, and instruction for diverse learners. This program emphasizes deep engagement with reading research and bridging research to practice. This degree is suitable for students interested in pursuing roles requiring this knowledge in educational, community, and research settings.

17.8.7.1 Admission Requirements

Students applying for admission to the Master of Education (Reading Development and Instruction) must meet the criteria for acceptance to a graduate program in the Faculty of Education. Students must have from a recognized institution, either an undergraduate degree with at least second-class standing, or an undergraduate degree and an average of at least 70% in the last 90 attempted undergraduate credit hours. ~~Preference will be given to applicants with completed courses related to assessment and the remedial instruction of struggling readers. Previously completed graduate course work will be taken into consideration. Admission is competitive and preference will be given to applicants with demonstrated academic success as well as experience and/or interest in reading development and instruction in educational, community, and research settings.~~

17.8.7.2 Program Requirements

1. Students for the degree are required to complete the following five Education courses:
 - 6100 Research Designs and Methods in Education
 - 6470 Word and Sentence-level Reading Development and Instruction
 - 6471 Text-level Reading Development and Instruction (*prerequisite: ED 6470*)
 - 6472 Issues and Interventions in Reading Development and Instruction for Diverse Learners (*prerequisites: ED6470, ED6471*)
 - 6473 Praxis for Reading Teachers (*prerequisites: ED6470, ED6471, E6472*)
2. Students admitted to the program are assigned to the course route. Students wishing to pursue a project, or a thesis must provide confirmation of a project or thesis supervisor at the time of admission. Students who wish to change to a project or thesis route over the course of the program must secure a supervisor before requesting the change.
3. Students on the comprehensive Course Route will also complete the following courses:
 - Twelve credit hours to be taken from relevant elective courses offered in the M.Ed. program.
 - Students on the comprehensive-course route must complete 6490 Research and Development Seminar in Reading Instruction and Development Normally students would be permitted to register for this course only after all other course requirements have been met, or during the student's last semester of studies.
4. Students on the **Project Route** will also complete the following courses:
 - Nine credit hours to be taken from relevant elective courses offered in the M.Ed. program.
 - Education 6192 Project in Reading Development and Instruction normally taken at the completion of the course work and is intended to facilitate the conceptualization and writing of a project under the direction of a supervisor. A project is a theoretically based product intended for possible use in educational settings. For this program, this project shall be reading-focused and developed in consultation with the project supervisor (6 credit hours). Students must complete at least 24 credit hours prior to registering for this project.

~~All courses completed must satisfy the requirements for the Master of Education (Reading Development and Instruction).~~
5. Students on the **Thesis Route** will also complete one of the following Education research courses as appropriate to the thesis methodology, chosen in consultation with the thesis supervisor:
 - 6466 Qualitative Research Methods
 - 6467 Quantitative Research Methods
 - 6468 Critical Approaches to Educational Research
 - 6469 Theoretical and Methodological Foundations of Action Research
 - 6909 Narrative Approaches to Teaching, Learning and Research

The thesis shall be focused on an area of inquiry related to reading development and instruction and developed in consultation with the thesis supervisor.

~~All courses completed must satisfy the requirements for the Master of Education (Reading Development and Instruction).~~

17.8.8 Graduate Diploma in Education (Reading Development

~~The Graduate Diploma (Reading Development and Instruction) provides students with an opportunity for in-depth study of the nature of reading development, assessment and instruction for all students including diverse learners. This degree is suitable for students interested in pursuing roles requiring specialized knowledge about reading for guiding instructional planning and literacy leadership in educational settings.~~

The Graduate Diploma (Reading Development and Instruction) provides students with an opportunity for in-depth study of the nature of reading development, assessment, and instruction for diverse learners. This program emphasizes deep engagement with reading research and bridging research to practice. This degree is suitable for students interested in pursuing roles requiring this knowledge in educational, community, and research settings.

17.8.8.1 Admission Requirements

Students applying for admission to the Graduate Diploma (Reading Development and Instruction) must meet the criteria for acceptance to a graduate program in the Faculty of Education. Students must have from a recognized institution, either an undergraduate degree with at least second-class standing, or an undergraduate degree and an average of at least 70% in the last 90 attempted undergraduate credit hours. ~~Preference will be given to applicants with completed courses related to assessment and the remedial instruction of struggling readers.~~ Previously completed graduate course work will be taken into consideration. Admission is competitive and preference will be given to applicants with demonstrated academic success as well as experience and/or interest in reading development and instruction in educational, community, and research settings.

17.8.8.2 Program Requirements

Students for the Graduate Diploma are required to complete the following four Education courses:

- 6470 Word and Sentence Level Reading Development and Instruction
- 6471 Text-level Reading Development and Instruction (*prerequisite: ED 6470*)
- 6472 Issues and Interventions in Reading Development and Instruction for Diverse Learners (*prerequisites: ED 6470, ED 6471*)
- 6473 Praxis for Reading Teachers (*prerequisites: ED 6470, ED 6471, ED 6472*)

Students enrolled in the Graduate Diploma program may request transfer to the **Master of Education, Reading Development and Instruction** prior to graduation. Students holding the Graduate Diploma in Education (Reading Development and Instruction) and accepted to the M.Ed. (Reading Development and Instruction) program will complete up to 12 fewer credit hours dependent upon the chosen program route and the completion date of the Diploma.

17.2 Program of Study

1.
 - a. Students for the Master of Education (Educational Leadership Studies, Curriculum, Teaching and Learning Studies) shall be required to complete a minimum of:
 - 18 credit hours plus a thesis; or
 - 24 credit hours plus an internship report, a project report or a paper folio; or
 - 30 credit hours on the comprehensive-course route.
 - b. Students for the Master of Education (Post-Secondary Studies) shall be required to complete a minimum of:
 - 18 credit hours plus a thesis; or
 - 24 credit hours plus an internship; or
 - 30 credit hours on the comprehensive-course route.
 - c. Students for the Master of Education (Counselling Psychology) shall be required to complete a minimum of:
 - 62 credit hours (which include an internship) plus a thesis; or
 - 50 credit hours (which include an internship) on the comprehensive-course route.
 - d. Students for the Master of Education (Educational Technology) shall be required to complete a minimum of:
 - 18 credit hours plus a thesis; or
 - 30 credit hours on the comprehensive-course route.
 - e. Students for the Graduate Diploma in Post-Secondary Studies (Health Professional Education) must complete:
 - 12 credit hours
 - f. Students for the Graduate Diploma in Educational Leadership Studies must complete:
 - 12 credit hours
 - g. Students for the Master of Education (Reading Development and Instruction) shall be required to complete a minimum of:
 - 24 credit hours plus a project report; or
 - 18 credit hours plus a thesis
 - 30 credit hours on the comprehensive-course route
 - h. Students for the Graduate Diploma in Reading Development and Instruction must complete:
 - 12 credit hours

2. Students may apply for transfer of course credits. All course transfers require the approval of the Dean, on the recommendation of the Dean of Education, and are subject to [General Regulation, Transfer of Course Credits](#) of the School of Graduate Studies.
3.
 - a. All graduate courses completed must be in accordance with the student's program of study.
 - b. Graduate courses not within a program of study must be approved by the Associate Dean, Graduate Programs and Research, Faculty of Education, prior to registration.
4.
 - a. A student with full-time status may register for a maximum of 12 credit hours in any regular semester and a maximum of 6 credit hours in intersession or summer session.
 - b. A student with part-time status may register for a maximum of 3 credit hours in any semester or session, excluding summer session, when 6 credit hours are permitted.
 - c. Students may register for additional courses in a semester or session with the permission of the Office of the Associate Dean of Graduate Programs in Education.
5. Before submission of the proposal for thesis, project, internship, or paper folio, a Supervisory Committee shall be recommended by the Dean of Education, in consultation with the student, and approved by the Dean. The Supervisory Committee shall consist of the Supervisor and at least one other member.

The function of the Supervisory Committee shall be to approve the proposal for the thesis, project, internship, or paper folio, and to exercise supervision in the conduct of the study on behalf of the Faculty, subject to the final approval of the Dean.

17.8.7 Reading Development and Instruction

The Master of Education (Reading Development and Instruction) provides students with an opportunity for in-depth study of the nature of reading development, assessment, and instruction for diverse learners. This program emphasizes deep engagement with reading research and bridging research to practice. This degree is suitable for students interested in pursuing roles requiring this knowledge in educational, community, and research settings.

17.8.7.1 Admission Requirements

Students applying for admission to the Master of Education (Reading Development and Instruction) must meet the criteria for acceptance to a graduate program in the Faculty of Education. Students must have from a recognized institution, either an undergraduate degree with at least second-class standing, or an undergraduate degree and an average of at least 70% in the last 90 attempted undergraduate credit hours.- Previously completed graduate course work will be taken into consideration. Admission is competitive and preference will be given to applicants with demonstrated academic success as well as experience and/or interest in reading development and instruction in educational, community, and research settings.

17.8.7.2 Program Requirements

1. Students for the degree are required to complete the following five Education courses:
 - 6100 Research Designs and Methods in Education
 - 6470 Word and Sentence-level Reading Development and Instruction
 - 6471 Text-level Reading Development and Instruction (*prerequisite: ED 6470*)
 - 6472 Issues and Interventions in Reading Development and Instruction for Diverse Learners (*prerequisites: ED6470, ED6471*)
 - 6473 Praxis for Reading Teachers (*prerequisites: ED6470, ED6471, E6472*)

2. Students admitted to the program are assigned to the course route. Students wishing to pursue a project, or a thesis must provide confirmation of a project or thesis supervisor at the time of admission. Students who wish to change to a project or thesis route over the course of the program must secure a supervisor before requesting the change.

3. Students on the comprehensive Course Route will also complete the following courses:
 - Twelve credit hours to be taken from relevant elective courses offered in the M.Ed. program.

 - Students on the comprehensive-course route must complete 6490 Research and Development Seminar in Reading Instruction and Development Normally students would be permitted to register for this course only after all other course requirements have been met, or during the student's last semester of studies.

4. Students on the **Project Route** will also complete the following courses:
 - Nine credit hours to be taken from relevant elective courses offered in the M.Ed. program.

 - Education 6192 Project in Reading Development and Instruction normally taken at the completion of the course work and is intended to facilitate the conceptualization and writing of a project under the direction of a supervisor. A project is a theoretically based product intended for possible use in educational settings. For this program, this project shall be reading-focused and developed in consultation with the project supervisor (6 credit hours). Students must complete at least 24 credit hours prior to registering for this project.

5. Students on the **Thesis Route** will also complete one of the following Education research courses as appropriate to the thesis methodology, chosen in consultation with the thesis supervisor:
 - 6466 Qualitative Research Methods
 - 6467 Quantitative Research Methods
 - 6468 Critical Approaches to Educational Research
 - 6469 Theoretical and Methodological Foundations of Action Research
 - 6909 Narrative Approaches to Teaching, Learning and Research

The thesis shall be focused on an area of inquiry related to reading development and instruction and developed in consultation with the thesis supervisor.

17.8.8 Graduate Diploma in Education (Reading Development)

The Graduate Diploma (Reading Development and Instruction) provides students with an opportunity for in-depth study of the nature of reading development, assessment, and instruction for diverse learners. This program emphasizes deep engagement with reading research and bridging research to practice. This degree is suitable for students interested in pursuing roles requiring this knowledge in educational, community, and research settings.

17.8.8.1 Admission Requirements

Students applying for admission to the Graduate Diploma (Reading Development and Instruction) must meet the criteria for acceptance to a graduate program in the Faculty of Education. Students must have from a recognized institution, either an undergraduate degree with at least second-class standing, or an undergraduate degree and an average of at least 70% in the last 90 attempted undergraduate credit hours. Previously completed graduate course work will be taken into consideration. Admission is competitive and preference will be given to applicants with demonstrated academic success as well as experience and/or interest in reading development and instruction in educational, community, and research settings.

17.8.8.2 Program Requirements

Students for the Graduate Diploma are required to complete the following four Education courses:

- 6470 Word and Sentence Level Reading Development and Instruction
- 6471 Text-level Reading Development and Instruction (*prerequisite: ED 6470*)
- 6472 Issues and Interventions in Reading Development and Instruction for Diverse Learners (*prerequisites: ED 6470, ED 6471*)
- 6473 Praxis for Reading Teachers (*prerequisites: ED 6470, ED 6471, ED 6472*)

Students enrolled in the Graduate Diploma program may request transfer to the Master of Education, Reading Development and Instruction prior to graduation. Students holding the Graduate Diploma in Education (Reading Development and Instruction) and accepted to the M.Ed. (Reading Development and Instruction) program will complete up to 12 fewer credit hours dependent upon the chosen program route and the completion date of the Diploma.

17.9 Courses

Course descriptions for graduate course in Education are available at www.mun.ca/educ/grad/fee_deadline.php.

A selection of the following graduate courses shall be offered to meet the requirements of candidates, as far as the resources of the Faculty allow.

- 6100 Research Designs and Methods in Education
- 6105 Social and Cultural Difference and Education
- 6106 Popular Culture and Literacy Education
- 6107 Arts Education: Creativity in the Classroom
- 6108 Literacy and Language Education: Sociocultural Perspectives
- 6192 Project in Reading Development and Instruction (6 credit hours)
- 6193 Project in Educational Technology (6 credit hours)
- 6202 Social Context of Educational Leadership
- 6203 Leadership: Theory and Practice
- 6204 Educational Administration: Theory and Practice
- 6205 Educational Policy: Theory and Practice
- 6290 Research and Development Seminar in Educational Leadership Studies
- 6291 Internship in Educational Leadership Studies (6 credit hours)
- 6292 Project in Educational Leadership Studies (6 credit hours)
- 6293 Paper Folio in Educational Leadership Studies (6 credit hours)
- 6300 Teaching and Learning
- 6321 Supervisory Processes in Education
- 6330 Educational Finance
- 6335 Legal Foundations of Educational Administration
- 6390 Research and Development Seminar in Curriculum, Teaching and Learning Studies
- 6391 Internship in Curriculum, Teaching and Learning Studies (6 credit hours)
- 6392 Project in Curriculum, Teaching and Learning Studies (6 credit hours)
- 6393 Paper Folio in Curriculum, Teaching and Learning Studies (6 credit hours)
- 6394 Biographical Explorations of Teaching and Learning
- 6410 Seminar on Philosophical Issues in Educational Policy and Leadership
- 6420 Ethical Issues and Perspectives in Educational Practice and Policy
- 6425 Comparative Perspectives in Public Education, Reform, and Leadership
- 6426 Computer Applications in Educational Administration
- 6427 School Community Partnerships
- 6440 Family-School Relations: Leadership and Policy Implications
- 6461 Graduate Research Writing
- 6462 Cultural Landscapes, Knowledge and Pedagogy
- 6463 Relationships First: Rethinking Educational Engagement (*credit may be obtained for only one of 6463 or 6936*)
- 6465 School Violence: Leadership and Policy Implications
- 6466 Qualitative Research Methods
- 6467 Quantitative Research Methods

- 6468 Critical Approaches to Educational Research
- 6469 Theoretical and Methodological Foundations of Action Research
- 6470 Word and Sentence Level Reading Development and Instruction
- 6471 Text-level Reading Development and Instruction
- 6472 Issues and Interventions in Reading Development and Instruction for Diverse Learners
- 6473 Praxis for Reading Teachers
- 6490 Research and Development in Reading, Development and Instruction
- 6502 Contexts of Music Education
- 6503 Teaching Music from the Podium
- 6504 Musicianship, Pedagogy, and Learning
- 6590 Research and Development Seminar in Educational Technology
- 6600 Learning and Motivation
- 6602 Curriculum Studies
- 6603 Place, Ecology and Education
- 6610 Research on Computers in the Curriculum
- 6612 Integration of Instructional Design and Educational Technology at CBU
- 6614 Technology Planning for Educational Environments at CBU
- 6615 Educational Software Prototyping and Evaluation
- 6617 Digital Citizenship in a Global Community at CBU
- 6620 Issues and Trends in Educational Technology
- 6630 Critical Issues in Mathematics Education
- 6632 Current Research in Teaching and Learning of Elementary School Mathematics (*prerequisite: 6630*)
- 6634 Teaching and Learning to Solve Mathematics Problems (*prerequisite: 6630*)
- 6635 Teaching and Learning Geometry
- 6636 Teaching and Learning the Concept of Number and Operations
- 6639 Technology and the Teaching and Learning of Mathematics (*prerequisite: 6630*)
- 6641 Writing in the Primary, Elementary and Secondary Schools
- 6642 Developmental Reading (K-8)
- 6643 Contemporary Issues in Intermediate and Secondary English
- 6644 Drama in Education
- 6645 Literature for Children and Adolescents
- 6646 Literature in the Secondary School
- 6647 Diagnosis and Remediation of Reading and Writing Difficulties
- 6649 Exploring Multiple Literacies
- 6653 Contemporary Issues in Science Education I
- 6655 The Nature of Science and Science Education
- 6658 Teaching and Learning Scientific Concepts, Laws, and Theories
- 6660 Information Technology
- 6661 Applications of Media in Education
- 6662 Research Seminar in Teacher-Librarianship
- 6663 The Organization of Learning Resources
- 6664 Seminar in School Improvement
- 6668 Current Issues in Second Language Education
- 6669 Graduate Seminar in Second Language Teaching and Learning
- 6670 Teaching and Learning Social Studies

- 6671 Research in Social Studies Education
- 6672 Issues and Trends in Social Studies
- 6673 Second Language Teaching, Learning and Curriculum (*credit may be obtained for only one of Education 6673, the former 6665 or 6667*)
- 6674 Research in Second Language Writing Education
- 6675 Current Issues in Rural Education
- 6676 Research and Practice in TESL/TEFL (Teaching English as a Second/Foreign Language)
- 6693 Literacy for the Young Child in Home and School
- 6700 Ethical and Legal Issues in Counselling
- 6701 Issues and Methodologies in Learning and Developmental Research
- 6702 Counselling: Theory and Practice
- 6705 Nature and Development of School Counselling Services
- 6706 Career Education and Career Counselling
- 6707 Assessment for Counsellors
- 6708 Group Counselling: Theory and Practice
- 6709 Assessment of Intelligence and Learning Skills
- 6710 Issues in Development and Implementation of Special Education Policy and Practices
- 6711 Behaviour Modification in the Educational Setting
- 6712 The Nature and Assessment of Behaviour Disorders in Children and Adolescents
- 6713 Educational Applications of Contemporary Cognitive Psychology
- 6714 Principles and Practices in Exceptionality
- 6715 The Theory and Practice of Peer Helping Programs
- 6716 Working with Families and Parents
- 6717 Counselling Adolescents
- 6718 Elementary School Counselling
- 6719 Cultural Issues in Counselling
- 6720 Internship in Counselling Psychology (9 credit hours)
- 6755 Nature and Assessment of Learning Disabilities
- 6801 Foundations of Post-Secondary Programs
- 6802 Adult Learning and Development
- 6803 Research in Post-Secondary Education
- 6804 Leadership and Human Resource Development in Post-Secondary Education
- 6805 Advanced Human Resource Communications
- 6806 Interprofessional Education in the Health Professions
- 6807 Economics and Finance of Post-Secondary Education
- 6808 Supporting international and immigrant students
- 6809 Internationalization of Higher Education
- 6810 Assessment and Evaluation in Student Services
- 6811 Theoretical Foundations in Adult/Post-Secondary Teaching and Learning
- 6822 Foundations of Instructional Design in Post-Secondary Education
- 6823 Principles of Program Design and Development
- 6831 Organization and Administration of Student Services for the Adult Learner
- 6832 Issues and Trends in the Administration of Post-Secondary Education
- 6841 Student Development Theory, Services and Programs in Post-Secondary Education
- 6890 Research and Development Seminar in Post-Secondary Education

- 6891 Internship in Post-Secondary Education (6 credit hours)
- 6900-6910 Special Topics (excluding 6909)
- 6909 Narrative Approaches to Teaching, Learning and Research
- 6911 Multiage Education: An Introduction
- 6912-6950 Special Topics (excluding 6913, 6922, 6923, 6924, 6927, 6931, 6932, 6936, 6940, 6942, 6944)
- 6913 Putting Action Research Methodologies into Practice (*prerequisite: 6469 Theoretical and Methodological Foundations of Action Research*)
- 6923 Perspectives in Indigenous Education
- 6924 Decolonizing Pedagogies
- 6927 Digital Game-based Learning
- 6931 Educational Technology Law
- 6932 Intellectual Technology Law in Teaching and Learning
- 6938 Advanced Individual Counselling: Theory and Practice
- 6940 Administration of Student Services in Post-Secondary Education

17.9 Courses

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- 6335 Legal Foundations of Educational Administration
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- 6938 Advanced Individual Counselling: Theory and Practice
- 6940 Administration of Student Services in Post-Secondary Education



Request for Approval of a Graduate Course

SCHOOL OF GRADUATE STUDIES

Adobe Reader, minimum version 8, is required to complete this form. Download the latest version: <http://get.adobe.com/reader>. (1) Save the form by clicking on the diskette icon on the upper left side of the screen; (2) Ensure that you are saving the file in PDF format; (3) Specify where you would like to save the file, e.g. Desktop; (4) Review the [How to create and insert a digital signature](#) webpage for step by step instructions; (5) Fill in the required data and save the file; (6) Send the completed form by email to: sgs@mun.ca.

To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: Regular Course Special/Selected Topics Course

Course No.: ED 6490

Course Title: Research and Development in Reading, Development and Instruction

I. To be completed for all requests:

A. Course Type: Lecture course Lecture course with laboratory
 Laboratory course Undergraduate course¹
 Directed readings Other (please specify)

B. Can this course be offered by existing faculty? Yes No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? Yes No
If yes, please specify:

D. Will additional library resources be required (if yes, please contact munul@mun.ca for a resource consultation)? Yes No

E. Credit hours for this course:

F. Course description (please attach course outline and reading list):
Please see attached.

G. Method of evaluation:

	Written	Percentage	Oral
Class tests			
Assignments			
Other (specify):			
Final examination:			

Total

¹ Must specify the additional work at the graduate level

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

Instructor's initials

- 1. duplication of thesis work _____
- 2. double credit _____
- 3. work that is a faculty research product _____
- 4. overlap with existing courses _____

Recommended for offering in the Fall Winter Spring 20 ____

Length of session if less than a semester:

III. This course proposal has been prepared in accordance with General Regulations governing the School of Graduate Studies

Jeanne Sinclair Digitally signed by Jeanne Sinclair
Date: 2024.01.04 17:57:47 -03'30'

Course instructor

P. Daniel Johnson

Approval of the head of the academic unit

January 4, 2024

Date

January 29, 2024

Date

IV. This course proposal was approved by the Faculty/School/Council

Lavinia Sutton Digitally signed by Lavinia Sutton
Date: 2024.01.29 10:14:54 -03'30'

Secretary, Faculty/School/Council

January 29, 2024

Date

Updated March 2021

ED 6490

Course will be delivered online and will include two synchronous sessions

Course Description

This course will provide you with the opportunity to research, develop, and share/present a scholarly product through a creative, reflective process that draws upon and links with prior program experiences. You will undertake a thorough review of the published literature appropriate to their identified area of interest and write a critical analysis of the available research findings that contribute to a well reasoned response to their specific research questions.

You will utilize knowledge mobilization to communicate your research findings.

NOTE:

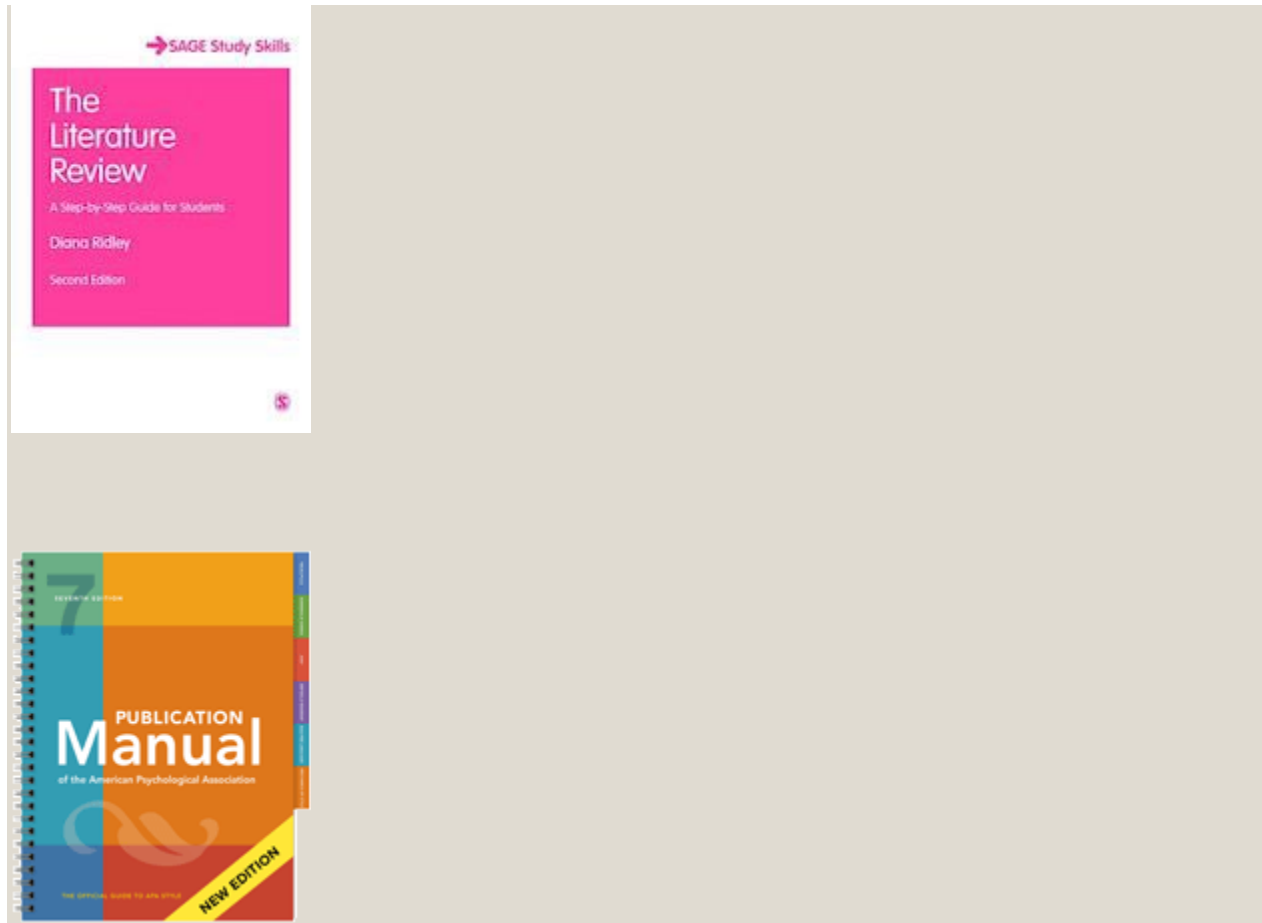
Ed 6X90 is one route towards the completion of your graduate degree. You may be interested in exploring other routes, depending on your program. Further information on these programs can be found on the Faculty of Education website or consult with your advisor.

Course Objectives

The overall objective for ED 6490 is that you will be able to write a **Comprehensive Literature Review** that answers a focused research question on a selected topic and is a culmination of your degree program.

You will also create a comprehensive **Knowledge Mobilization Plan** for communicating your research findings.

Required Texts



The following are required texts for this course:

- The Literature Review: A Step-by-Step Guide for Students (2nd Edition) by Diana Ridley, 2012
- Publication Manual Of The American Psychological Association (7th Edition) by American Psychological Association, 2020

Evaluation

Overview of Evaluation (100%):

1. **Assignment 1:** PPS&Q: Formative assessment
2. **Assignment 2:** Full Annotated Bibliography: 10%
3. **Assignment 3:** Full draft: 10%
4. **Knowledge Mobilization Plan:** 10%
5. **Assignment 4:** Final Paper: 50%
6. **Participation/Peer Work:** 20%

Instructor Feedback Evaluation:

Week	Evaluation – Individual Assignments	Instructor Feedback
4	PPS&Q	Instructor
6	Full Annotated Bibliography	Instructor
9	Full Draft Comprehensive Literature Review paper	Instructor
12	Final Comprehensive Literature Review paper	Instructor/External reader

Peer Feedback Activities:

Week	Evaluation – Group Activities	Peer (Group) Feedback
1	Discussion Forum	Class Discussion Forum
2	Sample Annotated Bibliography	Group Discussion Forum
3	PPS&Q	Group Discussion Forum
5	Toulmin Argument	Group Discussion Forum
9	Full Draft Literature Review	Group Discussion Forum
9	Peer Review Form	Assignment Folder
11	Knowledge Mobilization Plan	Group Discussion Forum

ED 6X90 has been designed to scaffold the process of writing a **Comprehensive Literature Review**. Each activity and assignment builds on the previous one and each assignment feeds into

the next. For your own benefit, it is important to complete each activity and assignment in a timely fashion.

Knowledge Mobilization Plan

The Knowledge Mobilization Plan is a required portion of the course but no specific mark is awarded. The aim of the Plan is to make the research you produce accessible to a wider audience. Students are encouraged to explore face-to-face presentations to faculty/staff groups or conference presentations (depending on current health guidelines) or electronic dissemination of their research findings. Consider the appropriateness of Power Point type presentations, web pages, publication, printing and distribution of materials (such as brochures), blogs or simulcast presentations. Be creative. Further instructions on the Knowledge Mobilization Plan can be found in the Week 12 module.

COURSE EVALUATION Participation (20%)

The participation grade has two components:

1. Peer feedback activities during the course (10%)
2. Peer feedback on the Full Draft of the Comprehensive Literature Review (10%).

You are reminded that your asynchronous communications with your peers are, in effect, the ‘class time’ of the course. This peer mentoring work is not to be taken lightly. Observe the timeline for your interactions so that your group members can submit assignments by the due date.

Note:

Participation will be carefully monitored. It is worth 20% – a significant component of the course. Marks will be deducted if peer feedback is not received within the posted deadline dates.

1. Peer Feedback Activities During the Course (10%)

Peer group participation is a very important component of the ED 6X90 course. Providing feedback for your peers will help you as well as your group members. Your instructor will place you in groups of three, this will be your peer group for the duration of the course. Your group will be assigned a Group Discussion Forum. You will use this forum to provide feedback on activities during the course. The peer group activities are outlined and explained in the relevant weekly modules. You will find instructions and checklists for each activity in the relevant module notes. Here is an overview of the peer group activities:

Peer Feedback Weekly Activities

Week	Evaluation – Group Activities	Peer (Group) Feedback
1	Discussion Forum	Class Discussion Forum
2	Sample Annotated Bibliography	Group Discussion Forum
3	PPS&Q	Group Discussion Forum
5	Toulmin Argument	Group Discussion Forum
11	Knowledge Mobilization Plan	Group Discussion Forum

Your participation should consist of at least:

- Using the checklists to provide specific feedback for your peers, explaining how this feedback is to be incorporated on PPS&Q, Sample Annotated Bibliographies, Toulmin Argument, and Knowledge Mobilization Plan.
- Provide substantive responses on content and critical analysis.
- Substantive responses to the Knowledge Mobilization Plans.

2. Peer Feedback on the Full Draft of the Comprehensive Literature Review (10%)

One of the most important peer activities you will undertake during this course is providing feedback on the First Draft for your peers. Once you have given feedback on the first draft for your peers, you will be required to fill in a Peer Review Form and upload this to the relevant Assessment Folder in Brightspace by the end of Week 9. You will find the Peer Review Form, instructions and checklists in the Week 9 module.

Week	Evaluation – Group Activities	Peer (Group) Feedback
9	Full Draft Literature Review	Group Discussion Forum
9	Peer Review Form	Assignment Folder

Your participation should consist of at least:

- Using the checklist to provide specific feedback for your peers, explaining how this feedback is to be incorporated.
- Providing substantive responses to draft papers on content, critical analysis and findings.

Peer Review

Academic work often includes peer review of research reports and other scholarly articles. The purpose of a peer review is to scrutinize the assumptions and assertions made in an article and provide suggestions for its improvement prior to publication.

Tips for good peer review include:

- Be analytical and to separate the proposal or paper from the person who wrote it;
- Have a broad perspective and an interest in advancing knowledge beyond your own personal research field;
- Be well-prepared, and do research on the topic when necessary;
- Treat others' work the way you would want your work treated (i.e., examined carefully and critically);
- Be willing to support innovative and risky projects when the case is well presented;
- View peer review as a training process as well as a judgement call, and give helpful advice for improvement;
- Be aware of your own limitations, and defer commenting on areas where you're not qualified;
- Have confidence in your opinions and don't be bullied.

Watch this video on the difference between criticism and feedback, how to give and get feedback: .

Peer feedback on research/thesis writing

COURSE EVALUATION Assignment 1

Problem Purpose Statements & Research

Questions (PPS&Q)(10%, DUE END WEEK 4)

For this assignment, your task is to write a Problem/Purpose Statement and Research Questions. It should contain all the elements outlined in the module for Week 3 including a problem statement, a description of the context, key concepts that will be discussed in the review, a purpose statement and research questions. Include sources as evidence to support any elements of your PPS&Q.

You will have an opportunity to get feedback from your peer group and revise your Problem Purpose Statements and Research Questions throughout Weeks 3 and 4. Please submit your revised PPS&Q to your instructor at the end of Week 4. You can upload your PPS&Q to the appropriate Assignment Folder in Brightspace as a Word.doc or a PDF.

Checklist for Assignment 1: PPS&Q

- Has the research focus moved from a broad topic to a research problem?
- Is there a clear problem statement identifying the problem the review will address?
- Does the identified research problem provide a rationale for doing the review?
- Is the context for the review identified? Do we know when and where the review takes place and who it is about?
- Are the key concepts identified? Do these concepts emerge out of the research problem?
- Does the Problem Statement contain an appropriate logic?
- Is evidence provided for aspects of the PPS&Q? Are there sources to support the PPS&Q?
- Is there a clear purpose statement, for example, the purpose of this review is to...?
- Does the purpose statement establish the broad goals of the review?
- Are there research questions to guide the review? Do the questions unpack the research problem? Is the question written as a question?
- Has the author avoided “yes/no” questions?
- Are the questions unambiguous?
- Are the questions specific, containing only one question for each?
- Is published research available on these questions?
- Is the PPS&Q one page or less?

Rubric for PPS&Q:

Criteria	Skilled 80%+	Able 70-80%
Problem Statement	Clear problem statement; provides a rationale for the review, when, where and what the review is focused on is clear.	The problem statement is difficult to identify. Little rationale for the review is offered. It is not clear what is being researched, or when or why.

Concepts	Key concepts are identified and are appropriate to the research problem. All relevant concepts are addressed.	Some key concepts are missing, or those identified are not appropriate to the research problem.
Logic and Evidence	The problem statement is logically presented and is supported by evidence (sources).	Logic of the problem statement is flawed, and evidence is partial.
Purpose Statement	There is a clear problem statement that outlines the broad goals of the review.	The problem statement is not clear, or lacks some broad goals or not at all.
Research Questions	Research questions, stated as questions, are presented to guide the review. The questions unpack the stated research problem and are unambiguous and specific.	Questions are ambiguous, not specific, and do not unpack the research problem.

COURSE EVALUATION **Assignment 2**

Full Annotated Bibliography (10%, DUE END WEEK 5)

Your task for this assignment is to complete a Full Annotated Bibliography as outlined in the module for Week 2. Each entry should consist of :

1. a full reference formatted in APA 7th
2. notes on the content of the source document, and
3. interpretive and evaluative notes.

Each entry should be formatted in *hanging indent*. You will need to begin working on your annotated bibliographies in Week 2. The module in Week 4 will help you for this assignment. Your Annotated Bibliography should consist of at least 20 examples of published research appropriate for your research question. You will use this research information as the foundation of your research paper. You will, of course, need further research as you develop your paper.

Each entry in the Annotated Bibliography should be approximately 1/2 – 1 page per article (per referenced item).

Completed Annotated Bibliographies should be submitted to instructors by the last day of Week 5. You can upload your Annotated Bibliography to the appropriate Assignment Folder in Brightspace as a Word.doc or a PDF.

Checklist for Assignment 2: Annotated Bibliography:

- Does the Annotated Bibliography contain 20+ sources?
- Does each entry contain ½ to 1 page of written notes?
- Does the Annotated Bibliography align with the PPS&Q, especially the research question?
- Does the Annotated Bibliography contain the following sections for each entry: 1) the full reference in APA 7th formatting; 2) Notes on the content of the source text; and 3) Interpretive and evaluative comments?
- Does the Annotated Bibliography contain summaries of source texts?
- Does the Annotated Bibliography contain critical comments and critique on source texts?
- Does the Annotated Bibliography contain analysis through the identification of themes or patterns in the literature?
- Does the Annotated Bibliography contain synthesis comments linking across the source texts?
- Does the Annotated Bibliography indicate how the source text will be used in the review paper?
- Is the Annotated Bibliography in alphabetical order?
- Are the references formatted in APA 7th?
- Is the Annotated Bibliography formatted in *hanging indent*?

Rubric for the Annotated Bibliography (AB):

Criteria	Skilled 80%+	Able 70-80%
Content	The AB contains 20+ relevant sources, each entry contains ½ to 1 page of notes. The AB aligns with the PPS&Q and contains relevant summaries of source texts.	The AB contains less than 20 sources only partially aligns with the PPS&Q. sources appear not be relevant. Summaries are missing or are partial.
Critical Thinking	The AB contains critical comments and critique of source texts. There is evidence of analysis and synthesis in the AB. The AB indicates how source texts will be used in the review.	The AB contains some critical comments and critique of source texts. Partial analysis and synthesis is provided. The AB indicates some source texts will be used in the review but not all.

Criteria	Skilled 80%+	Able 70-80%
Formatting	The AB is formatted with each entry as a hanging indent. Each source is formatted in APA 7 th and appears in alphabetical order. Each entry contains a full reference, notes on the content of the source and evaluative or interpretive comments. The evaluative or interpretive comments are separate from the content comments.	Some formatting components are missing. APA 7 th hanging indent, alphabetical order, format of AB (full reference, notes on content of the source and evaluative or interpretive comments). Interpretive or evaluative comments may appear in the summary comments.

COURSE EVALUATION **Assignment 3**

Full Draft of Comprehensive Literature

Review (10%, DUE END WEEK 9)

Your task, for Assignment 3 is to submit a full draft of your **Comprehensive Literature Review** including all necessary components. Use the notes from the modules in Weeks 6 – 9 to help you. This is the most important portion of our course.

Your Draft paper should include a title page, an abstract (Week 11), a table of contents, 20 pages of text that critically analyzes the published research that answers your research question (see Weeks 5-10), and a thorough reference list. Follow APA 7th edition formatting, and see our specific guidelines as outlined in Final Manuscript in the module for Week 11.

You can upload your Assignment 3: Full Draft to the appropriate Assignment Folder in Brightspace as a Word.doc or a PDF by the end of Week 9.

Checklist for Assignment 3: Full Draft of Comprehensive Literature Review:

Components – Does the Draft contain:

- A title page formatted in APA 7th.
- An Abstract.
- A Table of Contents.
- An Introduction section which orients the reader to the topic at hand, the argument being presented and explains how the review is organised
- The Problem/Purpose statement and questions

- A section on the discussion of terms and key concepts
- A paragraph on the method of searching
- A critical review of the literature, including analysis. Note that this is the most important section of the paper and should receive major emphasis
- A section on the limitations of the review
- A section on the recommendations for research and practice
- A Discussion section where a synthesis from the analysis of the literature reviewed are presented.
- A Conclusion section which provides a brief summary of the main points of the review and pulls together the paper and ends with a key message based on the findings of the review.
- A Reference list, formatted in APA 7th
- Appendices, if necessary

Content – Does the Draft contain:

- A focused research problem
- A clear problem statement identifying the problem the review will address? The problem is relevant and topical.
- A rationale for doing the review?
- Information on when and where the review takes place and who it is about?
- A discussion of key concepts? Do these concepts emerge out of the research problem?
- A clear purpose statement, for example, the purpose of this review is to...?
- A purpose statement that establishes the broad goals of the review?
- Focused research questions to guide the review? Do the questions unpack the research problem? Are the questions written as questions? Has the author avoided “yes/no” questions? Are the questions unambiguous? Are the questions specific, containing only one question for each?
- An argument that is sustained throughout the review, as well as any counter-arguments in the literature.

- Evidence to support the claims being made. Note that this is the most important section of the paper and should receive major emphasis
- Relevant sources
- Evidence of critical analysis and synthesis.

Writing and Formatting – Does the Draft contain:

- Organization in the body of the review
- Coherency, where all paragraphs and sections are linked
- APA 7th draft paper formatting
- Writing that is clear of typos, spelling and grammar errors.

You may not have all the sections completely polished and you may still have some gaps, but you want to have completed a draft as soon as possible.

Rubric for the Full Draft of Comprehensive Literature Review:

Criteria	Skilled 80%+	Able 70-80%
Components	All components of the Comprehensive Literature are presented (Title page, Abstract, Table of Contents, introduction, PPS&Q, discussion of terms, a critical review of the literature, limitations, recommendations, discussion and conclusion, reference list, appendices, if relevant)	Some of the components of a Comprehensive Literature Review are missing or poorly addressed.
Content	A clear problem statement, purpose statement, a rationale for the review, research questions that unpack the research problem. The problem is relevant and topical. An argument that is sustained throughout the review, and counter arguments. Evidence to support the claims being made. Relevant sources. Evidence of critical analysis and synthesis.	The problem remains somewhat unfocused, the questions may not unpack the problem, an argument may be presented but not sustained or supported with enough evidence. Some sources may not be relevant. While there may be some analysis, synthesis and critical thinking, the review is mostly descriptive.
Writing and Formatting	The body of the review contains an organising scheme. Coherency, where all paragraphs and sections are linked APA 7 th draft paper formatting. Writing that is clear of typos, spelling and grammar errors.	There is some level of organisation and coherence but more could be done. Some APA 7 th formatting and referencing errors. The writing contains some typos, spelling and grammar errors.

Peer Review of Group Members DRAFT Papers

Group Number: Date:

Instructions: Rank yourself and each individual group member according to category by circling the most appropriate scale. Add additional comments if you feel the need to do so. On page 3 there is a table with detailed descriptors of the categories and scales.

Your Name:

- *Contribution:* Always Usually Sometimes Rarely
- *Quality of work:* Always Usually Sometimes Rarely
- *Time management:* Always Usually Sometimes Rarely
- *Working with others:* Always Usually Sometimes Rarely

1. Group Member's Name:

- *Contribution:* Always Usually Sometimes Rarely
- *Quality of work:* Always Usually Sometimes Rarely
- *Time management:* Always Usually Sometimes Rarely
- *Working with others:* Always Usually Sometimes Rarely

Additional comments:

2. Group Member's Name:

- *Contribution:* Always Usually Sometimes Rarely
- *Quality of work:* Always Usually Sometimes Rarely
- *Time management:* Always Usually Sometimes Rarely
- *Working with others:* Always Usually Sometimes Rarely

Additional Comments:

3. Group Member's Name:

- *Contribution:* Always Usually Sometimes Rarely
- *Quality of work:* Always Usually Sometimes Rarely
- *Time management:* Always Usually Sometimes Rarely
- *Working with others:* Always Usually Sometimes Rarely

Additional Comments:

4. Group Member's Name:

- *Contribution:* Always Usually Sometimes Rarely
- *Quality of work:* Always Usually Sometimes Rarely
- *Time management:* Always Usually Sometimes Rarely
- *Working with others:* Always Usually Sometimes Rarely

Additional Comments:

Rubric Descriptors			
Criteria	Always	Usually	Sometim
Contribution	Always provides useful suggestions, content, written work; a leader who contributes a lot.	Usually contributes. A strong group member who tried hard.	Sometimes what is ask
Quality of Work	Always provides the highest quality written and oral work.	Usually provides good quality work.	Sometimes quality wo work need others.
Time Management	Always meets joint goals, deadlines and schedules.	Usually meets goals and deadlines. Makes up if late. Group does not have to adjust.	Sometimes deadlines. up, someti adjust.
Working with Others	Always works well with others: listens, accommodates, includes other suggestions. Appreciates the efforts of others, tries to keep the group working well.	Usually listens, shares and generally works well in the group.	Listens so sometimes member.

COURSE EVALUATION **Assignment 4**

Final: Comprehensive Literature Review (50%, DUE END WEEK 12)

Your task for this assignment is to revise your draft based on the feedback you received and submit your final paper. The modules in Weeks 10 and 11 will help you.

Your final paper in this course is valued at 50% so it will be viewed as the culmination of all the activities in the course and of your research, analysis and writing skills as required by ED 6X90. Your paper should be well written. Proofread and edit as needed before submission. Ensure that all the required components of the paper are included. Focus on delivering a high-quality document for submission to your instructor. Your paper will be read and graded by your instructor and may also be read and graded by a second reader (at the discretion of your instructor).

You can upload your Assignment 4: Full Draft to the appropriate Assignment Folder in Brightspace as a Word.doc or a PDF by the end of Week 12.

Checklist for the Final Comprehensive Literature Review:

Components – Does the Paper contain:

- A title page formatted in APA 7th.
- An Abstract.
- A Table of Contents.
- An Introduction section which orients the reader to the topic at hand, the argument being presented and explains how the review is organised
- The Problem/Purpose statement and questions
- A section on the discussion of terms and key concepts
- A paragraph on the method of searching
- A critical review of the literature, including analysis. Note that this is the most important section of the paper and should receive major emphasis
- A section on the limitations of the review
- A section on the recommendations for research and practice
- A Discussion section where a synthesis from the analysis of the literature reviewed are presented.
- A Conclusion section which provides a brief summary of the main points of the review and pulls together the paper and ends with a key message based on the findings of the review.
- A Reference list, formatted in APA 7th
- Appendices, if necessary

Content – Does the Paper contain:

- A focused research problem
- A clear problem statement identifying the problem the review will address? The problem is relevant and topical.
- A rationale for doing the review?
- Information on when and where the review takes place and who it is about?

- A discussion of key concepts? Do these concepts emerge out of the research problem?
- A clear purpose statement, for example, the purpose of this review is to...?
- A purpose statement that establishes the broad goals of the review?
- Focused research questions to guide the review? Do the questions unpack the research problem? Are the questions written as questions? Has the author avoided “yes/no” questions? Are the questions unambiguous? Are the questions specific, containing only one question for each?
- An argument that is sustained throughout the review, as well as any counter-arguments in the literature.
- Evidence to support the claims being made. Note that this is the most important section of the paper and should receive major emphasis
- Relevant sources
- Evidence of critical analysis and synthesis.

Writing and Formatting – Does the Paper contain:

- Organization in the body of the review
- Coherency, where all paragraphs and sections are linked
- APA 7th draft paper formatting
- Writing that is clear of typos, spelling and grammar errors.

You may not have all the sections completely polished and you may still have some gaps, but you want to have it as complete a draft as possible.

Rubric for the Full Draft of Comprehensive Literature Review:

Criteria	Skilled 80%+	Able 70-80%
Components	All components of the Comprehensive Literature are presented (Title page, Abstract, Table of Contents, introduction, PPS&Q, discussion of terms, a critical review of the literature, limitations, recommendations, discussion and conclusion, reference list, appendices, if relevant)	Some of the components of a Comprehensive Literature Review are missing or poorly addressed.

Criteria	Skilled 80%+	Able 70-80%
Content	A clear problem statement, purpose statement, a rationale for the review, research questions that unpack the research problem. The problem is relevant and topical. An argument that is sustained throughout the review, and counter arguments. Evidence to support the claims being made. Relevant sources. Evidence of critical analysis and synthesis.	The problem remains somewhat unfocused, the questions may not unpack the problem, an argument may be presented but not sustained or supported with enough evidence. Some sources may not be relevant. While there may be some analysis, synthesis and critical thinking, the review is mostly descriptive.
Writing and Formatting	The body of the review contains an organising scheme. Coherency, where all paragraphs and sections are linked. APA 7 th draft paper formatting. Writing that is clear of typos, spelling and grammar errors.	There is some level of organisation and coherence but more could be done. Some APA 7 th formatting and referencing errors. The writing contains some typos, spelling and grammar errors.

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Overview of weekly course topics:

Week 1: What is the Purpose of this Course?

Week 2: Developing an Annotated Bibliography

Week 3: Problem Purpose Statements and Research Questions (PPS&Q)

Week 4: Beginning a Literature Review Search

Week 5: Developing an Argument in a Literature Review

Week 6: Fall Semester Break and Catch-up Week

Week 7: Techniques to help you begin writing your Literature Review

Week 8: Incorporating Critical Thinking in a Literature Review

Week 9: Moving from description to synthesis in a Literature Review

Week 10: Revising your Literature Review

Week 11: Finishing the Literature Review

Week 12: Knowledge Mobilization – Communicating your Research to Others

Week 13: Submitting your final Literature Review

Weekly Schedule at a Glance

Course Schedule

Week	Major Topics	Activities
<i>Course Schedule</i>		
Week 1	Week 1: What is the purpose of this course? Introduction and course orientation	Individuals introduce themselves on discussion board Read: Ridley, Chapter 1
Week 2	Developing an Annotated Bibliography	Read: Ridley, Chapter 2 ONLINE ROOMS Session I – Time: 7:00 pm (Newfoundland time) Date: TBA Overview of the course, Discuss annotated bibliography questions, conducting quality research from credible sources
Week 3	Problem Purpose Statements and Research Questions (PPS&Q)	No assigned text reading
Week 4	Beginning a Literature Review Search	Read: Ridley, Chapters 3, 4 & 5 PPS&Q due end of Week 4 Submit to appropriate Assignment Folder
Week 5	Developing an Argument in a Literature Review	No assigned text reading Full annotated bibliography due end of Week 5 Submit to appropriate Assignment Folder

Course Schedule

Week	Major Topics	Activities
Week 6	Techniques to help you begin writing your Literature Review	Read: Ridley, Chapters 5, 6 & 7
Week 7	Mid Term Break	Catch up on your reading and research.
Week 8	Incorporating Critical Thinking in a Literature Review	Read: Ridley, Chapter 8 ONLINE ROOMS Session II: Review of progress to date, writing a high quality
Week 9	Moving from description to synthesis in a Literature Review	Read: Ridley, Chapter 9 Complete draft of comprehensive Literature Review
Week 10	Revising your Literature Review	Read: Ridley, Chapter 10 Please provide feedback to your fellow peer reviewers using the Peer Review Form (found in Evaluation section)
Week 11	Finishing the Literature Review	Read: Ridley, Chapter 11
Week 12	Knowledge Mobilization – Communicating your research to others	No assigned text readings
Week 13	Submitting your Final Paper & Knowledge Mobilization Plan	Final comprehensive Literature Review paper Submit to appropriate Assignment Folder

17.2 Program of Study

1.
 - a. Students for the Master of Education (Educational Leadership Studies, Curriculum, Teaching and Learning Studies) shall be required to complete a minimum of:
 - 18 credit hours plus a thesis; or
 - 24 credit hours plus an internship report, a project report or a paper folio; or
 - 30 credit hours on the comprehensive-course route.
 - b. Students for the Master of Education (Post-Secondary Studies) shall be required to complete a minimum of:
 - 18 credit hours plus a thesis; or
 - 24 credit hours plus an internship; or
 - 30 credit hours on the comprehensive-course route.
 - c. Students for the Master of Education (Counselling Psychology) shall be required to complete a minimum of:
 - 62 credit hours (which include an internship) plus a thesis; or
 - 50 credit hours (which include an internship) on the comprehensive-course route.
 - d. Students for the Master of Education (Educational Technology) shall be required to complete a minimum of:
 - 18 credit hours plus a thesis; or
 - 30 credit hours on the comprehensive-course route.
 - e. Students for the Graduate Diploma in Post-Secondary Studies (Health Professional Education) must complete:
 - 12 credit hours
 - f. Students for the Graduate Diploma in Educational Leadership Studies must complete:
 - 12 credit hours
 - g. Students for the Master of Education (Reading Development and Instruction) shall be required to complete a minimum of:
 - 24 credit hours plus a project report; or
 - 18 credit hours plus a thesis
 - 30 credit hours on the comprehensive-course route
 - h. Students for the Graduate Diploma in Reading Development and Instruction must complete:
 - 12 credit hours

2. Students may apply for transfer of course credits. All course transfers require the approval of the Dean, on the recommendation of the Dean of Education, and are subject to General Regulation, Transfer of Course Credits of the School of Graduate Studies.
3.
 - a. All graduate courses completed must be in accordance with the student’s program of study.
 - b. Graduate courses not within a program of study must be approved by the Associate Dean, Graduate Programs and Research, Faculty of Education, prior to registration.
4.
 - a. A student with full-time status may register for a maximum of 12 credit hours in any regular semester and a maximum of 6 credit hours in intersession or summer session.
 - b. A student with part-time status may register for a maximum of 3 credit hours in any semester or session, excluding summer session, when 6 credit hours are permitted.
 - c. Students may register for additional courses in a semester or session with the permission of the Office of the Associate Dean of Graduate Programs in Education.
5. Before submission of the proposal for thesis, project, internship, or paper folio, a Supervisory Committee shall be recommended by the Dean of Education, in consultation with the student, and approved by the Dean. The Supervisory Committee shall consist of the Supervisor and at least one other member.

The function of the Supervisory Committee shall be to approve the proposal for the thesis, project, internship, or paper folio, and to exercise supervision in the conduct of the study on behalf of the Faculty, subject to the final approval of the Dean.

17.8.7 Reading Development and Instruction

~~The Master of Education (Reading Development and Instruction) provides students with an opportunity for in-depth study of the nature of reading development, assessment and instruction for all students including diverse learners. This degree is suitable for students interested in pursuing roles requiring specialized knowledge about reading for guiding instructional planning and literacy leadership in educational settings.~~

The Master of Education (Reading Development and Instruction) provides students with an opportunity for in-depth study of the nature of reading development, assessment, and instruction for diverse learners. This program emphasizes deep engagement with reading research and bridging research to practice. This degree is suitable for students interested in pursuing roles requiring this knowledge in educational, community, and research settings.

17.8.7.1 Admission Requirements

Students applying for admission to the Master of Education (Reading Development and Instruction) must meet the criteria for acceptance to a graduate program in the Faculty of Education. Students must have from a recognized institution, either an undergraduate degree with at least second-class standing, or an undergraduate degree and an average of at least 70% in the last 90 attempted undergraduate credit hours. ~~Preference will be given to applicants with completed courses related to assessment and the remedial instruction of struggling readers. Previously completed graduate course work will be taken into consideration. Admission is competitive and preference will be given to applicants with demonstrated academic success as well as experience and/or interest in reading development and instruction in educational, community, and research settings.~~

17.8.7.2 Program Requirements

1. Students for the degree are required to complete the following five Education courses:
 - 6100 Research Designs and Methods in Education
 - 6470 Word and Sentence-level Reading Development and Instruction
 - 6471 Text-level Reading Development and Instruction (*prerequisite: ED 6470*)
 - 6472 Issues and Interventions in Reading Development and Instruction for Diverse Learners (*prerequisites: ED6470, ED6471*)
 - 6473 Praxis for Reading Teachers (*prerequisites: ED6470, ED6471, E6472*)
2. Students admitted to the program are assigned to the course route. Students wishing to pursue a project, or a thesis must provide confirmation of a project or thesis supervisor at the time of admission. Students who wish to change to a project or thesis route over the course of the program must secure a supervisor before requesting the change.
3. Students on the comprehensive Course Route will also complete the following courses:
 - Twelve credit hours to be taken from relevant elective courses offered in the M.Ed. program.
 - Students on the comprehensive-course route must complete 6490 Research and Development Seminar in Reading Instruction and Development. Normally students would be permitted to register for this course only after all other course requirements have been met, or during the student's last semester of studies.
4. Students on the **Project Route** will also complete the following courses:
 - Nine credit hours to be taken from relevant elective courses offered in the M.Ed. program.
 - Education 6192 Project in Reading Development and Instruction normally taken at the completion of the course work and is intended to facilitate the conceptualization and writing of a project under the direction of a supervisor. A project is a theoretically based product intended for possible use in educational settings. For this program, this project shall be reading-focused and developed in consultation with the project supervisor (6 credit hours). Students must complete at least 24 credit hours prior to registering for this project.

~~All courses completed must satisfy the requirements for the Master of Education (Reading Development and Instruction).~~
5. Students on the **Thesis Route** will also complete one of the following Education research courses as appropriate to the thesis methodology, chosen in consultation with the thesis supervisor:
 - 6466 Qualitative Research Methods
 - 6467 Quantitative Research Methods
 - 6468 Critical Approaches to Educational Research
 - 6469 Theoretical and Methodological Foundations of Action Research
 - 6909 Narrative Approaches to Teaching, Learning and Research

The thesis shall be focused on an area of inquiry related to reading development and instruction and developed in consultation with the thesis supervisor.

~~All courses completed must satisfy the requirements for the Master of Education (Reading Development and Instruction).~~

17.8.8 Graduate Diploma in Education (Reading Development

~~The Graduate Diploma (Reading Development and Instruction) provides students with an opportunity for in-depth study of the nature of reading development, assessment and instruction for all students including diverse learners. This degree is suitable for students interested in pursuing roles requiring specialized knowledge about reading for guiding instructional planning and literacy leadership in educational settings.~~

The Graduate Diploma (Reading Development and Instruction) provides students with an opportunity for in-depth study of the nature of reading development, assessment, and instruction for diverse learners. This program emphasizes deep engagement with reading research and bridging research to practice. This degree is suitable for students interested in pursuing roles requiring this knowledge in educational, community, and research settings.

17.8.8.1 Admission Requirements

Students applying for admission to the Graduate Diploma (Reading Development and Instruction) must meet the criteria for acceptance to a graduate program in the Faculty of Education. Students must have from a recognized institution, either an undergraduate degree with at least second-class standing, or an undergraduate degree and an average of at least 70% in the last 90 attempted undergraduate credit hours. ~~Preference will be given to applicants with completed courses related to assessment and the remedial instruction of struggling readers.~~ Previously completed graduate course work will be taken into consideration. Admission is competitive and preference will be given to applicants with demonstrated academic success as well as experience and/or interest in reading development and instruction in educational, community, and research settings.

17.8.8.2 Program Requirements

Students for the Graduate Diploma are required to complete the following four Education courses:

- 6470 Word and Sentence Level Reading Development and Instruction
- 6471 Text-level Reading Development and Instruction (*prerequisite: ED 6470*)
- 6472 Issues and Interventions in Reading Development and Instruction for Diverse Learners (*prerequisites: ED 6470, ED 6471*)
- 6473 Praxis for Reading Teachers (*prerequisites: ED 6470, ED 6471, ED 6472*)

Students enrolled in the Graduate Diploma program may request transfer to the Master of Education, Reading Development and Instruction prior to graduation. Students holding the Graduate Diploma in Education (Reading Development and Instruction) and accepted to the M.Ed. (Reading Development and Instruction) program will complete up to 12 fewer credit hours dependent upon the chosen program route and the completion date of the Diploma.

17.9 Courses

Course descriptions for graduate course in Education are available at www.mun.ca/educ/grad/fee_deadline.php.

A selection of the following graduate courses shall be offered to meet the requirements of candidates, as far as the resources of the Faculty allow.

- 6100 Research Designs and Methods in Education
- 6105 Social and Cultural Difference and Education
- 6106 Popular Culture and Literacy Education
- 6107 Arts Education: Creativity in the Classroom
- 6108 Literacy and Language Education: Sociocultural Perspectives
- 6192 Project in Reading Development and Instruction (6 credit hours)
- 6193 Project in Educational Technology (6 credit hours)
- 6202 Social Context of Educational Leadership

- 6203 Leadership: Theory and Practice
- 6204 Educational Administration: Theory and Practice
- 6205 Educational Policy: Theory and Practice
- 6290 Research and Development Seminar in Educational Leadership Studies
- 6291 Internship in Educational Leadership Studies (6 credit hours)
- 6292 Project in Educational Leadership Studies (6 credit hours)
- 6293 Paper Folio in Educational Leadership Studies (6 credit hours)
- 6300 Teaching and Learning
- 6321 Supervisory Processes in Education
- 6330 Educational Finance
- 6335 Legal Foundations of Educational Administration
- 6390 Research and Development Seminar in Curriculum, Teaching and Learning Studies
- 6391 Internship in Curriculum, Teaching and Learning Studies (6 credit hours)
- 6392 Project in Curriculum, Teaching and Learning Studies (6 credit hours)
- 6393 Paper Folio in Curriculum, Teaching and Learning Studies (6 credit hours)
- 6394 Biographical Explorations of Teaching and Learning
- 6410 Seminar on Philosophical Issues in Educational Policy and Leadership
- 6420 Ethical Issues and Perspectives in Educational Practice and Policy
- 6425 Comparative Perspectives in Public Education, Reform, and Leadership
- 6426 Computer Applications in Educational Administration
- 6427 School Community Partnerships
- 6440 Family-School Relations: Leadership and Policy Implications
- 6461 Graduate Research Writing
- 6462 Cultural Landscapes, Knowledge and Pedagogy
- 6463 Relationships First: Rethinking Educational Engagement (*credit may be obtained for only one of 6463 or 6936*)
- 6465 School Violence: Leadership and Policy Implications
- 6466 Qualitative Research Methods
- 6467 Quantitative Research Methods
- 6468 Critical Approaches to Educational Research
- 6469 Theoretical and Methodological Foundations of Action Research
- 6470 Word and Sentence Level Reading Development and Instruction
- 6471 Text-level Reading Development and Instruction
- 6472 Issues and Interventions in Reading Development and Instruction for Diverse Learners
- 6473 Praxis for Reading Teachers
- 6490 Research and Development in Reading, Development and Instruction
- 6502 Contexts of Music Education
- 6503 Teaching Music from the Podium
- 6504 Musicianship, Pedagogy, and Learning
- 6590 Research and Development Seminar in Educational Technology
- 6600 Learning and Motivation
- 6602 Curriculum Studies
- 6603 Place, Ecology and Education
- 6610 Research on Computers in the Curriculum
- 6612 Integration of Instructional Design and Educational Technology at CBU

- 6614 Technology Planning for Educational Environments at CBU
- 6615 Educational Software Prototyping and Evaluation
- 6617 Digital Citizenship in a Global Community at CBU
- 6620 Issues and Trends in Educational Technology
- 6630 Critical Issues in Mathematics Education
- 6632 Current Research in Teaching and Learning of Elementary School Mathematics (*prerequisite: 6630*)
- 6634 Teaching and Learning to Solve Mathematics Problems (*prerequisite: 6630*)
- 6635 Teaching and Learning Geometry
- 6636 Teaching and Learning the Concept of Number and Operations
- 6639 Technology and the Teaching and Learning of Mathematics (*prerequisite: 6630*)
- 6641 Writing in the Primary, Elementary and Secondary Schools
- 6642 Developmental Reading (K-8)
- 6643 Contemporary Issues in Intermediate and Secondary English
- 6644 Drama in Education
- 6645 Literature for Children and Adolescents
- 6646 Literature in the Secondary School
- 6647 Diagnosis and Remediation of Reading and Writing Difficulties
- 6649 Exploring Multiple Literacies
- 6653 Contemporary Issues in Science Education I
- 6655 The Nature of Science and Science Education
- 6658 Teaching and Learning Scientific Concepts, Laws, and Theories
- 6660 Information Technology
- 6661 Applications of Media in Education
- 6662 Research Seminar in Teacher-Librarianship
- 6663 The Organization of Learning Resources
- 6664 Seminar in School Improvement
- 6668 Current Issues in Second Language Education
- 6669 Graduate Seminar in Second Language Teaching and Learning
- 6670 Teaching and Learning Social Studies
- 6671 Research in Social Studies Education
- 6672 Issues and Trends in Social Studies
- 6673 Second Language Teaching, Learning and Curriculum (*credit may be obtained for only one of Education 6673, the former 6665 or 6667*)
- 6674 Research in Second Language Writing Education
- 6675 Current Issues in Rural Education
- 6676 Research and Practice in TESL/TEFL (Teaching English as a Second/Foreign Language)
- 6693 Literacy for the Young Child in Home and School
- 6700 Ethical and Legal Issues in Counselling
- 6701 Issues and Methodologies in Learning and Developmental Research
- 6702 Counselling: Theory and Practice
- 6705 Nature and Development of School Counselling Services
- 6706 Career Education and Career Counselling
- 6707 Assessment for Counsellors
- 6708 Group Counselling: Theory and Practice
- 6709 Assessment of Intelligence and Learning Skills

- 6710 Issues in Development and Implementation of Special Education Policy and Practices
- 6711 Behaviour Modification in the Educational Setting
- 6712 The Nature and Assessment of Behaviour Disorders in Children and Adolescents
- 6713 Educational Applications of Contemporary Cognitive Psychology
- 6714 Principles and Practices in Exceptionality
- 6715 The Theory and Practice of Peer Helping Programs
- 6716 Working with Families and Parents
- 6717 Counselling Adolescents
- 6718 Elementary School Counselling
- 6719 Cultural Issues in Counselling
- 6720 Internship in Counselling Psychology (9 credit hours)
- 6755 Nature and Assessment of Learning Disabilities
- 6801 Foundations of Post-Secondary Programs
- 6802 Adult Learning and Development
- 6803 Research in Post-Secondary Education
- 6804 Leadership and Human Resource Development in Post-Secondary Education
- 6805 Advanced Human Resource Communications
- 6806 Interprofessional Education in the Health Professions
- 6807 Economics and Finance of Post-Secondary Education
- 6808 Supporting international and immigrant students
- 6809 Internationalization of Higher Education
- 6810 Assessment and Evaluation in Student Services
- 6811 Theoretical Foundations in Adult/Post-Secondary Teaching and Learning
- 6822 Foundations of Instructional Design in Post-Secondary Education
- 6823 Principles of Program Design and Development
- 6831 Organization and Administration of Student Services for the Adult Learner
- 6832 Issues and Trends in the Administration of Post-Secondary Education
- 6841 Student Development Theory, Services and Programs in Post-Secondary Education
- 6890 Research and Development Seminar in Post-Secondary Education
- 6891 Internship in Post-Secondary Education (6 credit hours)
- 6900-6910 Special Topics (excluding 6909)
- 6909 Narrative Approaches to Teaching, Learning and Research
- 6911 Multiage Education: An Introduction
- 6912-6950 Special Topics (excluding 6913, 6922, 6923, 6924, 6927, 6931, 6932, 6936, 6940, 6942, 6944)
- 6913 Putting Action Research Methodologies into Practice (*prerequisite: 6469 Theoretical and Methodological Foundations of Action Research*)
- 6923 Perspectives in Indigenous Education
- 6924 Decolonizing Pedagogies
- 6927 Digital Game-based Learning
- 6931 Educational Technology Law
- 6932 Intellectual Technology Law in Teaching and Learning
- 6938 Advanced Individual Counselling: Theory and Practice
- 6940 Administration of Student Services in Post-Secondary Education

17.2 Program of Study

1.
 - a. Students for the Master of Education (Educational Leadership Studies, Curriculum, Teaching and Learning Studies) shall be required to complete a minimum of:
 - 18 credit hours plus a thesis; or
 - 24 credit hours plus an internship report, a project report or a paper folio; or
 - 30 credit hours on the comprehensive-course route.
 - b. Students for the Master of Education (Post-Secondary Studies) shall be required to complete a minimum of:
 - 18 credit hours plus a thesis; or
 - 24 credit hours plus an internship; or
 - 30 credit hours on the comprehensive-course route.
 - c. Students for the Master of Education (Counselling Psychology) shall be required to complete a minimum of:
 - 62 credit hours (which include an internship) plus a thesis; or
 - 50 credit hours (which include an internship) on the comprehensive-course route.
 - d. Students for the Master of Education (Educational Technology) shall be required to complete a minimum of:
 - 18 credit hours plus a thesis; or
 - 30 credit hours on the comprehensive-course route.
 - e. Students for the Graduate Diploma in Post-Secondary Studies (Health Professional Education) must complete:
 - 12 credit hours
 - f. Students for the Graduate Diploma in Educational Leadership Studies must complete:
 - 12 credit hours
 - g. Students for the Master of Education (Reading Development and Instruction) shall be required to complete a minimum of:
 - 24 credit hours plus a project report; or
 - 18 credit hours plus a thesis
 - 30 credit hours on the comprehensive-course route
 - h. Students for the Graduate Diploma in Reading Development and Instruction must complete:
 - 12 credit hours

2. Students may apply for transfer of course credits. All course transfers require the approval of the Dean, on the recommendation of the Dean of Education, and are subject to [General Regulation, Transfer of Course Credits](#) of the School of Graduate Studies.
3.
 - a. All graduate courses completed must be in accordance with the student's program of study.
 - b. Graduate courses not within a program of study must be approved by the Associate Dean, Graduate Programs and Research, Faculty of Education, prior to registration.
4.
 - a. A student with full-time status may register for a maximum of 12 credit hours in any regular semester and a maximum of 6 credit hours in intersession or summer session.
 - b. A student with part-time status may register for a maximum of 3 credit hours in any semester or session, excluding summer session, when 6 credit hours are permitted.
 - c. Students may register for additional courses in a semester or session with the permission of the Office of the Associate Dean of Graduate Programs in Education.
5. Before submission of the proposal for thesis, project, internship, or paper folio, a Supervisory Committee shall be recommended by the Dean of Education, in consultation with the student, and approved by the Dean. The Supervisory Committee shall consist of the Supervisor and at least one other member.

The function of the Supervisory Committee shall be to approve the proposal for the thesis, project, internship, or paper folio, and to exercise supervision in the conduct of the study on behalf of the Faculty, subject to the final approval of the Dean.

17.8.7 Reading Development and Instruction

The Master of Education (Reading Development and Instruction) provides students with an opportunity for in-depth study of the nature of reading development, assessment, and instruction for diverse learners. This program emphasizes deep engagement with reading research and bridging research to practice. This degree is suitable for students interested in pursuing roles requiring this knowledge in educational, community, and research settings.

17.8.7.1 Admission Requirements

Students applying for admission to the Master of Education (Reading Development and Instruction) must meet the criteria for acceptance to a graduate program in the Faculty of Education. Students must have from a recognized institution, either an undergraduate degree with at least second-class standing, or an undergraduate degree and an average of at least 70% in the last 90 attempted undergraduate credit hours.- Previously completed graduate course work will be taken into consideration. Admission is competitive and preference will be given to applicants with demonstrated academic success as well as experience and/or interest in reading development and instruction in educational, community, and research settings.

17.8.7.2 Program Requirements

1. Students for the degree are required to complete the following five Education courses:
 - 6100 Research Designs and Methods in Education
 - 6470 Word and Sentence-level Reading Development and Instruction
 - 6471 Text-level Reading Development and Instruction (*prerequisite: ED 6470*)
 - 6472 Issues and Interventions in Reading Development and Instruction for Diverse Learners (*prerequisites: ED6470, ED6471*)
 - 6473 Praxis for Reading Teachers (*prerequisites: ED6470, ED6471, E6472*)

2. Students admitted to the program are assigned to the course route. Students wishing to pursue a project, or a thesis must provide confirmation of a project or thesis supervisor at the time of admission. Students who wish to change to a project or thesis route over the course of the program must secure a supervisor before requesting the change.

3. Students on the comprehensive Course Route will also complete the following courses:
 - Twelve credit hours to be taken from relevant elective courses offered in the M.Ed. program.

 - Students on the comprehensive-course route must complete 6490 Research and Development Seminar in Reading Instruction and Development. Normally students would be permitted to register for this course only after all other course requirements have been met, or during the student's last semester of studies.

4. Students on the **Project Route** will also complete the following courses:
 - Nine credit hours to be taken from relevant elective courses offered in the M.Ed. program.

 - Education 6192 Project in Reading Development and Instruction normally taken at the completion of the course work and is intended to facilitate the conceptualization and writing of a project under the direction of a supervisor. A project is a theoretically based product intended for possible use in educational settings. For this program, this project shall be reading-focused and developed in consultation with the project supervisor (6 credit hours). Students must complete at least 24 credit hours prior to registering for this project.

5. Students on the **Thesis Route** will also complete one of the following Education research courses as appropriate to the thesis methodology, chosen in consultation with the thesis supervisor:
 - 6466 Qualitative Research Methods
 - 6467 Quantitative Research Methods
 - 6468 Critical Approaches to Educational Research
 - 6469 Theoretical and Methodological Foundations of Action Research
 - 6909 Narrative Approaches to Teaching, Learning and Research

The thesis shall be focused on an area of inquiry related to reading development and instruction and developed in consultation with the thesis supervisor.

17.8.8 Graduate Diploma in Education (Reading Development)

The Graduate Diploma (Reading Development and Instruction) provides students with an opportunity for in-depth study of the nature of reading development, assessment, and instruction for diverse learners. This program emphasizes deep engagement with reading research and bridging research to practice. This degree is suitable for students interested in pursuing roles requiring this knowledge in educational, community, and research settings.

17.8.8.1 Admission Requirements

Students applying for admission to the Graduate Diploma (Reading Development and Instruction) must meet the criteria for acceptance to a graduate program in the Faculty of Education. Students must have from a recognized institution, either an undergraduate degree with at least second-class standing, or an undergraduate degree and an average of at least 70% in the last 90 attempted undergraduate credit hours. Previously completed graduate course work will be taken into consideration. Admission is competitive and preference will be given to applicants with demonstrated academic success as well as experience and/or interest in reading development and instruction in educational, community, and research settings.

17.8.8.2 Program Requirements

Students for the Graduate Diploma are required to complete the following four Education courses:

- 6470 Word and Sentence Level Reading Development and Instruction
- 6471 Text-level Reading Development and Instruction (*prerequisite: ED 6470*)
- 6472 Issues and Interventions in Reading Development and Instruction for Diverse Learners (*prerequisites: ED 6470, ED 6471*)
- 6473 Praxis for Reading Teachers (*prerequisites: ED 6470, ED 6471, ED 6472*)

Students enrolled in the Graduate Diploma program may request transfer to the Master of Education, Reading Development and Instruction prior to graduation. Students holding the Graduate Diploma in Education (Reading Development and Instruction) and accepted to the M.Ed. (Reading Development and Instruction) program will complete up to 12 fewer credit hours dependent upon the chosen program route and the completion date of the Diploma.

17.9 Courses

Course descriptions for graduate course in Education are available at www.mun.ca/educ/grad/fee_deadline.php.

A selection of the following graduate courses shall be offered to meet the requirements of candidates, as far as the resources of the Faculty allow.

- 6100 Research Designs and Methods in Education
- 6105 Social and Cultural Difference and Education
- 6106 Popular Culture and Literacy Education
- 6107 Arts Education: Creativity in the Classroom
- 6108 Literacy and Language Education: Sociocultural Perspectives
- 6192 Project in Reading Development and Instruction (6 credit hours)
- 6193 Project in Educational Technology (6 credit hours)
- 6202 Social Context of Educational Leadership
- 6203 Leadership: Theory and Practice
- 6204 Educational Administration: Theory and Practice
- 6205 Educational Policy: Theory and Practice
- 6290 Research and Development Seminar in Educational Leadership Studies
- 6291 Internship in Educational Leadership Studies (6 credit hours)
- 6292 Project in Educational Leadership Studies (6 credit hours)
- 6293 Paper Folio in Educational Leadership Studies (6 credit hours)
- 6300 Teaching and Learning

- 6321 Supervisory Processes in Education
- 6330 Educational Finance
- 6335 Legal Foundations of Educational Administration
- 6390 Research and Development Seminar in Curriculum, Teaching and Learning Studies
- 6391 Internship in Curriculum, Teaching and Learning Studies (6 credit hours)
- 6392 Project in Curriculum, Teaching and Learning Studies (6 credit hours)
- 6393 Paper Folio in Curriculum, Teaching and Learning Studies (6 credit hours)
- 6394 Biographical Explorations of Teaching and Learning
- 6410 Seminar on Philosophical Issues in Educational Policy and Leadership
- 6420 Ethical Issues and Perspectives in Educational Practice and Policy
- 6425 Comparative Perspectives in Public Education, Reform, and Leadership
- 6426 Computer Applications in Educational Administration
- 6427 School Community Partnerships
- 6440 Family-School Relations: Leadership and Policy Implications
- 6461 Graduate Research Writing
- 6462 Cultural Landscapes, Knowledge and Pedagogy
- 6463 Relationships First: Rethinking Educational Engagement (*credit may be obtained for only one of 6463 or 6936*)
- 6465 School Violence: Leadership and Policy Implications
- 6466 Qualitative Research Methods
- 6467 Quantitative Research Methods
- 6468 Critical Approaches to Educational Research
- 6469 Theoretical and Methodological Foundations of Action Research
- 6470 Word and Sentence Level Reading Development and Instruction
- 6471 Text-level Reading Development and Instruction
- 6472 Issues and Interventions in Reading Development and Instruction for Diverse Learners
- 6473 Praxis for Reading Teachers
- 6490 Research and Development in Reading, Development and Instruction
- 6502 Contexts of Music Education
- 6503 Teaching Music from the Podium
- 6504 Musicianship, Pedagogy, and Learning
- 6590 Research and Development Seminar in Educational Technology
- 6600 Learning and Motivation
- 6602 Curriculum Studies
- 6603 Place, Ecology and Education
- 6610 Research on Computers in the Curriculum
- 6612 Integration of Instructional Design and Educational Technology at CBU
- 6614 Technology Planning for Educational Environments at CBU
- 6615 Educational Software Prototyping and Evaluation
- 6617 Digital Citizenship in a Global Community at CBU
- 6620 Issues and Trends in Educational Technology
- 6630 Critical Issues in Mathematics Education
- 6632 Current Research in Teaching and Learning of Elementary School Mathematics (*prerequisite: 6630*)
- 6634 Teaching and Learning to Solve Mathematics Problems (*prerequisite: 6630*)
- 6635 Teaching and Learning Geometry

- 6636 Teaching and Learning the Concept of Number and Operations
- 6639 Technology and the Teaching and Learning of Mathematics (*prerequisite: 6630*)
- 6641 Writing in the Primary, Elementary and Secondary Schools
- 6642 Developmental Reading (K-8)
- 6643 Contemporary Issues in Intermediate and Secondary English
- 6644 Drama in Education
- 6645 Literature for Children and Adolescents
- 6646 Literature in the Secondary School
- 6647 Diagnosis and Remediation of Reading and Writing Difficulties
- 6649 Exploring Multiple Literacies
- 6653 Contemporary Issues in Science Education I
- 6655 The Nature of Science and Science Education
- 6658 Teaching and Learning Scientific Concepts, Laws, and Theories
- 6660 Information Technology
- 6661 Applications of Media in Education
- 6662 Research Seminar in Teacher-Librarianship
- 6663 The Organization of Learning Resources
- 6664 Seminar in School Improvement
- 6668 Current Issues in Second Language Education
- 6669 Graduate Seminar in Second Language Teaching and Learning
- 6670 Teaching and Learning Social Studies
- 6671 Research in Social Studies Education
- 6672 Issues and Trends in Social Studies
- 6673 Second Language Teaching, Learning and Curriculum (*credit may be obtained for only one of Education 6673, the former 6665 or 6667*)
- 6674 Research in Second Language Writing Education
- 6675 Current Issues in Rural Education
- 6676 Research and Practice in TESL/TEFL (Teaching English as a Second/Foreign Language)
- 6693 Literacy for the Young Child in Home and School
- 6700 Ethical and Legal Issues in Counselling
- 6701 Issues and Methodologies in Learning and Developmental Research
- 6702 Counselling: Theory and Practice
- 6705 Nature and Development of School Counselling Services
- 6706 Career Education and Career Counselling
- 6707 Assessment for Counsellors
- 6708 Group Counselling: Theory and Practice
- 6709 Assessment of Intelligence and Learning Skills
- 6710 Issues in Development and Implementation of Special Education Policy and Practices
- 6711 Behaviour Modification in the Educational Setting
- 6712 The Nature and Assessment of Behaviour Disorders in Children and Adolescents
- 6713 Educational Applications of Contemporary Cognitive Psychology
- 6714 Principles and Practices in Exceptionality
- 6715 The Theory and Practice of Peer Helping Programs
- 6716 Working with Families and Parents
- 6717 Counselling Adolescents

- 6718 Elementary School Counselling
- 6719 Cultural Issues in Counselling
- 6720 Internship in Counselling Psychology (9 credit hours)
- 6755 Nature and Assessment of Learning Disabilities
- 6801 Foundations of Post-Secondary Programs
- 6802 Adult Learning and Development
- 6803 Research in Post-Secondary Education
- 6804 Leadership and Human Resource Development in Post-Secondary Education
- 6805 Advanced Human Resource Communications
- 6806 Interprofessional Education in the Health Professions
- 6807 Economics and Finance of Post-Secondary Education
- 6808 Supporting international and immigrant students
- 6809 Internationalization of Higher Education
- 6810 Assessment and Evaluation in Student Services
- 6811 Theoretical Foundations in Adult/Post-Secondary Teaching and Learning
- 6822 Foundations of Instructional Design in Post-Secondary Education
- 6823 Principles of Program Design and Development
- 6831 Organization and Administration of Student Services for the Adult Learner
- 6832 Issues and Trends in the Administration of Post-Secondary Education
- 6841 Student Development Theory, Services and Programs in Post-Secondary Education
- 6890 Research and Development Seminar in Post-Secondary Education
- 6891 Internship in Post-Secondary Education (6 credit hours)
- 6900-6910 Special Topics (excluding 6909)
- 6909 Narrative Approaches to Teaching, Learning and Research
- 6911 Multiage Education: An Introduction
- 6912-6950 Special Topics (excluding 6913, 6922, 6923, 6924, 6927, 6931, 6932, 6936, 6940, 6942, 6944)
- 6913 Putting Action Research Methodologies into Practice (*prerequisite: 6469 Theoretical and Methodological Foundations of Action Research*)
- 6923 Perspectives in Indigenous Education
- 6924 Decolonizing Pedagogies
- 6927 Digital Game-based Learning
- 6931 Educational Technology Law
- 6932 Intellectual Technology Law in Teaching and Learning
- 6938 Advanced Individual Counselling: Theory and Practice
- 6940 Administration of Student Services in Post-Secondary Education



Office of the Registrar


St. John's, NL Canada A1C 5S7

Tel: 709 864 8260 Fax: 709 864 2337

www.mun.ca

DATE: February 26, 2024

TO: Chair and Members of Senate

FROM: Dr. Lee Ann McKivior, University Registrar, and Interim Secretary to Senate 

SUBJECT: Recommendation from the Senate Committee on Elections Committees and By-Laws (SCECB) - Amending Terms of Reference for Ad-hoc Committee

Following a meeting of the Senate Committee on Elections Committees and By-Laws on February 23, 2023, the committee is recommending that Senate approve a request from the ad-hoc Committee concerning the Ode to Newfoundland during the University's convocation ceremonies to amend their Terms of Reference.

Please refer to the attached background materials.

Thank you.



Office of the Registrar
St. John's, NL Canada A1C 5S7
Tel: 709 864 8260 Fax: 709 864 2337
www.mun.ca

DATE: February 20, 2024
TO: Members of Senate Committee on Elections, Committees and Bylaws
FROM: Dr. Lee Ann McKivior, University Registrar, and Interim Secretary to Senate
SUBJECT: Amending Terms of Reference for Ad-hoc Committee

At its first full meeting on January 19, 2024, the ad-hoc Committee concerning the Ode to Newfoundland during the University's convocation ceremonies discussed concerns with its Terms of Reference, mostly regarding timelines.

Committee members agreed at the following meeting, January 25, 2024, to request the following amendments to the Terms of Reference:

4.0 Term

a) In the first instance in order to present a **final** report to Senate, the committee will convene for a period of no longer than six (6); **starting January 19, 2024 (first full meeting).**

5.0 Meetings

- a) it is anticipated that the committee will meet **weekly to begin and then as needed.**
- b) The meetings may be in-person, online, or hybrid as needed.
- c) If a member is not able to participate in a meeting, that member should notify the Recording Secretary as soon as possible. The member may provide perspectives in writing to the Recording Secretary in advance so those ideas can be brought forward to the committee ~~or send a delegate to the meeting.~~

8.0 Report

- a) A ~~final~~ report outlining the **preliminary** work and findings of the committee will be presented to Senate, at or prior to the regularly-scheduled April 2024 meeting. **This report is intended to include an interim recommendation for the spring 2024 convocation ceremonies.**
- b) **[A final report will be presented to Senate at the conclusion of the committee's work.]**

A copy of the Terms of Reference with track-changes of the requested changes is provided for references.

Ad-hoc Committee – Ode to Newfoundland Terms of Reference

1.0 Purpose

- (a) A committee to investigate, consult, discuss, consider, and prepare a report with recommendations to Senate regarding the inclusion of the Provincial Anthem, 'Ode to Newfoundland' at Memorial University's Convocation ceremonies.

2.0 Responsibilities

- (a) Committee members are expected to meet regularly, review provided material, provide thoughtful consideration of issues, and offer guidance in the preparation of the report to Senate.
- (b) Members are expected to meaningfully communicate insights and perspectives as representatives on this ad-hoc committee.
- (c) The committee shall defer to the usual by-laws of Senate as guidance in matters not otherwise covered in these Terms of Reference.

3.0 Membership

Convener: Dr. Lee Ann McKivior, interim secretary of Senate [non-voting]
Recording secretary: Karen Follett, Senate support staff [non-voting]

Dr. Sonja Knutson, Director, Internationalization Office or delegate
Dr. Delores Mullings, Vice-Provost EDI-AR or delegate
Ms. Lisa Russell, Associate Director, Student Life/Convocation Lead
Office of Indigenous Affairs representative
Indigenous student staff representative
5 Elected academic staff members appointed from among eligible Senators
4 Elected student representatives

4.0 Term

- (a) In the first instance in order to present a **final** report to Senate, the committee will convene ~~for a period of no longer than six (6);~~ **starting January 19, 2024 (first full meeting).**

5.0 Meetings

- (a) It is anticipated that the committee will meet **weekly to begin and then as needed.**
- (b) The meetings may be in-person, online, or hybrid as needed ~~or send a delegate to the meeting.~~
- (c) If a member is not able to participate in a meeting, that member should notify the Recording Secretary as soon as possible. The member may

provide perspectives in writing to the Recording Secretary in advance so those ideas can be brought forward to the committee ~~or send a delegate to the meeting.~~

6.0 **Decision-making**

- (a) The committee will strive for consensus when making decisions.
- (b) If consensus cannot be achieved then the committee may agree to a simple majority vote on a matter. Per Section VI of Senate bylaws, quorum shall be one third plus one (rounded down) of voting members, therefore quorum is 6 for this ad-hoc committee.

7.0 **Minutes**

- (a) Minutes of committee meetings will be kept and distributed to members after each meeting.

8.0 **Report**

- (a) A ~~final~~ report outlining the **preliminary** work and findings of the committee will be presented to Senate, at or prior to the regularly-scheduled April 2024 meeting. **This report is intended to include an interim recommendation for the spring 2024 convocation ceremonies.**
- (b) **A final report will be presented to Senate at the conclusion of the committee's work.**



Office of the Secretary of Senate

March 6, 2024

TO: The Chair and Members of Senate

FROM: Dr. Lee Ann McKivior, Chair, Senate Committee on Elections, Committees, and By-laws

SUBJECT: Names for Membership on Senate Standing Committees

The Committee on Elections, Committees, and By-laws has approved the following membership on Senate Standing Committees for a term commencing immediately and expiring August 31, 2027:

Senate Committee on Academic Appeals

Dr. Lisa Moore (Faculty of Humanities and Social Sciences, Department of English)

Dr. Lee Ann McKivior
Chair, Senate Committee on Elections,
Committees, and By-laws

LAM/bjh

To: Senate Executive

From: Dr. E. Kendall, Chair, Academic Unit Planning Committee

Subject: Report on Space at MUN

Date: 02-19-2024

Dear Colleagues:

The Academic Unit Planning Committee reviews all information flowing from the Academic Unit led planning processes. Normally, this work is to ensure that the Unit has completed the process outlined by Senate, and has laid out both strategic and procedural processes to achieve their goals.

From time to time certain common issues arise and while some have been noted in our annual reports, they have been without the weight of systematic data collection. Last year AUPC asked the Centre for Institutional Analysis and Policy (CIAP) to determine how prevalent was the space issue at MUN. CIAP was able to extract this information from Units' self-study report and the external review panel report as the guidelines for these include specific references to space and other resource requirements. For example, Units are asked to determine if they have the facilities necessary to deliver programs. CIAP extracted text data from the reports identifying those units that considered space to be a significant hindrance to elements of their educational and research mission.

This report is attached. From the Committee's perspective, it is intended to raise Senate's awareness of broad issues that, at least in some instances, may be tractable. It is not a "space report" in that there was no systematic review of assigned space, its function or its suitability. In a sense this is an elevation of frank comments on matching mission and resources. It is worth noting that, lacking common and contiguous spaces in turn impacts collegial and social communication, resulting in some Academic Units struggling to impart a discipline identity to their students. This report does not comment on the impact of this to the student experience, but that might be an interesting subject for an alumni survey.

AUPC welcomes Senates feedback on the report, including requests for additional information improvements to the document or suggestions for future reports.

Kind regards,





AUP Thematic Report

AUP THEMATIC REPORT: DATA COLLECTION ON ISSUES WITH SPACE,
GEOGRAPHY, FACILITIES, AND SPACE-RELATED SENSE OF COMMUNITY.

Requested by and prepared for the Academic Unit Planning Committee of Senate

Melissa MacLean

8/31/23

CIAP

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AUP Thematic Report: Data collection on issues with space, geography, facilities, and space-related sense of community.

Introduction

In the 2022-2023 academic year the AUPC noted a trend regarding space-related issues amongst AUPs submitted by academic units located at St. John's campus. As such, CIAP analyzed completed AUPs for data aligning to this noted theme. The following report includes an overview of the information collected and an extensive appendix of excerpted information.

Methodology

This data collection process adopted Braun & Clarke's approach noting keywords and determining which qualitative excerpts were applicable to the purposes outlined. The intention of this collection is creation of a meta-review for AUPC of applicable AUP report data to create a primary, centralized review to identify trends across units, faculties, and campus.

The limitations/restrictions to this review include the following;

- 1.) As the reports spanned an extensive period of time, data collection required sourcing from both AUPs and APRs.
- 2.) Only information included within the written reports (i.e. the Self Study or the Panel Report) is available for data sourcing.
- 3.) Engineering departments are represented in one singular AUP, as the faculty has not had a unit complete an individual AUP since departmentalizing.

The exclusions for this report include the following;

- 1.) Units identified as located at Marine Institute or Grenfell
 - a. At the time of this report, Labrador campus is excluded from the AUP Procedures and subsequently there are no AUP documents available.
- 2.) Units whose reports are dated pre-2010
- 3.) Modern Languages, Literatures, and Cultures (MLLC) excluded, as it has not completed an AUP since consolidating into one department.
- 4.) Comments specific only to IT/furniture/human resources that is not linked to space as a dual issue.

Thematic Keywords Reference Bank

For the purposes of this report, the following keywords were identified:

Space	Room(s)	Distance	Geography	Facility(ies)
Building(s)	Laboratory(ies)	Physical	Repair	Size
Shortage	Quality	(In)sufficient	Community	Collegial(ity)
Office	Shared	Floor(s)		

AUP Reports Source Material Locations

Within the AUP Procedures (2020) and APR guidelines there are two documents which give the opportunity for stakeholders to note issues, challenges, or barriers they are experiencing in regards to space; the self study report and the panel report.

Academic Unit’s self-study reports include sections directly or indirectly targeting reflections or comments on the topic of space:

- 8. Organizational Structure and Unit Resources
 - 8.4: Facilities
 - the extent that facilities are adequate to deliver programs
 - the extent that your Unit has access to the resources necessary to support programs
 - the management and utilization of facilities
- 9. Overall Unit Assessment
 - 9.1 Unit successes
 - Describe your Unit’s strengths (and internal or external factors that have contributed to successful outcomes for your Unit). Provide examples of your Unit’s successes over the last five years. Identify future opportunities for your Unit or initiatives that may allow your Unit to better meet objectives and strategic goals.
 - 9.2 Unit challenges
 - Describe your Unit’s challenges (and internal or external factors that have impeded success among your Unit). Provide examples of challenges faced over the last five years. Provide an assessment of whether your Unit is trying to do too much with the resources available. Identify challenges or barriers that your Unit may anticipate over the next five years and provide proposed strategies to address these.
 - 9.3 Areas for development and enhancement
 - Summarize proposed changes or enhancements that could be implemented by your Unit, faculty, staff and administrators to better meet objectives.

Site visit panel reports include sections directly or indirectly targeting reflections or comments on the topic of space:

- 3. Undergraduate Program:

- Does the University supply the library resources, computing and laboratory facilities, and other resources necessary to support the undergraduate program?
- 4. Graduate Program:
 - Does the University supply the library resources, computing and laboratory facilities, and other resources necessary to support the graduate program?
- 5. Faculty Research and Scholarship
 - Are research facilities and library resources sufficiently supportive of faculty research and scholarly activities?
- 7. Organizational Structure and Unit Resources
 - Are its facilities adequate? (Attention should be paid to space, equipment, computing, laboratory, library resources, etc.)

Initial Findings

The tables below outline each academic unit who is subject to academic unit planning and is primarily located on St. John’s campus.

Initial review noted nine topics that appeared throughout data collection. The below table notes the nine space-related themes which emerged and in how many AUPs the theme was noted.

Space-Related Theme	# of AUPs theme cited within
Grad Student Space	20
OHS/Disrepair	20
Inadequate Classrooms/Labs	20
Sense of Community	16
Geographically Displaced	16
Restricted Growth	15
Student Study Space	12
PCI/Sessional Office Space	9
Faculty Recruitment	1

Further, the below chart outlines each academic unit and the space-related themes which appeared within them. Excerpts that culminated in identification of the theme within the AUP are provided in Appendix A

	(Faculty) Department	Space-Related Theme
1	Faculty of Business Administration	<ul style="list-style-type: none"> - OHS/Disrepair - Sense of Community - Geographically displaced - Student Study Space
2	Faculty of Education	<ul style="list-style-type: none"> - Grad Student Space - OHS/Disrepair - Inadequate Classrooms/Labs - Sense of Community - PCI/Sessional Office Space
3	Faculty of Medicine: BioMed Science	<ul style="list-style-type: none"> - OHS/Disrepair - Student Study Space - Faculty Recruitment
4	Faculty of Medicine: Community Health	* excluded, AUP not yet available
5	Faculty of Nursing	<ul style="list-style-type: none"> - Grad Student Space - OHS/Disrepair - Inadequate Classrooms/Labs - Sense of Community - Geographically displaced - Restricted Growth - PCI/Sessional Office Space
6	School of Human Kinetics and Recreation (HKR)	<ul style="list-style-type: none"> - Grad Student Space - OHS/Disrepair - Inadequate Classrooms/Labs - Restricted Growth - Student Study Space
7	School of Music	<ul style="list-style-type: none"> - Grad Student Space - OHS/Disrepair - Inadequate Classrooms/Labs - Geographically displaced - Student Study Space - PCI/Sessional Office Space
8	School of Pharmacy	<ul style="list-style-type: none"> - OHS/Disrepair - Inadequate Classrooms/Labs - Geographically displaced - Restricted Growth - Student Study Space
9	School of Social Work	<ul style="list-style-type: none"> - Inadequate Classrooms/Labs - Geographically displaced (*neighboring buildings)

10	Civil Engineering	<i>See below, Represented as FEAS (pre-departmentalization)</i>
11	Electrical & Computing Engineering	<i>See below, Represented as FEAS (pre-departmentalization)</i>
12	Mechanical and mechatronics engineering	<i>See below, Represented as FEAS (pre-departmentalization)</i>
13	Ocean & Naval Architectural Engineering	<i>See below, Represented as FEAS (pre-departmentalization)</i>
14	Process engineering	<i>See below, Represented as FEAS (pre-departmentalization)</i>
**	FEAS (pre-departmentalization)	<ul style="list-style-type: none"> - Grad Student Space - OHS/Disrepair - Inadequate Classrooms/Labs - Geographically displaced - Restricted Growth
15	Anthropology	<ul style="list-style-type: none"> - Grad Student Space - Inadequate Classrooms/Labs - Sense of Community - Geographically displaced (*from campus) - Restricted Growth (*separation from main campus)
16	Archeology	<ul style="list-style-type: none"> - Grad Student Space - Inadequate Classrooms/Labs - Restricted Growth
17	Classics	<ul style="list-style-type: none"> - Grad Student Space - Sense of Community - Restricted Growth - Student Study Space - PCI/Sessional Office Space
18	Economics	<ul style="list-style-type: none"> - Sense of community
19	English	<ul style="list-style-type: none"> - OHS/Disrepair - Sense of Community - PCI/Sessional Office Space
20	Folklore	<ul style="list-style-type: none"> - Grad Student Space - OHS/Disrepair - Inadequate Classrooms/Labs - Sense of Community - Geographically displaced - Restricted Growth - PCI/Sessional Office Space
21	Gender Studies	<ul style="list-style-type: none"> - Grad Student Space - OHS/Disrepair

		<ul style="list-style-type: none"> - Inadequate Classrooms/Labs - Sense of Community - Student Study Space - PCI/Sessional Office Space
22	Geography	<ul style="list-style-type: none"> - Grad Student Space - OHS/Disrepair - Sense of Community - Geographically displaced - Restricted Growth
23	History	<ul style="list-style-type: none"> - OHS/Disrepair - Geographical displacement - Student Study Space
24	Linguistics	<ul style="list-style-type: none"> - Grad Student Space - OHS/Disrepair - Inadequate Classrooms/Labs - Sense of Community - Restricted Growth
25	Modern Languages, Literatures, and Cultures (MLLC)	*excluded, no AUP since consolidating
26	Philosophy	<ul style="list-style-type: none"> - Grad Student Space - OHS/Disrepair - Inadequate Classrooms/Labs - PCI/Sessional Office Space
27	Political Science	<ul style="list-style-type: none"> - Grad Student Space - Inadequate Classrooms/Labs - Restricted Growth - Student Study Space - PCI/Sessional Office Space
28	Religious Studies	<ul style="list-style-type: none"> - OHS/disrepair - Inadequate classrooms/labs - Geographically displaced - Student study space - Sense of community - Grad student space
29	Sociology	<ul style="list-style-type: none"> - Grad Student Space - OHS/Disrepair - Sense of Community - Geographically displaced - Restricted Growth
30	Biochemistry	<ul style="list-style-type: none"> *located in core science - Grad Student Space - OHS/Disrepair - Geographically displaced

31	Biology	<ul style="list-style-type: none"> *located in core science - OHS/Disrepair - Inadequate Classrooms/Labs - Geographically displaced
32	Chemistry	<ul style="list-style-type: none"> *excluded due to age (self study 2009) *relocated to New Core Science
33	Computer Science	<ul style="list-style-type: none"> - Grad Student Space - Inadequate Classrooms/Labs - Sense of Community - Geographically displaced - Student Study Space
34	Earth Sciences	<ul style="list-style-type: none"> *excluded due to age (Self Study 2003, Panel Report 2003)
35	Mathematics & Statistics	<ul style="list-style-type: none"> - Grad Student Space - OHS/Disrepair - Inadequate Classrooms/Labs - Sense of Community - Restricted Growth
36	Ocean Sciences	<ul style="list-style-type: none"> *located in core science & Logy Bay - OHS/Disrepair - Inadequate Classrooms/Labs - Geographically displaced - Restricted Growth - Student Study Space
37	Physics & Physical Oceanography	<ul style="list-style-type: none"> - Grad Student Space - Inadequate Classrooms/Labs - Sense of Community - Geographically displaced - Restricted Growth
38	Psychology	<ul style="list-style-type: none"> *excluded due to age (Self Study 2002 APR) *relocating to Core Science

Appendix A – Excerpts from AUPs/APRs

The following represents excerpts taken from AUPs and APRs archived at CIAP.

Faculty of Business Administration

Self Study (2018)

- We are committed to maintaining a close relationship with our community and provide top quality management and professional development training through the Gardiner Centre, our executive training centre that recently moved to the Memorial Signal Hill campus.
- a new 82-seat accounting classroom is currently under construction (thanks to a generous donation), which will allow us to increase the size of some accounting courses (and is available for other FBA courses)
- As a member of AACSB, we are able to benchmark ourselves against other AACSB North American institutions. When considering class size, which is most relevant for our larger Master of Business Administration (MBA) program, our mean class size has been 23.1 students.
- Physical infrastructure continues to be a challenge, but we have recently been reallocated the vacated Gardiner Centre space with the Gardiner Centre's recent move to the Memorial Signal Hill Campus. This has allowed the FBA to consolidate its graduate program offices in the Gardiner Centre space and the vacated classroom will become the new home of the new MBA-SEE.
- The age of the FBA building, as recorded by the University's third-party software VFA, is 40 years. In 2013, the Facilities Condition Index (FCI) was 0.27. "Higher FCI's indicate greater liabilities associated with the building condition".
- The review of the existing FBA space capacity by AE Consultants in 2011 identified the building space as insufficient in both terms of quantity and quality to support both current and planned enrolment and research activities growth and contemporary practices of business pedagogy, learning, research, and scholarship. It was further concluded that existing infrastructure will not support the information technology necessary to support contemporary business pedagogy at either the undergraduate or graduate levels
- In recent years, the FBA has pursued a building revitalization program and the FBA has renovated classrooms, study rooms, and other facilities within our current building to increase the quality of our available space. when asked about the facilities and their overall satisfaction, undergraduate students were very positive about the study room spaces available throughout the building, with 77% of respondents satisfied or very satisfied with the quality of the study rooms in the FBA, with comments praising the upgrades recently made. However 44% of those respondents were dissatisfied or very dissatisfied with the quantity of study rooms available in the building, asking for more options for study spaces, which continues to be a priority for the FBA.

- a potential area for improvement arises from only 30% of undergraduate student respondents being satisfied or very satisfied with the physical comfort of the furniture in the FBA classrooms, with the bulk of the comments pertaining to the first floor classrooms, specifically BN1007 and 1008, and how uncomfortable those rooms are for students.
- The FBA building is a main building on campus yet it remains physically disconnected from other campus buildings. In late 2017, the FBA, in partnership with the Faculty of Engineering and Applied Science, undertook a feasibility study to explore the construction of a pedway between the two buildings.
- Physical infrastructure continues to be a challenge, however the space formerly occupied by the Gardiner Centre on the fourth floor of our building was used to create a social enterprise and entrepreneurship hub housing the CSE and social enterprise and entrepreneurship faculty offices. The former Gardiner Centre classrooms will be dedicated to the new MBA-SEE program and the graduate programs administration is also located in that space. In addition, the construction of the new 82-seat accounting classroom on the second floor of our building will be completed in December 2018. The FBA will need further infrastructure improvements including:
 - Social change maker space adjacent to the CSE.
 - Co-location of all administrative offices (dean’s office, undergraduate programs, co-op office, general office) on the first floor of the building.
 - Improvements of existing classrooms including new seating.
 - Active learning classrooms.
 - Coffee kiosk (in partnership with the Hungry Heart Café).

Panel Report (2019)

- The building has seen several needed updates – a new updated classroom is a much needed resource, as is the updated student break-out rooms. The new White Lab designed for the student investment group is an excellent addition to the amenities available to students and enhances the student experience. The relocation of faculty in entrepreneurship / social enterprise alongside the new CSE is a great way to integrate and build a sense of community around social enterprise to support the new MBA and overall activity in this area. Plans to centrally locate undergrad and grad staff in one area is sound in regards to creating a sense of unity for students, staff and faculty, however, the process needs to be managed carefully. Changes in privacy, disruption and overall sense of loss of space should be considered and the rationale for the change should be well understood and communicated.

Faculty of Education

Self Study (2013/14)(APR)

- Facilities: Finally, and not specific to this program, there is a need to revitalize some of our older learning spaces. Classroom size and configuration (desks), better wi-fi access, more informal learning space and better ventilation are a few of the issues we face with our “physical plant.”

- (Music program): Space and Equipment: The Faculty of Education currently holds three faculty offices and the Education Materials Centre (EMC) in the M.O. Morgan Building (School of Music) and exclusive access to this space needs to be maintained. All classes are held in the School of Music building due to the necessity of appropriate space, resources (e.g., pianos, stereo and sound equipment, instruments, sound proofing) as well as access to student practice rooms. Because the B.Mus.Ed. degree program resides in the School of Music, the Faculty of Education has an obligation to regularly contribute to the replacement of equipment that we regularly use for the delivery of B.Mus.Ed.

Panel Report (2014)

- Designated Space for Graduate Students: There is no learning commons space designated for graduate students to engage with one another, to work in a common shared area, and to provide peer support.
- Recommendation 26: Consider creating a comfortable and inviting learning commons space for graduate students to meet, work, interact, and develop relationships and connections much like the learning commons space provided for undergraduate students.
- Teaching and Learning Commons for undergraduate students. ...a popular gathering and interaction space for both students and faculty. This certainly creates a better sense of community within the Faculty... no similar area for graduate students to meet and share ideas. The Review Committee feels that such a space would contribute to creating a culture of research and support the graduate students. (See Recommendation 26).
- Develop instructional space designated for the Visual Arts, Music and Drama Specialties. This space should be designed for “on the fly reconfiguration” (i.e. curtains or walls, instruction devices on trolleys etc.) so it is easily shared throughout the day.
- As has been noted on several occasions, the Faculty has a large number of sessional faculty which the Review Committee was advised do not have space to store instructional materials. It would be helpful if some storage space was available.

Medicine

Cluster 1 (biomedical sciences)

Self Study (2022)

***note: Medicine’s space is run in conjunction with Eastern Health via HSC which creates an added layer of complexity compared to units that are MUN run and MUN housed.*

- Space allocations are approved cooperatively with the Faculty of Medicine Space Committee where the Associate Dean BMS has representation.
- Infrastructure / building conditions of the HSC - Dilapidated building, slow renovations. Failing infrastructure
- Lack of clear policy for space allocation - A space committee has been established in the FoM to make decisions about space requests; cell is yellow as space limitations and distribution are still a concern for faculty and students. Transparent and consistent written policy under development

- Faculty recruitment - however, more competitive packages, infrastructure and space are needed to attract top candidates.
- Craig L Dobbin Genetics Research Centre - Opening of the centre created new laboratory and office space for some BMS faculty and students; significant disparity still exists with the quality of HSC laboratory and study spaces

Panel Report (2023)

***note: Medicine's space is run in conjunction with Eastern Health via HSC which creates an added layer of complexity compared to units that are MUN run and MUN housed.*

- Although the Craig L. Dobbin Genetics Research Centre is impressive (modern, spacious and well-equipped), a significant footprint of the lab space in the HSC requires renovation or replacement. There appears to be constant maintenance/repair issues and issues are not addressed in a timely manner due to complications between MUN and Eastern Health. The lab infrastructure in its current condition is not ideal and is deteriorating. It was mentioned to the panel during interviews that frequent elevator breakdowns have interrupted GS work (causing problems in transfer of animals), as well as created accessibility and safety concerns. It was also noted that work orders through Eastern Health generally take a long time.
- There is a newly created lounge for GS which has allowed for more GS interactions which they clearly appreciate, yet that environment could be improved with the addition of a sink.
- Renovation/upgrading existing lab space and other common spaces in HSC should receive attention. The infrastructure in HSC in its current condition is not ideal for faculty recruitment and/or collaboration. Transparency and mechanism(s) in space allocation are mentioned as an area for improvement. Accelerated lab space commissioning for new hires is essential, but not always done in a timely fashion.
- To improve the handling of building maintenance and repairs so that issues get dealt with in a timely manner, the panel recommends that arrangements be established between the university and Eastern Health facilities management to remove the number of bureaucratic barriers to the completion of the labor in a transparent and accountable manner.
- Given the conditions of the space in the HSC, the panel recommends that a detailed plan be developed to renovate/update the existing space. To help attract potential candidates during recruitment, the panel recommends that a mechanism be established so that commissioning of lab space for new hires can be completed within a short time frame (e.g., three months).

Cluster 2 (community health and humanities)

*excluded, not yet available

Faculty of Nursing

Self Study (2019)

***note: Nursing's space is partially run in conjunction with Eastern Health via HSC which creates an added layer of complexity compared to units that are solely MUN run and MUN housed.*

- MUNFON is housed in two sites. The Health Sciences site houses the General Office, Dean's Office, Office of Decanal Assistant, Office of the Senior Administrative Officer, Office of the Administrative Staff Specialist, faculty offices, the LRC, the Cahill Nursing Simulation Room, the NRU, classrooms, seminar rooms, and a shared lounge with pharmacy. The graduate program is located in the Education Building, Suite ED5004 and houses the Office of the Associate Dean (Graduate Programs), office of academic Program Assistant, a receptionist, 4 faculty offices, a seminar room, space for doctoral students and a lounge. Please see Appendix Y for office allocation.
- There is one office for per course faculty that has three workstations, three office chairs, two guest chairs, computer and printer, bulletin board/white board, book case and two filing cabinet that are shared among instructors
- There is serious competition for lab space and it is often difficult to schedule lab time for the NP students, especially in the first of their three on-campus sessions.
- There is often a lack of seminar rooms due to the need for rooms for clinical conferences which are a component of the undergraduate students' clinical experience. On occasion, Medicine, Pharmacy, and Eastern Health book MUNFON classrooms and seminar rooms if they are available, because they too lack sufficient space. This sometimes presents a problem if we need a room on short notice. Due to the scheduling of both the Fast-Track and the 4-Year option within the same semester, it is sometimes difficult to obtain the sufficient number of required classrooms. We have only one classroom large enough (capacity 108) for first, second and third year classes.
- The new NRU consists of three offices, two workstations and a seminar room. However, this new space is limited with only three workstations for Research Assistants and Graduate Assistants.
- With too few PhD prepared faculty members, the extra workload of joint decision making across sites, lack of adequate space and resources to accommodate required faculty and staff, and the ever increasing workload the current and future needs necessary for nursing education at MUN is compromised,
- The implementation of a consolidated model of nursing education in NL is a priority. Furthermore, space is seriously restricting our ability to grow. Should the CNS consolidate with MUNFON, a much larger space/building will be required. We feel that the only way to consolidate successfully is that MUNFON and CNS be housed together, not in separate facilities

Panel Report (2019)

***note: Nursing's space is partially run in conjunction with Eastern Health via HSC which creates an added layer of complexity compared to units that are solely MUN run and MUN housed.*

- The Panel recognizes the difficulties and practical challenges associated with full consolidation of the three sites. These challenges include, but are not limited to, financial implications of pensions, infrastructure and space;

- Students had several suggestions to enhance the undergraduate education. The current skills lab appears disjointed and too crowded, consisting of a series of several adjoining rooms...Potential options for new and renovated spaces should be explored, for example, through the Clinical Learning and Simulation Centre in the Faculty of Medicine, or other sharing arrangements or partnerships on campus. Also, in the current facilities, there is no running water or compressed air to represent medical gases in the rooms. Programming would be enhanced by improvements to the physical layout and available space for nursing skills teaching. The curriculum is designed around too small of a space.
- Recommendation 4(ii): Renovate and expand the current skills laboratory to increase its functionality and safety, including sinks for handwashing/procedural skills, compressed air, up-to-date equipment, and better functionality of the space. Pursue other options for new and renovated incremental space to support the enhanced needs of Nursing skills development in clinical courses.
- A single small office is available for all eight doctoral students. The classroom available for PhD classes and various master's student seminars is set up for videoconferencing. The room is small and restricted in the number of people who can be accommodated within the room. Air quality was poor and temperature control was inadequate (fans in the corners of the room). It was quickly apparent that there is a visible disconnect between graduate programs and other parts of the MUNFON. Undergraduate students have little or no exposure to graduate studies in the other building, and vice versa. Graduate student interactions with undergraduates were limited.
- Recommendation 5(i): Co-locate MUNFON faculty, staff, graduate students, and undergraduate students to improve collaboration and enable them to more regularly and actively interact.
- The Panel recognized that space is at a premium in the Health Sciences Centre. However, it is not ideal to have the research unit in a separate building from the graduate student classes and offices. Ideally the research unit should be located where undergraduates are also exposed to the importance of research. It would be ideal if all MUNFON activities of scholarship, education and service were co-located with faculty members. In this way, nursing faculty who are conducting research in similar areas are co-located in clusters with graduate and research space to provide support for all activities. More space is needed for research assistants, graduate students, and researchers.
- The Panel was first assembled in the bright, clean, welcoming foyer of the Faculty of Medicine on Day 1 of the on-site visit to the Faculty of Nursing. The irony and significance of the first place of assembly (Medicine not Nursing) was not lost on the reviewers and shaped the discussion and recommendations in this section. The Faculty of Medicine entrance was clear of snow, and taxis and cars were able to drop off people close to the entrance. There was plenty of signage to indicate where visitors should proceed for information and guidance. The Panel was later shown the main external entrance of the Faculty of Nursing. It was a dismal experience. Visitors, staff, faculty and students are led around a blind corner to a fire exit door

with poor visibility. They then walk up several flights of stairs. There is no elevator and no indication of where to find anyone. Once again they enter through a fire exit door.

- Overall the air quality seemed poor and dry. Dryness of the nose and throat could be felt after a few full work days in the space. Although the floors generally appeared clean, several rooms and labs were cluttered on the floor and overcrowded, thereby questioning whether or not there is sufficiently regular cleaning of the floors and removal of garbage. The review team was able to contrast the wide clean corridors of the Faculty of Medicine with the narrow dark poorly lit and overcrowded Faculty of Nursing. The final indication of the disturbing differences was that in the lecture theatre where the faculty exit debrief was conducted, there were several rodent traps visible including one three feet from the podium. The impression to the review team is that Memorial University values the Faculty of Medicine but at a significantly different level for the Faculty of Nursing.
- Recommendation 8(i): Conduct an occupational health and safety review of all working space in the Faculty of Nursing, including an assessment of air quality, and frequency and thoroughness of custodial cleaning of rooms, floors, and removal of garbage.
- There was a discussion at every meeting with faculty, staff, students, and alumni about the inadequate space for conducting research, educating nurses, and providing service to the community and the University...Also, the staff spend a lot of time moving furniture and supplies as there is little or no storage space...A consolidated and modern space for the MUNFON has been discussed and recommended many times in the past.
- The nursing profession has been anxious to work on a modern state of nursing infrastructure for the benefit of students and people of NL.
- The MUNFON has a dedicated classroom that needs renovation but newer requirements for space would mean that less students could be accommodated in the space. The Panel was surprised that in the Learning Resources Centre – which is supposed to mimic an actual clinical setting in a hospital – it had no sinks (apparently there is no water access for the rooms and yet the bathrooms are in the same corridor), and no access to simulated medical gases. As infection control is a major problem in all health care facilities, it is very surprising that learners are not starting all laboratory experiences by thoroughly washing their hands.
- Seminar rooms are small and cramped with tables and chairs to accommodate the number of students in a seminar session. The research suite is well situated close to the Learning Resources Centre so that undergraduate students in theory are aware of scholarship activities of the Faculty. In the lecture theatre shared with the School of Pharmacy, there were four rodent traps, which appeared large enough to catch rats. Floor tiles are broken or cracked, and the walls need to be repainted.
- A past report was provided to the Panel about a new proposed building as a combined Faculty of Nursing, School of Pharmacy, School of Social Work and Animal Resource Centre, dated January 18, 2002 (now 17 years old). The review team noted that the university is building an Animal Resource Centre on the original site identified for the combined building. The report

notes on page 1-1 that “current spaces are inappropriate and insufficient to house current and growing teaching and research activities” for Nursing.

- Since the time of the 2002 report, the infrastructure status has changed due to renovated and new space for the School of Social Work and Animal Resource Centre. However, the space challenges identified for Nursing and Pharmacy in the 2002 report still remain unresolved.
- Renovations within the MUNFON and additional space in the Education building have helped to meet these needs. However, the quantity and quality of space are not adequate to support the ongoing future needs and aspirations of the program. Various examples have been described in this section, including but not limited to – graduate student space is too small and not well ventilated; the entrance to the MUNFON is inadequate; lab spaces are too cramped; the skills lab is below par; there is insufficient storage space; and the general state of space is poor with rat traps around the hall and lecture theatres.
- In the long-term, the collaborative agreement should be renegotiated so that total integration of all three programs occurs into a single academic unit. The Dean of Nursing at the MUNFON would have the academic, administrative, and financial oversight, including funding to operate all Baccalaureate nursing programs in NL. Ideally all students, faculty and staff in the St. John’s region should be co-located in the same facility.
- Renovate and expand the current skills laboratory to increase its functionality and safety, including sinks for handwashing/procedural skills, compressed air, up-to-date equipment, and better functionality of the space. Pursue other options for new and renovated incremental space to support the enhanced needs of Nursing skills development in clinical courses.
- Co-locate MUNFON nursing faculty, staff, graduate students, and undergraduate students to improve collaboration and enable them to more regularly and actively interact.

School of Human Kinetics and Recreation

Self Study (2015)(APR)

- The school also supported and ran a fairly successful varsity programs involving 8---10 sports for men and women athletes, despite woefully lacking proper, modern training facilities.
- In Advanced Fitness Leadership labs it is often difficult to get access to The Works so that students can be exposed to a variety of exercise equipment.
- Some suggestions made to help improve our ability to enable students to acquire more hands--on, practical skills include:
 - A dedicated lab teaching space with equipment and resources dedicated to teaching. Currently we share equipment between teaching and research. It is always a juggling act to make sure the needs of the two (teaching and research) can be met. In an ideal world we would have a dedicated teaching lab equipped with 4 or 5 stations that would enable students to collect EMG, do a Wingate, measure force etc.
- We are also concerned about the availability of the gym, field and classroom space. In particular, the gym and field are not being seen as a classroom and constantly competing for

those spaces negatively affects curriculum and teaching. The lack of sound system makes it particularly difficult to teach effectively.

- Overall a discussion about research space and how to allocate research space fairly and equitably within HKR is needed. We feel there needs to be initiatives to help create a research culture within the faculty.
- The students appreciate some of the improvements to the building like the lounge on the main floor and several other renovated classrooms; however, they also communicated that they do not have a common area or a society room to congregate in. Most have to go to other buildings to socialize or study and accessibility can be an issue for students. Some students felt that improvements to one of the oldest buildings on campus should be given higher priority. Examination period is also an issue for the students since it uses space and creates a lot of noise in the building so students and faculty go elsewhere to avoid it. There was an expectation that the Works building could be utilized by students in the HKR programs; however, they do not have access to the building or the equipment. Despite paying their fees each year, they do not feel that the building is for students and faculty.
- Thus, it will be challenging for us to meet the University's suggestions that we substantially increase graduate enrolment over the next several years. This is especially true in the lab based sciences where space and equipment (and class sizes) are limiting factors...With new faculty hires in these areas grad student numbers will certainly grow, but we are constrained as to their office space.
- When asked about ways to improve the programs the students had some specific ideas on how the program could be enhanced. These included:
 - Lab space and adequate grad office space was an area that students felt strongly to be lacking. The fact that they had no way to secure their personal files, lap tops, etc. was troubling for some students. Along with that, some felt that better accessibility to upstairs area for testing and the use of allied health space was needed.

Panel Report (2016)

- Recurring themes, however, included strained human resources, inadequate physical facilities... and a perceived reticence to change the status quo. The current situation is clearly not sustainable over the long term and changes must be made.
- In addition, this will help make a strong case for increases in and/or renovations to the physical space in which the research is conducted.
- The laboratory facilities in the School of Human Kinetics and Recreation are inadequate. Five laboratories are located in the basement of the building, and one upstairs. There are no dedicated instructional laboratories, and teaching and research laboratory space is shared. The laboratories are also used for graduate student research and for undergraduate honours research projects. Laboratories are generally small, and several are sectioned by curtains (which raises privacy issues). Researchers do not have dedicated laboratory space, and access to their equipment depends on class use. Expensive and sophisticated equipment is covered in plastic, however some damage is unavoidable given the large numbers of untrained

undergraduate students who access the labs. There is insufficient equipment for all students to have hands-on laboratory experiences, especially in exercise physiology.

- there are potential safety issues, including cramped spaces, limited exits, airflow presence of PCBs.
- RECOMMENDATION 18: That a safety audit be conducted in all laboratories to ensure students, faculty members and staff are not being placed at risk.
- RECOMMENDATION 19: That a dedicated undergraduate exercise physiology/biomechanics teaching laboratory be established, with several stations (4-6) and sufficient equipment to accommodate active participation by students.
- RECOMMENDATION 20: That efforts be made to find additional laboratory space across campus to house some faculty researchers, so that space may become available in the HKR building for teaching laboratories.
- A tour of the graduate student office space reinforced student concerns about a lack of privacy and secure storage, in addition to a poor overall atmosphere with cramped space and the prospect of considerable noise due to the volume of users. Access to some laboratory equipment for graduate student research is problematic due to the sharing of equipment and spaces with undergraduate teaching.
- RECOMMENDATION 33: Suitable graduate student space should be included as part of all on-going space planning activities.
- The neuromuscular group is very cohesive and has cross-appointed individuals (CRC in Medicine, Chiropractic Research Chair) and this has the potential of enhancing research capacity through partnerships around space, equipment, and student training.
- As discussed earlier, space is an area of great concern. Unlike many places where lab spaces are assigned to individual faculty, the spaces in HKR are often shared. The Dean has been creative in carving out new space for new faculty and the faculty seem willing and happy to share these resources. The faculty are clearly doing their part to be maximally efficient in their use of the space and the equipment. But, it is an overcrowded unit with almost all of the research spaces being shared with teaching space and the faculty from other units. This impacts research productivity.
- The overwhelming sense from faculty, staff and students was that the HKR facilities and resources were not adequate. Concerns were expressed about space shortages, old equipment... the limited laboratory space...it is clear they lack required resources.
- RECOMMENDATION 53. Urgent attention should be paid to space, equipment, laboratory, and staffing.

School of Music

Self Study (2015)(APR)

- One of the outstanding items in the 2008-13 Action Plan is the expansion of the School of Music building. As our 30-year-old building begins to show its age the need for this expansion is becoming more intense. Four faculty offices are in the Science Building and the

ethnomusicology graduate program is dependent on leased space in the Arts and Culture Centre. MMus graduate students are crowded into inadequate office space and the competition for practice rooms is hot.

- Conditions that hamper growth include: 1) limited research space (the MMaP is in leased space, the BCECM and IICSI do not have space, the MEARL has a very small footprint)
- Graduate students in Ethnomusicology currently enjoy excellent office space and facilities (though these are leased at the pleasure of Government), but 23 graduate students in the MMus program are crowded into just two offices. Practice space is at a premium.
- Issues that affect our ability to expand in our public engagement offerings include space and staff resources. As we approach our 40th anniversary (to be celebrated in 2016-17), the School of Music wishes to consolidate our faculty and programs into one facility. The thirty-year old M.O. Morgan building remains a solid infrastructure, but one that is increasingly inadequate. Many comments in the student town halls and surveys addressed perennial issues with the heating/cooling system (which plays havoc with piano tuning), and a general sense of the need for a 'refresh' of the facility. Growth in the School is impeded by having programs and faculty located in three buildings, and by the limited practice and rehearsal space. Recognizing that Memorial has necessarily prioritized more urgent capital building plans for the near term, expansion and consolidation of the School of Music will be a major development priority for the School over the next two planning cycles.
- The limit lies in our human, financial and space resources.
- The M.O. Morgan building consists of 2 performance spaces, 2 large rehearsal rooms, 2 classrooms, 2 seminar rooms, a keyboard lab, chamber studio, Music Resource Centre, Electronic Music Studio (MEARL), 24 practice rooms, 21 office/studios, 2 administrative offices, and 2 graduate student offices in addition to a music education resource room...In addition to the faculty member and ethnomusicology graduate program housed off-site at the MMaP, four faculty have offices in the Science Building.
- The main School of Music office area is cramped, and the lack of storage space is a particular hindrance to administrative functions.
- The staff commented on the difficulties created by the open concept layout of this secondary administrative space. This space is not ideal for security, privacy, or for its intended functionality.
- Most users of the building now find their activities affected in some way by the lack of both short- and long-term storage space. The critical lack of storage space creates an environment that is not conducive to productive work, student safety, or security.
- the backstage areas of D.F. Cook Hall and Suncor Energy Hall...both suffer from overuse as storage space... [performance items] clutter the backstage areas of Cook Hall and Suncor Hall to the extent that there is frequently little room to accommodate performers and instrument cases during a performance. In addition to cluttered backstage areas, the dressing rooms, box offices, and some of the building's corridors even are needed for storage purposes. The need for long-term file storage has resulted in the loss of one of the general student practice

rooms, and still, as mentioned above, the main office space is inefficiently crammed with file storage itself. The faculty mailroom also serves as the storage space

- Instrumental storage and accessibility is particularly problematic
- Some instrumental storage lockers are located in spaces also used for classes and rehearsals, limiting access to those instruments. All applied faculty offices also serve as primary teaching studios with the exception of the percussion faculty office. The percussion area lacks a dedicated teaching space, using instead the four student practice rooms for most lessons. There are 18 offices currently being used for music faculty and an additional three reserved for the Faculty of Education. Given the number of full time music faculty, four full time members have been moved to offices in the Science building. The CRC has an office in the MMAP.
- Faculty surveys regarding office space received widespread results varying from “good” to “needing immediate attention or major improvement.” More than half of the faculty offices in the School of Music have neither natural light nor fresh air and some faculty have expressed ongoing concerns regarding air quality. Extreme fluctuations in temperature, no doubt linked with poor air circulation, are also noted by both faculty and student respondents to surveys. In addition to complaints about air circulation, faculty comments regarding office spaces also included the need for upgrades to disintegrating carpeting, peeling paint, and inadequate lighting. Not all offices have wi-fi.
- The two offices available to part-time music instructors are routinely shared between 3 to 5 faculty members, some of whom have as much as a 60% teaching load. Instructors’ office needs vary from per-course lecture instructors that use the offices for scheduled office hours and administration to applied instructors and coaches who have as many as 12 applied students.
- creative problem solving have gone into maximizing every square inch of available space, including altering rooms once designated as the faculty lounge and former photocopy room into full-time faculty office spaces.
- There are two dedicated classrooms in the School of Music...Both classrooms were designed to accommodate smaller class sizes than currently assigned. A third space, MU-2021 was originally planned as a seminar room (and is still referred to by that name by faculty and students.) Out of necessity, this seminar space serves as an additional classroom, 3 times a week as performance space for applied masterclasses, and frequently as a coaching and rehearsal space for chamber ensembles. The seminar room is the least thoroughly equipped of the classroom spaces in which lectures are given. The maximum capacity assigned by the Registrar’s Office is 26, although only 14 chairs can fit around the 6 conference-style tables...and the room is not configured for lectures, since half of the students seated at the tables have their backs to the blackboard.
- both MU-2017 and MU-2025 share some common problems. Neither is adequately ventilated, each has pronounced hot and cold spots in the winter months, and there is significant bleed-through of sound from one room to the next.

- Faculty and students repeatedly commented on the need for more rehearsal space and better access to current facilities. Since many internal ensembles have no dedicated space, even the lobby of Cook Hall is occasionally used as additional rehearsal space with disruptive noise pollution spreading into a large fraction of the second floor of the building.
- Although it [MMaP] is a substantial professional resource and a beautiful and functional space, its physical separation from the School of Music, and the sense of isolation that generates, has been an ongoing concern for both faculty and students. Another concern is that the space is leased at the pleasure of the Provincial Government.
- Practice rooms are of an adequate size to accommodate individual practice and many spaces include an outside window.
- In 2014, the organ practice room was cleaned out and made available to graduate students, but the space is very small and does not have a piano. The number of practice facilities available to students has been an ongoing area of concern. The problem was identified in the last APR self-study and in the 2014 surveys...all cited the practice rooms as one of the School of Music facilities “most in need of improvement.”
- The majority of graduate respondents to the 2014 survey cited the MMus graduate offices as “needing particular attention.”...At present, the two small office spaces are used to accommodate 21 MMus majors. Scheduling is particularly difficult since the spaces are used for all aspects of graduate teaching and learning...The graduate ethnomusicology students are much better served with regard to workspace in the MMaP facility but are also further isolated from their colleagues in the music faculty.
- The School recognizes that infrastructure is a paramount concern across the St. John’s campus of Memorial University. The acute issues that affect Science, Pharmacy, Social Work and Nursing range from severe asbestos abatement issues to complete lack of space on campus. Accordingly, the School of Music, which is in comparatively better condition than many other units, has had to take its place in a long queue of stakeholders that are advocating for improved infrastructure. However, it is clear that the School of Music has grown exponentially since the M.O. Morgan Building was opened in 1985, and that the building is showing its age.
- A building expansion is needed not only to accommodate 30 years worth of School and Community growth but also to provide the facilities necessary to make future growth possible.

Panel Report (2017)

- Although there is much to admire in the efficient use of available resources, it was apparent to all concerned that there are severe, glaring infrastructure issues that required immediate attention. These include:
 - 1. The quantity and quality of space available for various student activities;
 - 2. Improved coordination of access to performance and practice facilities;...
 - 4. General issues of health and safety.
- Graduate and undergraduate students in the Morgan Building are confined to inadequate, poorly lit, windowless, unsecure, and badly furnished spaces. The Panel was dismayed that

two very small rooms allocated as “offices” to graduate students are each occupied by ten students. The rooms are simply former storage closets for large band and orchestral instruments. This is demeaning and unsafe.

- The undergraduate space could also do with a coat of paint and new furniture.
- The lack of adequate space for study, rehearsal, and performance available to MMus students contrasts sharply to the ample space available to MA/PhD graduate students, for whom dedicated research cubicles, state-of-the art equipment, and a small lunch room are available in the Arts and Culture Centre.

School of Pharmacy

Self Study (2023)(Self study only as Panel Report waiting for approval)

- The space available for undergraduate teaching, labs and graduate work is inadequate and has been considered inadequate on the last 3 accreditation reports.
- In early 2009 the provincial government announced strategic initiatives funding to support expansion of the undergraduate program. Additional faculty and staff were hired but enrolment was not increased because of the lack of suitable infrastructure to accommodate the expansion. More than a decade later the lack of suitable infrastructure still impedes any expansion of the school’s enrolment. To temporarily address the lack of available office and clinic space, faculty and staff currently are housed in two different locations - one site at the Health Sciences Centre (HSC) and the other off-campus in leased space at Tiffany Court (TC).
- Faculty and staff are disconnected from each other and from the students as a result. An insufficient number of lecture theatres, aging and inadequate research space, and inadequate social space for students and limited small group learning spaces impede the School’s ability to implement some teaching and learning strategies.
- Class sizes are limited to 40 per cohort due to space limitations in our professional practice lab.
- Given the limited classroom and lab space, 40 is the maximum number of students the program can admit annually at this time. The program continues to receive a substantial number of applicants (with an average acceptance rate of 23% as outlined in the table below).
- Potential Barriers to Research Success... limited physical space to conduct research and...overall infrastructure concerns across campus,
- However, we do not have an adequate physical SoP space where faculty/staff/students are co- located. We have 2 classrooms for SoP’s exclusive usage to deliver a 5-year program. There are frequently safety issues (e.g. roof, flooding). Also being the smallest unit at the university, SoP’s facility requests are normally of lowest priority and get bumped for other priorities.
- The Professional Practice Lab (PPL) supports practice-based learning but is designed for only 20 students. Medicine’s CLSC is used for clinical OSCE examinations. The PPL space and main classroom size (40-45) limit the ability to increase class size enrolment. However, we are looking at a modest renovation to reconfigure the PPL to allow for a potential total increase of 3 – 5 students or 15% increase in enrollment.

- From Pharmacy students' feedback they do not receive adequate space for social activities.
- As identified in past surveys, space continues to be a challenge. While we have remodeled some teaching space, we continue to be separated on two sites with the inherent challenges of this arrangement. We are also constrained by our space, and unable to increase our class size without changes to our current space.

Panel Report (not available)

School of Social Work

Self Study (2019)

- The School of Social Work occupies the newly retrofitted St. John's College (SJC) where all faculty and professional staff are located. ASM-FEs are located in nearby Coughlan College (CC) where the School has cutting-edge video conferencing capability, classrooms, and space for graduate student assistants, post-docs, and per course instructors. SJC has multiple classrooms, a boardroom, seminar/breakout rooms, multi-purpose and meeting space, student space, as well as faculty offices within the parameters specified in the MUNFA-MUN Collective Agreement. It also houses office space for professional and administrative staff and for per course instructors. Both SJC and CC are accessible to individuals with mobility challenges. Ample parking is available.

Panel Report (2020)

- Physical classroom space was used as an additional justification for small class sizes. The School of Social Work is located in an older building that recently underwent major renovations, however, classrooms can only accommodate a limited number of students. Larger classrooms are available elsewhere on campus, but faculty members indicated they do not like to teach outside of their building. While the External Panel acknowledges that there are some social work courses that have unique pedagogical needs, the blanket objection to teaching outside of their own building does not appear to be so broadly justifiable and seems to be a notably different approach than other units across campus.

Faculty of Engineering

****Pre-Departmentalization****

Self Study (2014)(APR)(predates departmentalization and New Core Science)

- This increase in enrolment and research capacity will require more physical space... The new growth will require the Faculty to physically expand beyond the existing walls of the S.J. Carew Building... Currently the Faculty is at full-capacity in the S.J. Carew building so expansion will require more space.
- Encourage student engagement... Improve teaching and learning environment
- Support research excellence and focus on areas of strategic importance... Provide adequate space for research programs and ensure labs are well maintained and equipped
- 4. Fostering a Distinguished Workplace... Provide adequate work space for employees and FEAS activities. Provide space for all new faculty and staff. Provide space for new graduate students. Provide state-of-the-art teaching facilities

- Mechanical engineering... Clearly no incremental growth in the number of students can take place without additional resources including new faculty positions, teaching labs and classrooms. One of the keys to improving retention rates is providing better student mentorship through smaller class sizes and significantly smaller laboratory and tutorial sections particularly in semesters three and four...
- Ocean... Currently the ONAE group teaching and research are at full capacity as enrolments and research activities have grown. The undergraduate program is currently capped at 30 students per year based on limitations of faculty and available classroom and lab space.
- Many labs still require updating and expansion, particularly in light of expanding student numbers. Finding sufficient space is a challenge.
- Many classrooms are outdated and poorly outfitted. Much work is needed to make an engaging environment. This is true for many of the Carew Building common spaces as well.
- That will bring the total available office spaces to about 300. This will be sufficient for the next two years at most. New spaces would need to be developed to accommodate the projected growth numbers.
- More and larger classrooms will be needed to accommodate the increasing numbers.
- Building, laboratory and equipment maintenance have not been sufficiently funded over the decades, resulting in challenges and damage that have been patched temporarily over the years without longer term sustainability. Funding for upgrades of deteriorating infrastructure and equipment is needed, as well as additional space and facilities to accommodate the projected expansion of our Faculty growth plan. The Canadian Engineering Accreditation Board (CEAB) has noted that outdated equipment, labs in disrepair, and damaged infrastructure are not adequately providing the level of desired education for our students.
- Support of the Faculty's growth will require additional resources, in terms of faculty and staff positions, budget, space and other facilities and equipment for labs, classrooms and offices.
- Based on the work of the Resource Planning Group Inc. and our own assessment of space requirements, approximately 104,000 ft (net) of additional space will be needed to support the planned FEAS engineering expansion.
- Threats • Space: multiple locations around campus • Equipment, infrastructure maintenance.

Panel Report (2014)

- The Faculty also recognizes various challenges associated with the Plan's implementation, including... the need for sufficient increases in space; the adequacy of existing spaces;
- Beyond the above projects, there are several space issues that are outstanding:
 - Deferred maintenance remains a problem in S.J. Carew Building.
The Department of Process Engineering is spread over different locations, and a consolidation of spaces is desirable. This consolidation of spaces is particularly needed with respect to graduate student spaces.
 - Both faculty and students have identified the urgent need for upgrades and improvements to the laboratories.

- The Panel heard that the availability of appropriately sized classrooms is proving to be a limiting factor in the growth of the BEng programs. Therefore, the construction of additional large classrooms, and/or improved access and scheduling of larger classrooms are needed.

Faculty of Humanities and Social Science

Anthropology [HSS]

Self-Study (2019)

- Anthropology has been located on the 4th floor of Queen's College since 2006, which incorporates office and classroom space.
- In an effort to encourage our undergraduate students to use Queen's for study and social purposes, QC 4002 was allocated to them as a Common Room in 2014
- Winter weather presented challenges for students who travel between Queen's College and the main campus for their classes.
- We encourage students to use Queen's for study purposes and social events.
- Undergraduate students use The Great Hall in Queen's for social functions (mixers) in Fall and Winter semesters.
- The undergraduate student society in Anthropology has its own common room on the fourth floor of Queen's (QC 4002).
- Graduate students in Anthropology have a large office with ten desks (QC 4012) which is normally allocated to students at the start of their programs.
- QC 4003 is the library of the department. This space contains additional desks and computer equipment as well as the photocopier that is used extensively.
- The current space allocation for Anthropology in Queen's College is suitable for the needs of faculty, staff and students.

Panel Report (2019)

- The Panel also heard that courses offered on the other side of campus (e.g., in the Science Building or the Arts Annex) are better subscribed, and encourages the Department to consider offering more courses outside of Queen's College (QC). Providing the Department with a pied-à-terre near such classrooms where class materials could be stored, and perhaps where faculty could hold office hours for those courses, would support this endeavour.
- The size of the Anth classrooms in QC also limits enrolments; however, Archaeology has a larger classroom available in QC that might be accessed.
- Anthropology graduate students described feeling orphaned, isolated, or disconnected, and they wished in general for a greater sense of cohesiveness and belonging... We noted that as a result of the AUP process, the undergraduates had begun spontaneously sharing their social space with the graduate students, with positive results.
- As it now stands, graduate students are guaranteed dedicated space in the Department only for their first year; the Panel recommends finding longer-term space for graduate students; this could help them to feel more connected, and could lead to shorter completion times.

- The creation of an ethnography lab could contribute greatly to the future research success of the Department and promote student scholarship...An ethnography lab would promote synergies with cognate disciplines, including Folklore, Geography, History, and Linguistics.
- The Department could make productive use of greater access to space. They are to be commended for having made a room available for undergraduate students. This space is well used and the undergraduate students who met with the Panel said that they get good peer-support from each other in that room.
- There is a small space for graduate students in their first year of study. That is also an important resource, but we believe that adequate space for them should be provided in Queen's College throughout their programs. The presence of both undergraduate and graduate students would promote a supportive collegial atmosphere.
- These constraints are both structural and financial. Structural constraints include: ... location in Queen's College that geographically marginalizes the Department and discourages some students from attending classes there
- The Panel recommends that the Department offer more courses on the main campus and to put some courses in the larger room in Queen's College held by Archaeology so that there is a likelihood of increased enrollments.
- The Panel recommends that the Department improve the graduate student learning experience by: investigating the availability of space in the Department for students beyond their first year;
- The Panel recommends that Department resources, including space, library resources, laboratories, etc., be sustained and improved.

Archaeology [HSS]

Self Study (2018)

- The Department of Archaeology is located in Queen's College, the easternmost building within the core of MUN's St. John's campus. We occupy all of the 1st and 2nd floors as well as four office spaces on the 4th floor. The first floor comprises labs for research/teaching/training (4), conservation (2), collections (2), digital data and processing (1), and remote sensing and imaging (1), as well as two storage rooms for field equipment and paper records, and five office spaces
- Our current facilities are adequate to deliver our undergraduate and graduate programs; however, we are in need of additional office spaces to increase our number of graduate students and to provide office space at Queen's College for faculty (Blaser), post-doctoral fellows/visiting researchers, the Archaeology undergraduate society (MUNARCH) and for a general resource room.
- In addition to standard office and resource needs common to other HSS disciplines, the Department of Archaeology requires laboratory spaces, highly-specialized equipment (Appendix F) and rooms to store field equipment, archaeological collections, paleoecological

samples and other materials under study on loan from national and international institutions. We anticipate further space needs in the coming years as new faculty develop their research agendas.

- Given the remarkable growth the Department has experienced over the past decade, it was perhaps inevitable that we would run up against space constraints. An expanding faculty has not only stretched office space at Queen's College to the limit, but the renovation and expansion of laboratories has gradually consumed the few remaining underutilized basement spaces. We now face a serious challenge in providing laboratory space for recently hired faculty and accommodating the relocation of Blaser to Queen's College.
- the growth of the paleoecological component of our program, both underway and envisioned, will force us to seek out new office, laboratory, conservation, cold storage, collections and teaching space.
- We are also in ongoing need of a dedicated space for the undergraduate student organization.

Panel Report (2018)

- The effective operation of this unit is hampered by space limitations, especially where graduate students are concerned. While space for graduate students is a chronic problem throughout the university, the problem is more urgent in Archaeology because of the physical nature of research in this discipline. In general, archaeological research cannot be conducted removed from the actual research materials and artifacts involved, so graduate students need both space to store materials and ready access to them. Furthermore, given the sensitive nature of these cultural materials, they cannot be laid out (and left) in common areas - dedicated secure space is required. At present, there is not sufficient space for the existing number of graduate students; any growth in the graduate program will be difficult to achieve without more space.
- A related problem concerns the limited storage space available for archaeological research materials in the department's care.
- The Panel understands that it will not be easy for the university to find more space to provide to this unit immediately. But consideration of these serious space needs should form part of the general space planning process which the university is already undertaking.
- Curation space at Memorial is already full, and the problem will be exacerbated in the years to come. We encourage university administration to integrate this need into its space planning strategies. Another matter which deserves attention would be the limited degree of wheelchair accessibility we observed in the building generally. We would hope that this consideration will be addressed in any future renovation plans for the building.
- 8. The various space challenges faced by this department should be incorporated visibly into the new space plan for the university. This should include graduate student work space, artifact storage space, and long-term curation space.

Classics [HSS]

Self Study (2022)

- occupies a contiguous space on the second floor of the Arts and Administration Annex.
- A2052: storage room for slide and DVD collections, promotional material, and props; sometimes used as a workspace for the journal, *Mouseion*, co-edited by K. Simonsen, but the space is tiny, cold, and inadequate as an office
- A2072: departmental library, doubling as graduate office and study space for Classics majors;
- The Department would benefit from additional office-space for per-course instructors, graduate students, and adjunct colleagues. Currently, per-course instructors routinely occupy space that was originally allocated for graduate students (A2057A).
- The Department's success in grad student recruitment caused graduate students to be moved to the departmental library (A2072), which in turn has deprived undergraduate students of a communal space. Despite the loss of their communal space, the Classics undergraduates and majors display great resilience and continue to remain socially active, particularly online.
- A dedicated physical meeting space would do much to foster even more their feeling of belonging and their ability to organize in a student society.
- In the same vein, the Department needs a social space, such as a lunchroom or a mixing space for faculty and students...This point was brought out already in the APR of 2013, so the lack of social space has been a long-standing problem.
- A moderate improvement in space resources would also allow us to better accommodate our growing graduate program and the needs of the undergraduate student society.

Panel Report (2022)

- The panel recognizes that graduate students need a better workspace. The current conditions in the library are cramped and not ideal for work or for building and maintaining collegiality.
- Space: Offices and other spaces meet most current needs with two noteworthy exceptions:
 - 1. Student study and meeting space consists of one small room for both graduate and undergraduate students (A 2072), a space that also houses the Department Library.
 - 2. The only Departmental meeting space is a small room (A2073), which is too small to house meetings of Classics faculty and students let alone to accommodate any inter-departmental, multi-disciplinary meetings or discussion groups. Other spaces on the second floor currently not assigned to Classics could, at minimal cost, be repurposed to support some of the many innovative ventures highlighted above under Research and under Public Engagement and University Collaborations.
- Recommendation: convert other spaces (offices or one classroom) on the second floor to make room for the Department's on-going cross-department, interdisciplinary and disciplinary conversations; such a space could also house the Department's library and so leave 2072 as a quiet study space.
- Student, PCI, adjunct office or study space and social space have been part of previous requests from this Department (for example, in their previous AUP). The Department has proven itself to be student-centered and also has gone above and beyond in creating a supportive community with and for students. The Department has demonstrated its commitment to collegial, scholarly conversations but lacks an appropriate space for informal

gatherings. In view of the Department's hard work and its many achievements, and also to support it more fully in its ongoing departmental and cross-disciplinary initiatives, the panel recommends the creation/conversion of needed office space and social or informal meeting space, as requested in the Self Study 28.

Economics [HSS]

Self Study (2023)

- There is a main office for the administrative staff with a small seating area in the corridor. All faculty members have small offices located on the 3rd floor of the Arts and Administration Building except Dr. Tony Fang, Jarislowsky Chair is located in the Bruneau Centre. Currently only 5 of the 13 offices in the Arts & Administration Building are used on a regular basis by our ASMs for on campus activity.
- Two additional spaces have been allocated to our recently retired professors emeriti. These four offices are used only sporadically and some have been collegially made available, when needed, for visitors, per course instructors, or Help Centre instructors.
- Another two offices remain allocated to two of our faculty members who, as explained elsewhere in this document, have been absent from campus. We expect to be able to assign one of the other currently empty offices to a new faculty member in 2023. In sum, we have no issue with office space and we will work on making use of the available offices to facilitate the work of visitors, guest lecturers, postdocs, etc.
- We have a Seminar Room which contains seating for 11, a computer, overhead projector, and large smartscreen. It is used for teaching some graduate courses, for deferred exams, for meetings, and by the Help Centre. Of course, we make the room available to other departments when they require it. We also have the Bloomberg Room, shared with Dr. Noel Ray, Professor Emeritus. Our Graduate Room¹⁴ contains computer stations and space for graduate students to meet and study. It is equipped with several computers holding Stata packages and a small library of Economics books donated by our faculty members. Finally, we also have a small multi-purpose room with fridge, microwave, kettle, and Keurig coffee machine (but no running water) and a reception/waiting space at the main office with a couple of sofas and a small table.
- With a small number of ASMs in total and an even smaller number who are regularly on campus, it can be difficult to plan much-needed activities, including teaching. It is difficult for students and others to find a member of our department when they visit our physical space.

Panel Report (2023)

- Students were concerned that the facilities are small and empty – there is a lack of physical community in the Department.

English [HSS]

Self Study (2021)

- We also lost our class and performance space several years ago, which is problematic for a practical program in theatre and film. The Coordinator is currently working with the Dean's office to secure a new space. One empty location that would work well is the basement of the Reid Theatre. This space is currently unoccupied, unclaimed, and a good size for a small studio space for rehearsing and creating theatre and film.
- There is potential for collaborative projects between students of the DCW and the DSST which has not been properly explored. The DCW and DSST also share a need for a dependably accessible and affordable performance space for DSST productions and for DCW readings, visiting author readings, open mics, and so on.

Panel Report (2022)

- The Diploma in Stage and Screen Technique is under-resourced in terms of critical infrastructure. The Diploma in Stage and Screen Technique needs a dedicated space, the basement of the Reid theatre would be an appropriate space for a studio.
- Per Course Instructors struggle with access to adequate space and technology. PCIs need access to clean offices with proper furniture, working windows and window coverings, as well as computers in working order.
- We recommend the Head and departmental administrative staff work with both per course instructors and upper administration to (a) identify a block of offices in one location that can be used for per course instructors (and if this block is removed from the English Department, that it have its own copier/printer for PCI use), and (b) identify and respond to current issues that PCI's are facing with regard to office space and computers and work to resolve these issues.
- English is housed in the Arts and Administration building, a building in bad need of repairs, to the point that faculty members do not want to spend any more time than necessary in their offices. This, in turn, impacts the departmental atmosphere as faculty members have fewer opportunities to exchange ideas than they should. Moreover, PCIs share offices in the Science building and elsewhere, which isolates them from their full-time colleagues. The committee was rather surprised to learn that PCIs who have been teaching in the Department for over 10 years had never met. The Committee recommends that the Department Head work together with the Dean's office and other relevant offices to assure that the space needs of its faculty and per course instructors are appropriately met. Certainly, the current conditions are not amenable to developing a rich, supportive working atmosphere

Folklore [HSS]

Self Study (2021)

- We are very concerned about the condition of our physical plant. Our current space is inadequate in terms of condition, size, and layout.
- In recent years, our PCIs have been required to double and triple-up in the few offices we have, or to use faculty offices when available (e.g., while an ASM is on sabbatical).

- Graduate students who are not teaching do not have any office space, a concern brought to the faculty on a regular basis
- In addition to the many “asbestos patches” that mar the walls, damaged and/or inoperable windows, poor air quality, decommissioned water fountains, and reduced cleaning staff (pre-Covid), we have three major concerns with the space currently occupied by the department, and with the Education building in general:
 - 3) The lack of communal space has further deteriorated since our last review. We have very little space for our students to meet informally outside of the classroom setting, an issue that has been previously flagged and which has a direct impact on the sense of community between our students at both the undergraduate and graduate levels. Furthermore, our building’s sole cafeteria has been permanently closed, which has further reduced communal space for both faculty and students.

Panel Report (2022)

- More problematically, Ms. Gushue is located within the History department’s offices in the Arts & Administration Building, which means she is remote from Folklore in the Education Building. This physical distance makes it difficult for Ms. Chafe to unproblematically discharge her duties to Folklore...A different arrangement that would put the administrative secretary in closer proximity to the physical offices would ameliorate some of these problems
- Most classes are small, with around 30 students; even sections of Folklore 1000 are capped at 60. We understand this is a result, at least in part, of a lack of large lecture halls on campus... if it were feasible for Folklore to gain access to a large auditorium for scheduling, enrolments in Folklore 1000 might be coaxed upward, which would also provide valuable TAs to support graduate students.
- Further, students lack a place to gather and meet; because the department’s administrative staff person is located in another part of campus, they don’t know where to go to get questions answered.
- The department’s facilities are limited and in dire need of updating. There are no smart classrooms, and equipment that would allow for remote learning and participation in department meetings is outdated and inadequate.
- The department’s dated classroom and computing facilities are badly in need of an update. The department lacks smart classrooms; equipment that would allow for remote learning and participation in department meetings is outdated and inadequate.
- MUNFLA also needs additional space. The vault, acquired in 2004 in response to a mold disaster, is already filled with materials donated to the archive by retiring faculty.
- The fact that the Administrative Secretary serves both the History department and Folklore means that she cannot always be available in either department. What is more, since she is usually physically located in her office in the History department, she is necessarily less accessible to faculty and students in Folklore. And since the administrative files remain in the Folklore offices, she cannot access them while she is in her main office, which means that even some simple tasks cannot be carried out quickly.

- There is no budget, however, to address the deterioration in the physical environment within the Education building. Besides the need for repairs to the building itself, the lack of appropriate washrooms in the vicinity and a general lack of access for people with disabilities is a real concern which we would hope to see addressed. There is also a chronic shortage of office space for graduate students, even when employed as teachers, and of communal meeting space. The last of these has clearly contributed to the isolation problem
- Failing this, something needs to be done to resolve the AS's distance from the physical department—if the position must be shared, consider doing so with a more proximate department.

Gender Studies [HSS]

Self Study (2016)

- Space for graduate students – not enough, “unhealthy”
- Space and Physical Infrastructure: Students identified space and physical infrastructure as problems, with comments describing the Science building as “an unhealthy building,” and “isolated.” These are not new complaints; our students (13 full time students in the first two years of their program in September 2016) share two very small offices. There is almost no space for them to congregate or discuss things in groups. Furthermore, we are located in the Science Building. One of the oldest buildings on campus, it is clearly not in good shape. Furthermore, it has few spaces for students to congregate socially. As a physical space it is aging, in poor repair, and not conducive to productive working.
- Another suggestion was to allocate “dedicated office space, with a phone” for contractual faculty.
- Currently the department does not have a dedicated room for per course instructors. Space for graduate students in GNDR is tight, with 13 students allotted 2 small offices. The seminar room is used not only for graduate and upper-level undergraduate seminars, but also for the departmental Speakers’ Series, other departmental meetings and courses, and community events.

Panel Report (2017)

- Gender Studies is currently situated on the 4th Floor of the Science Building. The unit occupies 8 faculty and staff offices, a seminar room, a copy room, a supply room, and some limited space for students.
- While students are generally satisfied with the emotional and intellectual atmosphere of the unit, they are less pleased with the actual physical space, both in terms of quality and quantity. Students reported feeling isolated in the Science Building, which they characterized as “unhealthy.” There are 2 very small offices (with windows that don’t open) that are shared by all MGS graduate students, and there is a larger room for the MPhil students, though the space is quite inadequate for congregating socially.
- We appreciate that physical space is at a premium in universities, but the current space allocation

- for Gender Studies is too small to create an environment of intellectual engagement and community for its students. There is limited workspace for 13 full-time graduate students—two small rooms with two older computers—and no space for undergraduate or graduate students to meet and discuss their ideas and their concerns. We recommend that the University provide Gender Studies with: (1) a dedicated graduate student working space with sufficient computers, desks, and a printer to reasonably serve a cohort of approximately twenty students; (2) dedicated meeting/social space for the use of graduate and undergraduate students. Additionally, there is a water leak in one of the Gender Studies graduate rooms. Given potential damage and health issues, the University should attend to repairs as soon as possible.

Geography [HSS]

Self Study (2020)

- Although a move to new facilities is anticipated in coming years, the department struggles with its current office, laboratory, and teaching space due to quality and safety concerns in the Science Building.
- As noted in the APR report and response, the department’s growth and flourishing are limited by space and budgetary constraints. Space and facilities challenges are particularly acute, both in terms of quantity and quality. New hires and a growing graduate program mean office and laboratory spaces in the Science Building are inadequate. Concerns about the health and safety of working conditions in the building (including repeated floods, asbestos abatement, air quality, and mold/vermin), have prompted some faculty to relocate outside the department, affecting collegiality and teaching interactions. The Geography Department was not included in plans for the new Core Science Building, but is working with the university Space Committee to find suitable new space in renovated building(s) outside Science once the new building opens.
- Second, respondents voiced concern about the physical work space in the department, writing that “asbestos and lack of windows are big issues.” One respondent detailed that “the hardest part of ensuring robust research experiences and department cohesion is that our department is slowly being spread across campus and there is less face to face time with faculty and students. This is largely because of the state of the Science building, as many faculty and students are now refusing to work in that space. While there is a long term plan to move the Geography department to a better space, I think it is worth brainstorming some interim mechanisms for dealing with this challenge.”
- We aim to be nationally competitive for graduate talent and we can say with confidence that our students love our program and love St. John’s. However, many of the issues noted above (space, funding, supervisory support, etc.) present challenges to maintaining and enhancing that status.
- As noted in the Departmental overview above, Geography’s future location on the St. John’s campus remains uncertain. A move away from the Science Building is welcomed, on some

level: as it stands, several faculty maintain offices and/or laboratory facilities outside the Science Building, with impacts on collegiality. Our students (doctoral students in particular) share inadequate, frequently-flooded ground floor office space, and visiting students, post-doctoral fellows, and even per-course instructors are difficult to accommodate. Identifying and transitioning to a new space on campus is a crucial step in the coming years, but comes with uncertainties around maintaining lab space and research facilities, and ensuring adequate (and safe) staff and faculty offices within a common location that fosters the kind of collegial interchange and collaboration we value so much

- A space plan that addresses current conditions and future growth is necessary to Geography's continued thriving at Memorial.

Panel Report (2021)

- Several specific areas of concern, or questions were voiced by the students:• inadequacy of space (in both amount and quality) and the relocation of some professors to other buildings due to space and asbestos contamination problems.
- The committee heard multiple positive comments about working relationships within this system of focused research groups. The one negative comment was, again, the lack of adequate space for some of these groups to have a "home" space in the building. For example, one group led by a new-hire CRC chair had to avail of space in another building which, while good space, isolated them from the rest of the department. This leads to a decrease in cohesion and interactions in the overall department.
- New space: the Administration should firm up and clearly, publicly report to the Geography Department the building space being planned for them with a realistic time-line for this space being available.
- Geography also needs sufficient modern space for the whole Department to operate.

History [HSS]

Self Study (2022)

- The Department now has a flex space that can be used as social space, a place for faculty and students to discuss collaborations, and other occasional uses – the Studies in Interdisciplinary Synergies Unit (SISU) room... it will be used frequently as an informal meeting place for students and faculty members because the ventilation is far better than in the seminar room, and the furniture is less office style.
- Fewer respondents were satisfied with the availability of student social and/or study spaces.
- They also identified several areas in need of development and one of the most common complaints was the state of the university's physical facilities. They also noted the lack of windows in the MA room and seminar room (where most of the classes occur).
- HSS has reduced the department's budget almost 30% since the 2012-13 financial year which has meant that improvements to our primary teaching space (A-4004) and departmental offices have been delayed.

- Department instructors are located in three distinct areas of the main campus. The majority of ASMs, per course and 8-month contract instructors have their own offices surrounding our seminar room on the fourth floor of the Arts and Administration building. One faculty member has an office on the ground floor of that building, and three faculty members have offices on the ground floor of the Henrietta Harvey building. Our PhD students and post-docs also have shared offices in Henrietta Harvey. Our MA students share an office next to our seminar room. We also have set aside one office for the use of undergraduate students working on collaborative projects under the supervision of one ASM. We also have one office set aside for the use of guest researchers and visiting scholars the most recent of which was here in Winter 2022.
- the area immediately outside the department's main office and our office spaces is in disrepair. There has been a leak in the roof that has necessitated various attempts to prevent water from pooling on the floor. These have included the strategic placement of numerous buckets, and plastic sheeting taped to the ceiling to direct rain water into large garbage cans. These stop gap measures seem permanent, and undermines pride in one's workplace. Similarly, a large section of one of our seminar room's walls was covered in plastic for almost 8 years to prevent plaster containing asbestos from falling onto the floor. Offices on the fourth floor of the Arts and Administration building facing the atrium do not have windows that open to admit fresh air.
- December 2019 we began transforming the PhD room into a social space for the benefit of everyone in the department including our students, and to host events. Faculty members have also used this space for informal meetings with students and colleagues from other departments.
- The department is not facing a shortage of space, but the quality of that space continues to need improvement.
- Our MA students share a large room which they report is satisfactory... We feel that providing a more healthy and inviting space in which to work will help create a greater sense of community among our MA students.
- The department's seminar room and the offices of two ASMs are not wheelchair accessible or only accessible with difficulty due to the narrow corridors... Another problem is the lack of reliable elevators to enable those with mobility restrictions access to our ASMs offices or seminar room. There are three elevators in the Arts and Administration building of which one is usually operational and another has been under repair for several years.

Panel Report (2022)

- Facilities and financial resources are being used to their utmost. Spaces for faculty and students are sufficient for departmental needs and they are being well-used and appropriately allocated. It is noteworthy that undergraduates, graduate and postdoctoral students have dedicated spaces, and these multi-use areas are essential for student collaboration and cohesion

- Within the History Department, budget constraints have resulted in delays in upgrading/improving office and teaching space, replacing office computers, etc.

Linguistics [HSS]

Self Study (2017)

- because departments are financially responsible for maintaining the physical structures in the spaces allocated to them. Since most of our space is in the Science building— which is aging badly—we cannot be confident that we will not be faced with impossible repair expenses at any point in the future.
- At present, the Linguistics department has barely enough space to satisfy its needs.
- The shortcomings of this limited space allocation are numerous. The general office is simply too small to properly accommodate both administrative staff members, together with all the files, computers, and other materials they require. Students and other visitors can be accommodated in the office only by crowding in, or waiting in the corridor. The emeritus professors in this department all maintain very active research profiles, and contribute significantly to our international reputation. The room into which they are crammed is inappropriate for scholars of their stature, and it is not on a par with facilities offered to retired professors elsewhere at this university. The most critical impact of limited space for us, however, concerns our graduate students. The one room we can make available to them is already far too small—it comfortably holds only a handful at one time—and since our graduate program is growing, this situation can only become more dire.

Panel Report (2021)

- Our final observation regarding graduate student life in the Department of Linguistics is about space. Graduate students need a secure space in the department where they can leave their belongings while on campus. They need space to casually meet and they need space to work. The lab space for graduate students who are employed on faculty research grants is well appointed but there are many who are not affiliated with a lab or a particular project. The space for those students is a small room containing mailboxes and a photocopier. It is too small for two people to comfortably stand in, let alone to work or socialize in. In a department that brings together many international students from diverse areas of the globe to study in a geographically isolated part of the country, it is of great importance to offer them a place to talk and work with each other.
- As mentioned in Section 4 some resolution must be found to accommodate the graduate cohort. The extant graduate student office can accommodate no more than two people at one time. For a department with a large graduate cohort, a dedicated office space which can be used to undertake their research is essential.
- The Department of Linguistics have several notable laboratories. With the hiring of a new CRC some of this research space will be updated. However, the university should be made aware that laboratories, even in the Humanities and Social Sciences require upkeep. Calls for the development of research spaces, such as those that occur occasionally through CFI, should be

directed to the Department to allow them the opportunity to continue their important and successful research.

- A key obstacle facing the current Head is the lack of space in the administrative offices, and the thin walls that exist between the Head's office and adjoining administrative offices. Advising students about their academic programmes, which should happen in a welcoming and safe environment, is likely to be severely compromised in the existing space. We strongly recommend that a solution be found to the administrative space challenges in the Department of Linguistics.
- With regard to unit resources, we have already mentioned the issue of administrative space. The other pressing issue is graduate student space, which needs to be addressed immediately. The current space for graduate students is simply unacceptable and is, not surprisingly, underutilized by graduate students because it is too small. We strongly recommend that an immediate solution be found to the graduate student space challenge in the Department.
- Provide appropriate space for graduate students that will allow these students to work and participate in the academic life of the Department.
- Provide a solution to the space challenges in the administrative offices.
- Dispel the idea of mergers or integration of Linguistics with other Departments in HSS. This is a unit that functions extremely well and benefits significantly from a culture of collegiality. The discussions about integration within HSS, which have created unease amongst faculty in the Linguistics Department, should be laid to rest. We can see no academic justification for integrating Linguistics with another unit in HSS, and integration would no doubt severely compromise the achievements and contributions of this highly successful unit.

Modern languages, literatures, and cultures

*excluded, no AUP since consolidating

Philosophy [HSS]

Self Study Report (2021)

- Our student reading room, the Kiefte Room, is a key contributor to the dynamism of especially the community of undergraduate students in Philosophy, insofar as it offers them a space to work, socialize, and plan events and activities. On average, there are four to six students in the room most of the day, and not only the same faces. It houses a book collection supported by donations, which has recently been organized by students supported by university funding. The Kiefte Room also houses a Monday morning coffee hour, sponsored by Tim Horton's through a student in the department... Given no more scheduling of classes or other meetings in the room, the space has been functioning well as a study and a gathering place, though there are tensions between the two.
- The Department is located on the third floor of the Arts Annex in the Arts and Administration Building. We occupy one long corridor with 10 offices for faculty and instructors, the Department main office (2 offices and a small office lobby), 1 communal graduate room, 1

communal PhD office, the Departmental library/undergraduate space, 1 small seminar room and a very small photocopy room. Downstairs on the second floor there is also a small office used by retired faculty.

- ASMs... At the moment these resources are working because of our losing full-time faculty but these space resources would need augmenting if we were to receive another full-time faculty position. The offices themselves are adequate but have only non-opening windows, looking out into the building, so lack air. The heating/cooling systems seem to work capriciously as well.
- We have 3 shared instructor offices shared by the remaining 6 instructors ... 2 of these offices have adequate space, but 1 is quite small, almost ½ the size of a regular office. None of them have windows of any kind.
- The retiree office downstairs is quite pleasant and is shared by several faculty... It is unfortunate, however, that the space is relatively far away from the main Department area.
- The communal graduate room is mostly used by our M.A. students, though all graduate students have access to it... It holds 6 students comfortably and safely but we often have 7-8 M.A.s in a given year plus other MA students taking more than one year to finish.
- The PhD communal office is extremely small. It is ½ the size of the communal grad room... A maximum of 5 doctoral students can occupy this room at one time. We currently have around 20 doctoral students at various stages of their program...
- The seminar room is very small for our needs. It holds at most 14 people uncomfortably and it really only holds 10 people comfortably and safely. (It is impossible to even get past a seated person. You have to ask them to get up and exit the room, in order to take a seat beyond them.) Every semester at least 2 or more seminars exceed this 10 person limit. For example, the currently Graduate Proseminar, taught every year and a requirement for both MA and PhD students, has 12 students plus the faculty member. And at least 1 other seminar, which has both grad and undergrad students is closer to 20 students. Frequently faculty need to book rooms elsewhere in the university for their more popular and well-registered seminars and this usually works out, but it does mean that the Department's own space resource, the seminar room, is frequently inadequate for our student numbers.
- The Department library (the Barend Kiefte library) is one of the highlights of the Department and a pleasant space accessible to all members of the Department, faculty, staff, students, grad and undergrad. It is likely the reason that our Undergraduate Philosophy Society has generally flourished all these years. The Society organizes mixers, student talks, and a student journal, and the library provides space in which their meetings can take place. At most other times it is a pleasant place for students to study and meet other philosophy students.

Panel Report (2022)

- The Barend Kiefte Library is a key space for the Department and contributes positively to the experience of all members, including undergraduate and graduate students. It is a focal point for the activities of the successful Undergraduate Philosophy Society that is now beginning to organize events and other activities again after a slow-down during the pandemic. The value

of this space contrasted sharply with the problem relating to other aspects of the Department's physical infrastructure. It is important that this space be protected and improvements would be helpful in the case of other key teaching spaces and offices.

- Some physical infrastructure needs were identified through the self-study and interviews. The first main one related to the Department's insufficiently small seminar room. Given the success of the Department's programs and the need for an appropriate seminar room as a teaching space as well as a location for meetings and research talks, it would be important for the university to assist the Department with locating more suitable space for fully-subscribed seminar classes and other events.
- There have also been some problems with the size and state of the office allocated to doctoral students in particular... The external members of the panel noted that this situation contrasts with the facilities provided in some other Canadian universities where individual doctoral students especially are provided with work stations and access to computers and printers.
- Recommendation 5- The panel recommends that the department be allocated a larger seminar room that can accommodate 25 individuals.
- Recommendation 6 - The panel has a set of linked recommendations regarding office space:
 - a) Consideration should be given to the quality of the doctoral students' space. If possible, it would be helpful if these students could access additional or larger shared office space and it could be refurbished.
 - b) It would be helpful if the Department could be allocated additional shared offices by the University to accommodate the size of the graduate program and the major reliance on per course instructors.
 - c) It would also be preferable for the shared retiree space could be located closer to the Department so that retirees can more organically contribute to the community life of the Department and to the informal mentoring of students.

Political Science [HSS]

Self Study (2019)

- The Department lacks space for its graduate students, its considerable roster of per course instructors and has no lab space. The growth in our graduate program and the addition of the Law and Society Program did not come with the requisite space needed to support those programs.
- Space – we have one classroom that has been converted into a graduate student space. There are desks, computers, and a printer. But as we increase the size of the program, there is less and less space, and the space our students have to work is completely inadequate.
- The Science Building is currently in a state of disrepair and planning is under way to demolish the building. Historically, when the new Science building opened, the existing HSS units in the old Science building had been promised renovated and expanded space - as the Faculty of Science units left. The new plan to demolish the building means that political science will be moved to new space of only an equivalent square footage over the next four years.

- Space is a challenge across the faculty, however the Department has a very limited and rundown existing facility.
- Over the last year, the Department has requested additional space. As it stands we have no space for our undergraduate students, all of our per course instructors share one office (which makes holding office hours impossible) and there is a request for space for the Gender and Politics Lab.
- Perhaps most pressing is the need for office space for Ph.D. students. We have none.
- The Department lacks space for its graduate students, its considerable roster of per course instructors and has no lab space. The growth in our graduate program and the addition of the Law and Society Program did not come with the requisite space needed to support those programs.

Panel Report (2019)

- The entire Department is scheduled to move once the new Science Building opens. According to the Head, the space they have been allocated in the Chemistry Building is about the same as the space they currently occupy, which they feel does not meet their needs.
- Space issues are a common concern among faculty, and the Committee recognises that, under ideal circumstances, the department would house labs, as well as graduate and undergraduate areas in a common space. This is, however, unlikely to occur given space constraints on the Memorial campus. Having said this, the size of the current graduate room is comparable or larger than that available to many other departments on campus, but appeared cluttered and underused during our site visit. The department might consider using the current space more effectively, perhaps by polling graduate students for their thoughts on how best to allocate and employ the room.
 - Recommendation 25: We recommend that the Department consider ways of using the existing graduate space for effectively.

Religious Studies [HSS]

Self Study (2018)

- The move from the 4th to the fifth floor in July of 2007 is accompanied by an enrolment drop of 363
- The notable exception is 2013-14 when several department offices were flooded during a power outage that lasted several days in early January and the department, like others in the Arts Annex, had to pay some of its repair bills.
- As of 2007, the Department moved from the 4th to the 5th floor of the Arts and Administration Building, and shares this floor with the offices of the Dean of Humanities and Social Sciences. In addition to 9 faculty offices, the department has a Head's office and adjoining administrative secretarial office, a photocopy and supplies room (AA 5006), two small storage rooms (AA 5011, AA1046a), one graduate student study room, a seminar room, and one small archival room.

- A recurring issue for some office occupants is heat/ventilation. Despite repeated calls to Facilities management and repair efforts by personal from Honeywell.
- A second space issue for the department is our relative isolation on the 5th floor. As this is the top floor of the building, currently accessible by stairs and one elevator, and since the floor is occupied only by RELS and the Dean's offices, there is almost no student traffic through our department. We suspect that our physical invisibility has contributed to the decline in our enrolment numbers.
- Identifying a suitable space for a department of Folklore, Gender Studies and Religious Studies was recognized as crucial by all concerned, including senior administration. Yet, to date, no space has been found nor have any resources been found for renovating existing space.
- We unanimously passed a second motion: that given that no suitable space had been identified, further discussion of integration is off the table, though we remain open to future initiatives that further the aims of the University.

Panel Report (2019)

- On occasion, classroom spaces allocated for courses is inappropriate, when, for instance, a course with a small number of students is placed in an oversized room.
- The relocation of the department to the relatively isolated 5th floor in 2007 appears to have negatively affected enrolments. This is perhaps because there is no longer the casual advertising of the department through everyday foot traffic past departmental offices. Students only make their way up to the department's physical location specifically to meet with their professors.
- There were general concerns about the comfort of the work and study spaces. Certain offices are too cold or hot, making them unappealing for long stints of work, and the graduate student common study space (soon to be opened to undergraduates) is known to leak water from the ceiling. These are but some of the infrastructure issues that need to be addressed at the institutional level.
- The physical space occupied by the department has not been adequately maintained. While the Panel was touring the department, it was noted that the common graduate student area had suffered a recent leak in the ceiling. There are ongoing issues with heating and ventilation in some of the offices and the departmental move to the 5th floor is less than ideal both for the kind of interaction with other departments (which can add so much to the quality of a graduate program), as well as the general visibility of the department, its programs and events.
- More generally, the benefits of providing space and opportunity for real inter-departmental engagement should not be underestimated. The weak ties fostered by social networks developed in social settings have been shown to be where significant creative work is often initiated. All university departments and faculties need to work to break down silos, and the current location of the Religious Studies Department does not help with this goal... Providing convenient and attractive, common space where faculty can meet informally can foster the weak ties which are essential for networked, interdisciplinary research.

- If students and faculty are going to be present in the department and use this space safely and comfortably, these issues need to be addressed. Not only is this a health and safety concern, but if faculty are forced to leave their offices to work elsewhere, this can have detrimental effects on their availability to students and on the sense of community and day-to-day engagement in the work of the university.
- The Department Head also mentioned that she plans to open up the graduate student space to undergraduates as well... The Panel encourages this use of space. It creates a community and provides for opportunities for faculty and students to get to know one another and discuss ideas outside of the classroom. Reasons cited for the lack of use include students' inability to secure parking on campus, and the general lack of visibility of the department.
- The Religious Studies Department, being on the fifth floor, is a little hidden away. Not only is it not in a high-traffic area, but it does not share a floor with the original Arts and Administration Building, as do the lower four floors.
- Consider permanent signage/advertising space for the Religious Studies Department in high traffic areas of the Arts and Administration Building/Annex.
- Fix the heat and air quality issues in faculty offices.
- Consider ways to encourage inter-departmental collaboration and engagement – creating an interdisciplinary research cluster is a good initiative. Physical meeting space would help.
- Open up the graduate student space to undergraduate students (or even faculty);

Sociology [HSS]

Self Study (July 2021)

- In essence, given the current resources for supervision, course offerings, and physical classroom and office space, MUN's graduate program has reached a maximum carrying capacity despite consistently increased interest in the program in recent years.
- Perhaps unsurprisingly given the resource and space limitations faced by the entire University, the lowest rated program features included physical (office) space for students as well as student funding.
- Open-ended responses about program weaknesses also echoed the survey responses, focusing on the lack of funding, limited physical space for students, limited course selection, and a weak sense of community.
- The department offers very limited physical space (only the shared "Grad Room" space and very few shared office spaces for PhD students at a remote location on campus) for graduate students to effectively work on campus;
- The department would like the university to support their graduate students by securing more physical space for students. Wherever possible, this space should be more centrally located to the department than our current graduate office space
- While the physical facilities for our department are generally adequate; some challenges remain.

- All faculty have office space, but many do not have access to natural lighting via a window. Typically, junior tenure-track, contract, and per-course faculty have no access to a window for fresh air or natural light. In the post-pandemic period, this lack of access to fresh air may prove even more concerning.
- our graduate students routinely indicate the lack of physical space for students as a detrimental part of their experience at MUN. Apart from two minimal shared office spaces on the opposite side of campus from the department's location, there is no student office space co-located with the department. This complicates a feeling of student-faculty collegiality and togetherness in sharing the workspace.
- Likewise, the graduate student room in the department ("The Grad Room") is neither large enough to accommodate significant group of students at the same time, nor conducive to study/work by students. It serves primarily as a social space and place to pick up student mail... The department has attempted to remedy some of these issues by seeking additional office space for our students, but co-locating students within the department has proven difficult.
- Though the room size may be sufficient for these numbers, the prevailing notion is that the table and seating furnishings in the room are ill-fitted to the room layout. The tables/chairs in the room are normally too close to the outside walls to make for easy access to/mobility within the room when near full occupancy. This concern is even more acute when attempting to accommodate students with mobility aids like wheelchairs etc. In this respect, the space poses a barrier to accessible classroom participation for some students.
- Located on the 4th floor of the Arts & Administration building, the department has experienced periods of significant challenge in recent years with accessibility for both students and faculty when the only remaining elevator directly serving the department was out of service for an extended period (18+ months). The second elevator serving the department has likewise been out of service for several years. This leaves only one remaining elevator (when it too is functioning) on the entire opposite side of the building on which persons requiring elevator service must rely... also means that the Dean of HSS' offices are unreachable for anyone reliant on an elevator
- Recommendation 22: That the department explore options to make its seminar room a more accessible and effective classroom space by seeking more suitable furnishings/fixtures.

Panel Report (2022)

- we identified four main challenges facing the graduate program: ...c) space..
- Space: The lack of space in the Department for graduate students contributes to isolation, detachment, and mental health challenges for students. It arguably undermines the intellectual environment and sense of cohesion in the Department as a whole. Space for students, especially doctoral students, is not a luxury; it is a necessity, and should be addressed by the university.
- We note that there are a number of barriers that prevent this department from reaching its full potential: A) Space: there seem to be substantially large space constrictions that affect this

department— lack of space for graduate students to work with supervisors or to collaborate with each other; and indeed, a lack of space for anything collective reduces the potential for “synergy” that can come from spontaneous conversation

- certain challenges are preventing it from operating most effectively... shortcomings in space and facilities which hamper collegiality and functionality
- Concerns remain around the quality and adequacy of space, which is a component of collegiality and the sense of a departmental community. Sociology’s facilities in the Arts and Administration Building are subject to occasional flooding and frequent repair; elevator access to their floor is problematic. As noted, graduate students lack space and teaching facilities are inadequate (particularly the cramped departmental seminar room). Although this is a somewhat intractable problem at Memorial, exploring more/better shared space resources with other units in HSS could ease some of these challenges.

Faculty of Science

Biochemistry [Sci](Relocated to New Core Science Building since APR)

Self Study (2019)

- Furthermore, the department will shortly be relocating to space in the currently under construction Core Sciences Facility (CSF), that will see a shift from individual PI laboratory spaces to multi-user, shared facilities.
- The move to the CSF is going to cause a temporary disruption to departmental programming. In particular the honours programme and undergraduate summer research programmes are going to be significantly impacted, even with a summer semester move. At the time of writing, no firm plans or consultation for handling this move have been made available to the Department, although that move is proposed to begin in less than 9 months, and the affected academic year has begun. Just what, if any, long term impacts the temporary loss of these offerings may have on departmental enrolments is unknown. Furthermore, it was recently confirmed that the existing science building is scheduled for demolition following opening of CSF. This is causing unnecessary uncertainty about the apparent lack of plan or consultation for how the associated loss of lecture rooms necessary for programme delivery will be accommodated. Such widespread uncertainty can only be detrimental to the ability of the Department to continue to attract high quality students to its programming.
- The seminar series also routinely hosts speakers from sister departments, although with increasing graduate student enrolments, available space is somewhat limited.
- Recommendation 4.6 To improve interactions and communications among graduate students, the Department is encouraged to identify and renovate an adequate room for activities such as graduate students meetings, social events and journal clubs. Status: The Department was denied a request for such a space. The only current options are the Feltham Room (SN4015), which doubles as a lunch room, seminar room and general meeting room, and the Biotechnology reading room, both of which are available for booking for group meetings. A small coffee room that can accommodate 4- 5 people is also available for graduate student

use in the Biotechnology building. The new CSF does, however, have dedicated communal work/office space for graduate students, although unlike undergraduate students, there is no dedicated graduate student society space. Furthermore, the CSF is designed around shared, common, lab space, with individual research laboratories not present. This will considerably increase interactions amongst students in different groups. It is anticipated this will be further enhanced by the mandatory graduate skills course (Bioc7000) through which entire cohorts of new students will be brought together. In recent years the graduate student society has been actively encouraged to forge closer links with the undergraduate society. The inherently high annual turn-over in executive positions on these societies has hampered this, as each year essentially requires starting over from scratch.

- The up-coming move to the CSF will further strengthen this aspect, with all research occurring in common laboratory spaces, rather than rooms assigned to individual PIs. Care has been taken with space allotment to ensure that as much as possible groups will be placed adjacent to complementary expertise ... With the Department split over two floors of the building care has also been taken not to isolate Nutrition and Biochemistry faculty from each other, and thereby guard against departments within a department being inadvertently established. The CSF will also address a long- standing deficit noted in previous APR reports, namely the lack of a common graduate student room. Each floor contains dedicated non-lab workstation areas for graduate students, and this should foster more of a sense of belonging and peer-support networks.
- As indicated elsewhere, the move to the CSF represents an unparalleled opportunity to foster greater collaboration within the department, promoting interdisciplinary and multi-disciplinary research. Initial assignments for the two open laboratory spaces have been done to try and maximize this potential, and also promote cross-talk between Nutrition and Biochemistry focussed research. The student community is more engaged and active than in the past, but could still benefit from more socializing opportunities. The shared space model of CSF is expected to further foster such development.
- Recommendation 6.1 A Space and Infrastructure Committee should be formed to optimize space allocation and to promote equipment grant applications.
- Recommendation 6.2 Deficiencies in presently available space be addressed by the Faculty of Science in a timely manner. In the design of new Biochemistry space, attention should be given to spatial consolidation of all elements of the Department. Status: No new space for the department was forthcoming from the last review, and the Department has remained scattered across multiple floors, wings, and buildings. This has certainly been an impediment to development of a common purpose or greater collaborative efforts within the department, with little day-to-day contact between individual researchers and groups. The new CSF will largely alleviate these concerns with the Department occupying common research facilities divided between the third and fourth floors, contiguous office space on each floor, and common, dedicated, student areas and work spaces. In the putative assignment of space, attention has been paid to placing common research interests together, while also taking care not to inadvertently create departments within a department.

Panel Report (2020)

- In addition, the Department will be leaving their current space and moving into a new state of the art building, the CSF. The current space occupied by the Department is old and houses the traditional investigator assigned laboratories while the new facility will be open concept with shared space.
- Laboratory facilities are currently woefully outdated and are verging on unsafe; however, this is soon to be addressed by the move to the CSF in the coming months. There is considerable anxiety over the upcoming move from different stakeholders in the Department; however, any change in facilities is almost certainly going to improve the teaching and research capacity of the Department.
- As noted previously in the report, the laboratory facilities need renewal in order to support research and graduate training going forward.
- As noted already, the current laboratory facilities that are being used for research activities are dated, and in some cases lack appropriate safety equipment (e.g. safety showers) to meet current standards. There is also inadequate desk space for graduate students outside of dedicated research spaces. The move to the CSF will alleviate these issues by providing state of the art facilities for research activities and a dedicated area for graduate student desks.

Biology [Sci]

***Self Study (2019) (APR), (relocated to New Core Science since APR)**

- 4.1.3.3.1 Infrastructure, Equipment & Teaching Supplies The department is currently teaching in a 55 year old building with outdated infrastructure and endless safety issues. The new Core Science Facility will be a necessary and welcome change. Students and instructors will benefit from modern teaching laboratories and technical support staff should spend less time dealing with aged infrastructure and chronic safety concerns. All the second floor teaching labs, each with a fumehood and mobile benches allowing multipurpose set-ups, will allow the department greater flexibility in designing and conducting student laboratories.
- Currently there is a small greenhouse very close to the science building. Although nearing the end of its usable life expectancy, this building is still heavily used to hold plant material for first year biology, botany, plant physiology and biology for earth sciences laboratories. A new greenhouse originally in the plans of the Core Science Facility has been terminated due to budget constraints. The department will need to think about how this material will be held (and transported) once the move to the new building is complete. Space at the Botanical Garden may be made available but transportation of plant material, especially in the winter months, may affect scheduling of plant reliant courses, specifically B2010 Biology of Plants. In the future, new genetics and evolution labs may also require plant materials. In addition, busing costs for classes travelling to and from the Botanical Garden are a budget concern.
- Without proper maintenance and storage facilities, collections and equipment quickly deteriorate and teaching material becomes damaged or permanently lost...Although lab

storage for some of our smaller collections will be provided in the new Core Science Facility, the department is concerned with storage options for our larger collections, particularly our valuable bird and mammal skins, and skeletal material...Storage space will need to be allocated in the teaching laboratories used for the relevant courses, or nearby on the same floor of the core science facility.

- the inability to register for higher level (4th and 3rd) year courses due to small class size capacities.
- The greenhouse is also in need of significant maintenance. Requests for this have been made to Facilities Management but there has not been funding available.
- Moving into the CSF will definitely help improve many concerns (plumbing, electrical...) but also creates new challenges... While the technical staff know that the move to CSF will have its challenges, everyone is looking forward to the move. It will be a new and better working environment.

Panel Report (2019)

- The move to the new Core Science Facility (hereafter termed “CSF”) is a rare catalyst for creative thinking in program delivery and research. New collocation of resources should allow the Department to more easily enhance academic experiences and to better support its research program.
- The CSF represents an unparalleled opportunity for the Department. In addition to the massive boost in infrastructure, the proximity to other departments should create an excellent environment to explore and develop new collaborative directions with complementary and cognate academic units.
- The Department of Biology should reflect on the use of new available spaces in the CSF and other building infrastructure to evolve their teaching-lab programs. This reflection should not wait until after the move to the CSF.
- The CSF is an obvious way in which the unit’s resources are about to change dramatically: from heavily worn and outdated, but familiar, infrastructure to brand new, but to a surprising extent unknown, infrastructure. The move to the CSF represents an exciting opportunity but also presents a need for significant communication and planning (as stressed in Recommendation 1b). In most respects, the Review Panel is unable to assess the suitability of the new space because it was unable to see it (for obvious reasons) and the Self Study document contained little information about it.
- The Review Panel, however, finds one aspect of the new building troubling. A greenhouse was included in the original plans but axed to save money; and a collections room has been sought by the Department of Biology but repeatedly denied. This is shocking. The provision of live plant material is a normal part of undergraduate labs at every university offering Biology programs, and so is the ability to study authentic biological specimens...The notion that these critical teaching resources should not be accommodated in the CSF is very perplexing
- Recommendation 15: The Faculty of Science must find a way to provide for greenhouse facilities and maintenance of teaching collections... The Review Panel strongly recommends

that the Faculty of Science works hand in hand with the Department of Biology to determine the footprint necessary for these critical teaching resources.

Chemistry [Sci]

*** excluded due to age, self study 2009**

*** relocated to New Core Science**

Computer Science [Sci]

Self Study (2011-12) (APR)

- The Computer Science department core space allocation consists of 59 rooms [15,521.87 sq. ft.] on two floors of the west wing of the S.J. Carew building.
- Growth of the Department needs and facilities meant finding alternatives which have not been available in the S.J. Carew building, leading to some of the faculty and students being housed in the Alexander Murray (Earth Sciences) building.
- As a result, being housed in a building over which a different faculty asserts control has been problematic.
- The main teaching lab for introductory courses is across campus in a space in which Computer Science does not even have control of access but for which we have financed computing equipment and software upgrades.
- As a general computing lab which is managed through another unit (Computing and Communications), this is only available for structured labs at scheduled laboratory times.
- It is difficult to obtain additional or flex space. As a result, six faculty members and eight to ten of our graduate students have been housed outside the main unit in space “borrowed” from the Earth Sciences unit in the Alexander Murray Building. As well, the undergraduate students have no club/study room and for many years have been guests in the Earth Sciences student club room, controlled by the Earth Sciences students. In short, a large segment of our faculty, graduate students and the undergraduate student body are physically distanced or disenfranchised from the bulk of the Department’s core space. This has a poor effect on the quality and amount of interaction and synergy among members of our unit.
- Others have been forced to double or triple-up and share lab space, with obvious impact on their research presence and capabilities.
- Computer Science is a dynamic discipline with a rapid innovation cycle. Housing such a discipline in temporary space for 35 years is unexplainable; it has a negative impact not only on how students view the Department but also on our self-image.
- From the perspective of University resourcing, the primary physical resource problem is space. The ability to project a welcoming presence for research and academics, and a coherent identity, is compromised without contiguous space sufficient for our programming and research needs.
- Ideally, this should be in a building under the control of our own administrative reporting hierarchy, so that even if contiguous space is not available, at least our colleagues and students will have a sense of place on campus, rather than the constant feeling that we are

someone else's guests. In turn, the Department can create a physical presence that projects our identity.

- The Computer Science department must move into up-to-date, adequate, contiguous space within five years. The diaspora of faculty and students from our core space impedes our ability to create a sense of community and presence on campus. We are one of few units at Memorial University whose space is under control of other faculties. This lack of cohesion impedes our ability to plan the research and academic activity critical to our function as an academic unit. This issue has existed since the inception of the Department, with continuous promise that a solution would be found in the near future. This has not happened. The majority of Computer Science departments in Canada have been provided, over the last decade, with new, modern space, as a result of strategic investment initiatives. We have not.

Panel Report (2012)

- During the tour of the Department's facilities, the Panel was made aware of significant fragmentation of the Department's resources due to a lack of sufficient space in a centralized location. The Panel is fully aware that the space problem is widespread within the Faculty of Science but for this Department it is particularly serious. This issue was discussed at length with the Dean of Science and the Panel agrees that there are no easy solutions. Realization of new dedicated space for the Department may not occur for many years.
- The only substantial issue regarding university support communicated to the Panel involved inadequate and decentralization of space resources. The principal space for the Department is within the Faculty of Engineering and appears to be roughly 30% too small for the needs of the Department.
- Six faculty offices are located in the sixth floor of the Earth Science building, about a 5 minute walk from the main Department. In addition, the Computer Science undergraduate student lounge is shared with the Earth Science students, located in the Earth Science building. We heard from the undergraduate students that they are treated somewhat as outsiders by the Earth Science students. There are also four offices in Earth Science used by Computer Science graduate students and postdocs.
- Recommendation 8-1: The Department should form a Space Committee with the purpose to explore opportunities for the optimal use of the rooms already allocated within the present location (e.g., better use of temporarily vacant offices and seminar rooms). In addition, the committee should seek increased allocation of space within the Faculty of Engineering for Department use.

Earth Science [Sci]

***excluded due to age, Self Study (2003), Panel Report (2003)**

Mathematics & Statistics [Sci]

Self Study (2017)

- Henrietta Harvey Building – HH-2000- 2011 and HH-2016-2026 on the second floor (see figure 8.22) and the entire third floor of the building.

- All faculty and support staff have offices in the Henrietta Harvey Building; office space for graduate students is mainly in the Henrietta Harvey Building and a bungalow located at nearby Clark Place
- Lack of adequate office, research and teaching space is a common complaint at Memorial and the space occupied by the Department of Mathematics and Statistics certainly fails any 'adequacy test' on all three counts!
- Faculty office space is on average less than 120 ft², whereas the University average is just under 150 ft²;
- there are no research spaces,
- we have one meeting room,
- completely inadequate storage space
- only three small classrooms.
- The Centre for Numerical Analysis and Scientific Computing has no office space.
- every square inch of space is used.
- Offices are cramped
- Storage space for departmental records is non-existent.
- The Department maintains two computer labs – one 36 machine lab in Henrietta Harvey and one 5 machine lab in Clarke Place.
- A major challenge for the Department is, and has been, its physical environment – the size and types of space available in the Henrietta Harvey Building are inadequate for a university unit the size of the Department of Mathematics and Statistics. The building has persistent problems with water leaks and repairs made more complicated by the need to do asbestos remediation for even quite minor work.
- One would hope that the freeing up and renovation of the current space occupied by the future tenants of the Core Sciences Building would lead to some improvements for those Science departments... not making the move.

Panel Report (2018)

- The Department is facing a serious shortage of space. The poor quality of available space is affecting the morale of the faculty, staff, post-docs and students.
- The Department has a Help Centre... It is operated out of a leaky room with about 30 seats located in the department... the capacity of the Centre suggests that about 1% of the students can be assisted.
- The negative role of the Department's space resources cannot be overstated. Aside from the issues surrounding the Henrietta Harvey Building discussed everywhere else, the Help Centre is of insufficient size and capacity to fill its mandate. There are several small classrooms in the Department, the largest of which has capacity about 35, and all of which are interior rooms. We heard that these rooms have poor air flow / quality.
- The final item is adequate office and discussion space. This is seriously inadequate, and is already a serious barrier to scholarly interaction. It appears difficult to further increase

graduate student numbers before first addressing this problem. It has been identified as very serious by every constituency in the Department.

- A critical requirement for research success for any academic department is a well-funded graduate program, with suitable office and discussion spaces for students and post-docs. Every research group has indicated that lack of space is the major issue facing the Department at the present time. Based on direct observation, the authors of this report agree with this assessment. The lack of space is a serious shortcoming, as it has a direct and detrimental effect on research productivity.
- The infrastructural resources available to the Department are severely limited, and this issue has also been highlighted in Sections 3 and 4 of this report. The lack of space and the poor condition of the building cannot be overemphasized. While we were told that the air quality in the building is being monitored, it is alarming to see open buckets of dirty water that has leaked through the roof, walls and ceilings, and it is natural to wonder whether the readings were taken in close proximity to any of these. We wonder also if the water has been tested for contaminants, and whether the presence of these buckets in the hallways would pose a hazard in the case that the building had to be evacuated in an emergency situation like a fire, when the halls may be dark. We are not aware of any Mathematics and Statistics department in the country whose space situation is nearly as poor. The impact of poor working conditions on the health and morale of the occupants is a valid concern.
- It is particularly notable that the largest classrooms in the building can seat only 30-35 students and none of these rooms have windows. Insufficient space for the Help Center, which caters to a significant number of undergraduates, is a major concern. Given the extreme shortage of space in the building for Mathematics and Statistics related functions, it is notable that most of the first floor of the building is occupied by a completely unrelated unit in the University.
- the possibility of equitably reassigning the existing space in the building should be considered.
- The physical space allocated to the Mathematics Department is woefully inadequate in every sense, and we believe, is a root source of many problems we saw. Our tour of facilities revealed extremely cramped quarters in the Henrietta Harvey Building;
 - - faculty offices are far too small and cramped, constituting a barrier to any student advising or tutoring
 - - the Head's office is too small to accommodate even small meetings
 - - support staff space is small and crowded, with no room to house equipment
 - - classroom space is minimal and the computer lab is too small
 - - the Help Centre is far too small and not designed to facilitate its function
 - - graduate student space is extremely cramped or distant from the Department in a dilapidated house
- A well-equipped (including computers) adequate space, for faculty, graduate students, undergraduate student teaching and research, in the same place, are essential to a sense of

community in any department and contributes greatly to collaboration, the generation of research ideas, innovations in teaching, and enhanced morale.

- Recommendation 30: That either a new building be constructed for the Department of Mathematics and Statistics or the entire Department be moved to another location on campus.

Ocean Sciences [Sci]

Self Study (2021) (Panel Report not yet available)

- These challenges are magnified as compared to units on the University's main campus in large part because of the DOS/OSC's physical isolation
- The DOS/OSC's challenges include: (1) the specialized and aging infrastructure required to carry out its world-class research and graduate education programs; (2) critical lack of space and/or financial support to deliver and further improve and diversify its teaching curricula and various aspects of its operations.
- These serious limitations have had, and continue to have, several important ramifications that ultimately hinder the Department's growth and pursuit of short- and long-term vision and strategic objectives.
- Located at Logy Bay, 10 km from the St. John's main campus
- address the mounting challenges of decreasing University budgets (and hence DOS/OSC support), ageing/deteriorating OSC infrastructure,
- a possible transfer of decisional capacity and operations regarding OSC infrastructure from DOS/OSC to MUN entities with no experience in the unique challenges of operating a marine station with live animals maintained with running seawater.
- Progress in this area has however been slowed down significantly by the critical lack of teaching space down at the OSC,
- While we only started developing our own courses in 2013, most faculty at DOS had historically been required to develop and teach courses in other departments or programs (e.g. Biology, Chemistry, Environmental Science).
- 56% and 54% of the students are somewhat or extremely dissatisfied with student office space and student social space, respectively
- 50% of the students are somewhat or extremely dissatisfied with the frequency/variety of runs of the Shuttle Service and reliability of the service
- However, they also speak to acute infrastructure and logistical issues that undergraduate and graduate students (and faculty and staff) face in their daily lives at/in the DOS/OSC and which require immediate action for correction.
- The main challenges associated with our undergraduate activities include: (i) the off-campus location of the DOS, which creates interaction and transportation challenges for instructors, the Academic Program Officer (APO), students, and TAs; (ii) the absence of dedicated teaching spaces at the OSC;

- It remains time-consuming for the APO, and for instructors and TAs to travel daily/biweekly to campus to counsel/teach. Improving the shuttle service (or getting access to public transportation) is therefore a major future goal.
- Our facilities are world class, and students are telling us that they love to come down to the OSC for the field courses we offer there (in labs that were renovated for education purposes with the help of the Oceans Learning Project).
- Particular challenges faced with delivering the graduate program include... Lack of dedicated teaching space, both lecture and laboratory: creates challenges for course delivery;
- However, they also speak to insufficient instructional resources and infrastructure that graduate students (and faculty and staff) face in their daily lives at/in the DOS/OSC and which require immediate action for correction
- the DOS/OSC faces a number of challenges, and many of these are amplified as compared to units on the university's main campus because of its isolation, and the significant specialized infrastructure that is required to support both its world-class research and educational mandate. As outlined in the 2019 Administrative Review of the Department of Ocean Sciences, there are serious infrastructure issues that threaten the operations (especially research-related programs) of the OSC and/or the safety of the individuals working there. These issues include:
 - No potable water supply¹ to almost all labs and lack of safety showers and eye wash stations in the JBARB and CDRF...
 - Deteriorating basic infrastructure (e.g., floors, windows, electrical systems);
 - Buildings that are poorly maintained/cleaned. They are dirty and have a reoccurring rodent problem...
- Overall, there is insufficient direct MUN support for research/infrastructure at the DOS/OSC. This lack of support is at the root of compounding issues (summarized in Appendix J), which seriously jeopardize the ability of the DOS/OSC faculty and community to continue to lead research at MUN, while pursuing its core vision and supporting/growing its academic programs
- The OSC is located a fair distance from main campus, and difficulties created by this are not completely understood by those on main campus (in Senior Administration), and thus, not appropriately taken into consideration when making decisions. Difficulties/problems include
 - Inadequate/unreliable shuttle service
 - No options for food, and very limited number of areas to use for breaks/eating lunch,
- While the DOS/OSC growth has exceeded our expectations, the aging facilities are constraining our ability to enhance our research and teaching programs (and other initiatives) further.
- However, it is clear that some of the OSC's buildings are coming to the end of their useful life unless they are extensively renovated (e.g., the OSC's iconic many-sided building), and that new facilities will have to be built in the short-term to enhance our program delivery, including appropriate space for public engagement/education

- As outlined throughout the present document, the DOS/OSC facilities are in desperate need of rejuvenation/upgrades to resolve acute issues that hinder teaching and research productivity/quality, while presenting health and safety concerns

Physics and Physical Oceanography [Sci]

Self Study (2015) (APR)

- The Department occupies offices and laboratories on four floors of the Chemistry–Physics Building. At present, there are no plans to move the Department to the new science building that is being constructed. It is expected that the new building will be completed by 2019.
- Space poses challenges for our department. Over the past decade, our available office space has declined, with rooms on Levels 2 taken over by the Dean and two large graduate student spaces on Level 3 taken over by the Department of Chemistry. The Department has renovated many of the graduate student rooms to enhance their functionality but we have reached the limit in improvements that we can make to the rooms. We are also limited in laboratory space as we have no unused laboratory space and have many over-crowded labs and several that are in serious need of renovation. In recent discussions around hires for new faculty we have been uncertain that we would be able to adequately house a new experimentalist given the present space that we have and the configuration of that space.
- We can tolerate our office facilities, particularly if there was an expansion of space, but our general building facilities and in particular our laboratory facilities, both research and teaching, are inadequate and in desperate need of modernization.
- Assuming that Physics and Physical Oceanography remains in its existing building there will be opportunities for renovation to the existing teaching and research facilities. We could greatly benefit from new and modern teaching classrooms and laboratories and better designed and integrated research laboratories. No detailed plans presently exist for such changes and so the Department will need to push to ensure that its future space needs are addressed as the new Core Science Building is opened.

Panel Report (2016)

- Significant university building changes and renovations are imminent. These changes are pressuring already stretched members of the Department. Proactive engagement with these changes is important.
- We have identified four core areas of focus for this report: space...
- The Department will stay in the Chemistry Physics building, which is separated from the new site by the four lane Prince Phillip Drive. The current building will undergo substantial renovations. It looks like the new science building together with the planned renovations will severely impact the Department.
- Fractioning of research space. Certain facilities used by the Department will be moved to the new science building. This includes the cryogenic and the NMR facilities, severely

affecting three experimental research groups (Morrow, Quirion, and Yethiraj) and possibly others, depending on the final location of the atomic force microscopy facility used by Poduska and Merschrod (Chemistry). Specific concerns are the supply of liquid helium at affordable costs, the transport of NMR samples between buildings, and the management of dispersed research groups.

- While research and office space currently appears decent, there is no good social space for faculty or graduate students since the room available for this purpose is often used for meetings. We also note that access to larger lecture theatres for first year classes could reduce teaching demands on faculty.
- Additionally, the theoretical/CMP group does not have a coherent research space for graduate students (while labs are the heart of experimental groups) which would strengthen informal cross-training and community. Given the departmental emphasis on theoretical research, this amounts to a significant space issue – but one that could be addressed by restructuring currently available space.
- Recommendation 1. A departmental space committee should identify space needs and solutions, coordinated with strategic goals of the Department (i.e. hiring plans).
- 1D. Find coherent office space for graduate theory students, in order to provide stronger informal cross-training and community building.
- We encourage the Dean of Science to move ahead with a new, faculty-wide space committee to proactively deal with emerging space issues associated with the new science building and renovations of existing buildings. We recommend that the Department has direct representation on that committee, to closely tie the faculty level planning with that of the Department.
- Nevertheless, future faculty hires impact space needs and programme possibilities. In view of the upcoming changes related to the construction of the new science building, the timing for the strategic plan and its ensuing space plan should be pursued without delay. Once in place, it can justify space and hiring needs, and smooth faculty searches.
- The facilities used for the first-year labs are in a good state, well equipped and up-to-date, with computers for student use and screens for demonstrations.

Psychology [Sci]

***excluded due to age, Self Study 2002 (APR)**

(*New Core Science, relocating)